



Mount Desert Island High School

Program of Studies

Principal's Letter

Dear Students and Parents,

Welcome to MDI High School's Program of Studies for the 2024-2025 school year. This publication details our course offerings and graduation requirements to assist you in making informed decisions for the upcoming academic year and beyond.

COURSE OFFERINGS: Each year, we carefully review and update our course offerings to align with student needs and interests. Please refer to the Program of Studies to explore any changes and plan your academic journey. Please note that while we strive to offer all listed courses, final availability depends on scheduling and enrollment.

GRADUATION REQUIREMENTS: It is crucial to plan your path to graduation diligently. Our graduation requirements are designed to meet state standards and provide a comprehensive education. These requirements include earning credits across seven content areas and fulfilling community service hours.

Our School Counseling Department is dedicated to supporting you throughout high school. For guidance on course selection or any questions you may have, please reach out to your School Counselor:

- Mark Carignan – Freshman Counselor
- Michele Gurtler – Upperclass Counselor (A-K)
- Megan Rowell – Director of Guidance, Upper Class Counselor (L-Z)
- Jenny Rogers – Administrative Assistant

MAKING IT COUNT: At MDI High School, we offer a diverse range of programs and resources to ensure every student finds a challenging and supportive environment. Use this Program of Studies to plan a fulfilling high school experience.

We look forward to an engaging and rigorous academic year ahead.

Sincerely,

Matt Haney
Principal



MISSION

The mission of the Mount Desert Island High School community is to provide a safe, supportive environment in which all members are held to high academic and ethical standards. The faculty, staff, and administration, supported by the community, guide students as they acquire the knowledge and skills necessary to become responsible, self-directed learners and healthy, productive citizens.

VISION STATEMENT

All students have the opportunity to experience excellence and to pursue a challenging program which holds all to a high set of standards. In their efforts to build a solid base of knowledge and skills, and to meet their own individual learning needs, students have the opportunity to choose within the curriculum to explore their own interests, pursue their talents, and seek personal challenges. Study that is both independent and collaborative invites student questions as teachers and students work as partners to develop challenging and measurable projects. Assessment is on-going, varied and an integral part of the learning process. There is a seamless quality to our students' learning experiences that crosses space, time, age, roles, and components of the curricula. The schools are centers for the learning activities of all members of the learning community and students use the wider learning community as a laboratory. The natural environment and community resources unique to our school district provide opportunities to understand and participate in caring, responsible and meaningful social change. All members of the school and extended community maintain high expectations for all students and teachers and strive to demonstrate respect and reflection in meeting the shared responsibility for the education of each student.

Academic Requirements, Procedures, Grading & Reporting

Academic Requirements

All students must carry the equivalent of six (6) potential credits each academic year unless permission is granted from the Director of Guidance and the principal. All students must be enrolled in 3 credit earning classes in order to participate in any co-curricular activities consistent with requirements from the Maine Principals' Association (MPA).

Graduation Requirements

In order to be a graduate of Mount Desert Island High School, students must be in full compliance with the academic requirements outlined.

Coursework

Students must complete twenty-three (23) credits in grades 9 through 12. These expectations are in compliance with Maine State Law, Chapter 207-A, Subchapter III and require additional local requirements. Students must earn at least the stated number of credits in the following areas:

- English - 4 credits
- Social Studies - 3 credits, including 1 U.S. History
- Mathematics - 3 credits
- Science - 3 credits
- Physical Education - 1 credit
- Health/Wellness - .5 credit
- Fine Arts - 1 credit
- Career and Technical Education -1 credit from Business Education, Family and Consumer Science, Computer Science or Technology (or a combination thereof)

Proficiency and Credit

In 2005, MDIHS began to implement a proficiency-based education system. Research supports that proficiency-based education is the best practice for equitable and impactful teaching and learning. (~Hattie, John. Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement 2009). Each class at MDIHS has standards that identify universal expectations for student learning that students strive to demonstrate proficiency in. Multiple pathways and opportunities for demonstrating proficiency are presented to each student throughout their MDIHS experience, as well as additional standards and requirements through the earning of credits. The goals of proficiency-based education are to provide students with:

- Establishes an equitable set of standards for all students
- Transparent and consistent criteria for achievement
- A curriculum that is consistent by course
- Frequent feedback & responsive teaching

Our goal is to have each student work towards demonstrating proficiency in both foundational and course specific standards as part of being career and college ready.

Community Service Requirements

Community Service provides unique opportunities for students to see the role of active citizenship and positively contribute to their community. All students must complete 20 hours of community service by the end of their senior year in order to graduate. Opportunities for community service may be found posted throughout the building on bulletin boards.

Community Service Verification Form: [View Download.](#)

Procedures

Scheduling Procedure

During the second semester, the new Program of Studies booklet will be published on the high school's website. Students will be asked to register for courses that they wish to enroll in for the next year after consulting with their current classroom teachers, school counselor, advisor, and parents. The master schedule is then developed based on student requests. Not all students will be able to be scheduled for all of their desired courses due to conflicts. If such is the case, students will be notified in the spring so that alternative plans can be made before leaving for summer vacation. Students are expected to make any further schedule changes during the summer office hours with their guidance counselor.

Add/Drop Procedures for Class Changes

In order to maximize student learning and continuity of instruction, students are expected to complete all schedule changes within the designated add/drop period:

- Semester classes = first 5 days of a class
- Quarter classes = first 3 days of a class

All schedule changes must take place through the Guidance Office.

AFTER THE ADD/DROP PERIOD, NO SCHEDULE CHANGES WILL BE ALLOWED unless significant extenuating circumstances exist. A meeting between the classroom teacher, school counselor, student, parent, and administrator will be held to determine a schedule change after the add/drop period ends. If this is the determination, a schedule change request form must be completed. The schedule change requires approval by guidance, student, teacher, parent, and administrator. Changes to the first-semester schedule should be made during the summer prior to the beginning of school. School counselors will be available for schedule changes one calendar week prior to the start of the school year. For the second-semester, schedule changes should be made before the start of the semester. *It must be noted that with the 4x4 schedule it is extremely hard to enter a class after the add/drop period due to the speed at which material is covered in the course.*

Withdrawal from Courses

The following protocols are in effect for all courses:

- After the add/drop period ends, students wishing to withdraw from a course must participate in a meeting with the classroom teacher of the course they wish to drop, school counselor, and administrator. If a withdrawal from class is determined, the student must complete a schedule change request form. The schedule change requires approval by guidance, student, teacher and a parent/guardian. If there is a disagreement, a parent conference should be held. This form will only be given after the initial meeting.
- At this meeting, a determination will be made as to how the withdrawn course will/will not appear on the official transcript. Options may include:
 - Withdrawal passing (WP)

- Withdrawal failing (WF)
- Removal from transcript without any indication of course score
- A class may not be dropped during the last two weeks of a course.
- Only the principal, Dean of Students, or Dean of Curriculum may permanently remove a student from a course if the student does not comply with classroom procedures.

Transfer Students

Students who transfer into the school for their senior year may have the number of credits required for graduation adjusted based on requirements from their sending school.

Graduation

Only students receiving diplomas and attending all graduation practices may participate in graduation exercises.

Academic Recognition and Latin Honors

Academic excellence is recognized with Latin honors. Colleges and universities are familiar with this academic tradition that recognizes students on standard measures. MDIHS identifies these as students who have consistently met and exceeded rigorous standards and earned the following GPAs in identified coursework:

- Summa Cum Laude: 3.5-4.0 including 12 credits in AP/Honors classes
- Magna Cum Laude: 3.5-4.0 without AP/Honors classes OR 3.0-3.49 including 12 credits in AP / Honors classes
- Cum Laude: 3.0-3.49 without AP/Honors classes

MDIHS does not rank students in its proficiency-based system. Class rank measures students against other students, not against their performance against standards. This is contrary to our educational system that recognizes all students who consistently meet and exceed standards (Latin honors).

Early Graduation/Completion

We do not encourage early graduation or early completion for Mount Desert Island High School students; however, students who can provide specific plans that meet their educational needs and wish to graduate before they complete four years of high school are required to:

- Apply for early graduation/completion a semester in advance of the desired date of completion;
- Obtain parental approval in writing;
- Obtain guidance and administrative approval in writing.

Alternatives to Withdrawal from School

Mount Desert Island High School is committed to student success. Alternative pathways are available and plans may be developed with guidance, teachers, parents/guardians, and administration.

Remote Learning

Remote learning refers to the opportunity for students to participate in classes virtually from their homes or non-school locations. Remote or virtual learning is not an option in situations of extended vacations, attendance, or scheduling alternatives or other non-medical reasons. However, there are times in which the superintendent may deem it necessary for classes to be held remotely. Once a decision for remote learning has been made:

- Teachers will have 48 hours to prepare for and communicate with students when and how instruction will take place.

- Students are responsible for attending all classes as scheduled unless an agreement has been made between the student, teacher and approved by guidance or administration.
- Technical assistance/equipment may be provided based on availability upon request.

Additionally, students who are absent from school beyond 3 days **due to a documented physical illness** may also participate in a modified form of remote learning upon administrative approval. If classes are in session in person, a student may observe a class. It will be at the individual teacher's discretion if more involvement is warranted based upon the instructional activities.

Student Registration

New or returning student registration is conducted through the Guidance Office by appointment. Students with their parents or guardians will register by filling out the required forms and meeting with a school counselor. Students may start classes the following day unless a transitional meeting needs to be held. A transition team will be appointed and a meeting scheduled as soon as possible to develop a transitional plan to support student success. Students may enter school after a transitional plan is developed.

Alternative Course Options

All courses taken to meet Mount Desert Island High School graduation requirements that are not a part of the regular curriculum must be approved in advance by the Director of Guidance and the Principal.

Courses offered by the College of the Atlantic, University of Maine and University College Center at Ellsworth

The College of the Atlantic, the University of Maine at Ellsworth, Eastern Maine Community College, and the University of Maine Augusta at Hancock County Higher Education Office offer special student status to academically qualified students. Students participate fully in class activities and credit is fully transferable to college; normal evaluations are provided and official transcript records are created. This option is open to juniors and seniors with a recommendation by the Director of Guidance and administration. Students must fill out the appropriate paperwork in Guidance. Three college credits will equal 1 high school credit. Mount Desert Island High School will not pay any cost for students who are participating in this program. Admission criteria are available through the Guidance Office.

Extension Programs / Experiential Education

MDIHS guidance, staff, and administration support student attendance in alternative education and experiential programs (ie, foreign exchange programs, Chewonki Foundation, High Mountain Institute, etc.) and accept credits awarded by such programs. Please see the section on Experiential Learning for more specific offerings through the school.

Correspondence Courses / On-Line Courses

Students may not take correspondence or online classes that are otherwise offered as part of MDIHS course offerings. In extenuating circumstances relating to the ability to graduate within four years, exceptions may be made on a case-by-case basis with the approval of the Director of Guidance and Dean or Curriculum or Principal. If permission is granted, credit for these courses is for elective credit only and may not count towards the content area course requirement total. Virtual High School courses are offered through MDIHS and are open to all students in subject areas not taught at MDI for elective credit. Students are responsible for the cost of the course should they drop it after the deadline or fail the course.

Independent Study

Independent study will be reserved for work that is not offered in our regular curriculum or cannot be

scheduled. The Director of Guidance, Dean of Curriculum, sponsoring department and teacher will determine the appropriateness and credit of such study. Applications and details are available in the Guidance Office.

Tutoring

On rare occasions, credit may be awarded through instruction from a tutor outside of the regular school program. The tutor must be certified in the subject area taught and approved in advance. Such arrangements are at parent expense and do not fulfill the minimum six credit requirement. The Dean of Curriculum, Director of Guidance and sponsoring teacher will determine the appropriateness and credit of such study.

GRADING AND REPORTING

MDIRSS Equitable Grading Approach

The grading practices of all schools support the learning process and embrace a growth mindset for all students. Our grading practices adhere to three tenets:

Ensuring Accuracy in Grading:

- **Clear Communication:** Grades use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance of standards.
- **Objective Metrics:** Base grades on objective metrics (correct answers, demonstrated skills, and meeting specific, agreed-upon criteria-a.k.a. standards) rather than relying on vague or subjective measures.
- **Grading Rubrics:** Develop clear and consistent grading rubrics for assignments, projects, and assessments, making sure that grading criteria are easy for both you and your students to understand.
- **Consistency:** Apply grading criteria consistently among all students, and make sure to provide a grading guide to ensure uniformity if you have multiple graders.
- **Avoid Extraneous Factors:** When determining grades, avoid including factors like punctuality, behavior, or unrelated personal characteristics.

Motivating Students to Excel:

- **Constructive Feedback:** During the learning process, provide timely, actionable, and specific feedback, highlighting areas for improvement and offering guidance for students to progress.
- **Promoting Growth Mindset:** Encourage a growth mindset by focusing on student progress and skills development, emphasizing the learning journey rather than just the final results.
- **Providing Redemption Opportunities:** Allow students the chance to submit new evidence or work on alternative assignments to demonstrate their improved understanding, granting the opportunity to exempt previous scores when applicable or revisit the same standards multiple times through different content.
- **Avoiding Score Capping:** Eliminate the practice of capping scores at "meets expectations" instead of providing "exceeds expectations" when a student's work or performance warrants it.

Resistance to Bias:

- **Implement Blind Grading:** Utilize blind grading practices when possible to remove students' identities from the grading process.

- **Inclusive Assignment Design:** Consider diverse perspectives and experiences when creating assignments and assessments to avoid cultural or gender biases.
- **Addressing Systemic Bias:** Regularly review your grading practices to identify and mitigate systemic biases that may impact different groups of students.
- **Training and Awareness:** Stay informed and provide training and resources to increase awareness of implicit biases and reduce their impact on grading.
- **Prioritize Fairness and Equity:** Ensure that grades reflect students' academic performance and are not influenced by social or economic backgrounds, disabilities, or any non-academic factors.

Communication of Equitable Grading Practices:

Each teacher has been empowered to develop a calculation formula for their courses that best aligns with their approaches to instruction. A syllabus will be provided which identifies how scores will be calculated. These practices are aligned with the philosophy of the AOS 91 Equitable Grading Practices criteria.

Reporting of Scores

Scores will be visible through our Learning Management System, Schoology. At the end of each grading period, a final course score will be transferred into our Student Information System, PowerSchool. This is what will generate transcripts and a student's overall GPA.

Previously, MDIHS used grading scales and rounded scores up for GPA calculation purposes. Beginning with the 2024-2025 school year, scores will no longer be rounded up and the score that appears in PowerSchool is the score that is used to determine GPA and appears on the transcript. Parents may view their child's progress and work by logging into Schoology.

Grade Representation

Teachers will use rubrics, assessment checklists, and other types of scoring guides to provide feedback and assess students that are consistent with the scale that the state uses for the MHSA and is comparable to the 4.0 scale which is used in many schools and colleges:

4	Exceeds the standard and/or shows excellence in quality and rigor
3.5	Clearly meets the standards AND exceeds standards in some way(s) and/or is excellent in some components
3.0	Meets the standard clearly, consistently and independently by demonstrating solid understanding, application or performance
2.5	Meets the standard demonstrating basic understanding, application or performance
2.0	Demonstrates the ability to understand, apply, or perform some of the components of the standard
1.0	Despite some effort, is having difficulty demonstrating the ability to understand, apply or perform any of the components of the standard
0	No evidence

Teachers will use both formative and summative assessment practices

*A formative assessment is an assessment for learning. It is used to check students' understanding and to plan subsequent instruction. Formative assessments are identified as Prep and Practice (see below).

*A summative assessment is an assessment of learning. It is used to provide teachers and students with information about the attainment of knowledge. Summative assessments are identified as Body of Evidence (see below).

Homework

There are three purposes for homework in a proficiency-based system:

1. Preview - To prepare students to learn new material
2. Practice – To help students master learning outcomes
3. Evidence – To provide evidence of a student's progress toward a learning outcome

Not all homework is assessed but all homework is important. If teachers assess homework, they will use rubrics, assessment checklists, and other types of scoring guides *in order to give feedback toward a learning outcome or to contribute to a students' demonstration of progress towards proficiency on standards.*

Meeting the Standards

Below is the average range that corresponds to each level of proficiency for a standard. For example, if you have three scores for a standard (2,3,3) that average a calculation of 2.6, you are meeting that standard.

3.5-4.0 = Exceeds

2.5-3.49 = Meets

2.0-2.49 = Partially

1.0-1.99 = Does not Meet

Any score of 2.0 or higher will result in a student earning credit in a course. However, recommendations for specific math courses, honors and Advanced Placement courses may require the demonstration of a higher score.

