

ENGLISH

Mt. Ararat High School English Outcomes

What do students need to know and be able to do as a result of learning in English language arts?

Reading *Students will:*

- read critically and closely, and in the process ask pertinent questions, recognize assumptions and implications, and analyze, evaluate, and synthesize information and ideas;
- know about and work with a range of texts (nonfiction and literary, print and visual) that inform and challenge their understanding;
- read for personal enrichment and respond to their reading in ways so that they will come to see reading as a significant and worthwhile part of their lives;

Writing *Students will:*

- use writing to communicate knowledge and make sound arguments, presenting lines of thought with precision and clarity;
- command the processes used in writing for reflective, practical, creative, research, informational, persuasive and other purposes and in various writing situations, including on-demand and over time, with computer technology and with pen and paper;
- correctly use conventions of standard written English;
- communicate effectively about their writing and consequently improve their work.

Speaking and Listening *Students will:*

- speak and listen with presence in various group situations, including small group as well as whole class discussions;
- perform oral readings and dramatic presentations, interpreting and reflecting upon their performance and the performances of others;
- engage in discussion as both a speaker and a listener— interpreting, analyzing, and summarizing;
- represent positions clearly and argue persuasively;
- recognize the intentions of speakers and the techniques they use to affect audiences;
- recognize, record, and respond to important points in lectures and discussions.

Language *Students will:*

- use oral and written language in its varieties purposefully and strategically to present and support their views, to act as responsible citizens, and to entertain and enjoy themselves and others;
- know how language works, reflecting about important rhetorical elements such as subject, aim, speaker, audience, context, and strategies.

Academic Planning Notes:

- English credits required: 4 (English I-IV; AP English courses, comprised of introductory college level work, also count for required English credits)
- In order to proceed to the next course in the required English sequence, students must complete specific common assessments associated with these courses that demonstrate their achievement of the Maine Learning Results in English language arts.
- Students beyond the first year of high school who need to complete the initial required English credit course take English IB.
- Students beyond the second year of high school who need to complete the second required English credit course take English IIC.
- The scope and sequence of the English program means that students cannot take two required, sequenced English courses simultaneously for credit. However, 4th year students who need an additional English credit for graduation may, with all required approvals, enroll in Critical Reading and Writing at Merrymeeting Adult Education concurrent with their enrollment in English III or Technical English.
- Enrollment in Writing and Reading Lab III or IV courses requires English department referral. The courses are unavailable as selections during course registration.

- English electives do not satisfy state English requirements; some may apply to the state Fine Arts credit requirement.
- MVR #10's **TECHNICAL ENGLISH** course allows students with credit deficiencies in other required subjects to earn required state English credit at Region 10 and thus undertake or maintain involvement in their vocational program. However, course content, including unit scope and sequence and course assessments, differs from that of the Mt. Ararat High School English curriculum.
- Academic English III is accompanied by a required lab. The lab requirement is waived for MVR #10 and 4th year students.
- AP English Language is accompanied by a required lab.

ENGLISH I

1 credit

9th grade (first year) students take the following course:

ACADEMIC ENGLISH I

Students begin the secondary English sequence by focusing on the concept of metaphor as it takes form in fiction, poetry, drama, nonfiction, and film. Major subjects of close study and writing include how a culture produces literature, how characters develop, change and influence others, and the importance of place. Listening, speaking, organizational and group work skills are developed through course activities. Students confer about their writing in the Writing Center as well as in class.

ACADEMIC ENGLISH IB

Students who did not complete required common assessments of Academic English I take this course. Units of study corresponding to those of Academic English I provide students with another opportunity to demonstrate command of initial high school level English skills and knowledge before proceeding to subsequent courses in the required English sequence. Class sizes are small in order to increase the amount of individual coaching.

ENGLISH II

Prerequisite: Academic English I or English IB

1 credit

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

ACADEMIC ENGLISH II

Students deepen their awareness and appreciation of literary form and meaning. They write and revise regularly as they learn how to build support for their ideas, observations, and positions. They also present and defend ideas in class discussions and group work. Students gather, synthesize, and shape information and opinions into an informed research project that culminates in an "I-Search" paper. Students work with teachers on their writing in class and the Writing Center. *Note: ACADEMIC ENGLISH IIC* is the version of the course adapted for 3rd or 4th year students and is based in a computer lab.

ADVANCED ENGLISH II

Additional prerequisite: department screening including completion of summer work

Students who successfully complete this course will be prepared to undertake introductory college-level work in subsequent AP English courses. This course is intended for students with a notably

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strong interest in the study of language, literature, and writing who are ready to encounter intensive, accelerated work. As readers and writers, students consider various literary forms (essays, speeches, poems, fiction, drama), paying close attention to language features, form, and meaning. Students complete a major research project. Students confer with teachers about their writing in the Writing Center as well as in class.

ENGLISH III

Prerequisite: English II

1 credit; 1/2 credit for Academic English III Lab

NOTE: 4th year students and students enrolled in MVR 10 are exempt from Academic English III: Critical Reading and Writing Lab.

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

WRITING AND READING LAB III

Additional prerequisite: English department referral

Students who need to strengthen writing and reading skills in an individualized workshop environment are referred to this computer lab-based course. Using available computer technology, students address topics that require research, interviews, writing, and revising. As a capstone to their work, each student writes a feature piece, usually a profile. Students also read and work with quality written texts and films in connection with their writing. They also develop on-demand writing skills. Students confer with teachers about their writing in the Writing Center as well as in class.

ACADEMIC ENGLISH III

Includes CRITICAL READING AND WRITING LAB (exceptions noted above) for an additional 1/2 credit

Students consider North American writing and culture through the study of essays, short fiction, poetry, and longer works such as *The Night Thoreau Spent in Jail*, *Montana 1948*, *The Great Gatsby*, and *The Catcher in the Rye*. Works by accomplished women writers such as Walker, Berg, Kingsolver, Angelou, Tan, and Smiley are read and discussed during a community reading unit. Regular student writing for various purposes augments discussions and assigned readings. Listening, speaking, group work, and vocabulary skills are featured in course units and strands. Labs involve extensive work on close reading, vocabulary development and purposeful writing. Students confer about their writing in the Writing Center and in class.

ENGLISH IV

Prerequisite: English III

1 credit

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

WRITING AND READING LAB IV

Additional prerequisite: department referral

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

ACADEMIC ENGLISH IV

Students in this capstone course prepare for further study by completing a college essay then exploring a compelling array of short stories, essays, poetry and longer literary works such as *The Glass Menagerie*, *A Raisin in the Sun*, *Fences*, *Grendel*, *One Flew Over the Cuckoo's Nest*, *The Things They Carried*, *Death of a Salesman*, and *Hamlet*. The concepts of voice, turning points, human culture, and truth provide a focus for study. Major assignments occasion the development of language and film / image awareness as well as listening and speaking skills. Critical analysis and synthesis papers, including a senior paper, are completed in connection with readings. Students confer about their writing outside of class in the Writing Center.

AP ENGLISH COURSES

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

1 credit; 1/2 credit for AP English Language Lab

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

LANGUAGE AND COMPOSITION

Recommended level: 11-12

Students in this introductory college-level course will have previously demonstrated strong writing and analytical skills. Students consider a broad and challenging array of prose selections and image-based texts concerning a wide range of important subjects. Through close reading, frequent writing, and purposeful inquiry, students develop their ability to work with language and deepen their understanding of rhetoric and argument. Students work extensively with nonfiction including essays, speeches, letters, memoirs, and other writings by rhetors such as Didion, Capote, Dillard, White, Lincoln, Swift, Hazlitt, Twain, Orwell, Mead, King, Mairs, Murray, Sontag, Oates, and Shakespeare. Students confer with teachers about their writing in the Writing Center and in class. The associated **AP ENGLISH LANGUAGE LAB** focuses upon source-based argumentation, analysis of image-based texts, and the responsibilities of public discourse. Students prepare for the Advanced Placement English Language and Composition Examination.