Multiple Opportunities and Professional Judgment

Consistent with motivating students to learn and grow, students will have multiple opportunities to improve and demonstrate proficiency on standards. This may occur in different ways as determined by each teacher and identified in the course syllabus. These may include:

- Redoing an assignment after conferencing with the classroom teacher
- Making corrections and resubmitting assignments
- Revisiting a standard through another assignment

Teachers also have the ability to use their professional judgment when the overall Body of Evidence indicates a higher level of proficiency than just averaging the score from assignments. This can include consideration for the level of complexity in classroom discussions, individual conferences, etc. This is done at the standard level after reviewing overall scores.

A student's ability to receive multiple opportunities to redo assignments or make corrections may be contingent on the timely and successful completion of any and all prep and practice assignments including unscored work.

Incomplete (I) and Pass Fail (P/F)

An Incomplete or Pass/Fail may be awarded with teacher discretion and only under special circumstances following a meeting with the student's classroom teacher(s), school counselor, and Dean of Curriculum. In the event an incomplete is awarded, student's will have no more than two weeks of additional time to meet requirements. At the end of this extension, the teacher will evaluate the body of evidence produced and assign a final grade.

Habits of Work

Equitable grading practices strive to avoid extraneous factors that could be influenced by explicit and implicit bias. For this reason, MDIHS will provide communication on each student's Habits of Work. This will be communicated on a regular basis as articulated in each course's syllabus using a 0-4 scale. The Habits of Work reflect Responsibility, Respect, and Perseverance. For the 2024-2025 school year, Habits of Work scores will **NOT be calculated into the overall course grade.**

Report Cards and Mid-Term Reports

Report cards are provided at the end of each quarter. If more frequent feedback is required because of individual circumstances, arrangements can be made through the classroom teacher or Guidance Office. If parents have concerns about a son/daughter's progress in class, they are encouraged to contact the teacher directly.



MDIHS COURSE OFFERINGS CAREER AND TECHNICAL EDUCATION

MDIHS 's approach to career and technical education provides instructional pathways to enhance students' ability to communicate, collaborate, think critically, and to be creative. Through models that promote hands-on learning experiences, play, collaboration, effort, and the practice of design thinking models, students develop the ability to problem-solve and contribute positively to their communities.

ISLAND INNOVATIONS CENTER

All students must first take CTE Exploratory before taking any other wood, metal or design classes if they have not already taken a CTE class in the same field.

Semester-Long Classes:

CTE EXPLORATORY

Grades: 9, 10 (To be completed by end of Grade 10); 11, 12 by permission

1 credit

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathway: Welding, art, design, fabrication and metal repair, carpentry, woodworking, digital arts and design

Exploring MakerSpaces is a variety-packed course that allows students to explore four different types of specialized learning areas within the CTE Department of the school. This semester-long class will allow students to gain insight into dedicated MakerSpace training forms used in many types of hands-on learning and problem-solving systems. The four main areas of focus in this class revolve around giving students an introduction to the following: Digital and Technological Tools; Metalworking and Fabrication Techniques

Design Thinking and Problem-Solving Skills Woodworking and Building Strategies

This course will take place over an 18-week semester and be broken down so that students enrolling will spend their time equally (approximately 4.5 weeks) in each section of the course. **This is a prerequisite for most other CTE course offerings.**

Exploring MakerSpaces fulfills the 1-credit CTE graduation requirement for all MDI High School students.

BOATBUILDING

Grades 9,10,11,12

1 credit

Prerequisite: CTE Exploratory

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Boat building, construction, sailing, merchant marine, fishing

What technical skills are required for a career in boat building industries or to just maintain my own boat? How can I better enjoy my time around and on the water? New construction, repair, and restoration of all styles of boats form the core of this class. By using both “old” and “new” methods, tools, and materials, students enrolled in Boat Building will work with various plans/blueprints to develop skills in measurement and pattern layout, to construct a frame/mold to build and finish a boat. Through classroom projects and field trips, students will become familiar with hull design and layout, nautical terms, marlinespike seamanship, Maritime History and the companies that have made Maine a recognized leader in boat building.

YEARBOOK (Class is limited to 12 students)

Grades 11,12

1 (or 2 credits)

Prerequisite: None

Workload Expectations: Students may be expected to sell ads during FlexTime. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Photography, publishing, editing, sales, design layout, graphic design

Yearbook is a course designed for students to help organize and produce the annual yearbook for the school. Students will learn skills in selling, managing finances, organizing information, creating advertisements, using technology, scheduling, teamwork, and problem-solving as they go through the year-long process of gathering information for the yearbook to its final distribution as a completed product. This class will meet every day and is either a semester-long or full-year course.

MARINE SERVICE TECH.

Grades 10, 11, 12

1 credit

Prerequisite: CTE Exploratory

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Merchant marines, diesel mechanics, sailing, boat building, captaining

Marine Technology is a semester-long course that introduces students to the field of the Marine Trades. Whether a small outboard skiff, a large inboard diesel or a sailboat, there will be special emphasis on the skills necessary for owning, servicing, operating and maintaining your own boat. Students will spend their time in the shop with hands-on knowledge and skill development and with traditional instructional methods (lecture, readings, discussion, training films, guest speakers, site-visits, etc.), along with project-based learning. Students are encouraged to bring in their own boats and marine related equipment to take advantage of our "Trojan Boatyard".

Quarter-Option Classes:

METAL FABRICATION TECHNOLOGY

Grades: 10, 11, 12

0.5 credit

Prerequisite: CTE Exploratory

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Welding, art, design, auto body repair

Metal Fabrication Technology is a course for students who wish to continue expanding their knowledge and learning in the area of metal fabrication and welding techniques. Students in this course will be able to choose their projects and methods of fabrication to be used with guidance from the instructor to meet certain criteria of the class.

The expectations for this course are that students will:

- Come prepared with ideas/plans for projects to complete on their own.
- Further develop and enhance their metalworking skills introduced in CTE Exploratory.
- Expand their workplace employability traits.
- Illustrate creativity and critical thinking when creating items while showing professionalism in their work.

PRECISION DESIGN AND FABRICATION

Grades: 10, 11, 12

0.5 credit

Prerequisite: Metal Fabrication Technology

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Design, architecture, engineering, metal fabrication, etc.

The Precision Design and Fabrication course is designed for more advanced students to learn how to create items using a variety of tools and equipment that require precision and accuracy during these processes. Students will use a diverse range of systems and devices to design, measure, and fabricate items of their own interest and some others required for completion of the course. Students will further develop skills in CAD/CNC-related systems, such as the department's plasma cutting table, during the design processes and use those to help with the overall fabrication of their projects.

Students will additionally learn to use machining equipment such as metal lathes, milling machines, and other pieces in the development of the items produced during activities in this class. They will be given specific parameters to which projects must fall into and will use the tools and equipment provided to help meet those requirements. A strong focus on engineering mathematics, accuracy, and attention to detail are a large part of this course.

THE BUSINESS OF SPEED

Grades 9, 10, 11, 12

0.5 credit

Prerequisite: CTE Exploratory

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Auto mechanics, mechanical engineer, small engine repair, etc.

This course is one that will allow students to explore their own interests relative to mechanical systems and motorsports industries while developing lifelong skills in problem-solving and tool selection/usage. Students will learn to use a variety of tools and equipment to assist them in exploring the inner workings of engines, drivetrains, and other pieces that help mechanical equipment operate. Other areas of exploration will include motorsports, machine/vehicle maintenance, and basic repair techniques. Students are encouraged, and expected, to find mechanical-related projects of their own to work on during this course whether it be their own vehicle, a family lawn-mower, an engine off their boat, or some other piece that piques their interest.

MAKERSPACE WOOD

Grades 10, 11, 12

0.5 credit

Prerequisite: CTE Exploratory

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Carpentry, woodworking, architecture, etc.

MakerSpace Wood is a course designed for forward thinking, independent working students with motivation to expand their knowledge of the Woodshop. Students enrolling in this course will be expected to come to class prepared with project ideas to develop while furthering their knowledge and skills. A strong emphasis in this course will be placed on project planning and development to help lead to quality construction of items. Expectations are that students will work on more intricate/extensive projects and build (or repair) pieces with a purpose. This course will expand, refine, and build on the knowledge and skills learned in CTE Exploratory.

OPEN WOOD SHOP

Grade 9, 10, 11, 12

0.5 credit

Prerequisite: CTE Exploratory or Makerspace Wood or Advanced Makerspace Wood

Workload Expectations: Students may be expected to come during FlexTime to finish projects. Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Carpentry, woodworking, architecture, etc.

GUITAR MAKING

Grade 9, 10, 11, 12

0.5 credit

Prerequisite:

CTE Exploratory or Makespace Wood or Advanced Makespace Wood

Workload Expectations:

Students may be expected to come during FlexTime to finish projects.

Although there is minimal homework, regular attendance is critical.

Career/College Pathways: Carpentry, woodworking, music, etc.

Make your own guitar; that actually will play music! If you have ever wanted a guitar or been interested in how to build one, sign up for this quarter class.

BUSINESS INDEPENDENT STUDIES

Business Independent Study is a course designed to allow students to explore business-related class offerings available at MDIHS on a somewhat individualized basis. Students enrolling in this course will select a class offering to take for the ranking period. Each of the classes offered are set up for a 9-week period. The specifics for each class offering are provided in more detail in this section of the Program of Studies. The classes include:

- Accounting 1 (Parts A and/or B)
- Accounting 2
- Business Management (Parts A and/or B)
- Financial Management
- Spreadsheets

Once students have selected a class, they will proceed through a schedule of activities and assignments provided by the instructor with prearranged due dates. In most cases, activities will be provided through an electronic folder to the student and they will submit their completed work in the same fashion. Students will have a period of the day in their schedule set aside for this course, but will work on an individual basis with assistance from the instructor as needed.

ACCOUNTING 1

Grades 10, 11, 12

0.5 Credit

Workload Expectations:

Self-directed course with deadlines for tasks

Career/College Pathways:

Business, Accounting, tax preparation, payroll, office administration

What accounting practices do I need to know for personal and professional use? Students will learn how to organize and maintain business records in this minimal-homework-required class. Covering the complete accounting cycle, students will learn how to make entries in journals, post ledgers, use good check writing procedures and prepare financial statements. In the latter portions of this course, students will improve their knowledge of the occupational skills acquired in the earlier parts of the class and acquire a foundation in the areas of sales, purchases, payroll, and taxes for a merchandising business. Students will participate in a business simulation, which reinforces accounting principles by having them maintain the complete accounting records for a business. This project brings together all elements covered throughout the course. A full credit in accounting is highly recommended for those students going on to a business college or entering the business world. A good attitude and strong work ethic are stressed in this class.

ACCOUNTING II

Grades 10, 11, 12

0.5 credit

Prerequisites:

Accounting I

Workload Expectations:

Self-directed course with deadlines for tasks

Career/College Pathways:

Business, Accounting, tax preparation, payroll, office administration, banking

What advanced areas of accounting practices will I need for personal and professional use? Learners will review their Accounting For Your Money knowledge and become acquainted with more advanced areas of Accounting. The students will review the accounting cycle and become acquainted with partnership accounting, corporate accounting, departmental accounting, cost accounting, income taxes, and payroll. Computerized Accounting will be an additional focus to this class with students performing the majority of the workload for this course during class time.

BUSINESS MANAGEMENT (PLANNING FOR A CAREER IN BUSINESS)

Grades 10, 11, 12

0.5 credit

Workload Expectations:

Self-directed course with deadlines for tasks

Career/College Pathways:

Business, Office Administration, Banking

How will the basic understanding of business principles and management help me in planning a career in business? This project-oriented course is designed to give students an introduction into the world of business and the wide range of activities businesses participate in when preparing to start and maintain operations. Students will spend the majority of their time in this class learning the skills necessary to get a business up and going from scratch. This course will help students to organize items needed when writing a business plan to help with a business' start-up process. The ending project will give students the opportunity to completely plan business to start and present that plan for approval as though they were going before a board at a financial lending institution.

SMALL BUSINESS OPERATIONS (RUNNING YOUR OWN BUSINESS)

Grades 10, 11, 12

0.5 credit

Workload Expectations

Self-directed course with deadlines for tasks

Career/College Pathways:

Business, office administration, entrepreneurship

How can I make more money by working for myself? Students with their own businesses, or are planning to have one in the future, focusing on an area such as fishing/lobstering, mechanic/repair services, carpentry, food sales, clothing creation, and many others will be the choices of students in this course. This course is designed for the student who is already involved with an operating business and/or plans to work for themselves in the future. Students enrolling in this class will see a low-homework load with the focus of the in-class work being on ways to help organize items for your own business to become more productive and, in turn, make your business run more efficiently.....and we all know when your business runs better, you make more money. Students should come to this class with a business already in mind or operational that they simply want to make operations more efficiently. Specifics will be on things such as organization, time management, negotiating skills, communication techniques and other items relative to helping your business become more successful.

UNDERSTANDING SPREADSHEETS

Grades 10, 11, 12

0.5 credit

Workload Expectations: Self-directed course with deadlines for tasks

College/Career Pathways: Accounting, office management and administration, science, project management, statistics,

How will understanding the operations of a spreadsheet help with organizing and calculating in a more efficient manner? This course introduces basic spreadsheet design and development. Topics include understanding formulas, using functions and calculations, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts while understanding how to manipulate the formulas to improve their efficiency in producing such documents.

FAMILY AND CONSUMER SCIENCE

INFANT/BABY ROOM 1 (Infant Program)

Grades 9, 10, 11, 12

1 credit

Workload Expectations: Weekly written assignments may need to be completed outside of class. Absences are to be made up before or after school, or during flextime. The final project involves caring for a Baby Think It Over for a weekend.

Career/College Pathway: This is a great class for anyone who plans to be a parent one day, wants to study children, teach, or run a childcare business.

Witness the infants and toddlers grow while you assist with their care in the Infant/Toddler Room. Under the supervision of the adult daycare provider, you will assist with infant/toddler care, daily record keeping, and maintenance of the daycare center. You will plan and provide age-appropriate developmental activities as you communicate and interact with the children and their parents. Weekly childcare curriculum assignments, lead teacher week and/or a final project are required in addition to caring for the babies. Students may take this class more than once and will cover a different age group in their written work. Good attendance and school citizenship are the requirements for this course. Your work and participation will be scored using the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking.

INFANT/BABY ROOM 2 (Toddler Program)

Grades 9, 10, 11, 12

1 credit

Prerequisites: Infant/Baby Room 1

Workload Expectations: Weekly written assignments may need to be completed outside of class. Absences are to be made up before or after school, or during flextime. The final project involves caring for a Baby Think It Over for a weekend.

Career/College Pathway: This is a great class for anyone who plans to be a parent one day, wants to study children, teach, or run a childcare business.

Witness the infants and toddlers grow while you assist with their care in the Infant/Toddler Room. Under the supervision of the adult daycare provider, you will assist with infant/toddler care, daily record keeping, and maintenance of the daycare center. You will plan and provide age-appropriate developmental activities as you communicate and interact with the children and their parents. Weekly childcare curriculum assignments, lead teacher week and/or a final project are required in addition to caring for the babies. Students may take this class more than once and will cover a different age group in their written work. Good attendance and school

citizenship are the requirements for this course. Your work and participation will be scored using the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking.

FARM TO TABLE

Grades: 10, 11, 12

0.5 credit

Strongly encourage taking Food and Nutrition first.

Workload Expectations: Frequent field trips during school and flextime are part of the curriculum and should not be missed. Hands on work in the gardens and the kitchen are expectations of the class.

Career/College Pathway: Farming, food, cooking/culinary arts, gardening/horticulture, environmental science

In this quarter-long class, we will utilize the courtyard space to learn about fruit trees, asparagus, and other perennial food-bearing plants as well as grow greens and plant/harvest hardy fall vegetables. We will visit local farms and learn about what is grown right in our community. We will also spend some time in the kitchen, learning to prepare and cook locally grown and gathered food. Sustainable farming/gardening methods, food systems, food waste, food insecurity will also be addressed. This class will be a mix of hands-in-the-dirt work and classroom learning. Ideally, students will have taken Food and Nutrition first and have a working knowledge of food safety and preparation skills. Work will be assessed on the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking, as well as the national standards for Family and Consumer Sciences Education.

FABRIC AND CLOTHING CONSTRUCTION

Grades 9, 10, 11, 12

0.5 credit

Workload expectations: Project reflections are due after completion of each project.

Career/College Pathway: Sewing, design, sustainable fashion

In this course, we will look at fabrics of all kinds (knitted, woven, crocheted, synthetic and natural fiber), and how to make items and clothing using various fabrics. You will learn the basics of sewing, both by hand and by machine. We will discover where/how our fabrics and clothing are made and discuss the human and environmental impacts of fast fashion versus the slow clothes movement. This is a 9-week course, however, students may take the class a second time and continue on to more advanced techniques and personal projects. Work will be assessed on the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking, as well as the national standards for Family and Consumer Sciences Education.

FOOD AND NUTRITION

Grades 9, 10, 11, 12

0.5 credit

Workload Expectations: Food Lab reflections must be completed after each cooking lab. Missed cooking labs are difficult to make up so attendance is important. Must work in teams.

Career/College Pathway: Culinary arts, nutritionist/dietician, health/wellness

Food and Nutrition is an introduction to food selection and preparation skills. In this class, you will learn where your food comes from, how your body is fueled by food, how to make good choices regarding nutrition and how to purchase, prepare and serve food. Accurate measuring, knife skills, seasoning and flavoring, selection and care of kitchen equipment are some of the practical skills you will learn. Where our food comes from, food choices and other contemporary issues around food and nutrition will be part of this exploratory class. Students

work in teams to plan, cook and evaluate their recipes, and clean up. You will be scored on your ability to work as part of a team, using the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking, as well as the national standards for Family and Consumer Sciences Education.

FOODS 2

Grades 9,10, 11,12

0.5 credit

Prerequisite:

Food and Nutrition

Workload Expectations:

Working in teams, written lab evaluations

Career/College Pathway:

Culinary arts, dietetics, nutrition

In this advanced cooking class students will go beyond topics covered in Food and Nutrition, such as the science of baking, various cuts of meat and how to properly cook them, food allergies and sensitivities and substitutions in recipes. We will explore international foods and UNESCO Gastronomic Cities of the World. Students work in teams to plan, cook and evaluate their recipes, and clean up. You will be scored on your ability to work as part of a team, using the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking, as well as the national standards for Family and Consumer Sciences Education.

INTRODUCTION TO KNITTING

Grades 9, 10, 11, 12

0.5 credit

Workload Expectations:

Reflection journals for each project, weekly written assignments, hands-on practice of skills.

Career/College Pathway:

Design, non-profit work, fashion design

In this class you will learn the basics of knitting: how to cast on a project, the knit and purl stitches, increasing and decreasing, and binding off. You will also learn how to read a knitting pattern, how to fix mistakes and how to measure your gauge. You will choose a project to knit for yourself or for a charity project. If time and interest allows, we can explore other topics like spinning wool, or dyeing yarn. This is a 9 week course, however students may take the class a second time and continue on to more advanced techniques and personal projects. Work will be assessed on the 4Cs: Creativity, Collaboration, Communication, and Critical Thinking, as well as the national standards for Family and Consumer Sciences Education.

Computer Science

Computers and the algorithms used to program them affect nearly every aspect of human life. Knowledge of how computers work is a true 21st-century literacy. In computer science classes students are given the opportunity to apply logic and creativity to solve problems. Students will also learn the basics of how the internet works and the global impact of computing. Computer science is an appropriate subject for all students to explore. Computer Science courses fulfill the CTE requirement.

Advanced Placement Courses:

We offer two Advanced Placement courses in Computer Science. Both require successful completion of Introduction to Computer Science or by permission of the instructor. Students who enroll in either AP course should anticipate considerable independent work outside of the classroom.

INTRODUCTION TO COMPUTER SCIENCE

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None

Workload expectations:

Homework 1-2 times per week

Career/College Pathways:

Coding, application and IT design, engineering, and digital gaming

Students should expect most work to be done in class with some short homework assignments (15 minutes, 1-2 times per week). In addition to learning how computers and the internet work students will explore basic programming using Scratch (with Lego sets) and JavaScript (with Code.org). Programming will focus on basic algorithms, code structure, and user interface design.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grades 10, 11, 12

1 credit

Prerequisites:

Introduction to Computer Science or permission from the instructor

Workload expectations:

Homework 3-4 times per week

Career/College Pathways:

Coding, application and IT design, engineering, and digital gaming

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. Students will be prepared for the AP test in May but will need to spend significant time working outside of class in order to find success on the AP exam. The AP test requires each student to produce a program to be submitted as a portfolio project to the College Board. Although JavaScript or Python will be used in the course, students may choose to use any programming language for their portfolio project.

ADVANCED PLACEMENT COMPUTER SCIENCE A

Grades 10, 11, 12

1 credit

Prerequisites:

Introduction to Computer Science or permission from the instructor

Workload expectations:

Homework 5 times per week

Career/College Pathways:

Coding, application and IT design, engineering, and digital gaming

Students should expect 30-45 minutes of homework, 5 nights a week. This course is an in depth exploration of programming with Java (not JavaScript) an object oriented programming language. Object oriented languages and their offshoots are primarily used in the software development industry. Students will use a professional level development environment in this course.

ENGLISH - LANGUAGE ARTS

Mount Desert Island High School requires four English credits for graduation. Students are encouraged to enroll in options or electives in addition to and not instead of regular semester courses whenever possible. Elective classes may fulfill one or more of these credits in consultation with the instructor, learning area leader, guidance counselor and student performance.

Semester-Long Classes:

COLLEGE PREP FRESHMAN ENGLISH

Grade 9 **1 credit**

Workload Expectations: Homework is regularly assigned, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: Foundational reading, writing, speaking, and listening skills for all future courses

Freshman English provides students with an opportunity to develop their literacy, discussion, thinking, and time management skills with an eye to academic and career success. All classes will read a variety of works from different genres. Students will have an opportunity to choose texts to develop independent reading skills. Writing activities will develop the skills and conventions required for clearly written communication, including analytical, responsive, and narrative modes. Students will also be asked to reflect on their own academic growth and challenges throughout the course. Successful completion of the class will leave students with strengthened literacy skills, academic confidence and a developed sense of themselves as students. Students will have ample opportunities to complete assessment work in class, but most reading and processing will happen at home.

COLLEGE PREP SOPHOMORE ENGLISH

Grade 10 **1 credit**

Prerequisite: **Enrollment in 10th grade;** *Students working to develop independent grade-level literacy skills (especially in areas identified in Freshman English) should enroll in Critical Reading & Writing 10 and/or Learning Center for appropriate support and skill development.*

Workload Expectations: Homework is regularly assigned, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: In depth technical and literary skills

This class is designed to develop students' literacy, discussion, and time management skills with an eye to their future academic and career success. Students will expand and deepen their analytical reading and writing skills by examining various works that center around four essential questions:

How can we tell our own stories?

How do stories and storytelling inform our lives?

How can we emerge from life's challenges with new perspectives?

How are we the heroes of our own stories?

Students will routinely journal with mentor texts. Book groups and independent reading as well as shared texts allow students the opportunity to further develop their reading and discussion skills; writing tasks include personal narratives, literary analysis, and mentor text work. Students can anticipate 20-30 minutes of homework per night.

In addition, through their work in this class, students will have the opportunity to

- investigate how their experiences have shaped and affected their lives;
- explore both the dimensions of identity and how those dimensions show up in their own and others' lives;
- practice using culturally-responsible language;

- engage in collaborative project-based learning;
- develop their skills as self-directed readers;
- engage with different mediums like photography, film, art, and creative writing;
- give and take air time in class discussions.

HONORS SOPHOMORE ENGLISH

Grades 10

1 credit

Prerequisite:

Successful completion of Freshman English with work that indicates a consistent readiness for a further challenge (meeting and exceeding standards) and/or teacher recommendation.

Workload Expectations:

Homework is regularly assigned, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: In depth technical and literary skills.

This class is designed to develop students' literacy, discussion, and time management skills with an eye to their future academic and career success. Students will expand and deepen their analytical reading and writing skills by examining various works that center around four essential questions:

How can we tell our own stories?

How do stories and storytelling inform our lives?

How can we emerge from life's challenges with new perspectives?

How are we the heroes of our own stories?

Students will routinely journal with mentor texts. Book groups and independent reading as well as shared texts allow students the opportunity to further develop their reading and discussion skills; writing tasks include personal narratives, literary analysis, and mentor text work. Students can anticipate 20-30 minutes of homework per night.

In addition, through their work in this class, students will have the opportunity to investigate how their experiences have shaped and affected their lives; explore both the dimensions of identity and how those dimensions show up in their own and others' lives; practice using culturally-responsible language; engage in collaborative project-based learning; develop their skills as self-directed readers; engage with different mediums like photography, film, art, and creative writing; give and take air time in class discussions. Students are expected to practice independent work habits, strong reading and writing skills, a willingness to revise one's writing after editor feedback, and a strong curiosity about the world of literature are key to success in this class.

COLLEGE PREP HUMANITIES

Grades 10

2 credits (1 Social Studies, 1 English)

Prerequisites:

Enrollment in 10th grade.

Students working to develop independent grade-level literacy skills (especially in areas identified in Freshman English) should enroll in Critical Reading & Writing 10 and/or Learning Center for appropriate support and skill development.

Workload Expectations:

Homework is regularly assigned, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: In depth technical, discussion and literary skills.

In Sophomore Humanities, an integrated, year-long course, students will expand and deepen their analytical reading and writing skills while studying the history and literature of various time periods in Western civilization with an eye towards political, cultural, technological, economic, and social impacts over time. Students will examine a variety of genres that will include non-fiction texts, plays, poems, short stories, and novels. Students who enroll in this class will be encouraged to think, talk, and write about big ideas and apply those ideas to their own lives.

HONORS HUMANITIES is a pathway offered within the Humanities class for students whose academic record indicates a consistent readiness for a further challenge as identified by meeting and exceeding standards in prior classes, strong work habits, and, where applicable, teacher recommendation. While the course content is the same, students choosing the Honors option will develop their skills through study of longer and/or more challenging texts, more demanding writing tasks, and/or more complex discussion questions.

READING & WRITING 10

Grades: 10 **1 credit**

Prerequisite: Enrollment in 10th grade and teacher/guidance placement

Workload Expectations: While most work will be addressed and done in class, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: Targeted practice on foundational skills in order to leverage future electives and courses.

This course is for students who would benefit from supported practice to develop their independent literacy and time management skills so as to be better prepared to be enrolled in junior english classes. Students will work to develop their literacy, discussion, thinking, and time management skills by reading and studying a variety of novels, poems, plays, non-fiction works, and short stories. Students will write essays in which they examine the literature and its themes and will also create other types of writing in connection with the works they are reading. Students can expect to have enough time in class to complete most of their required work, but nightly reading or other targeted skill practice as homework is likely, with an eye toward improving literacy and independent skills to the college- and career-ready level. Self-reflection and goal setting is expected.

COLLEGE PREP JUNIOR ENGLISH

Grade: 11 **1 credit**

Prerequisites: Enrollment in the 11th grade

Students enrolling in this course should have a confident grasp of the literacy skills assessed in earlier English classes; *Students working to develop independent grade-level literacy skills should enroll in Critical Reading & Writing 11 and/or Learning Center for appropriate support and skill development.*

Workload Expectations: Nightly homework assignments are rare. This is a project-based learning (PBL) class. Students are expected to develop their executive functioning and time management skills by engaging in the PBL process by utilizing class time towards assessments.

Career/College Pathways: Two Year Associate's Programs, Four year Bachelor's Programs, Certificate Specific Programming/Workforce/Military

This class is designed to develop students' literacy, discussion, media and cultural awareness, and self-regulation with an eye to their future success as maturing adults as well as in a two- or four-year post-secondary program. Collaborative and independent work will be required for successful completion. Students have opportunities to regularly reflect on their growth as readers, writers, and thinkers, thereby developing a greater understanding of themselves as a learner.

Students will focus on reading, writing, and discussion that will help them develop a sense of their personal identities as a reflection of and reaction to various national identities communicated in literature and media today. Course readings will include a variety of whole-group texts including films, poems, and short essays, and novels, book-club texts, and individual choices. Students will write analytical essays, personal responses to literature, and creative pieces (podcasts, memoirs, and the like). Students can expect lively discussions based on the readings, their cultural and historical significance, and current events.

HONORS JUNIOR ENGLISH

Grades 11

1 credit

Prerequisite:

Completion of earlier English classes with work that indicates a consistent readiness for further challenge (meeting and exceeding), strong work habits, and/or teacher recommendation.

Workload Expectations:

Homework is regularly assigned, students are encouraged to self-advocate and develop their increasingly independent executive functioning and time management skills.

Career/College Pathways: 4-6 year Bachelor's/Master's Programs, Certificate Specific Programming

This course is designed to provide challenge and skill development to students who enjoy writing, reading, and project-based learning, and who are eager to develop their view of themselves as reflective writers, readers, speakers, and listeners. Students in this course will explore a range of texts from nonfiction and fiction selections, to documentaries, and podcasts. They will develop their reading, writing, speaking, and listening skills through writing, discussion, and project-based learning. The class will focus on metacognition and reflection, student-generated ideas, questions, and curiosities, balanced with teacher conferences and student-led discussions. Students will be expected to be self-directed thinkers and learners who construct their independent analysis of texts while welcoming feedback and opportunities for revision.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grade 11

1 credit

Prerequisite:

An appreciation for the craft of writing and story-telling; a willingness to be a self-guided reader and to take good academic risks in the interest of growth and learning.

Workload Expectations:

Homework is regularly assigned, students are encouraged to self-advocate and develop their increasingly independent executive functioning and time management skills commensurate with college expectations.

Career/College Pathways: Two Year Associate's Programs, Four year Bachelor's Programs, Certificate Specific Programming/Workforce/Military

Voracious readers unite! In AP Literature and Composition, students will engage with multiple different types of literature: poetry, long/short fiction, plays, art, and film. Students will explore the craft of writing with a strong emphasis on clarity, meaning, and authorial intent. A key concept in this course is that literature is a tool for social commentary, persuasion, and identity exploration. Close readings, Socratic Seminars, book clubs, and

one-on-one conferences are routine protocols throughout the course. Students are urged to take academic risks and engage in literary discourse. Students will routinely study mentor texts from literary critics and novelists, like David Lodge, Elaine Castillo, Haruki Murakami, and Ursula Le Guin.

Student collaboration and creativity is encouraged. Navigating and negotiating group work is essential. Students will also develop an appreciation for literature by writing their own; students will write and poetry.

Although students are encouraged to take the AP Literature exam in the spring, AP Lit is not a test-prep course; however, we will explore exam structure and test-taking techniques, participate in a limited number of timed assessments and writings, and use other preparatory resources.

READING & WRITING 11

Grades: 11 **1 credit**

Prerequisite: Enrollment in 11th grade and teacher/guidance placement

Workload Expectations: While most work will be addressed and done in class, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: Emphasis is on the necessary reading, writing, speaking, and listening skills for entering the workforce.

This course is for students who would benefit from supported practice to develop their independent literacy and time management skills so as to be prepared to be enrolled in Senior English. Students will work to develop their literacy, discussion, thinking, and time management skills by reading and studying a variety of novels, poems, plays, non-fiction works, and short stories. Students will write essays in which they examine the literature and its themes and will also create other types of writing in connection with the works they are reading. Students can expect to have enough time in class to complete most of their required work, but nightly reading or other targeted skill development is likely, with an eye toward improving literacy and independent skills to the college- and career-ready level. Self-reflection and goal setting is expected.

COLLEGE PREPARATORY SENIOR ENGLISH

Grade 12 **1 credit**

Prerequisites: Students enrolled in this class should have passed earlier CP or more rigorous courses with a 2.5 or higher.

Workload Expectations: Homework is regularly assigned and students are expected to manage their time independently well and advocate for themselves.

Career/College Pathways: Two Year Associate's Programs, Four year Bachelor's Programs, Certificate Specific Programming/Workforce/Military

Senior English provides students with opportunities to develop their literacy, discussion, thinking and time management skills to meet a variety of academic and life goals necessary for academic, personal, and career success.

- All classes will study and engage with a variety of thematically connected works from different genres and seek to answer essential questions. To deepen and foster literacy skills, students will also be expected to read texts appropriate for their levels and interests.
- Weekly practice will be given to the writing process, resulting in college essays, personal narratives and opinion pieces. Students will also examine how language shapes their thinking and culture. Special focus will be given to writing and discussion skills to reflect on academic challenges and growth.

- Students can expect 1-2 hours worth of work outside of class per week; students working to develop their independent literacy skills may need to put in more time with teacher support in Flextime, after school, or Learning Center.

SENIOR ENGLISH: MODERN FICTION

Grades 12

1 credit

Prerequisites:

Successful completion of a junior English course

Workload Expectations:

While most work will be addressed and done in class, students are encouraged to self-advocate and develop their executive functioning and time management skills.