LITERATURE AND COMPOSITION

Recommended level: 12

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

ENGLISH ELECTIVES

NOTE: elective courses do NOT fulfill scope and sequence or credit requirements associated with English I-IV coursework. A maximum of 1/2 credit towards the Fine Arts requirement may be earned through Creative Writing or Theatre Arts Workshop.

UNDERSTANDING FILM COURSES

FILM ANALYSIS AND PRODUCTION

1 credit, but may be taken 1/2 credit per semester

Recommended level: 11-12

Students learn to analyze the medium of film with an eventual focus on producing films of their own. Topics include film history, film genres, foreign films, the language and sound of film, scripting, directing, story, scene composition and development, and film evaluation. Using iMovie software, students learn to create a digital film story that is carefully crafted and aesthetically pleasing. During the second semester, greater emphasis will be placed on film production, with an aim toward deepening students' skills with script- and storyboard-writing and use of digital video gear. Students will form a production team to script, storyboard, shoot, and edit a film; they will also complete independent research projects.

FILM APPRECIATION AND ANALYSIS

Prerequisite: satisfactory achievement in required English 1/2 credit; this course meets twice per week for the full year

Recommended level: 11-12

Students learn to view, appreciate, and analyze the medium of film and develop a critical awareness of media and cinema. Topics include the language and sound of film, scripting, directing, perceiving story, scene composition and development, and evaluating films.

CREATIVE WRITING

Prerequisite: satisfactory achievement in required English

1 credit, but may be taken 1/2 credit per semester; the first 1/2 credit may be applied to the Fine Arts requirement

Recommended level: 10-12

During the first semester of Creative Writing, students become more expressive writers by making fresh observations and associations and exercising imagination. They explore and produce poetry, prose, fiction, and nonfiction. Participants will create, share, and publish their own work. In the second semester of Creative Writing, students further explore and develop their voices by writing in several more challenging literary forms, typically focusing their efforts on poetry, fiction, creative nonfiction, or screenplays.

THEATER ARTS WORKSHOP

1 credit, but may be taken 1/2 credit per semester; the first 1/2 credit may be applied to the Fine Arts requirement

Recommended level: 9-12

During Theater Arts Workshop, students learn about the world of the stage and the dramatic arts. They explore all aspects of theater including stagecraft, costumes, set design, playwriting, music, and, of course, performance. During the second semester, students develop and deepen their work in the dramatic arts. Participating members of the Mt. Ararat Stage Company are urged to consider this course.

WEB TEAM

Prerequisite: teacher screening

1 credit, but may be taken 1/2 credit per semester

The Web Team is made up of students who, with coaching, support and direction from their teacher, create web pages. On the Web Team, students participate in a range of activities related to school-and-personal web site design, development, and revision. During the second semester Web Team students continue web site development activities, deepening their knowledge and skill as designers, information presenters, and communicators by working on more challenging projects at a more sophisticated level. Students may earn multiple credits as members of the Web Team.

JOURNALISM

Prerequisite: satisfactory achievement in required English

1 credit; additional before or after school meetings are required in connection with publications

Recommended level: 9-12

Students in this course are responsible for the design and creation of *The Talon*, the school's student newspaper. The full range of publication activities including design, layout, writing, photography, production, distribution and advertising are key course elements. Students consider the role of the press and journalistic responsibility and must commit to publication activity beyond the usual school day. Since they assume responsibility for ongoing production of the school newspaper, students may earn multiple credits in Journalism.

LITERACY TRANSITION SUPPORT

Prerequisite: system screening and identification by the English department prior to assignment and parent support; see the English department head for referral / dismissal standards.

Up to 1/2 credit may be earned per year

First year students (grade 9) only

Literacy skills are vital throughout high school and life. First year students whose previous performance on middle school literacy tasks indicates that they need close monitoring and support from an English teacher or peer tutor as they undertake high school writing and reading tasks are assigned to this program. Eligible students enroll in LTS in lieu of a study hall. Given the need to maintain a supportive environment for all students in this program, disruptive students are asked to leave and referred to the Student Assistance Team. Students who demonstrate sufficient skill development may exit LTS at semester's end; at that time other first-years who have encountered difficulty may be referred to LTS. Literacy Transition Support is operated in conjunction with The Writing Center.

WRITING CENTER SUPPORT TUTORS

Prerequisite: permission of department

Up to 1/2 credit may be earned per semester

Recommended level: 11-12

Working under the guidance of an English teacher, Writing Center support tutors help peers with writing in the Writing Center/Literacy Transition Support setting. Student tutors keep a journal of their experiences. Peer tutoring may be of particular interest to students who wish to contribute to our school community.

SOCIAL STUDIES

The required social studies course sequence was developed to foster appreciation for the events that have happened, why they happened, and what can be learned from them. The sequence begins with the development of civilization and carries through to contemporary times. According to the National Council of the Social Studies, the primary goal of any Social Studies program is to create citizens capable of making informed and reasoned decisions within a diverse and democratic society in an increasingly interdependent world. Throughout the sequence students will learn how to apply historical thinking to events rather than simply memorize significant incidents. With its course sequence, developed in accordance with the revised Maine Learning Results, the Framework for 21st Century Learning and departmental outcomes, the Social Studies Department will establish common assessments that require all students to fulfill the core competencies set forth below.

Civics and Government

Students will:

1. understand the rights and responsibilities of good citizenship
2. understand the types and purposes of governments
3. understand the constitutional principles and democratic foundations of the political institutions of the United States
4. understand the political relations between nations

History

Students will:

1. use knowledge of history, the arts and major eras to demonstrate relationships of events and people
2. develop historical knowledge of major events, people, the arts and enduring themes throughout history
3. use and evaluate resource materials for bias, perspective and usefulness

Geography

Students will:

1. use and interpret maps, globes and other geographic tools to locate and derive information about people, places, regions and environments
2. understand and analyze the relationships between people and their environments

Economics

Students will:

1. understand economic decisions are based on availability of resources and the costs and benefits of choices
2. understand the economic system of the United States
3. analyze how different economic systems function
4. understand patterns of international trade

Academic Planning Notes:

- Social Studies credits required: 3 (Social Studies I-III). All students must complete required common assessments embedded in Social Studies I-III courses.
- The department also offers Supported/Remedial versions of all required courses (Social Studies I-III). Student placement in these courses is based on teacher recommendation with department head approval.
- Many students enroll in one or more additional social studies courses during their final two years of high school.

SOCIAL STUDIES I

1 credit

9th grade students take the following course:

ACADEMIC ANCIENT WORLD CULTURES

Ancient World Cultures serves as the introductory course to the social studies curriculum. Using a multicultural approach, students will examine the major cultures in the pre-modern world. Students

will study the geography, historical developments and cultural achievements of ancient civilizations in Africa, Asia, the Middle East and Europe. Special emphasis will be placed on developing geography skills and analyzing the differences and similarities between cultures.

SOCIAL STUDIES II

1 credit

Prerequisite: Social Studies I

10th grade students take one of the following two courses. Students must complete specific common assessments associated with these courses that demonstrate their achievement of the Maine Learning Results in social studies.

ACADEMIC EUROPEAN HISTORY

This challenging study of modern European history enables the student to view the full range of our cultural heritage. Europe from the Renaissance and Reformation to the present is examined. The intellectual, artistic, and scientific developments of Europe, as well as the growth of nation-states and economic and cultural changes, are considered.

AP EUROPEAN HISTORY

Prerequisite: department screening, including completed summer work

1 credit

Recommended level: 10

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

SOCIAL STUDIES III

Prerequisite: Social Studies II

1 credit

11th grade students take one of the following two courses:

ACADEMIC UNITED STATES HISTORY

Students explore a thematic approach to the history of the United States from Reconstruction to the present with special emphasis placed on the twentieth century. Themes will include economics, politics, geography, social and cultural movements, and the impact of these themes on our daily lives and on our nation. Multiple perspectives on history are examined with a major focus on analytical reading and writing.