Career/College Pathways: College, Vocational programs, military

Students will expand, practice, and reflect upon their reading and writing skills in this course that seeks to prepare students with the communication and time management skills necessary to flourish in a variety of academic and work environments. Students read and examine both required and self-selected works of fiction including mythology, novels, poetry, and film. Weekly practice will be given to the writing process, focusing on personal essays, response tasks, and opinion pieces. Students will also examine how language shapes their thinking and culture. Special focus will be given to writing and discussion skills to reflect on academic challenges and growth.

Students will engage in large and small group discussions and teacher-student conferences about literature and writing. Students who attend regularly and use class time well may be able to complete their work with a minimal amount of homework. Students working to develop their independent literacy skills may need to put in more time with teacher support in Flextime, after school, or Learning Center.

HONORS SENIOR ENGLISH

Grade 12

1 credit

Prerequisites:

Students enrolled in this class should have passed earlier CP or more rigorous courses with a 3 or higher.

Workload Expectations:

Homework is regularly assigned and students are expected to manage their time independently well and advocate for themselves.

Career/College Pathways: Two Year Associate's Programs, Four year Bachelor's Programs, Certificate Specific Programming/Workforce/Military

This course is designed for students who are independent learners, have time outside the regular school day to commit to advanced study and have demonstrated an interest in the humanities, a readiness for challenge and a willingness to develop their literacy skills through extensive reading and written work. The class will focus on communication in many forms: absorbing information through reading a variety of texts (poetry, non-fiction works,, modern fiction, journalism; some chosen, some assigned); sharing information through class discussion and various forms of writing (narrative, analysis, opinion pieces); presenting information (speeches, projects, publications, and presentations). Students enrolling in this class are choosing to commit to a serious academic effort that includes 2-4 hours of homework per week. Successful completion of the class should leave them confident in their ability to meet the challenges of post-secondary education in any form.

- All classes will study and engage with a variety of thematically connected works from different genres and seek to answer essential questions. To deepen and foster literacy skills, students will also be expected to read texts appropriate for their levels and interests.
- Weekly practice will be given to the writing process, resulting in college essays, personal narratives and opinion pieces. Students will also examine how language shapes their thinking and culture. Special focus will be given to writing and discussion skills to reflect on academic challenges and growth.
- Students can expect 3-5 hours worth of work outside of class per week.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Grade 12

1 credit

Prerequisite:

An appreciation for and commitment to the craft of writing; a willingness to be a self-guided reader and to take good academic risks in the interest of growth and learning.

Workload Expectations:

Homework is regularly assigned, students are encouraged to self-advocate and develop their increasingly independent executive functioning and time management skills commensurate with college expectations.

Career/College Pathways:

Two Year Associate's Programs, Four year Bachelor's Programs, Certificate Specific Programming/Workforce/Military

AP Language and Composition focuses exclusively on nonfiction texts and serves as a bookend and complement to the AP Literature and Composition course.

While AP Lit is a literary text-based course, AP Lang is an issues-based course -- in some ways, it would feel right at home in a Social Studies Department Program of Study. That said, our work in AP Lang will focus on developing language skills such as the formal study of rhetoric, writing in multiple modes, and developing a personal voice. While students will engage in three to four full-length texts during this semester (e.g. *Don't Let It Get You Down* by Savala Nolan, *The Lifespan of a Fact* by Kareken, Murrell and Farrell, *The Anthropocene Reviewed* by John Green), the majority of other readings will be arranged in topical text sets that will accompany and enable our development of the literacy skills required for college and beyond.

Although students are strongly encouraged to take the AP Language exam in the spring, AP Lang is not a test-prep course; however, we will explore exam structure and test-taking techniques, participate in a limited number of timed assessments and writings, and use preparatory resources offered by the College Board.

Students in AP Language and Composition are expected to demonstrate "The Seven Traits of Highly Successful Students": Kindness, Positivity, Honesty, Attentiveness, Perseverance, Punctuality and Respect. These traits will help us to develop and maintain a collegial working environment.

JOURNALISM

Grades 9, 10, 11, 12

1 credit

Workload Expectations:

Class time will be dedicated to pre-writing, writing, drafting, and workshopping. What is not completed in class is expected to be done outside of class.

Career/College Pathways:

Communications, writing, reporting, social justice

Journalism and its responsibilities are not easy to negotiate, but the field's importance continues to increase and broaden. This is an introduction to journalism course designed to provide students with an opportunity to develop their writing skills while studying the role of journalism in modern society. Students will practice

detecting bias in media and political rhetoric. We will explore and question the concept of neutrality in journalism with an eye towards podcasts and op-eds. Students will be provided with multiple individualized opportunities to develop their voice and writing style. Students are urged to explore their interests. Student writers will contribute their own piece for The Trojan Tribune, the digital student newspaper. With prior arrangement, the class may provide the opportunity to earn a partial English credit.

ADVANCED JOURNALISM

Grades 10, 11, 12

1 credit

Prerequisites:

Successful completion of Journalism and teacher recommendation

Workload Expectations:

Class time will be dedicated to pre-writing, writing, drafting, and workshopping. What is not completed in class is expected to be done outside of class. Students enrolled in Advanced Journalism will take a leadership role in the classroom and may be expected to create a lesson, find examples of concepts we are learning, and/or lead discussions.

Career/College Pathways: Communications, writing, reporting, social justice

If you have taken at least one section of Journalism and would like to continue refining your skills and serving on the school newspaper's editorial board, you can sign up for Advanced Journalism. The editorial board will give feedback to their peers, offer model exemplars, and make executive decisions for the newspaper.

ADVANCED CREATIVE WRITING 11/12

Grades 11, 12

1 credit

Prerequisite:

2 full credits earned in English and a commitment to writing, creativity and collaboration. Successful completion of Introduction to Creative Writing or interview with instructor.

Workload Expectations:

Homework is regularly assigned as is the expectation that students regularly share work to collaborate to hone critical skills.

Career/College Pathways: Writer, playwright, lyricist, screenwriter, poet, essayist

Using mentor texts and established authorial practices, students will explore the essential question of: *How can engaging the writing process inform my creativity?* Special attention will be paid to identifying a writer's domain, engaging the writing process and using peer feedback protocols to help students become more aware of who they are as writers. Throughout the semester, students will engage in many "stems" or potential projects with an eye towards a final independent project of their own design for the last four weeks of the class. Note: ***This class is about practicing creativity as a discipline; it is not a place to work on personal projects alone.***

TRUE CRIME TALES AND THE UNEXPLAINED UNRAVELED

Grades: 11,12

1 credit

Prerequisite:

None

Workload Expectations:

This is a project-based learning class. Students are expected to develop their executive functioning and time management skills by engaging in the learning process during class time.

Career/College Pathways: Forensics, science, storytelling, archeology, sociology, religion

Embark on a journey into the shadows of human nature and mysteries that defy explanation in True Crime Tales and the Unexplained Unraveled. This course invites students to explore the riveting world of true crime

and delve into the enigmatic realm of the unexplained. Through the study of podcasts, documentaries, and short readings, students will analyze, discuss, and uncover the stories that have both haunted and intrigued people all over the world. Students will have the opportunity to produce podcasts, create short films, and engage in other creative content creation.

Please be aware that this course will contain mature content, including discussions of real-life criminal cases, sensitive topics, and graphic details.

Quarter-Option Classes:

INTRODUCTION TO CREATIVE WRITING 9/10

Grades 9, 10

0.5 credit

Prerequisite:

A commitment to writing & a willingness to share work!

Workload Expectations:

Most work will be done in class with an eye on critical sharing and collaboration.

Career/College Pathways:

Writer, playwright, lyricist, screenwriter, poet, essayist

Using mentor texts, students will learn about domains and authorial craft moves to explore the essential question of: *How do we use language to convey experience?* Students will examine exemplar mentor texts to see how accomplished authors use language to convey meaning, then practice those strategies in their own explorations. An emphasis on how to use a critical feedback process will help students learn more about themselves as creatives. Students will design a small independent project for the last two weeks of the class. Homework expectations will be minimal for this class; as such, it is expected that students will be totally on task while in class. Note: ***This class is about practicing and playing with creativity; it is not a class focused on how to improve academic writing nor a place to work on personal projects.***

THE 'KING' OF THE ROAD: A LITERARY JOURNEY THROUGH STEPHEN KING'S MAINE

Grades: 9-12

0.5 credit

Workload Expectations:

Homework is regularly assigned

This nine-week ELA elective course will immerse students in the fantasmagorical world of Stephen King's short stories, novels and movies set in his home state of Maine. Throughout the quarter, students will travel the eerie backroads and visit the fictional small towns that serve as the backdrop for King's most iconic tales of terror. From Salem's Lot to Castle Rock to Little Tall Island to Derry, students will encounter King's storytelling in settings not so very different from their own.

Through close reading, critical analysis and formal and informal discussion, students will explore the genres of horror embedded within these narratives, while also examining the influence of Maine's history, culture and geography on King's work. By the end of the course, students will emerge with an understanding of King's legacy as a master and philosopher of modern horror and the enduring impact of his Maine stories on literature and popular culture.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION EXTENSION

Grade 11

0.5 credit

Prerequisite:

Advanced Placement Language and Composition

This course provides additional support and review for materials exclusively needed to successfully participate in the Advanced Placement exam given in May. Students taking the exam are highly encouraged to take this course to assure the greatest likelihood of success on the exam.

Additional Course Offerings (Not scheduled for the 2024-2025 school year)

GRAPHIC NOVELS: The Art of Visual Storytelling

Grades 10, 11, 12

1 credit

Workload Expectations:

This is a project-based learning class. Students are expected to develop their executive functioning and time management skills by engaging in the learning process during class time.

Career/College Pathways:

Storytelling, Gaming, Film/Theater production

Unleash your creativity and dive into the dynamic world of *Graphic Novels: The Art of Visual Storytelling*! This unique and engaging course combines the expertise of an experienced art teacher and an accomplished English Language Arts (ELA) teacher to explore the fusion of art and literature in the form of graphic novels. You'll explore how literature meets graphic art to create graphic novels. Whether you're an aspiring artist, a literature enthusiast, or simply someone who appreciates the power of visual narratives, this class offers an immersive experience that will captivate your imagination.

By the end of this course, you'll have a deeper appreciation for graphic novels and the skills to create your own visually stunning narratives through your personally developed style. Join us in *Graphic Novels: The Art of Visual Storytelling*, where imagination knows no bounds, and every pen stroke is a step into a world of endless possibilities!

MYSTERIES AND THRILLERS

Grades 11, 12

1 credit

Workload Expectations:

Homework is regularly assigned, students are encouraged to self-advocate and develop their independent executive functioning and time management skills.

Career/College Pathways:

Forensics, law enforcement, intelligence analyst

Whether a mystery with a devoted sleuth, a psychological suspense story with a serial killer, or a cat and mouse thriller with an FBI Cyber Agent, tension is what keeps the reader engaged. Through discussions based on readings, viewings, and writing assignments, one will explore techniques the authors use to build tension in the gripping, blood-chilling, page-turning genres of different mysteries and thrillers.

GENDER STUDIES

Grades: 11, 12

1 credit

Prerequisite:

None

Workload expectations:

There is no homework in this course, but there will be numerous experiential learning opportunities offered (field trips, speakers, etc.) and independent study

opportunities (which class time will be allotted for, but may not allow for full completion of).

Career/College Pathways: Social justice, social work, history, storytelling

In this course, students will read texts ranging in genre, time period, and length that showcase diverse perspectives on a range of real-world topics and issues. These will include novels, short stories, essays, poems, podcasts, music, TV show episodes, and films. Students should be prepared to engage respectfully and enthusiastically in class discussions, analyze the purpose and development of texts, and self-reflect on their learning and development as a global, critical thinker throughout the course. We will practice skills of analytic writing, equitable speaking and listening, and creative, research-based, and solution-focused self-driven projects.

We will examine the effects of gender on literature and consider how gender intersects with race, ethnicity, class, sexual orientation, and other factors in shaping identity. We will also consider the multiple ways writers and changemakers have advocated for themselves and others throughout history.

INTRODUCTION TO POETRY: Renaissance Through Early 19th Century

Grades 11, 12

0.5 credit

Workload Expectations: Homework is regularly assigned.

Career/College Pathways: Humanities based degrees, poet, songwriting

Introduction to Poetry is a literature-based survey course designed to introduce students to poetry from a variety of different poets, schools, styles and forms and to help them develop their analytical reading and writing skills. The course will focus on poetry from the Renaissance up through the early 19th Century. Much of the work of the coursework will be completed in the classroom, but students will need to complete some reading assignments and written projects on their own time.

Students in the course will maintain a composition/observation journal, write analytical responses based on assigned poetry and complete a final project based on a particular poet, school or style or form chosen by the student.

INTRODUCTION TO POETRY: 19th Century through Today

Grades 11, 12

0.5 credit

Workload Expectations: Homework is regularly assigned. Homework is regularly assigned.

Career/College Pathways: Humanities based degrees, poetry, songwriting

Introduction to Poetry is a literature-based survey course designed to introduce students to poetry from a variety of different poets, schools, styles and forms and to help them develop their analytical reading and writing skills. This course will focus on poetry written in the latter part of the 19th Century through the 20th Century and up to today. Much of the work of the coursework will be completed in the classroom, but students will need to complete some reading assignments and written projects on their own time.

Each course may be taken independently for ½ credit or back to back for 1 credit.

Students in the course will maintain a composition/observation journal, write analytical responses based on assigned poetry and complete a final project based on a particular poet, school or style or form chosen by the student. **Students may take Introduction to Poetry I and II for a full English credit, pending instructor approval.**

EXPERIENTIAL LEARNING

Opportunities to extend learning beyond the classroom provide unique and authentic learning experiences within real-world environments for our students. Each of these community-based opportunities connect students to businesses and organizations that fosters interests and establish stronger pathways for post-secondary experiences.

Hancock County Technical Center

The Hancock County Technical Center offers career and technical instruction in the following Maine-approved CTE programs: Carpentry, Cybersecurity, Welding Technology, Multimedia Design, Early Childhood Education, Academics, Biomedical Sciences, Health Occupations, Law Enforcement, Culinary Arts, Business Leadership & Hospitality, Diesel Technology, and Automotive Technology. It is the policy of the Hancock County Technical Center to not discriminate on the basis of race, color, national origin, sex or disability in its educational programs and its employment practices. If you have questions, have witnessed, or have experienced acts of discrimination based on these criteria and wish to express a grievance please contact the Title IX Coordinator Rebecca Wright at 667-4722 or rwright@ellsworthschools.org or our 504 Coordinator Carol McEachern-Murphy at 664-7100 or cmceachern-murphy@ellsworthschools.org.

For additional information regarding HCTC programs, visit the [HCTC Website](#). You can learn more about their programs by visiting their [Program of Studies](#).

MATHEMATICS

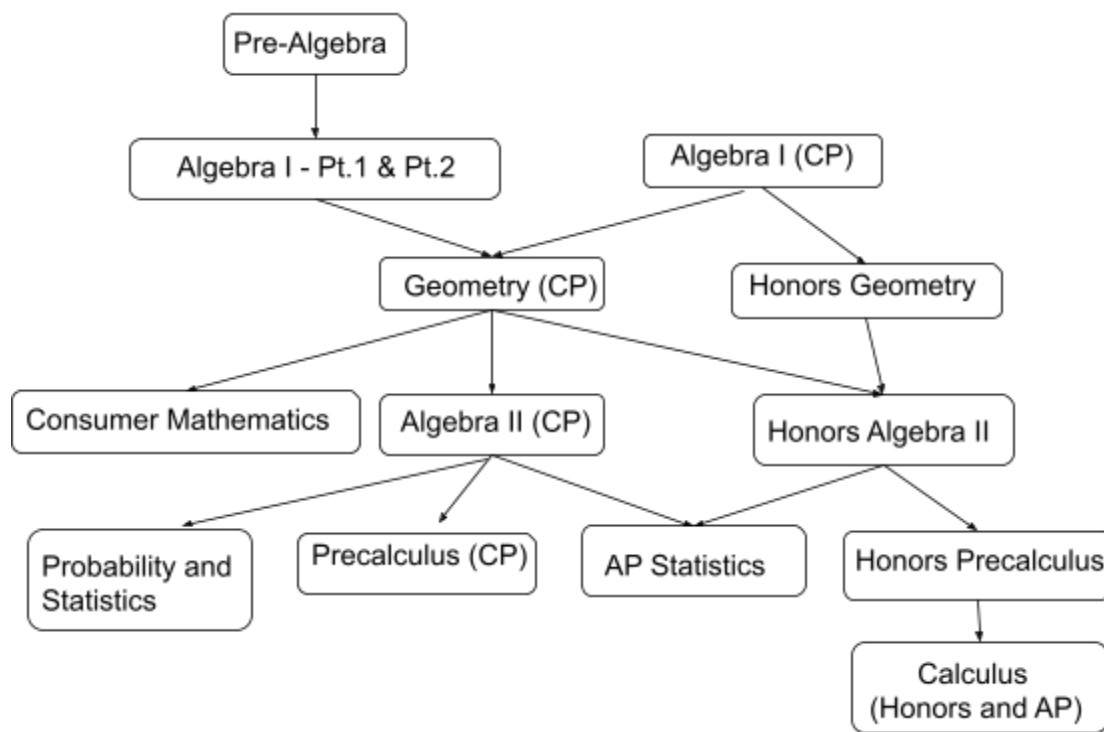
The Mathematics Learning Area seeks to serve students by assisting them in developing the knowledge and skills they will find useful in further courses of study or in real-life situations. In order to meet the varying demands, needs, and abilities of our students, the Mathematics Learning Area offers a wide range of courses aligned to the Common Core standards. We strongly encourage college bound students to take a math course in each of their four years in high school, including Algebra II as requested by many colleges. All students (college bound and non-college bound) are encouraged to consider taking Probability and Statistics to be best prepared for life after high school.