AP UNITED STATES HISTORY

Prerequisite: department screening, including completed summer work

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

SOCIAL STUDIES ELECTIVES

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

SOCIOLOGY

1/2 credit

Recommended level: 11-12

The study of sociology involves learning about relationships within groups and in social institutions. This course provides the student with a basic and practical knowledge of the working relationships within cultures, families, groups, institutions, and belief systems. Principles studied are applied to social problems and issues, addressing topics such as the family, religion, poverty, population, values, and education.

PSYCHOLOGY

1/2 credit

Recommended level: 11-12

This course gives the student a basic understanding of individual human behavior. The course covers topics such as motivation, perception, communication, learning, thinking, personality, and abnormal behavior. Students develop an understanding of these topics through experiments and consideration of human experience.

COMMUNITY LEADERSHIP AND SERVICE SEMINAR

Prerequisite: department screening

1/2 credit

Recommended level: 11-12

Students will develop leadership skills. Guest speakers from local agencies will help us to learn how to assess community needs. Students will write a research paper identifying community needs and offering strategies to meet those needs. In the second quarter, students will complete two community service projects, one under the supervision of a community mentor. Students will continually reflect on their service and will create a tangible project that addresses the needs of the community agency they intern with. The semester will culminate with a community service symposium to share the final projects and celebrate community partnerships.

CURRENT EVENTS AND ISSUES

1/2 credit

Recommended level: 11-12

This course examines current events and issues in a variety of ways: a weekly reading of Newsweek, watching, listening, or reading a daily news report, conducting independent research, listening to guest speakers, and viewing documentaries and other video resources. The major goal of this course is to help students examine both sides of issues, recognize bias and develop informed opinions. Students must be open-minded and participate in class discussions. Many issues discussed are student-selected. Recent issues of focus include casinos in Maine, genocide in Darfur, and the Israeli-Palestinian conflict.

SOCIAL STUDIES STUDENT MENTORS

Prerequisite: department screening

up to 1/2 credit per semester

Recommended level: 11-12

Social Studies student mentors will tutor Mt. Ararat students struggling with their Social Studies assignments in the Social Studies Lab or in an assigned classroom. Student mentors must attend some training, keep a record of all of their interactions with students, and communicate regularly with a Social Studies teacher. This program should especially appeal to students interested in becoming Social Studies teachers.

GOVERNMENT & POLITICS

1/2 credit

Recommended level: 12

NOTE: This course satisfies the Maine Studies requirement.

Students begin the semester with a review of the United States Constitution. Next, they examine the structure of federal, state, and local governments. Students will analyze major political parties and process, including elections, special interests, and the media. We will study current events relating to international conflict and resolution. Some volunteer work is required.

AP UNITED STATES GOVERNMENT & POLITICS

Prerequisite: Social Studies III

1 credit

Recommended level: 12

This Advanced Placement course is designed to provide students with a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also occasions familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Students prepare for the AP United States Government and Politics Examination.

MATHEMATICS

At Mt. Ararat High School, the mathematics department offers a variety of courses to meet the variety of learning styles, academic strengths, needs, and goals of our students. Most students take a sequence of courses containing required common assessments over the first three years. For the final year, various specialty courses are available. When students complete required study in Mathematics, they should know and be able to:

- use mathematical inquiry to develop conjectures and work to prove or disprove them within a mathematical system; make predictions using statistics, probability and functions; form logical arguments to justify explanations; represent and analyze relationships using tables, verbal rules, equations and graphs; translate among tabular, symbolic and graphical representations of functions.
- restate, create, and use definitions in mathematics to express understanding, classify figures, and determine the truth of a proposition or argument; read mathematical presentations of topics and individually and collaboratively use effective communication techniques to demonstrate an understanding.
- understand and demonstrate number sense; demonstrate computation skills; apply concepts of data analysis, probability, geometry, and measurement skills; understand that mathematics is the science of patterns, relationships and functions; apply algebraic concepts and concepts in discrete mathematics.

Academic Planning Notes:

- Mathematics credits required: 3
- Students who plan on attending a four-year college or university are strongly advised and urged to complete four years of mathematics.
- Although the number of math courses may make selection of appropriate courses appear complicated, the usual sequence of math classes is simple:

- √ Algebra I (usually in the 9th grade)
- √ Geometry (usually in the 10th grade)
- √ Algebra II (usually in the 11th grade)

These courses include all required mathematics common assessments.

Exceptions to the normal sequence include (but are not limited to):

- √ Students who have completed Algebra I in the 8th grade may take Geometry in the 9th grade.
- Computer Science courses do not satisfy mathematics credit requirements.

IMPORTANT: Students are expected to complete specific common assessments associated with certain courses that demonstrate Maine Learning Results achievement in Mathematics. These courses involve the Algebra, Geometry, Algebra II sequence noted above.

MATH TRANSITION SUPPORT

Prerequisite: system screening prior to assignment and parent support

1 credit

Recommended level: 9, 10

Computational and math skills are key to success in school and life. Freshmen whose middle school performance indicates that they need close monitoring and support from a teacher as they begin to encounter high school level mathematics tasks are assigned to this program. Students take MTS in place of a study hall. Initial approval and continuing commitment is required from parents of enrolled students. MTS is operated in conjunction with the Mathematics Support Center. This offering is contingent upon sufficient staffing.

MATHEMATICS COURSES:

FIRST YEAR

1 credit

9th grade students take one of the following four courses:

ALGEBRA I

This course is intended for students who may have difficulty with the pace of Academic Algebra I, described immediately below. It is designed as the first year of a three-year sequence allowing all students the chance to learn the fundamental ideas, concepts, and methods of algebra and geometry. In addition to studying concepts in Algebra, the course will integrate elements of statistics and geometry.

ACADEMIC ALGEBRA I

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

ACADEMIC GEOMETRY

Prerequisite: Algebra I

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

ADVANCED GEOMETRY

Prerequisite: Algebra I in the 8th grade

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

SUBSEQUENT MATH COURSES

Prerequisite: completion of 1st year math; otherwise as noted.

1 credit

10th through 12th grade students choose from among the following courses:

ALGEBRA I

See description under Mathematics Courses: First Year.

ACADEMIC ALGEBRA I

See description under Mathematics Courses: First Year.

GEOMETRY

Prerequisite: Algebra I

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

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ACADEMIC GEOMETRY

See description under Mathematics Courses: First Year.

ALGEBRA II

This course is normally a continuation of the Algebra I, Geometry, Algebra II strand. Several topics previously covered, such as data analysis, linear systems, trigonometry, algebra, geometry, logic, and probability, are studied in greater depth. The use of technology and other themes from our physical world are found throughout the course.

ACADEMIC ALGEBRA II

Prerequisite: Geometry

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

ADVANCED ALGEBRA II

Prerequisite: Advanced Geometry; teacher screening

This course is intended for students who have shown a proficiency in previous courses in the college prep math sequence. The curriculum is more detailed and the pace faster than that of the Academic Algebra II.

ALGEBRA III / TRIGONOMETRY

Prerequisite: Algebra II

This course is designed for the student who has finished Algebra II and has demonstrated the need to develop and strengthen algebraic skills while exploring topics in trigonometry and data analysis. The course includes a review of algebraic topics, right triangle trigonometry and its applications, and introduces trigonometric functions/topics in data analysis.

PRE-CALCULUS

Prerequisite: Academic or Advanced Algebra II

This course is intended for students who wish to continue their study of mathematics, but who will probably not major in math or a related field at the college level. Topics such as polynomial functions, advanced topics in curve sketching, analytic geometry, exponential and logarithmic functions, and trigonometric functions are studied. The course will provide the necessary background for college level calculus.

ADVANCED PRE-CALCULUS

Prerequisite: Advanced Algebra II or instructor's permission

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

CALCULUS

Prerequisite: Pre-Calculus or Advanced Pre-Calculus

This course is offered to students who wish to prepare for post-

secondary study in fields such as engineering, mathematics, physics, and applied science. Students will study topics such as limits, derivatives and their applications, and integral calculus with applications.