To ensure the focus, rigor, and coherence of the Common Core, students are strongly recommended to demonstrate proficiency in the content standards for Algebra I & Geometry. In order to move on to the next

course in the sequence (at the same level--CP, Honors, etc.), students are strongly recommended to demonstrate proficiency in most but not all of the course standards. The Mathematics Learning Area strongly recommends that students should not have any “1s” and should achieve a final grade score of 2.5 or higher in order to find success in future mathematics courses.

In the rare event that a student is awarded a half-credit in a mathematics course, this half-credit goes towards the total 23 credits but not towards the 3 math credits needed for graduation.

There are various pathways for courses that students can take in order to fulfill the requirements to receive a diploma, to be prepared to enter the workforce, and what colleges look for on transcripts. Students are not restricted to a specific pathway but should be aware of prerequisites and course descriptions. These pathways should be discussed with the student’s mathematics teacher, the learning area leader, and guidance counselors.



A note about Honors/Advanced Placement Courses

Honors courses are available in Geometry, Algebra II, Pre-calculus and Calculus. AP classes are offered in Calculus and Statistics. Students wishing to take honors or AP math classes must meet the prerequisite criteria for the desired class. To continue in honors math classes, students are strongly recommended to meet all standards and work to exceed some standards.

Semester-Long Classes:

PRE-ALGEBRA

Grades 9, 10

1 credit

Strongly Recommended: Standardized test scores below 225 and/or students have recommendations from teachers using state and local math assessments.

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This is a foundational level math course needed for all future math courses.

In Pre-Algebra, students will focus on successfully completing and reinforcing the math standards from grades 6, 7 and 8. The course will begin by building students' number sense and computation skills, setting the foundation for higher level algebra concepts. Students may also be introduced to solving equations, inequalities, and graphing. Students successfully meeting the Pre-Algebra standards will be academically prepared to take Algebra I **and will automatically be enrolled in an Algebra I course (Part 1 or Algebra I CP) in the spring semester.**

ALGEBRA I - Pt.1

Grades 9, 10, 11

1 credit

Strongly Recommended: Standardized test scores between 225 or 244 and/or students have recommendation from teachers using state and local math assessments.

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This is a foundational level math course needed for all future math courses.

Algebra I Part 1 in combination with Algebra I Part 2 allows students to study Algebra I concepts over two semesters, giving the students more time to process and practice the Algebra I standards. Thirteen Common Core Standards will be assessed over the course of the two semesters. In Algebra I Part 1 students will study equations and inequalities, domain and range, function notation, and systems of equations. Students successfully meeting the Algebra I Part 1 standards will be academically prepared to take Algebra I Part 2. **THIS COURSE WILL NOW BE OFFERED ONLY IN THE SPRING**

ALGEBRA 1 - PT. 2

Grades 10, 11, 12

1 credit

Prerequisite: Successful completion of Algebra 1 - Pt. 1

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This is a foundational level math course needed for all future math courses.

Algebra I Part 2 in combination with Algebra I Part 1 allows students to study Algebra I concepts over two semesters, giving the students more time to process and practice the Algebra I standards. Thirteen Common Core Standards will be assessed over the course of the two semesters. In Algebra I Part 2 students will study systems of equations, exponent properties, polynomials and factoring, and numerous types of functions (linear, absolute value, exponential, quadratic). Students successfully meeting the Algebra I Part 1 and Part 2 standards will be academically prepared to take Geometry. **THIS COURSE WILL NOW BE OFFERED ONLY IN THE FALL.**

COLLEGE PREP ALGEBRA I

Grades 9, 10, 11 **1 credit**

Strongly Recommended: Standardized test scores of 245 or greater and/or students have recommendations from teachers using state and local math assessments.

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This is a foundational level math course needed for all future math courses.

Algebra I (CP) is a one semester, one credit course. Students will study equations and inequalities, domain and range, function notation, systems of equations, exponent properties, polynomials and factoring, and numerous types of functions (linear, absolute value, exponential, quadratic). Students successfully meeting the Algebra I standards will be academically prepared to take Geometry.

COLLEGE PREP GEOMETRY

Grades 10, 11, 12 **1 credit**

Prerequisite: Successful completion of Algebra I (CP) or Algebra I-Pt.1 & Pt.2

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This is a foundational level math course needed for all future math courses.

Geometry (CP) is a one semester, one credit course. Students will learn basic geometry definitions, line and angle relationships, how to prove theorems and use them to solve problems, coordinate geometry, perimeter, area, volume, transformations, congruence, similarity and trigonometric relationships. Students successfully meeting the Geometry standards will be academically prepared to take Consumer Mathematics or Algebra II (CP).

HONORS GEOMETRY

Grades 9, 10 **1 credit**

Prerequisite: Successful completion of Algebra I (CP) or Algebra I-Pt.1 & Pt.2

Strongly Recommended: A recommendation by the 8th grade teacher if an incoming freshman and/or successful completion of Algebra I exceeding most standards

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This is a foundational level math course needed for all future math courses.

In Honors Geometry, students will study eleven Common-Core standards in geometry with a focus on logical rigor and formal proof. Topics include inductive and deductive reasoning about angles, triangles, quadrilaterals, circles, coordinate geometry, perimeter, area, volume, transformations, congruence, similarity and trigonometric relationships. This course is designed for students who are excited about math, are seeking a challenge, and are willing to work independently to achieve mastery. Students successfully meeting the Honors Geometry standards will be academically prepared to take Honors Algebra II.

CONSUMER MATHEMATICS

Grades 11, 12 **1 credit**

Prerequisite: Successful completion of an Algebra I course

Strongly Recommended: Geometry course

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This course looks at the intersection of mathematics and its everyday applications, it can provide a pathway into banking or business.

Not sure how to balance a checkbook? Do you know what is needed to complete your taxes? Do you feel prepared to handle the responsibilities of a credit card or apply for a loan? Do you want to learn about the stock market? This course will help you navigate the mathematics of being an adult. Students will be assessed through the National Standards for Personal Financial Education.

COLLEGE PREP ALGEBRA II

Grades 11, 12

1 credit

Prerequisite: Successful completion of a Geometry Course

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This course is a pathway to college and is a foundational course for future math courses.

In Algebra II (CP), students will review Algebra 1 concepts about linear functions briefly before moving on to quadratic, polynomial, radical, rational, exponential, logarithmic and trigonometric functions. Students successfully meeting the Algebra II (CP) standards will be academically prepared to take Probability and Statistics, AP Statistics, or Precalculus (CP).

HONORS ALGEBRA II

Grades 10, 11

1 credit

Prerequisite: Successful completion of Honors Geometry

Strongly Recommended: Successful completion of Honors Geometry with a 2.5 or better

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This course is a pathway to college and is a foundational course for future math courses.

In Honors Algebra II, students will immediately begin working on the chosen Algebra II Common Core standards, and students will be expected to review any Algebra I concepts on their own. Topics include quadratic, polynomial, radical, rational, exponential, logarithmic and trigonometric functions. This course exposes students to higher level applications. Students successfully meeting the Honors Algebra II standards will be academically prepared to take AP Statistics or Honors Precalculus.

COLLEGE PREP PROBABILITY & STATISTICS

Grades 11, 12

1 credit

Prerequisite: Successful completion of an Algebra II course

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This course follows a college pathway, great for students who may be majoring in the humanities, political science, or biology.

The growing consensus is that students who want an edge in the competition for top jobs need a foundation in statistics. In a world where we are bombarded by statistics on a daily basis, it is essential that we can determine the validity of the information we see and ponder its implications. Probability and Statistics is an introductory course offered to juniors and seniors who have met algebra 2 standards. Students study four broad conceptual themes including: exploring data, planning experiments and studies, using probability and simulation, and statistical inference. This course is intended for college-bound students who are interested in taking a mathematics elective and in becoming well prepared for a college-level statistics course. Although

students will use some math skills from previous classes, this course will be more interdisciplinary and will strongly emphasize critical thinking skills.

COLLEGE PREP PRECALCULUS

Grades 11, 12

1 credit

Prerequisite:

Successful completion of Algebra II or Honors Algebra II

Workload Expectations:

Work outside the classroom will be expected on a daily basis.

Career/College Pathways:

This course is a pathway to college, especially those hoping to attend MMA, great for students who may be majoring in Mathematics/Computer Science, Engineering, Geology, Chemistry, Physics, or Pre-Med and will need to take Calculus in college.

Students in this course will explore topics in Advanced Algebra and Trigonometry. Topics will include linear and quadratic functions, polynomial functions, trigonometry of triangles, graphs of trigonometric functions, trigonometric identities, exponents and logarithms. This course is designed for students who are interested in continuing their study of algebra-based mathematics beyond Algebra II. Students successfully meeting the Precalculus standards will be academically prepared for entry-level mathematics courses at most colleges.

HONORS PRECALCULUS

Grades 11, 12

1 credit

Prerequisite:

Successful completion of Honors Algebra II

Strongly Recommended:

Successful completion of Honors Algebra II with a 2.5 or better

Workload Expectations:

Work outside the classroom will be expected on a daily basis.

Career/College Pathways:

This course is a pathway to college, but specifically preparing students to take Calculus at MDIHS. Students should have a genuine interest in mathematics and/or are interested in majoring in Mathematics/Computer Science, Engineering, Geology, Chemistry, Physics, or Pre-Med and will need to have taken Calculus.

Honors Precalculus is an honors level course where students study and apply linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions with greater complexity and rigor. These functions will be presented in a variety of ways: verbally, geometrically, numerically, and analytically. Additionally, as time allows, students will be introduced to matrices, parametric equations, conic sections, sequences and series, and limits. Students successfully meeting the Honors Precalculus standards will be academically prepared to take Honors Calculus.

ADVANCED PLACEMENT STATISTICS

Grades 10, 11, 12

1 credit

Prerequisite:

Successful completion of Algebra II or Honors Algebra II

Workload Expectations:

Work outside the classroom will be expected on a daily basis.

Career/College Pathways:

This course is a pathway to college, specifically allowing a student to satisfy a college requirement with the AP exam, and is great for students who may be majoring in mathematics, humanities, political science, or biology.

Statistics is one of the most useful and interesting courses a high school student can take, and it has become more and more applicable in recent years. In this course, students will explore advanced topics in statistics, with emphasis on the study and collection of data and the inferences one can make from such data. Concepts

include: observing patterns in data, planning experiments and studies, using probability and simulation, and inferring information about the real world from smaller samples. This course is intended for college-bound students who wish to satisfy a college requirement with the AP exam. This class is fast-paced to cover all of the content tested by the AP examination and to allow time for practice for this exam.

BIVARIATE STATISTICS

Grades 10, 11, 12

0.5 credit

Prerequisite: Successful completion of AP Statistics

Workload Expectations: Work outside the classroom will be expected on a daily basis.

Career/College Pathways: This course is a pathway to the AP Statistics course.

This third-quarter class expands on topics introduced in the AP Statistics course. Students will complete a major statistics project and continue practicing for the Advanced Placement test. Topics of particular focus include multivariable inference using chi-squared methods and regression inference. We may include extensions in ANOVA and multiple regression.

HONORS CALCULUS

Grades 11, 12

1 credit

Prerequisite: Successful completion of Honors Precalculus

Strongly Recommended: Successful completion of Honors Precalculus with a 2.5 or better

Career/College Pathways: This course is a pathway to college, specifically allowing a student to satisfy a college requirement through dual enrollment with the University of Southern Maine (when taught by a USM approved teacher). Students should have a genuine interest in mathematics and/or are interested in majoring in Mathematics/Computer Science, Engineering, Geology, Chemistry, Physics, or Pre-Med and will need to have taken Calculus.

Students taking Calculus will continue to look at functions and how they change, from a variety of perspectives: geometrically, verbally, numerically, and analytically. This course will cover the four basic tenets of calculus; limits, derivatives, definite integrals and indefinite integrals. "Real life" applications of calculus will be studied throughout the course. This one semester, college level calculus class will cover the majority of the content of the AP Calculus AB curriculum. Students who are successful in this course will be encouraged to take Advanced Placement Calculus AB, where the emphasis will be on learning some additional calculus topics and preparing for the AP exam in May.

ADVANCED PLACEMENT CALCULUS AB (C)

Grades 11, 12

1 credit

Prerequisite: Successful completion of Honors Calculus

Strongly Recommended: Successful completion of Honors Calculus with a 2.5 or better

Workload Expectations: Work outside the classroom will be expected on a daily basis.

College/Career Pathways: This course is a pathway to the AP Calculus AB exam.

Students who have successfully completed Honors Calculus are encouraged to continue their study of calculus with a second semester of AP Calculus. It is important for students to realize that after completing first semester calculus, they will have learned nearly all the required material for the AP Calculus AB exam. This Advanced Placement course will have three main focuses: a continuation of advanced calculus topics,

preparation for the AP exam and a project of the student's own choosing. Completion of this course along with Honors Calculus will provide students with the equivalent of a college course in calculus.

Quarter-Option Classes:

MATH LAB

Grades 9, 10, 11, 12

No credit, but each section runs for 9 weeks

Workload Expectations: Students are expected to complete math work during class time

College/Career Pathways: This course provides students with support for their mathematics courses.

Math Lab is a supported study hall for any student enrolled in a math class or needing to reinforce math skills from previous grade level math work. Students will receive support for their math class, including review of prerequisite skills, reteaching new concepts, assistance on homework and meeting standards in current or prior math classes. Students enrolled in the Math Lab are expected to use the time to complete their math homework and have the Math Lab supervisor check their work before moving on to homework for other courses. In addition, students may use the Math Lab to practice for the PSAT, SAT, or the Accuplacer Exam.

Additional Course Offerings (Not scheduled for the 2024-2025 school year)

ADVANCED PLACEMENT CALCULUS BC (C)

Grade 12

1 credit

Prerequisite: Successful completion of Advanced Placement Calculus AB

Strongly Recommended: Successful completion of AP Calc AB with a 2.5 or better

Workload Expectations: Work outside the classroom will be expected on a daily basis.

College/Career Pathways: This course is a pathway to the AP Calculus BC exam.

This course is for those students wishing to extend their calculus knowledge after successfully completing the AP Calculus AB course. Students will proceed through the AP Calculus BC curriculum and prepare to take the AP Calculus BC exam.

MUSIC

MDIHS's music department strives to provide musical opportunities for all students no matter their background. We hope to create a musical home for students in a safe, supportive environment in which all members can explore their musical desires. We strive to give students a wide range of musical lessons and experiences throughout their time in our department in order to not only grow as well rounded musicians, but as individuals who are responsible, self-directed learners. We will work to develop a deep and personal relationship with our instruments, on our ensemble journey to become ferocious ambassadors of our craft.

Semester-Long Classes

ROCK BAND

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None, just a willingness to take musical risks. No musical experience is required.

Workload Expectations:

In class discussions, rehearsals, and surveys. Outside of class practice is encouraged, but not required. Outside of normal class time performances (possible performance times include: FlexTime, in-school events, and possible after-school events).

Career/College Pathways: Performing, music composition, music production, working as a team member, problem solving

- What untapped potential do I have to perform in a band?
- How can I perform like a rock star?
- How do we, as a group, improve during band practice?
- How do we maximize our time during rehearsals?