AP CALCULUS

Prerequisite: Pre-Calculus or Advanced Pre-Calculus; teacher screening

This course is offered to students who want to prepare for a field requiring an extensive background in mathematics. Students are prepared for the Advanced Placement Calculus Examination, which may enable them to earn college course credits.

STATISTICS

Prerequisite: Pre-Calculus or instructor's permission

This course is intended for students who plan to enroll in majors that use statistics, such as psychology, business, health science, sociology, history, education, science, pre-law, and engineering. The students will analyze actual data using the TI83 graphing calculator. The concepts studied include: exploring data distributions, correlation, linear regression, sampling methods and designing experiments, normal distributions, confidence intervals, statistical significance, and tests of significance.

AP STATISTICS

Prerequisite: Pre-Calculus or instructor's permission

This course is intended for students who wish to move beyond the topics covered in the statistics course described above. A supplementary text is assigned, as the course features more rigorous problems and additional topics. Students are prepared for the AP Statistics Examination, which may enable them to earn college credit.

ELECTIVE COURSES

COMPUTER SCIENCE

Prerequisite: Algebra I

1 credit

Designed to help students experience sound techniques of problem-solving through the use of the computer, this course is an introduction to programming in True Basic. Computer Science is a heavily lab-oriented, hands-on class where students are encouraged to develop their own problem-solving strategies. Students confront practical, every-day situations involving business, science, mathematics, manufacturing, construction, etc. and must design software to provide a logical method of using the computer as a problem-solving tool. Constructing software that is both user-friendly and well-documented is stressed.

ADVANCED COMPUTER SCIENCE

Prerequisite: Algebra I

1 credit

Students learn how to write logically structured, well-documented computer programs using a structured programming language. They may take the Advanced Placement Computer Science Examination to possibly earn college course credits.

SCIENCE

The Science Program and its curricula are structured to help students develop an appreciation for and expertise in the application of scientific methods and principles. All science courses integrate the State of Maine Learning Results into their core curriculum. Each course reinforces and expands upon laboratory safety, research skills, and technical skills. Technology, with a focus on computer skills in collection, organization and analysis of data, is emphasized.

Upon completion of the Science Program, students will:

- * Understand that there are similarities within the diversity of all living organisms.
- * Understand how living organisms depend on one another and on non-living aspects of the environment.
- * Understand that cells are the basic units of life.
- * Understand the basis for all life and that all living organisms change over time.
- * Understand the structure of matter and the changes it can undergo.
- * Gain knowledge about the earth and the processes that change it.
- * Gain knowledge about the universe and how humans have learned about it, and about the principles upon which it operates.
- * Understand concepts of energy.
- * Understand the motion of objects and how forces can change that motion.
- * Apply inquiry and problem-solving approaches in science and technology.
- * Learn to formulate and justify ideas to make informed decisions.
- * Communicate effectively in the applications of science and technology.
- * Understand the historical, social, economic, environmental, and ethical implications of science and technology.

Academic Planning Notes:

In selecting science classes, students and parents are asked to keep in mind the following:

- * Science credits required: 3
- * Specific courses required: Science I, II and III
Science III must be one of the following sequences:
Chemistry / Physics (11th or 12th grade)
OR
Chemistry (11th grade) followed by Physics (12th grade)
- * Any course with an asterisk (*) after its title meets for two lab periods per week in addition to regular class periods.
- * Most four-year colleges and some technical or health-related community college programs require students to have successfully completed two lab sciences.

SCIENCE I

1 credit

9th grade students take one of the following two courses. Students must complete specific core assessments associated with these courses that demonstrate their achievement of the Maine Learning Results in Science.

SCIENCE I

This course provides a foundation for further study of the physical sciences through an integrated approach to 4 areas of science content. Major areas of study include basic chemistry, light and sound, weather and climate, and the universe. Students will participate in a variety of lab experiences and other activities such as projects, frequent homework assignments, and library research. In addition, all students will complete an independent research project.

ACADEMIC SCIENCE I

Academic Science I provides greater depth and scope of the content area covered in Science I. Chemistry, light and sound, weather and climate, and the universe are studied. There is greater emphasis on critical thinking and communication of ideas, and an in-depth, independent scientific research project is expected. Frequent lab exercises, independent projects with oral presentations, readings, homework, and library and Internet research are required. This course is intended for students who have previously demonstrated high levels of math and science achievement.

SCIENCE II

Prerequisite: Science I

1 credit

Students take one of the following courses. Students will complete specific core assessments associated with the Biology courses that demonstrate their achievement of the Maine Learning Results in Science.

BIOLOGY

Students are introduced to a variety of topics in the field of Biology. Topics include: cells, biochemistry, genetics, ecology, taxonomy, continuity and change, and immunology. Lab exercises and homework are required in addition to in-class assignments. One project with an oral presentation requiring library and independent research will be completed.

ACADEMIC BIOLOGY*

This course involves the more in-depth scientific study of life. It is faster paced for students who have demonstrated higher levels of science achievement. Topics studied may include: cells, genetics, biochemistry, ecology, immunology, taxonomy, and continuity and change. Frequent lab exercises, independent projects with oral presentations, readings, homework, and library and Internet research may be required in this course.

HONORS BIOLOGY*

Honors Biology is intended to challenge and prepare students for more rigorous science courses. Topics of study include chemistry of life, cells, heredity, molecular biology, evolutionary biology, diversity of organisms, plants, animals, ecology, and immunology. Students will practice and apply critical thinking, data analysis, and essay and laboratory writing skills. Students are expected to conduct a research project, participate in the science fair, as well as keep an ecology journal.

SCIENCE III

Prerequisite: Science II and as noted

1 credit

Students take one of the following courses. Students must complete specific core assessments associated with these courses that demonstrate their achievement of the Maine Learning Results in Science.

CHEMISTRY / PHYSICS

Recommended level: 11

This full-year course introduces students to fundamental concepts in chemistry and physics. Although the presentation of material is

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descriptive, the application of mathematics is important and several of the course objectives are designed to help students improve their problem solving skills and mathematical abilities. Activities are designed to help students connect physics and chemistry concepts to everyday experiences. Topics covered include scientific measurement, force and motion, nuclear physics, behavior of gases, atomic structure, matter and energy, chemical bonding, and chemical formulas and equations. In this course, there is an emphasis on the student's responsibility for his or her role in the learning process.

CHEMISTRY

Prerequisite: Algebra I

Recommended level: 11

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

ACADEMIC CHEMISTRY*

Prerequisites: Algebra II; Academic Biology

NOTE: Algebra II may be taken concurrently

Recommended level: 11

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

HONORS CHEMISTRY*

Prerequisites: Algebra II; department screening.

NOTE: Algebra II may be taken concurrently

Recommended level: 11

This very challenging course is intended for students who have previously shown a strong aptitude in the sciences. This course moves through complex material at a rapid pace. Topics include scientific measurement, atomic and molecular structure, chemical formulas and equations, stoichiometry, oxidation-reduction reactions, electrochemistry, kinetic theory, and acid-base theory. Summer work is required. Students are expected to provide their own scientific calculators.

PHYSICS

Prerequisite: Algebra I, Chemistry

Recommended level: 12

This course is designed for students who plan to further their education beyond high school, but who have had difficulty mastering complex algebraic and trigonometric concepts. Several of the course objectives are designed to help students improve their problem-solving and mathematical skills. Topics include: force and motion, fluid mechanics, and nuclear physics. Activities are designed to help students develop physics concepts that apply to every day experiences. There are daily assignments and students are expected to maintain a complete physics notebook.

ACADEMIC PHYSICS*

Prerequisite: Algebra II; Academic Chemistry

Recommended level: 12

This rigorous course addresses principles in force and motion, fluid mechanics, and nuclear physics. There is a major emphasis on the application of mathematics and communication skills and on the responsibility of the student in the learning process. Adequate math and writing skill proficiency is essential for learning in this course. Students are expected to provide their own scientific calculator.

HONORS PHYSICS*

Prerequisites: Advanced Algebra II; Honors Chemistry; department screening

Recommended level: 12

This level of physics is more demanding than Academic Physics. Topics include: force and motion, fluid mechanics, thermodynamics and modern physics. Well-developed math and writing skills are essential for learning in this course. Though this course is not designed to prepare students for the AP Physics B/C examination, materials are available for home study. Students are expected to provide their own scientific calculator.

SCIENCE ELECTIVES

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

AP ENVIRONMENTAL SCIENCE*

Prerequisite: Completion of Academic or Honors Biology

Recommended level: 11-12

This introductory college level course is an examination of the science of environmental problems, processes, and solutions. Students will explore the interrelationships of the natural world and the impacts of humans. Students will also be exposed to several field techniques used to gather environmental data. Specific topics include, land, air, and water pollution, biodiversity, global climate change, energy, public health, urban planning, and sustainability. Each student enrolled in this course are required to take the AP Exam in May and complete a final alternate assessment presentation at the end of the course. Summer work is required.

AP BIOLOGY*

Prerequisite: Honors or Academic Chemistry; Honors or Academic Biology; department screening

Recommended level: 12

This rigorous course is designed to be a college-level introductory biology program for students who desire to pursue a college major in any branch of the sciences. Students are expected to master a broad variety of biological principles and processes including: ecology, biochemistry, cytology, heredity and molecular genetics, botany, evolution, zoology, and human physiology. A rigorous lab program requires many formal lab reports and extensive written assignments. Summer work is required.

MARINE SCIENCE

Prerequisite: Science II

1/2 credit

Recommended level: 12

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

INDEPENDENT SCIENCE RESEARCH

Prerequisite: Science I, Algebra I and Geometry; department screening

1/2 credit per year

Recommended level: 10-11

This course is designed to guide students who are highly motivated in science through a two or three-year exploration of an original research project. Students may do independent research in mathematics, life sciences, physical sciences, psychology or computer science. Design, implementation, data collection and advanced methods in data analysis of an original research problem will be assessed on a continuing basis. Students will be expected to commit to a two-year sequence culminating in a research paper. Entry into local, regional, national, and international scientific competitions is required. Students should see their current science teacher or the department chair for information on the screening process for this course.

CATHANCE RIVER PRESERVE: FIELD STUDIES AND ASPIRATIONS

Prerequisite: Science I, Science II

1/2 credit

Recommended level: 12

Students will learn using the nearby Cathance River Preserve and Ecology Center and in turn help the community in this Service Learning based class. During fall students will complete a scientific project on the Preserve that includes research. In winter, students will enhance the Ecology Center by working on projects such as field guides, displays, and interpretive pamphlets. Guest speakers will help support career exploration in the environmental field and other environmental projects in the Topsham area. During spring, students will prepare and teach environmental lessons to visiting elementary students at the Preserve.

MUSIC

The Music Department courses presents a variety of approaches to the study of music, designed to teach both music literacy, and a perception of the expressiveness and uniqueness of music. A student may choose to study and experience music through instrumental and/or vocal performance. In addition, Introduction to Music Writing and AP Music Theory courses are available to explore the structure of music. The performance courses (band and chorus) are sequential. Music literacy skills (music reading, sight singing, instrumental technique, tone production) are developed and refined each year.

In all these courses, the performing arts engage the imagination, foster flexible ways of thinking and problem solving, develop disciplined effort and build personal confidence. These are life time activities which should enhance the quality of student lives long after high school.

Academic Planning Notes:

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

CONCERT BAND

Prerequisite: demonstrated proficiency

Recommended level: 9-10

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

JAZZ BAND

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

1/2 credit

Recommended level 9-12

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

WIND ENSEMBLE

Prerequisite: audition

Recommended level: 11-12

This course provides an opportunity for instrumental musicians to explore more difficult band literature for smaller groups, grade level III-VI. The ensemble has an extensive performance schedule throughout the year. At times, the Wind Ensemble will be combine with the Concert Band for performances, which include some parades

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(Memorial Day) and parade competitions (such as the Maine State Parade, Maine Firefighters Convention Parade). The rest of the year is spent on advanced band literature with performances at school concerts and music festivals, both in state and regionally. Wind Ensemble is part of a sequence that begins in elementary school and continues through middle school and high school.

CONCERT CHOIR

Recommended level: 9-12

Prerequisite: demonstrated proficiency

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

TREBLE CHOIR

Recommended level: 10-12

Prerequisite: audition

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

CHAMBER SINGERS

Recommended level: 11-12

Prerequisite: audition

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

INTRODUCTION TO MUSIC WRITING

Recommended level: 11-12

This course deals with the structure of music, including scales, chords, melodic notation, and harmonization. Students learn to use computers, MIDI keyboards, and pianos to create then perform their own compositions. Students will also learn to listen critically to music of different styles. Music listening will be geared towards developing an understanding of why music sounds as it does. Compositional and historical styles, techniques, and instrumentation will be explored.

ADVANCED MUSIC THEORY

Prerequisite: Introduction to Music Writing and permission of the instructor

Recommended level: 12

Advanced Music Theory develops an in depth understanding of the fundamentals of music (notation, tonality, interval and chord identification) and explores melody, harmony, and rhythm as related

to a variety of musical styles including popular, jazz, classical, and commercial music. The course uses an integrated approach to the development of written, aural, compositional and analytical skills including those necessary for digital composition and recording. The material and skills presented in this class are typical of a first year college music theory class. The student may chose to prepare for and take the AP Music Theory Examination at the end of the year. Advanced Music Theory presumes a working knowledge of music fundamentals: staff notation, scales, intervals, chords, keys, melody, and simple harmony.

VISUAL ARTS

Visual Arts Outcomes at Mt. Ararat High School

Students at Mt. Ararat High School must address the Maine Learning Results in the Fine and Performing Arts and earn one Fine Arts credit. To achieve the outcomes listed below, a student must take at least one full year of visual arts. When students complete recommended study in the Visual Arts, this is what they should know and be able to do:

Creative Expression

Students will:

Create visual pieces to communicate an idea, feeling, or meaning using a distinct style, imagination and technical skill as well as the creative process including reflection and self-evaluation; compare various classical and contemporary visual arts techniques and methods and demonstrate the use of these in their own works; create a piece of art in one art form which complements another art form such as poetry; use the elements and principles of design to demonstrate multiple solutions to specific visual problems or to enhance meaning in other disciplines; demonstrate an understanding that the arts are a means of renewal and recreation as well as an occupational opportunity; identify the value of participating in the arts and summarize possible involvement in personal and community arts; and use visual arts knowledge and vocabulary to critique their own work.

Cultural Heritage

Students will:

Be able to compare two or more visual art forms by identifying the genre, style, historical period and conditions, probable artist, and cultural source; be able to compare and contrast characteristics of visual art within a specific historical period or style with concepts about the period or style from other content areas; be able to analyze common characteristics and purposes of various visual art works from across time and among cultural and social groups and explain how these characteristics fulfill social, religious, or ceremonial functions in a specific cultural and historical context; create works that reflect concepts, theories, approaches, and styles from their own and other cultures; and develop visual artwork in response to a historical, social, or cultural conditions using a variety of forms.

Criticism and Aesthetics

Students will:

Explain and justify personal aesthetic criteria for critiquing visual art, texts, and events; research the work of critics, historians, aestheticians, and artists to analyze and interpret works and compare differing critiques of the same visual art works; analyze, interpret, and evaluate subtle and complex meaning in visual art intended to persuade and influence; and create visual artwork that is used to influence and persuade and explain how the design accomplishes its purpose.

Academic Planning Notes:

- The department recommends that at least 1/2 credit in the Visual Arts be completed prior to grade 11.
- Foundations in Visual Arts is a prerequisite for all visual arts courses taken prior to grade 11.
- Students planning to take visual arts courses to fulfill the Fine Arts requirement are encouraged to take Foundations in Visual Arts.
- Many students exceed the minimum Fine Arts credit requirement by taking several visual arts courses.