The Rock Band student will explore answers to these questions while improving their musicality, collaborating with other musicians, and producing quality recordings. "Used-to-be" musicians, "Wanna-be" rock stars, "Shower singers" and "Closet performers" are encouraged to explore Rock, Blues, Jazz, Punk, Rave, Techno, Ambient, etc. genres. Rock band often performs at the Spring Carnival and several community events at the end of the course.

MUSIC TECHNOLOGY AND SONGWRITING

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None, just a desire to create electronic music using computers, and a willingness to learn basic speak, microphone, amp., and soundboard setup.

Workload Expectations:

In-class discussions and projects (homework only if assignments are not completed in class). A few small projects throughout the semester with a larger final project.

Career/College Pathways: Music production, music/song composition, sound engineering.

Have you ever had the desire to create your own music? Maybe you'd have a song idea, but just don't know how to write it or record it. Here is your chance to learn skills and techniques that will allow you to create your own music. All genres of music are welcome. This course provides hands-on training in the use of Logic Pro, Musescore, MIDI controllers, and recording technology. We will explore different ways of creating different songs while exploring musical forms, loop creation, sequencing, sampling, beat construction, field recording, sound manipulation, and more! This course culminates in the creation of an album/portfolio of all your work.

INTRO TO MUSIC THEORY

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Interest in learning music theory basics

Workload Expectations:

Lots of in-class assignments, unit tests, study guides, and mini-projects.

Career/College Pathways: Music Performance, Music Education, and Music Composition.

Intro to Music Theory is a course that is designed to expose students to the various areas of music theory and

analysis and to serve as a basis for those who are interested in learning the general fundamentals of music. Students will be exposed to multiple style periods within this class. *This course serves as the prerequisite for AP Music Theory. Students may test out of this course by arranging a time with the instructor.*

ADVANCED PLACEMENT MUSIC THEORY

Grades 10, 11, 12

1 credit

Prerequisites:

Intro to Music Theory

Career/College Pathways: Music performance, Music education, and music composition

Learn to recognize, understand, and describe the basic materials and processes of music. You'll develop skills by listening to, reading, writing, and performing a wide variety of music.

Quarter-Long Classes

SYMPHONIC BAND

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Prior musical/band experience is highly recommended. Students who do not have this background must be willing to work hard, work with the directors, and put in time outside of class to work on their craft.

Workload Expectations:

There will be expectations for at-home practice as well as in-school and out-of-school performances. For Fall 2024, we will be pushing for performance opportunities each quarter. There will be in-class assignments, reflections, and required throughout the quarter.

Career/College Pathways:

Students gain the ability to work as a team and problem-solve, while also gaining musical skills. Careers/college majors directly music-related include Music Performance, Music Education, and Music Composition. While these are the direct career pathways that students can go into, the skills students take away within our ensembles are just as important in all career paths.

BRING THE NOISE! Come join our family! We will perform LIVE at music festivals, sporting events, community events, birthday parties, and more! We are the source for pep band, pit orchestra, jazz ensembles, and anything else "instrumental music". If you've ever played an instrument in the history of your life or have just dreamed of playing one, come join the fun, practice hard, and improve your performance.

CHORUS

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None, just an interest in singing better.

Workload Expectations:

Minimal take-home work, including an expectation that there will be some at-home listening/practice. There will be required out-of-school performances.

Career/College:

Go from crooning in the shower to singing with POWER!!!

If singing is your refuge, if singing is your passion, if you've ever dabbled in singing, Chorus is the class for you. Don't think you can sing? You're wrong! The voice is the natural instrument that EVERYBODY can learn to use. Classical, Jazz, Pop, YOU name it!! Find your High School voice with our musical family!

ORCHESTRA

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Prior musical/orchestral experience is highly recommended, but not required. Orchestra is a performing ensemble for all levels of string experience, from “is this a violin?” to “Meet” Mr. Stradivarius.”

Workload Expectations:

There will be expectations for at-home practice as well as in-school and out-of-school performances. For Fall 2024, we will be pushing for performance opportunities each quarter. There will be in-class assignments, reflections, and required throughout the quarter.

Career/College Pathways:

Students gain the ability to work as a team and problem-solve, while also gaining musical skills. Careers/college majors directly music-related include Music Performance, Music Education, and Music Composition. While these are the direct career pathways that students can go into, the skills students take away within our ensembles are just as important in all career paths.

While having private lessons and owning your instrument is awesome, they are not required. We will see you playing on a finely tuned orchestral instrument in no time! Orchestra students will create beautiful music exploring many different genres. From classical, folk, pop, to movie soundtracks, there is a musical style for you.

PIANO

Grades 9, 10, 11, 12

0.5 credit

Prerequisites:

None, just a desire to play the piano.

Workload Expectations:

Occasional written/listening take-home assignments. The practice rooms are always open and available before or after school and during FlexTime for the use of the pianos.

Career/College Pathways:

Students can/have been able to start gigging and performing as an individual and or as an ensemble at local venues in the area. Students will also be challenged depending on their level of experience. Careers/college majors directly music-related include Music Performance, Music Education, and Music Composition.

Have you always wanted to learn the piano? Have you always wanted to learn how to read sheet music? Piano class is the right fit for you! Students will gain experience on electric and acoustic pianos, as well as learn a variety of musical skills. We will go through many lessons that will teach you how to read music, use proper piano technique and perform. A large component of this class will be goal-setting, performance and reflection. Students will also be challenged depending on their level of experience. No experience necessary!

GUITAR

Grades 9, 10, 11, 12

0.5 credit

Prerequisites:

None, just a desire to play the guitar.

Workload Expectations:

Occasional written/listening take-home assignments. The practice rooms are always open and available before or after school and during FlexTime for the use of the pianos. Guitars may be borrowed with permission from the teacher.

Career/College Pathways:

Music performance/composition

Have you always wanted to learn the guitar? Have you always wanted to learn how to read sheet music? Guitar class is the right fit for you! Students will gain experience on electric and acoustic guitar, as well as learn a variety of musical skills. We will go through many lessons that will teach you how to read music, use proper guitar technique and perform. A large component of this class will be goal-setting, performance and reflection. Students will also be challenged depending on their level of experience. No experience necessary!

VOICE

Grades 9, 10, 11, 12 **0.25 credit**

Prerequisites:

Workload Expectations:

Ever wonder if you are solo material? Are you SURE you are solo material and want to polish your performance? Do you get nervous when you sing a solo? This is the place for you! We use the All-State Audition material in this class: you'll learn an Italian Aria and an English Madrigal. You'll perform your socks off in this class, and when you're done, you'll have the opportunity to audition for All-State if you wish. Essential Questions: How can I be expressive as a soloist? What are my strengths as a soloist? How can I overcome performance anxiety? What shoes should I wear to an audition?

ADVANCED ROCK BAND

Grades 9, 10, 11, 12 **0.5 credit**

Prerequisites:

Students who have previously taken "Intro + The Jam" in a previous semester or have gotten prior approval from the instructor due to an ability to play a rock band instrument at a proficient level.

Workload Expectations:

In class discussions, rehearsals, and surveys. Outside of class practice is encouraged, but not required. Outside of normal class time performances (Possible performance times include: Flextime, in-school events, and possible after-school events).

Career/College Pathways:

Students gain the ability to work as a team and problem-solve, while also gaining musical skills. Students can/have been able to start gigging and performing as an individual and or as an ensemble at local venues in the area. Students will also be able to take their teamwork and problem-solving skills into any other field of study they choose.

Did you love "ROCK BAND (Intro + The Jam)" so much that you just want to keep going? Well, you're in luck! Skip the intro and join the band for the second half of the semester to continue your rock and roll journey. Continue to grow your playing abilities as you join your new band members and help guide and lead through your previous rock band experience.

PHYSICAL EDUCATION & WELLNESS

Mount Desert Island High School shares the natural concern of parents for the health and well-being of their children. The health curriculum emphasizes the importance of developing healthy attitudes and skills to maintain total wellness. Current information will be provided to increase the students' knowledge base. Discussions will focus on developing skills needed to have healthy, safe relationships with peers, partners and family. Students will focus on the essential question: What should I do to ensure my total wellness?

Physical fitness is a life-long pursuit that is especially necessary in today's busy, stressful world. Through participation in physical education classes, students will gain factual knowledge about the importance of fitness and the basic skills of many lifetime sports/activities. They will also develop an understanding of the importance of teamwork, fair play and acceptance of others. Participation in class is a major component of a student's grade. Students will focus on the following essential question: How can I maintain or improve my level of skills and physical fitness?

Quarter-Option Classes:

WELLNESS

Grade 9

0.5 credit

Workload Expectations: Majority of work is completed in class with light homework

Career/College Pathways: Health field, Nursing, Medical field, general well being.

Students in this required class for graduation will be presented with the basic concepts in the following content areas: Develop awareness of school and community resources in areas of personal health and safety and have the skills to access them. Have the knowledge to make healthy food choices and understand the relationship between health and nutrition. Have the knowledge and skills to reduce risks. Understand the basic concepts of human growth and development, sexuality, and family life. Have comprehensive knowledge of chemical substances, their use and misuse, and the health, societal, and legal implications. Develop awareness of their personal values, needs, wants, feelings, and opinions, and learn appropriate ways of communicating and resolving conflicts. Have the skills for healthy decision making, problem solving, and stress management. Understand the impact of personal attitudes and behaviors on the health and well being of themselves and others.

FOUNDATIONS OF FITNESS

Grade 9

0.5 credit

Workload Expectations: No homework

Career/College Pathways: Physical education teacher, any manual labor position

This course is designed so that students learn the importance of having and maintaining a healthy degree of muscular endurance, strength, flexibility and cardiovascular fitness. Students will have the opportunity to participate in various team sports, recreational activities and cooperative games. Weight training will also be introduced during this course, as well as other lifetime activities, as class size permits. Students will focus on the essential question: How can I improve or maintain my level of physical fitness?

P.E. GAMES

Grade 9, 10, 11, 12 **0.5 credit**

Workload Expectations: No homework

Career/College Pathways: Physical education teacher, any manual labor position

This course will focus on getting the student moving in a variety of popular games and sports. Students will learn rules, skills, and etiquette in each unit. Games may include: Speed-ball, Nitro-ball, Tchouk-ball, Archery, Floor-ball, and Frisbee Games. Class size is limited to twenty students.

LIFETIME ACTIVITIES

Grades 9, 10, 11, 12 **0.5 credit**

Workload Expectations: No homework

Career/College Pathways: Physical education teacher, any manual labor position

This course will be offered Terms 1 and 4 only. Students will learn basic skills, rules and etiquette of archery, golf, tennis, badminton, pickle ball and recreational games. Students will focus on the following essential question: How will I maintain or improve my skill and fitness level? Class size is limited to twelve students.

WEIGHT TRAINING

Grades 9, 10, 11, 12 **0.5 credit**

Workload Expectations: No homework

Career/College Pathways: Personal training, Physical education teacher, any manual labor position

In this class students will learn the health benefits of weight training and cardiovascular activities while developing a workout regimen and keeping a log of their progress. Students will focus on the essential question: How will I maintain or improve my level of fitness? Class size is limited to sixteen students.

P.E. OUTDOOR ACTIVITIES

Grades 9, 10, 11, 12 **0.5 credit**

Workload Expectations: No homework

Career/College Pathways: Guiding, Physical education teacher, any manual labor position

The main focus for this class will be student participation in a wide variety of outdoor physical activities, with a focus on activities available to students in or around the Mount Desert Island Area. Activities vary depending on the season but may include: canoeing, rock climbing, mountain biking, kayaking, hiking, swimming, and other physical activities while on or off campus. Students will focus on the essential question: How will I improve my level of skills and fitness while participating in activities outdoors? Students should be prepared to leave campus on any given day. Class size is limited to twelve students.

TEAM SPORTS

Grades 9, 10, 11, 12 **0.5 credit**

Workload Expectations: No homework

Career/College Pathways: Coaching, Officiating, Physical education teacher, any manual labor position

The main focus for this class will be student participation in a wide variety of team sports, such as: basketball, volleyball, soccer, ultimate frisbee, flag football and softball. Basic skills, rules and strategies will be covered. Students will focus on the essential question: How will I improve my level of skills and fitness? Class size is limited to twenty-five students.

ADAPTED PHYSICAL EDUCATION

Grades 9, 10, 11, 12 **0.5 credit**
Prerequisites: Permission to enroll by the IEP Team
Workload Expectations: No homework
Career/College Pathways: Any manual labor position

Adapted Physical Education is a course for students with permanent or temporary challenges of a physical, mental, or emotional nature that are unable to have all their educational needs met in a regular physical education program. In addition to the overall goals of improving and maintaining fitness, and developing lifetime activity skills, each student will participate in activities related to specific goals and objectives related to his/her individual need as determined by the Individualized Education Plan Team. Students are assessed and identified by the IEP Team for Adapted Physical Education.

COMMUNITY SERVICE AND ACTIVITIES

Grades 9, 10, 11, 12 **0.5 credit**
Workload Expectations: No homework
Career/College Pathways: Community Service occupations, Physical education teacher, any manual labor position

A great combination class consisting of community service and physical activity. In this class students spend some days engaging in community service which may include: working at the food bank, Open Table, Friends of Acadia, Acadia National Park and other organizations. Other days students are engaging in physical activity that may include: team games in the gym, hiking, outdoor activities, and/or the weight room. Students who enjoy being active in the community, helping others, and having a variety of experiences throughout the week will enjoy this class. Students may apply community service hours from class to their community service graduation requirement. Class size is limited to twelve students.

YOGA AND MINDFULNESS (C)

Grades 9, 10, 11, 12 **0.5 credit**
Workload Expectations: No homework
Career/College Pathways: Personal training, any manual labor position

Over the course of nine weeks students will be introduced to the philosophy of yoga and will engage in the overarching practice of mindfulness. Students will learn the foundations of the physical practice of yoga, explore specific breathing methods, and discover the physical and mental benefits of these exercises. Daily practice and reflection are essential to and at the center of this course.

SCIENCE

Mount Desert Island High School requires three Science credits for graduation. Students are encouraged to take Biology, Chemistry, and Physics. However, alternate courses may fulfill science credit requirements or serve as an elective credit upon consultation with guidance counselor, learning area leader, and teacher.

The Science Department seeks to acquaint students with the important concepts of science, and to help students develop the skills necessary to ensure success in life after high school. To accomplish this, our science courses are aligned with the Science & Engineering Practices from the Next Generation Science Standards, emphasizing skills such as thinking critically, analyzing data, and arguing from evidence. With this knowledge and skill set, students will be able to pursue formal education, productive careers, and be contributing members of society.

MDIHS requires a student to pass 3 science classes in order to graduate. As 9th graders, students take Biology, which counts as one life science credit. For grades 10-12, students have a choice between Physics, Environmental Science, or Chemistry to fulfill a physical science requirement. Their third science credit is of their own choosing, whether it be life or physical science.

A Note about Honors/Advanced Placement Courses

The science department offers an array of courses providing a diverse program for our community. Students have the choice to challenge themselves in Honors and AP classes, both of which have prerequisite courses. Students in such academically advanced courses must be prepared for increased rigor and workload. In addition, motivated juniors and seniors have the potential to intern at The Jackson Laboratory or Mount Desert Island Biological Laboratory.

Semester-Long Classes:

COLLEGE PREP BIOLOGY

Grades 9

1 credit

Workload Expectations: Homework will be given in this course

Career/College Pathways: Lobsterman, park ranger, scientist, medical fields, veterinarian or veterinary technician

Essential Question: How do living things function, and relate to each other and their environment?

Students will learn basic biological principles, including: cellular functions, genetics, evolution, and ecology. This course will have an environmental emphasis. The curriculum will focus on inquiry, problem solving, scientific reasoning, and communication of scientific findings and ideas. Assessments will include: projects, lab reports, presentations, and tests.

HONORS BIOLOGY

Grades 11, 12

1 credit

Prerequisites: Successful completion of Biology + 1 upper-level core science course

Workload Expectations: Homework will be given in this course and will be, at times, heavy

Career/College Pathways: Medical fields, researcher, scientist

Essential Question: What factors affect how organisms live, grow, and reproduce AND how they interact with their environment?

This college-level Biology course will delve into the topics of cell physiology, bioenergetics, molecular genetics, and biotechnology. The curriculum will focus on inquiry, problem solving, scientific reasoning, communication of scientific findings and ideas, and discussion of the implications of science and technology. Laboratory exercises will follow the standard AP Biology curriculum as established by the College Board Advanced Placement Program. Assessment will be done through formal lab reports, multiple choice and essay-style testing. Successful completion of this course is a prerequisite for taking AP Biology.