FOUNDATIONS IN VISUAL ARTS

1/2 credit

Recommended level: 9-10

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

COMPUTER / MULTIMEDIA ART

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1/2 credit

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

PAINTING

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1/2 credit

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

SCULPTURE

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1/2 credit

Students interested in working with the materials and concepts involved in making sculpture will explore three dimensional design. The dynamics of the spatial aspects of an object and how an idea develops into an art form are investigated. Students carve, cast, and assemble in three dimensions with clay, metal, plastic, wood, plaster, found objects and more.

DRAWING

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1/2 credit

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

PRINTMAKING

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1 credit

Students will experiment with and explore the relief and intaglio techniques of fine art printmaking. Methods used will include linoleum blocks, collograph, monoprinting, dry-point etching, and silkscreening. The focus will be on creating multiple images of consistent quality. The history of printmaking and several important male and female artists in the field will be studied. Studio activity will comprise 80% of the course; art history, student reflection, discussion, and criticism will comprise the remaining 20%.

CERAMICS & POTTERY

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1 credit

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

PHOTOGRAPHY

Prerequisite: Foundations in Visual Arts in grades 9 or 10

1 credit

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

AP STUDIO ART OFFERINGS

1 credit

Recommended level: 11-12

The AP Studio Art curriculum now offers opportunities for students who wish to submit an AP Studio Art exam portfolio in a particular media. Mt. Ararat's program includes three course offerings: an AP Studio Art 2-D course with emphasis on painting, drawing, and design; an AP 3-D course with ceramics emphasis; and an AP 2-D course with an emphasis on photography. This means that it will be possible for students who are seriously interested in a particular area to submit a portfolio in that media.

Students in AP Studio Art courses will create a body of quality work that will demonstrate breadth of experience and technique and represent a concentration on a topic or theme. Students will work in an intense studio environment with projects, homework, reading, and research assignments closely resembling a college level course. A significant amount of time beyond the class period will be needed to complete work for these courses.

AP STUDIO ART 2-D PORTFOLIO DRAWING

Prerequisite: department screening

This course prepares the student to submit a portfolio of two dimensional work in painting, drawing, design, and printmaking. It is recommended that students have previously taken Foundations, Studio Art, and other related art courses.

AP STUDIO ART 2-D PORTFOLIO PHOTOGRAPHY

Prerequisite: department screening

This course prepares the student to submit a portfolio of two dimensional photography work. While this course does not require a prior year of photography, it is expected that students will devote significantly more time to completing a greater number of assignments than they would in a non-AP photography course.

AP STUDIO ART 3-D PORTFOLIO CERAMICS

Prerequisite: department screening

This course prepares the student to submit a portfolio of three dimensional work. Because of the advanced level of the assigned work, previous classes in ceramics and/or sculpture are recommended.

PHYSICAL EDUCATION

When students complete required study in Physical Education, they will:

- demonstrate principles of training and conditioning and demonstrate this understanding by designing a safe personal fitness program.
- demonstrate competency in many forms of physical activity and proficiency in a few forms of physical activity.
- know the rules, strategies, and appropriate behaviors for various physical activities while understanding that physical activity provides the opportunity for enjoyment, self-expression and communication.
- appreciate the relationship with others that results from participation in physical activities and respect the role that regular physical activities plays in the pursuit of lifelong health and well being.

Academic Planning Notes:

- physical education credit required: 1
- specific courses required: PE I and PE II

PHYSICAL EDUCATION I

1/2 credit

Recommended level: 9

This course is designed to introduce students to the foundations of physical conditioning and personal wellness. Students learn how to assess themselves in terms of strength, flexibility, muscular endurance, cardiovascular fitness and stress management. Students examine and participate in various types of fitness and individual lifetime activities. Students in this course must complete specific common assessments that demonstrate their achievement of the Maine Learning Results in physical education.

PHYSICAL EDUCATION II

Prerequisite: Physical Education I

1/2 credit

Recommended level: 10-12

All students will complete the required physical education curriculum during their final years of high school. Students are exposed to and select from a variety of recreational and lifetime activities to fulfill the PE requirement. In this course, students have the opportunity to explore and participate in activities of their choice that are designed to enhance personal fitness and cognitive, social, and psychomotor skills. Students in this course must complete specific common assessments that demonstrate their achievement of the Maine Learning Results in physical education.

INTRODUCTION TO SPORTS OFFICIATING

Prerequisite: PE I and PE II

1/2 credit

Recommended level: 11-12

This course is designed to introduce students to sports officiating. They will develop an officiating philosophy, a code of ethics, and learn how to provide athletes, coaches, and spectators an opportunity for safe and equitable standards for competition. Students will participate in classroom discussion, field work, and take an officiating exam in a sport of their choice.

HEALTH

When students complete required study in Health Education, they will:

- demonstrate critical thinking and problem solving by identifying and addressing health problems and issues at various levels ranging from personal to global. They will also utilize a variety of sources to access current, credible, and appropriate information required to make health-related decisions.
- demonstrate that they are responsible, productive citizens by avoiding behaviors which pose a health or safety threat to themselves and / or others so that a high quality of life can be realized.
- demonstrate they are self-directed learners by using critical thinking to gather, analyze and apply health information, and prepare to use this skill throughout the various stages of their lives.
- demonstrate effective communication by organizing and conveying beliefs, ideas, and information about health using various media including graphic, oral, technological, written, and representational; advocating for policies and programs intended to enhance personal, family, and community health.

Academic Planning Notes:

- health credit required: 1/2
- specific course required: Health
- electives do not satisfy the health credit requirement

HEALTH

1/2 credit

Recommended level: 10. 9th grade enrollment possible; consult the department head and guidance counselor.

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

HEALTH ELECTIVES

EARLY CHILDHOOD EDUCATION

1/2 credit

Recommended level: 11-12

This course, for students who see children in their future, promotes an understanding of the principles of guiding them in healthy learning and living. The physical, mental, emotional and social development of children, from infancy through school-age, is studied. An on-site child play group gives students a chance to observe, study, and interact with toddlers and preschoolers.

INDEPENDENT LIVING

1/2 credit

Recommended level: 11-12

This course is designed to promote a healthy lifestyle with a focus on personal finance and consumerism. Students will acquire the knowledge and skills needed for living successfully on their own, as they focus on such topics as credit, income taxes, checking account maintenance, housing options, food purchasing and preparation, money management and others.

WORLD LANGUAGES

The mission of the Mt. Ararat World Language Department:

Mt. Ararat, in support of the Maine State Learning Results Standards and in conjunction with the expectations of the 21st Century Learning Initiative, promotes the study of languages other than English. By doing so, students learn to be effective communicators through listening, speaking, reading and writing. Students also learn about the practices and perspectives of other cultures and their communities. Through these activities they will make comparisons with their own culture and understand distinctive viewpoints. Ultimately, students will learn more about themselves and their own native language.

Typical activities in a World Language Course include: dialogs, skits, partner communication, questions and answers, TPR, storytelling, viewing and responding to film, games, reading, listening and responding to music, tasting and preparing foods, learning traditional dance and various other cultural activities.

Extra-curricular opportunities through the World Language Department include: travel, exchange programs, immersions, and service learning as well as the International Club, Latin Dance Club and Friends of Eagle Exchange.

Levels I-V are offered in **FRENCH, SPANISH** and **GERMAN**. It is anticipated that a level I course in **MANDARIN CHINESE** will be offered as well.

The importance of French:

- It is the language of international business, diplomacy and sports.
- Our neighbors and primary trading partners to the north – Canadians in Quebec – are proud French speakers and writers.
- Many African countries and certain Caribbean islands use French.
- One-third of Mainers claim French as their heritage language.
- French culture: literature, music, dance, cooking and high fashion.

The importance of Spanish:

- 350 million people in 21 different countries are native speakers of Spanish.
- By the year 2010, the United States will occupy second place with the most Spanish speaking people.
- Hispanic consumers are the fastest growing market segment in North America.
- Latin American countries are experiencing strong economic growth and becoming important global commercial partners.
- Spanish is embedded in popular culture.

The importance of German:

- Germany is America's leading trade partner and has the third largest economy in the world.
- More than 25% of all foreign tourists to the U.S. come from German-speaking countries.
- More than 100,000 U.S. military personnel are currently stationed in Germany, many with their families.
- German is the second most commonly used language on the Internet.
- Germany is a world leader in environmental issues, pharmaceuticals and sports.

The importance of Chinese:

- China is the most populous nation in the world, with 1.28 billion people.
- Mandarin Chinese is spoken by 885 million speakers, making it the most widely spoken 1st language in the world.
- In addition to being one of America's largest trading partners China is the 2nd largest economy in the world and growing at a rapid rate.
- In addition to the People's Republic of China and Taiwan, Mandarin Chinese is also widely spoken in Indonesia, Thailand, Malaysia, Singapore, Brunei, The Philippines, and Mongolia.
- Chinese is the mother tongue of many Americans.

Academic Planning Notes:

- While a World Language is not required for graduation, students interested in pursuing post-secondary education (particularly 2 or 4 year college programs) are urged to complete 3 years of a World Language.
- Placement in various course levels depends upon proficiency.

**WORLD LANGUAGE I
(Spanish, French, German, and Chinese)**

1 credit

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

**WORLD LANGUAGE I ADVANCED
(Spanish, French, and German)**

Prerequisite: World Language department approval

1 credit

This is a level I/II course for those who have reached an acceptable level in the language from their middle school experience. In this course students expand their oral, listening, reading, writing, and culture knowledge as they delve into the level II curriculum. Successful completion of this course means advancement to level III the following year. Students will strive to meet novice-high level of proficiency (ACTFL Guidelines).

**WORLD LANGUAGE II
(Spanish, French, and German)**

Prerequisite: World Language I

1 credit

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

**WORLD LANGUAGE III
(Spanish, French, and German)**

Prerequisite: World Language II or I Advanced

1 credit

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

**WORLD LANGUAGE IV
(Spanish, French, and German)**

Prerequisite: World Language III

1 credit

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

of proficiency (ACTFL Guidelines).

**WORLD LANGUAGE V
(Spanish, French, and German)**

Prerequisite: World Language IV

1 credit

Students will do an in-depth study of all previously learned tenses and strive to produce language at the intermediate-high level of proficiency (ACTFL Guidelines). Students will have the option of taking the Advanced Placement Exam in May.

**SPANISH FILM AND
ADVANCED LANGUAGE**

Prerequisite: Spanish IV

1 credit

This course is for students who have studied all of the verb tenses and are interested in improving their language skills through speaking, reading, writing and viewing Spanish-language films. The topics studied will depend on the different films viewed. This course is also suited for heritage speakers of Spanish. Students have the option of taking the AP exam in May.

CHINESE CULTURE AND HISTORY

1/2 credit

Recommended level: 11-12

This course is for students interested in learning about Chinese culture and history. China is one of the world's oldest and richest civilizations, dating over 5,000 years old. The course will focus on important aspects of current Chinese culture and traditions, and their root in Chinese history. This course is suited for those who are not currently enrolled in a Chinese language course.

FRANCOPHONE FILM

1/2 credit

Recommended level: 11-12

This course, taught in English, is the study of film technique as well as the history and culture of French-speaking countries.

HISPANIC FILM

1/2 credit

Recommended level: 11-12

This course, taught in English, is the study of film technique as well as the history and culture of Spanish-speaking countries.

GERMAN FILM

Recommended level: 11-12

1 credit

This course, taught in English, is the study of film technique as well as the history and culture of German-speaking countries.

MAINE VOCATIONAL REGION TEN

Maine Vocational Region (MVR) Ten is located in Brunswick and serves the needs of Freeport, Brunswick, and Mt. Ararat students. Students are transported to Region Ten for half day morning or afternoon programs. Three elective credits are awarded for a full years attendance at MVR 10. Most students begin their technical program in the eleventh grade except with the approval of a student's Guidance Counselor and administration. Courses are organized in various field clusters and students who select specialties are exposed to work in each area within that field cluster.

Maine Vocational Region Ten has developed articulation agreements with some post-secondary schools which means that these colleges will award credit for work completed at MVR 10. Opportunities are available for students in Food Trades, Accounting, Metal Fabrication and Welding, Automotive Technology, and Early Childhood Development.

Academic Planning Notes:

- A full year MVR 10 course usually represent three Carnegie units. Check to be sure of your credit status.
- Certain Mt. Ararat credit requirements are modified for MVR 10 students. Please consult your guidance counselor for details.
- A course called **TECHNICAL ENGLISH** is available at MVR 10 for students whose course load would otherwise prevent them from scheduling a vocational program.

SERVICE CLUSTER

TECHNICAL ACCOUNTING I

Students in Technical Accounting I learn to complete a variety of financial statements including balance sheets, income statements, general ledgers, journals, and worksheets. Time is also devoted to payroll and taxes for both sole proprietorship and partnerships. Students maintaining at least an 80 average may receive 3 college credits through SMCC and CMCC. Completion of several computerized accounting projects as well as possible job shadows will play a major role in this program.

TECHNICAL ACCOUNTING II

Continuing with the skills developed in Accounting I or Technical Accounting I, students will learn about corporate accounting, depreciation, stocks, dividends, and inventory control. A variety of software will be used by students as they complete the various steps in the accounting cycle.

AUTOMATED ACCOUNTING I

Further your accounting skills by generating and printing "real-life" schedules for loans, savings, and college costs; graphing income statements, expense distributions, budgets, and balance sheets; creating spreadsheet files for trial balances, income statements, balance sheets, and schedules of accounts receivable and payable accounts. Students complete a variety of professional business simulations using a variety of software including: Peachtree, Turbo Tax, Quicken, and Quickbooks.

ADVANCED AUTOMATED ACCOUNTING

Students enrolled in this course will continue the skill developed in Automated. This course will emphasize methods of accounts payable and receivable, payroll procedures, closing and adjusting entries. Students will also be required to visit accounting firms in the area using automated accounting procedures.

BUSINESS MANAGEMENT AND PERSONAL FINANCE

This course will instill an understanding of capitalism and free enterprise in America. Students completing this course will attain knowledge of personal financial planning, investment, business ownership, business law / ethics, insurance, banking, and retirement planning.

COMMERCIAL ART

This program is designed to acquaint students with the visual arts of pen and ink drawing, watercolor techniques, tempera, colored pencils, air brush, silk-screen, illustration, interior design rendering, lettering, advertising design layout, poster and card designing. Students will be introduced to the basic disciplines related to communication design. The first year of the program includes techniques and basic projects of "hands on" skill acquisition. During the second year, students will complete specific portfolio projects.

EARLY CHILDHOOD DEVELOPMENT

Early Childhood Development is for students who desire to work with young children and are interested in pursuing a career in childhood development. Students plan, organize and conduct activities for children which promote physical and interpersonal skills, motor, mental, and social growth. Students provide and manage a day play group for children ages 2 1/2 to 5 years old, where they implement a variety of activities such as art, story books, and puppets to practice the skills learned in the classroom.

LANDSCAPE DESIGN / HORTICULTURE

Students in this course will have an opportunity to learn plant care, identification, propagation, and greenhouse management. In addition, students will study gardening, grounds keeping, and landscaping. Horticulture combines science, technology, and art and is a branch of agriculture that focuses on the intense cultivation of garden crops. A horticulture support industry has emerged, involving seed packaging, greenhouse structures, container manufacturing, soil media production, fertigation systems, marketing, and landscape design.

FOOD TRADES

Students learn concepts in hospitality and tourism, food preparation, and restaurant management. Emphasis is placed on maintaining a healthy environment through a Certified Sanitation Course and workplace wellness. Knowledge is gained through catering school and public functions. Participation in our public restaurant continues to develop competencies.

RELATED HEALTH OCCUPATIONS

NOTE: only available in the afternoon.

Students are taught basic health service skills, review anatomy and physiology, body mechanics, aseptic techniques, medical terminology and prevention and treatment of disease. Skills such as first aid & CPR, body mechanics, monitoring vital signs are taught in the Health Occupations lab. During the second semester, students have the opportunity to job shadow different health care professionals in the community.