ADVANCED PLACEMENT (AP) BIOLOGY

Grades 11, 12

1 credit

Prerequisites: Advanced Biology

Workload Expectations: Homework will be given in this course and will be, at times, heavy

Career/College Pathways: Medical fields, researcher, scientist

Essential Question: What factors affect how organisms live, grow, and reproduce AND how they interact with their environment?

This course is a continuation of Advanced Biology, and topics of study will include biotechnology, evolution, body systems, animal behavior, and ecology. This semester continues to prepare students to take the Advanced Placement (AP) exam in May. Successful completion of this exam may result in the student being awarded college credit at participating schools. Laboratory exercises will follow the standard AP Biology curriculum as established by the College Board Advanced Placement Program. Assessment will be done through formal lab reports, essay writing, multiple choice testing and scientific papers.

COLLEGE PREP BODY SYSTEMS

Grades 10, 11, 12

1 credit

Strongly Recommend: Biology

Workload Expectations: Homework will be given in this course

Career/College Pathways: Medical fields, CNA, Nurse

Essential Question: What is the relationship between the human body's structures & their functions, and what factors cause it to dysfunction?

This course is recommended for those interested in learning more about the parts of the body and how it functions. Students will study a variety of body systems to broaden their understanding of the structure & function of the human body. Assessments will include tests, lab reports, & projects.

HONORS ANATOMY & PHYSIOLOGY

Grades 10, 11, 12

1 credit

Prerequisite: Biology

Workload Expectations: Homework will be given in this course

Career/College Pathways: Medical fields, researcher, scientist

Essential Question: What is the relationship between the human body's structures & their functions, and what causes it to dysfunction?

This course is highly recommended for those considering a career in the medical field. If considering the medical field, it is suggested that students take this class after their sophomore year, so that it is closer in time to their university program. As an 'honors' course, expectations are raised, content delves deeper, pace is faster, and students are expected to do more independent work at home. Students will study the anatomical structure and physiological functions of the human body, and how these systems can dysfunction. Aside from the body systems, topics will include exercise physiology, histology, and nutrition. Assessments will include: tests, lab reports, maintenance of a lab notebook, and projects.

COLLEGE PREP CHEMISTRY

Grades 10, 11, 12

1 credit

Prerequisite:

Algebra I

Disclaimer: If a student finds math challenging, then it is suggested they wait and take this course their junior year, rather than sophomore year, to ensure success.

Workload Expectations: Homework will be given in this course

Career/College Pathways: Research, teacher, engineer

Essential Question: How does the atomic structure of matter, and its interactions at the atomic level, influence the behavior of matter at the every day level?

This course is a survey of chemistry intended for the college-bound student. Chemistry is involved in almost every aspect of our contact with the material world. Students will study the theoretical concepts of matter and explore the interactions of chemistry that affect our daily lives. Topics will include: structure and properties of matter, the Periodic Table, metals, gasses, atoms, radioactivity, electron configuration, the EM spectrum, bonding, energy, and chemical reactions. Students will research and report on multiple topics during the year. Chemistry is an experimental science, and we will explore many of these concepts in the laboratory setting. This course is also highly quantitative, and students must be comfortable manipulating and solving single variable equations.

HONORS CHEMISTRY

Grades 10, 11, 12

1 credit

Prerequisite:

Algebra II

Disclaimer: If a student finds math challenging, then it is suggested they take this course their junior year, rather than sophomore year, to ensure success.

Workload Expectations: Homework will be given in this course

Career/College Pathways: Medical fields, researcher, scientist, engineer, forensics, pharmacology

Essential Question: How does the atomic structure of matter, and its interactions at the atomic level, influence the behavior of matter at the every day level?

Students will study the fundamental concepts of chemistry including atomic structure, chemical composition, stoichiometry, periodicity, bonding, the quantum model of the atom, photoelectron spectroscopy, the behavior of gasses, molecular geometry, and electrochemistry. This is an inquiry-based course, and students will have the responsibility for designing labs and discovering key concepts experimentally. Honors Chemistry is the first semester of AP Chemistry. It is a rigorous course taught from a college level resource book that comprises the

first semester of a college chemistry course. It is much more demanding than CP Chemistry, involving deeper understanding at a much quicker pace. Students are advised to put considerable thought into choosing the chemistry course that is right for them. Strong quantitative and self-directed learning skills are essential to success in this course.

ADVANCED PLACEMENT (AP) CHEMISTRY (C)

Grades 10, 11, 12

1 credit

Prerequisites:

Successful completion of Honors Chemistry

Workload Expectations:

Homework will be given in this course

Career/College Pathways:

Medical fields, researcher, scientist, engineer, forensics, pharmacology

Essential Question: How does the atomic structure of matter, and its interactions at the atomic level, influence the behavior of matter at the every day level?

This course is a continuation of Honors Chemistry and is designed for the student who excels in science and intends to pursue a career in the sciences, engineering, or medicine. Chemistry is a college requirement for most science majors, and successful completion of AP Chemistry will build a strong foundation for success in the sciences at the college level. We will review the basic concepts covered in Honors Chemistry and delve deeper into some of those topics. Then we will study the advanced concepts of thermodynamics, kinetics, equilibrium, and acid-base chemistry.

COLLEGE PREP ENVIRONMENTAL SCIENCE

Grades 10, 11, 12

1 credit

Workload Expectations:

Homework will be given in this course

Career/College Pathways:

Teacher, lobsterman, forestry, conservationist

Essential Question: How do the biotic and abiotic systems of the natural world interrelate and what challenges does our environmental stability currently face?

This course is intended to provide students with an understanding of the interrelationships of the natural world, to identify and analyze environmental problems, and to examine alternative solutions for resolving and/or preventing them. Topics include: plate tectonics, weather and climate, ocean and groundwater, soils, ecosystems & energy flow, natural resource use, pollution, and current global changes. The course will include inquiry and problem solving, scientific reasoning, communication of scientific findings and ideas, and discussion of the implications of science and technology. Assessment may involve tests, quizzes, portfolios, in-class discussion, lab reports and presentations, and maintenance of laboratory notebooks or journals.

HONORS ENVIRONMENTAL SCIENCE

Grades 10, 11, 12

1 credit

Prerequisites:

Algebra I

Strongly Recommended:

Biology and Chemistry

Workload Expectations:

Homework will be given in this course

Career/College Pathways:

Researcher, conservationist, climatologist

Essential Question: How do the biotic and abiotic systems of the natural world interrelate and what current challenges does our environmental stability currently face?

This course is intended to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to examine alternative solutions for resolving and/or preventing them. Students will learn, in depth, the topics of: Earth Systems & Resources, The Living World, Population, Land & Water Use, Energy Resources & Consumption, Pollution, and Global Change. Assessment will be done through formal lab reports, essay writing, multiple choice testing and scientific papers based on library and internet research. There is a substantial amount of reading required for this course.

COLLEGE PREP PHYSICS

Grades 10, 11, 12 **1 credit**
Prerequisite: Algebra II
Workload Expectations: Homework will be given in this course
Career/College Pathways: Mechanic, construction, teacher, engineer

Essential Question: What are the underlying rules of nature and how can they be described mathematically?

This course will meet the needs of students going on to college or vocational schools as well as students who wish to be more scientifically literate. As the course involves a great deal of problem solving, students taking this course should be familiar with algebra and simple trigonometric functions. Topics covered include: motion, Newton's Laws, energy, and momentum.

HONORS PHYSICS

Grades 10, 11, 12 **1 credit**
Prerequisite: Algebra II
Workload Expectations: Homework will be given in this course
Career/College Pathways: Research, teacher, engineer, astronaut

Essential Question: What are the underlying rules of nature and how can they be described mathematically?

This course will meet the needs of students interested in science or engineering majors in college. Students will cover many of the same topics as Physics but in greater depth. As calculus will occasionally be applied in this course, calculus is recommended but not necessary as a prerequisite or corequisite. Some of the topics covered include: kinematics, Newton's Laws, energy, momentum, circular motion, rotational motion, and simple harmonic motion.

ADVANCED PLACEMENT PHYSICS

Grades 10, 11, 12 **1 credit**
Prerequisite: Honors Physics
Workload Expectations: Homework will be given in this course
Career/College Pathways: Engineer, programmer, research, scientist

Essential Question: What are the underlying rules of nature and how can they be described mathematically?

This course will prepare students for the AP Physics 1 Test. Students will revisit topics covered in Physics in more depth and look at new topics not covered in Physics. The area of focus will be mechanics (kinematics, Newton's Laws, energy, and momentum).

FORENSICS (E)

Grades 9, 10, 11, 12

1 credit

Workload Expectations: Homework will be given in this course

Career/College Pathways: Criminal justice, lawyer, chemist

Essential Question: How can science and inquiry be used to investigate crime scenes?

Students will learn how science and the analysis of evidence can be used to help solve criminal cases. This course will cover the major areas of science that are utilized by forensics experts. The students will understand how to analyze remnants of a crime scene including: fingerprints, parasites, hair, fiber, glass, soil, ballistics, DNA, blood, and chemicals. Mock crime scenes will be set up and analyzed by the students.

MARINE BIOLOGY

Grades 9,10,11,12

1 credit

Prerequisites: Biology

Workload Expectations: Homework will be given in this course

Career/College Pathways: Lobsterman, marine biologist, teacher, aquarist

Through this course, students explore saltwater biomes, including oceans, estuaries and coral reefs. The first portion of the course will focus on oceanography: plate tectonics, water chemistry, waves, tides, currents and more. Students will learn about the chemical and physical processes that have shaped coastlines and oceans. The second portion covers various forms of marine life, from microbial to marine mammals. We will learn about marine ecosystems and human impact on a global and regional scale, through field trips, labs, case studies and other readings and guest presentations. Assessments will include tests, quizzes, lab reports and presentations.

Quarter-Option Classes:

ASTRONOMY 1

Grades 9, 10, 11, 12

0.5 credit

Algebra I is strongly recommended.

Workload Expectations: Homework will be given in this course

Career/College Pathways: Scientist, astronomer, marine merchant

Essential Question: What is Earth's place in the universe?

This is a quarter-long course that can be taken alone or be combined with Astronomy 2 for a full semester of instruction. Students will learn basic information about the Earth, the solar system, the sun, stars and the universe. Topics include: the sun & earth systems, the moon and the solar system including Kepler's Laws and Newton's Law of Gravitation. Because there will be some amount of problem solving, students will need to be familiar with algebra I.

(Students who wish to take this course for the entire semester for a full credit should sign up for both sections 1 and 2)

ASTRONOMY 2

Grades 9, 10, 11, 12

0.5 credit

Algebra I is strongly recommended.

Workload Expectations: Homework will be given in this course

Career/College Pathways: Scientist, astronomer, marine merchant, astronaut

Essential Question: What is Earth's place in the universe?

This is a quarter-long course that can be taken alone or be combined with Astronomy 1 for a full semester of instruction. Students will learn basic information about the sun, stars and the universe. Topics include: electromagnetic radiation, stellar evolution, exoplanets, galaxies, dark matter, dark energy and the Big Bang theory. Because there will be some amount of problem solving, students will need to be familiar with algebra I.

SCIENCE OF THE OUTDOORS 1

Grades 9, 10, 11, 12

0.5 credit

Prerequisite: None

Workload Expectations: Occasional homework will be given in this course

Career/College Pathways: Environmentalist, conservation, park ranger, scientist, teacher

Essential Question: How can we better understand the natural world around us?

This is a quarter-long elective course aimed at students who are interested in learning more about the science of our natural resources in a hands-on way. Topics will vary between quarters due to the seasons, but may include: plant and tree identification, forest surveying, survival skills, night skies, bird identification, geology, ecosystems, and compass navigation. Students should plan on outdoor classes up to 2-3 days per week, regardless of weather, and a field trip one day every week. However, there will be an indoor curriculum, as well.

{Students who wish to take this course for an entire semester (full credit) should sign up for sections 1 & 2}

SCIENCE OF THE OUTDOORS 2

Grades 9, 10, 11, 12

0.5 credit

Prerequisite: None

Workload Expectations: Occasional homework will be given in this course

Career/College Pathways: Environmentalist, conservation, park ranger, scientist, teacher

Essential Question: How can we better understand the natural world around us?

This is a quarter-long elective course aimed at students who are interested in learning more about the science of our natural resources in a hands-on way. Topics will vary between quarters due to the seasons, but may include: plant and tree identification, forest surveying, survival skills, night skies, bird identification, geology, ecosystems, and compass navigation. Students should plan on outdoor classes up to 2-3 days per week, regardless of weather, and a field trip one day every week. However, there will be an indoor curriculum, as well.

{Science of the Outdoors 1 is NOT required to enroll in this course.}

Science Extracurricular Opportunities:

SCIENCE INTERNSHIP (E)

Grades 11, 12

Prerequisites: Honors Chemistry + Application and selection process

This is an exciting opportunity for students to work on the cutting edge of scientific research with members of The Jackson Laboratory or MDI Biological Laboratory's scientific and technical staff. Typically, student interns are at one of the Laboratories for approximately three hours a day, three or four days per week.

Additional Course Offerings (Not scheduled for the 2024-2025 school year)

GLOBAL CITIZEN SCIENCE

Grades 10, 11, 12

1 credit + up to 3 Community Service hours

Prerequisite: None

Workload Expectations: Homework 1-2 hrs/wk, project-based tasks

Essential Question: How is citizen science used in authentic research and developing projects to improve our environment and communities?

This semester-long elective focuses on **local, regional, and global science research and action**, through Citizen Science (Community Science). Diverse topics and issues will be explored in the fields of ecology, meteorology, agriculture, public health and more. Projects may include Bio Blitzes, Marine Debris Tracker, and habitat restoration; see SciStarter.org for more examples. Successful students will demonstrate a commitment to being active and responsible community members, through indoor/outdoor research and team collaboration. Earn Community Service, while gaining valuable experience for work and college recommendations!

GEOLOGY

Grades 9,10,11,12

1 credit

Prerequisites: Biology

Workload Expectations: Homework will be given in this course

Career/College Pathways: Geologist, scientist, researcher, teacher

Geology is the science of the solid Earth!

In this course, we will learn about rocks and minerals, geologic time, Earth history, plate tectonics, fossils, volcanoes, earthquakes, glaciers, rivers, coastlines, and geologic landforms!

The course will include multiple field trips, labs, and projects to help you understand WHY you see what you see when you look at the world around

ICELAND

Grades 10, 11, 12

0.5 credit

Prerequisite: Acceptance into the school-sponsored Iceland trip

Workload Expectations: Homework will be given in this course

Essential Question:

This is a quarter-long elective course intended for students planning to travel to Iceland with Ms. Mondrach. Students will learn a combination of Iceland-specific glaciology, volcanology, and biology, as well as an overview of Icelandic history, culture, food, and basic language. The goal of the course is to enrich the accompanying trip and be able to recognize and apply topics while on the ground in Iceland. Trip logistics may occasionally be discussed, as well. This course will have a hands-on field component with outdoor classes to draw parallels between the geology of Iceland and the geologic history of MDI.

SOCIAL STUDIES

Mount Desert Island High School requires three social studies credits for graduation. All students are required to take a United States History course. Option classes may fulfill one or more of the remaining two credits in consultation with the instructor, learning area leader, and guidance counselor. Option courses may also count as an elective credit. Students are encouraged to enroll in options or electives *in addition to* and *not instead of* regular semester courses whenever possible.

A student's learning experience in the Social Studies Learning Area will be framed by essential questions for the study of Civics and Government, Geography, Economics, History, and Culture and Belief Systems. The exact phrasing of the essential question will be tailored to each unit so that it is directly linked to the content of the unit being studied. The curriculum of each "core" course in grades 9, 10, and 11 will allow each student an opportunity to formulate and critique answers to the following questions:

Civics and Government: "How do individuals and groups gain, use, or lose power?"

Geography: "How does physical geography affect people, and how do people affect physical geography?"

Economics: "How do people meet their wants and needs?"

History: "How do events and our interpretations of those events influence contemporary issues?"

Culture and Belief Systems: "How does a person's belief system influence their membership in a society, and how does a society influence a person's belief system?"

Semester-Long Classes

COLLEGE PREP WORLD HISTORY EAST

Grade: 9 **1 credit**

Prerequisites: None

Workload Expectations: Students should expect assignments outside of class several times a week.

Career/College Pathways: Any career in social sciences or being globally literate

This course provides an introduction to the social sciences through case studies in China, the Middle East and

India. Students will use primary and secondary sources (timelines, maps, readings, videos, artifacts) to understand the ways that geography and past events have shaped these places and influenced modern geopolitics.