ADVANCED HEALTH OCCUPATIONS

NOTE: only available in the morning.

Advanced Health Occupations can be a continuation of Intro to Health Occupations or it may be a one-year option for students who have successfully interviewed for the program and with teacher recommendation. Students will study The Human Body in Health and Disease. This is an in depth lesson in human anatomy and physiology. Students learn or review nursing skills related to each system. Students interested in receiving state certification as certified nursing assistants will go with their instructor to the nursing home and hospital three days a week. Here they will give actual patient care, apply and relate knowledge learned and to observe in the Emergency Room, Operating Room, Intensive Care and Maternity. Students interested in the CNA program must be 16 years of age. Students interested in other areas of health care such as Veterinary Medicine, Physical Therapy, Emergency Medicine or Dental Assistant may opt to specialize in their area of interest. With the help of the instructor, they will be placed with a local professional three days a week. Students will need to provide their own transportation to their clinical site.

MARKETING

Areas of concentration include small business management, selling, customer service, fashion merchandising marketing research, and advertising. Marketing is a school-to work based program with options. We can accommodate your schedule to fit our program, both in the traditional schedule or a work study schedule. Projects, team building, individualized instruction, and group dynamics are all components of this exciting program. All students participate in the operation and management of the school store.

MECHANICAL CLUSTER

AUTO COLLISION REPAIR TECHNOLOGY

Students learn the identification, analysis and repair cost estimation of automobile body damage along with all phases of repairing damaged bodies and fenders, including metal straightening by hammering, dent pulling, plastic fillers, large and small area rust repair, smoothing areas by filing, grinding and sanding, concealment of imperfections, and replacement of body components. Replacement of structural, mechanical and electronic components such as door, hood, windshield, manual windows and truck panels are covered.

Air spray painting, including trim work, is a major component of this program. Color matching, tinting, and blending techniques are explored with plenty of hands-on experience. Welding, brazing, and soldering are part of the curriculum.

AUTOMOTIVE TECHNOLOGY

Automotive Technology provides students with learning experiences in a wide variety of vehicle components and their repair, including engine, transmission and drive train, steering, brakes and electrical systems. Students will gain knowledge of computerized diagnostic and testing equipment. Instruction and practice are provided in the diagnoses of malfunctions, disassembly of engines and examination of major systems, inspect, lubricate, adjust, repair and replace parts, engines and other automotive components.

METAL FABRICATION AND WELDING

Metal Fabrication and Welding program combines several trades. Topics covered include; safety, measurement, general metallurgy, bench work, layout, blueprint reading, grinders, drilling machines, oxyacetylene welding, shielded metal arc welding, metal inert gas (MIG) welding, tungsten inert gas (TIG) welding, flame cutting, brazing and braze welding, electrode differences, use and selection, soldering and sheet metal tools, equipment, layout and fabrication. Introduction to basic drafting and AutoCAD is included.

OUTDOOR POWER EQUIPMENT

Outdoor power equipment technicians inspect, service and repair small engines, recreational vehicles and motorcycles. Students in this course learn to use hand and power tools and sophisticated measurement tools, various precision measuring instruments, basic engine theory, two and four cycle engine overhaul, lubrication and cooling engine systems, fuel and exhaust systems, carburation and ignition systems, clutches and transmissions, and wheels and suspensions.

CONSTRUCTION CLUSTER

BUILDING TRADES

This course of study is divided into two main areas of study, Masonry and Carpentry. Together they offer a wide range of classroom and hands-on work experiences in the construction trade. Carpentry areas of concentration include: rough and finish carpentry, floor, wall, and roof framing, exterior trim, insulations, drywall installation, construction planning and drafting. Masonry areas of concentration include: masonry materials and mortars, forms and foundation, brick and block work, scaffolding, stone, tile, chimneys, fireplace construction, arches and steps.

OTHER PROGRAMS

GENERAL TRADES

To be eligible for the program, students must be identified by the Pupil Evaluation Team as being in need of special services. In addition, the student must be able to work at a employment or future placement in one of the regular Region Ten programs. Emphasis is placed on the development of attitudes, behaviors, and basic skills common to all trades. The Cooperative Learning approach is utilized in both the classroom and workshop areas.

PRE-APPRENTICESHIP

Recommended level: 12

Pre-Apprenticeship involves planned on-the-job training experience under academic studies in subjects related to the occupation. The occupations included require a wide range of diverse skills, knowledge, maturity, and independence of judgment. It gives workers entering an occupation thorough instruction and experience, both on and off the job. All the practical and theoretical aspects of the work required in a skilled occupation are covered in detail. Pre-apprenticeships can lead to a full Maine State apprenticeship, post-secondary education, and/or permanent employment with the participating employer. Through pre-apprenticeship, students will have access to professional skill level positions with area employers.

PUBLIC SAFETY:

CRIMINAL JUSTICE and FIRE SCIENCE

Public Safety is a two-year instructional program that leads to occupations concerned with criminal justice and fire science, which make up the two major portions of the curriculum. Public Safety is an entry-level program that will provide articulation-warranted training in post-secondary programs offered at both community and private colleges.

ADDITIONAL CREDIT PROGRAMS

ADVISORY PROGRAM

1 credit (1/4 credit per year or approved equivalent)

The objectives of the Mt. Ararat High School Advisory Program are to provide each student with an ongoing connection with a faculty member who can support the student both academically and socially. Advisory activities include regular review of each student's academic progress, communication with parents, development of a post-secondary plan, discussion of school-wide issues, and participation in team building and other activities that help build a sense of community and belonging within the school. Students are required to complete a college visit and prepare a college application.

ACADEMIC PORTFOLIO ALTERNATIVE COMMUNITY EDUCATION PROGRAM

The A.P.A.C.E. program serves students in grades 9-12 who need to pursue their education in a non-traditional setting. Student participation in the program is voluntary. Students considering the program, schedule an interview to determine possible placement and/or appropriate programming. Upon acceptance, an A.E.P. (Alternative Education Portfolio) leading towards a Mt. Ararat High School diploma is developed with each student. The A.E.P. consists of both an academic and vocational or community experiential learning component. A friendly, flexible environment with a low student/teacher ratio is provided for the core academic fields of study. All courses offered by the program that are required for a Mt. Ararat High School diploma are taught by certified/endorsed instructors or supervised by NCLB highly qualified teachers. Additional courses, internships and mentorship throughout the community, and vocational career programs at Region Ten may complete a student's schedule. The program offers students support through after hours make-up sessions and the referral or facilitation of on/off premises counseling. Students typically stay in the program approximately one and one-half years and are encouraged to take an increasing proportion of their course load through a wider range of educational resources. Enrollment is limited. See your guidance counselor for more information.

EARLY COLLEGE COURSES

Juniors and seniors may qualify to enroll in college courses at Southern Maine Community College (SMCC), University of Southern Maine (USM) and University of Maine at Augusta (UMA). Students may take courses on the main campus of each of these colleges or on the Bath campus where SMCC and University College at Bath/Brunswick (USM and UMA) share the Midcoast Center for Higher Education. Interested students should check with their guidance counselor or with the dean of post-secondary planning for information about eligibility, registration, and financial assistance. Course information for all Maine colleges can be accessed from Mt. Ararat's web page. Upon successfully completing a college course, students earn dual credit including one high school credit and three college credits which may be transferable upon graduation. All courses are intended to supplement, not replace, high school required courses. Course options at other nearby colleges, such as Bowdoin College in Brunswick, can be explored. See the Dean of Post-secondary planning for more information.

INDEPENDENT STUDY

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

ENGLISH AS A SECOND LANGUAGE

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

SPECIAL EDUCATION SERVICES

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

CAREER PROGRAMS

JOBS FOR MAINE GRADUATES (JMG)

SCHOOL TO WORK

Recommended level: 12

1 credit

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

MULTI-YEAR PROGRAM

Recommended level: 10-11

1 credit

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

INTERNSHIP

Recommended level: 11-12

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