Assessment methods will include formative and summative methods to measure students' content knowledge and skills. Students will research, create and present three slideshows. Additionally, we will use Touchstones programming as the foundation for the Civil Discourse standard.

Students should expect assignments outside of class several times a week.

COLLEGE PREP WORLD HISTORY WEST

Grade: 10

1 credit

Strongly Recommended: Successful completion of World History East

Workload Expectations: Students should expect homework outside of class some, but not all, nights.

Career/College Pathways: Historian, writer, lobbyist, teacher, psychologist

Students in this college-prep level course will study western civilization from 18th century Europe through to modern history using a thematic approach. Units of study include themes of Revolution, Competition, Conquest, and Modern Conflict. Some attention will be given to Classical, Medieval, Renaissance, and Enlightenment eras as foundational learning for contemporary history. This course will rely heavily on common readings, small group work, and written or oral activities as assessments. Standards such as Research and Civil Discourse take center stage as students analyze various primary and secondary sources and discuss relevance to today.

Students should expect homework outside of class some, but not all, nights.

HONORS WORLD HISTORY WEST

Grade: 10

1 credit

Prerequisite: Successful completion of World History East with work that indicates a consistent readiness for a further challenge (meeting and exceeding standards) and/or teacher recommendation.

Workload Expectations: Students should expect homework assignments nearly every night.

Career/College Pathways: Social studies teacher, lawyer, sociologist

Honors World History West is a semester-long course that implements a thematic approach to social studies and history with focus on western civilization circa 18th century Europe through to modern-day case studies. Some attention will be given to philosophical teachings to establish foundational learning for contemporary history. This fast-paced, discussion-driven course will rely heavily on shared readings, group work, and individual writing assignments. Students will gain skill in research through analysis of various sources as well as synthesis in developing well-crafted arguments for oral and written pieces. Emphasis will also be placed on civil discourse through weekly Touchstone discussions.

Students should expect preparation and practice work outside of class on most nights. This nightly prep. and practice is crucial for demonstrating proficiency on body of evidence assessments, for achieving mastery of standards, and most importantly is essential for successful class collaboration. Students who wish to take Honors United States History or Advanced Placement United States History in 11th grade are encouraged to take Honors World History West.

COLLEGE PREP HUMANITIES

Grade: 10 **2 credits (1 for social studies and 1 for English)**

Prerequisites: Successful completion of Freshman English that shows progress toward meeting the standards (partially meeting and meeting) and teacher recommendation.

Workload Expectations: Students should expect 30 - 45 minutes of work outside of class most nights.

Career/College Pathways: Lawyer, lobbyist, writer, teacher, social worker, technical writer

In Sophomore Humanities, an integrated, year-long course, students will expand and deepen their analytical reading and writing skills while studying the history and literature of ancient Greece and Rome, the Middle Ages, the Renaissance, the Reformation, the Enlightenment, European Colonization, and the American and French Revolutions. Students will examine a variety of genres that will include plays, epic poems, short stories, and novels. Specific works include The Iliad, Oedipus Rex, excerpts from The Canterbury Tales, various mythology and folktales, non-fiction pieces, and a Shakespearean play (Othello or Macbeth). Students will partake in creative projects, participate in small group work, debates, and research assignments, and will also write frequent essays. Assessment methods will include quizzes, tests, class discussions, work with poetry, analytical and reflective essays, projects, and debates.

HONORS HUMANITIES (C)

Grade: 10 **2 credits (1 for social studies and 1 for English)**

Prerequisites: Successful completion of Freshman English with work that indicates a consistent readiness for a further challenge (meeting and exceeding standards) and teacher recommendation.

Workload Expectations: Students should expect 45 - 60 minutes of work outside of class most nights.

Career/College Pathways: Writer, historian, teacher, lawyer

Students should expect 45 - 60 minutes of work outside of class most nights a week. In Sophomore Humanities, an integrated, year-long course, students will expand and deepen their analytical reading and writing skills while studying the history and literature of ancient Greece and Rome, the Middle Ages, the Renaissance, the Reformation, the Enlightenment, European Colonization, and the American and French Revolutions. Students will examine a variety of genres that will include plays, epic poems, short stories, and novels. Specific works include The Iliad, Oedipus Rex, excerpts from The Canterbury Tales, various mythology and folktales, non-fiction pieces, and a Shakespearean play (Othello or Macbeth). Students will partake in creative projects, participate in small group work, debates, and research assignments, and will also write frequent essays. Assessment methods will include quizzes, tests, class discussions, work with poetry, analytical and reflective essays, projects, and debates.

COLLEGE PREP UNITED STATES HISTORY (C)

Grades: 11, 12 **1 credit**

Strongly Recommended: Successful completion of Modern History West or Humanities

Workload Expectations: Students should expect assignments outside of class several times a week, on average.

Career/College Pathways: Teacher, political scientist, historian, government employee

Beginning after the Civil War, this course will explore events, personalities, issues in civics and government,

geography, and the economy in America since 1865. Focusing on standards that include a variety of skill and content goals within the aforementioned areas, this course will utilize a variety of instructional methods, including lecture, class discussion, small group work, research projects, essays, debates, and current events. Emphasis will be placed on research and writing using primary sources. Students will also gain an understanding of free-market economics and basic economic concepts.

Students should expect assignments outside of class several times a week, on average. Assessment methods will include quizzes, tests, class discussions, essays, projects, debates, and analysis assignments.

HONORS UNITED STATES HISTORY

Grades: 11, 12

1 credit

Strongly Recommended: Successful completion of Honors Modern World History/Humanities or successful completion of Modern History West/Humanities (CP) with work that indicates a consistent readiness for a further challenge (meeting and exceeding) and teacher recommendation.

Workload Expectations: Students should expect assignments outside of class nearly every day, on average.

Career/College Pathways: Teacher, political scientist, government employee, documentary filmmaker, enrollment in a four year college

Honors US History is designed as a fast-paced, intensive study of United States History from post-Reconstruction to the present. This course will explore events, personalities, issues in civics and government, geography, and the economy in America since 1865. Focusing on standards that include a variety of skill and content goals within the aforementioned areas, this course will utilize a variety of instructional methods, including lecture, class discussion, small group work, research projects, essays, debates, and current events. Emphasis will be placed on helping focus of this course will be developing a basic understanding of free market economics and basic economic concepts. Assessment methods will include quizzes, tests, class discussions, essays, projects, debates, and analysis assignments.

ADVANCED PLACEMENT UNITED STATES HISTORY

Grades: 11, 12

2 credits

Strongly Recommended: Students interested in this course should be willing to engage in college-level work.

Workload Expectations: Students must be willing to spend considerable time out of class thinking and working on class material.

Career/College Pathways: Teacher, political scientist, government employee, enrollment in a four year college

AP U.S. History is designed as a fast-paced, intensive study of United States History from its colonial beginnings to today. Students will be required to read both primary and secondary sources and analyze those readings both in class discussion and in writing. The course will utilize a variety of instructional methods, including lecture, small group work, projects, essays, debates, current events, and research assignments. Emphasis will be placed on helping students develop skills for analyzing and using primary source documents and maps. Assessment methods will include quizzes, tests, class discussions, essays, projects, and debate. A major goal of the class is to prepare students for the Advanced Placement Exam in May. Students must be willing to spend considerable time out of class thinking and working on class material.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS

Grades: 11, 12

1 credit

Strongly Recommended: This is a college-level course students should be willing to complete significant work outside of the classroom.

Workload Expectations: Regular weekly assignments using text which will be worked on nightly will be assigned.

Career/College Pathways: Four college majors in any behavioral or social science, government or legal employee

Advanced Placement Government and Politics will be a fast-paced, analytic study of American politics. Content will focus on the development of American Constitutional Democracy, the political process, and analysis of pertinent case studies. Students must be willing to spend considerable time out of class thinking and working on class material. The course will utilize a variety of instructional methods, including lecture, small group work, projects, essays, debates, current events, and research assignments. Standards are those established by the College Board. Students who take this course are encouraged to take the Advanced Placement United States Government and Politics exam in May.

Students will be expected to cover one chapter of the college level text outside of class each week.

Quarter-Option Classes:

HUMAN DIVERSITY

Grades: 9, 10, 11, 12

0.5 credit

Workload Expectations: There are few assignments requiring outside of school work completion

Career/College Pathways: Social justice, history, writer, journalism, lobbying

This nine week elective examines culture and personal identity, explores populations at-risk, and encourages students to understand and appreciate diversity. Specific knowledge of individual cultures, awareness of the patterns of oppression experienced by those cultures, and skills relevant to developing a culturally competent approach to working with diverse people groups are addressed. Students will be expected to complete textbook readings and responses in this discussion-based and presentation-based class.

1945 TO THE PRESENT

Grades: 11, 12

0.5 credits

Strongly Recommended: US History

Workload Expectations: This course involves reading, writing and group work, with some homework.

Career/College Pathways: Teacher, political scientist, historian, government employee

This nine-week elective will focus on events, trends and key people from the end of World War II to the new millennium. Students will study the timeline of events that focus on civics and government, the economy, historical figures, and geography in America since 1945. Focusing on standards that include a variety of skill and content goals within the aforementioned areas, this course will utilize a variety of instructional methods, including movies reviews, lecture, class discussion, small group work, research projects, essays, debates, and current events discussions. Emphasis will be placed on issues surrounding civics and government, as well as cultural and social issues of the era.

PSYCHOLOGY: AN INTRODUCTION

Grades: 9, 10, 11, 12 **0.5 credits**

Workload Expectations: Most work in this course is completed in school with the exception of some course readings and make up work

Career/College Pathways: Psychologist, social work, teacher, advertising, writer

This nine-week elective will focus on providing the student with a solid understanding of principles in psychology, with an emphasis on the biology of the brain, the history of psychology and psychologists, experimental methods, and abnormal psychology. National psychology standards will be assessed through a variety of assignment types, including tests, quizzes, activities, class discussions, short writing responses, and an individual final project. Homework will be minimal in this course. However, students will be expected to complete some course readings and activities on occasion and dedicate time at home if absent from school.

SOCIOLOGY: CURRENT ISSUES

Grades: 9, 10, 11, 12 **0.5 credits**

Workload Expectations: Some homework will be assigned

Career/College Pathways: Social worker, human resources/services, mediator, non-profit work

Students will answer the essential question, “How are the identities of different groups of people represented in popular culture?” We will examine artifacts of American popular culture, especially film, and students will be expected to think and write critically about race, gender, social class, and subcultures. In addition, we will study basic sociological principles and social institutions. Student assessment will be based on class activities and written work using national standards.

STREET LAW

Grades: 9, 10, 11, 12 **0.5 credits**

Workload Expectations: Some homework will be assigned

Career/College Pathways: Criminal justice, paralegal, lawyer

This nine-week elective begins with a basic review of United States government and founding documents and ends with a survey of practical law (citizen rights and responsibilities) through readings, court cases, simulations and hands-on work.

THE HOLOCAUST

Grades: 9, 10, 11, 12 **0.5 credits**

Workload Expectations: Some homework will be assigned

Career/College Pathways: Lobbyist, social justice, social work, teacher, historian

This nine-week elective uses materials from and about the Holocaust as a case study to discuss issues such as genocide, tolerance, racism, and responsibility. We will use resources including videos, internet research, literature, poetry, and art for students to consider the issues we discuss in class. This course relies heavily on materials and curriculum developed by Facing History and Ourselves. It is intended for a broad audience, but the course demands that all participants relish respectful discourse about tough issues.

WORLD WAR TWO

Grades: 9, 10, 11, 12

0.5 credits

Workload Expectations: Some homework will be assigned

Career/College Pathways: Historian, teacher, political commentator, military enlistment

This ambitious elective seeks to understand the historical, political, military, economic, cultural and human dimensions of World War II. We will depend on a variety of primary, secondary and tertiary sources including photos, military artifacts, literary and journalistic accounts and films to get a holistic view of the times. Come prepared to read, write, discuss and pursue an individualized final project.

THE CIVIL WAR

Grades: 10,11,12

0.5 credits

Prerequisite: Passing grade in Modern World History East

Workload Expectations: This course involves reading, writing, research, and group work, with some homework.

Career/College Pathways: Teacher, historian, author, museum archivist

The war between the states, which killed over 620,000 Americans, is with us still, today. In this social studies elective, students will learn about the social, cultural, and economic divides that pushed the southern states to attempt to abandon the union. Sectionalism and western expansion as a catalyst for conflict will be studied, as will war strategy, and military and industrial differences between the north and south. Students will gain a better understanding of the economics of slavery, as well as the outcomes of the war itself. This class will also explore the lives of specific Maine veterans of the Civil War who were from Mount Desert Island. Progress will be measured by group projects, film and documentary reviews, and group research on major events, people, battles, and societal trends.

THE VIETNAM WAR

Grades: 9,10,11,12

0.5 credits

Prerequisite: None

Workload Expectations: This course involves reading, writing, group work, and an individual culminating project.

Career/College Pathways: Historian, teacher, international relations

This elective roughly traces the outlines of Stanley Karnow's book *Vietnam: A History* by using excerpts from the text and the television documentary series which followed. Starting with French colonialism in what was then referred to as Indo-China, the course will end with the United States withdrawal from Saigon. The colonial roots of the conflict intersect with the United States of America's desire to contain communism after WWII. Each week, we will examine the historical highlights that led to America's deepening involvement by reading short text excerpts, examining maps, and most importantly, watching episodes from PBS's 11-part television series. Students will be assessed based on short presentations, discussions, debates, Schoology posts, and a final slide show on specific events from what the Vietnamese call the "French" and "American War."

MOCK TRIAL

Grades: 9, 10, 11, 12

0.5 credit (Elective Only)

Prerequisites: None

Workload Expectations: Enrollment in this course is an agreement to participate in trials against other

schools that takes place on two Saturdays, typically the Saturday before Thanksgiving Break, and the first Saturday after we return from this break. While there is no homework assigned, students will need to work independently to revise and memorize information.

Career/College Pathways: Criminal Justice, Lawyer, Police Officer, Paralegal

Do you like to argue? Or act? Are you interested in the law? Are you a critical thinker with a sharp eye for details? If you answered yes to any of these questions then Mock Trial is for you! Mock Trial is a state-wide competition in which we get a case to try before actual judges against other schools. This course will be where we prepare for this competition by dissecting our case, examining evidence, developing arguments and preparing to be witnesses. You will learn about the rules of evidence, how to object, and other trial tricks. Students enrolled in this class are committing to participating in the actual competition trials that occur on two Saturdays around November/December. This course has a maximum enrollment of 24 students. Students who have already taken this course may take it again.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS EXTENSION

Grades: 11, 12

0.5 credit

Prerequisites:

Advanced Placement Government and Politics

Workload Expectations:

Regular weekly assignments using text which will be worked on nightly will be assigned.

Career/College Pathways:

Four college majors in any behavioral or social science, government or legal employee

Students can now enroll in a third quarter of Advanced Placement United States Government and Politics. This course should be especially exciting in the 2024/ 2025 school year, given that there will be a national election and inauguration during our time together. One semester of 60-minute classes is insufficient for most students to prepare responsibly for the May exam. If a third quarter is impossible to fit in, expect to commit to self-study leading up to the test.

ELECTION YEAR: 2024

Grades: 9,10,11, 12

0.5 credit

Prerequisites:

None

Workload Expectations:

Career/College Pathways:

Informed citizen, political scientist, data analyst, lobbyist, journalist

We are offering a nine-week fall semester course that introduces students to the American electoral system. Study topics include campaign strategy, media coverage, polling, the Electoral College, and Maine contests. We'll host an in-school voter registration drive and an election night event. This is a fantastic opportunity to build a strong civic participation foundation and apply in-school learning to real-life events.

CURRENT EVENTS AND SOCIAL ISSUES

Grades 9, 10, 11, 12

0.5 credit

Workload Expectations:

Career/College Pathways:

Government employee, journalist, psychologist, activist

This nine-week discussion-based elective is intended to immerse students in the important issues of our times. We'll depend on multiple news sources to determine our study topics and supplement them with documentaries, guest speakers, and readings. Students will prepare and present topical slideshows as culminating projects.

Additional Course Offerings (Not scheduled for the 2024-2025 school year)

CIVICS

Grades: 9,10,11,12

0.5 credits

Prerequisite:

None

Workload Expectations: This course involves reading, writing and group work, with some homework.

Career/College Pathways: Any career involving government, rights, and rules, government employment, legal fields

What are the rights and responsibilities of citizenship? How do we best create balance between individual rights and common good and between majority rule and minority rights? How well does representative government function in this era of divided government? In the Civics elective, students will learn about the workings of our federal, state, and local government through primary documents, current events, guest speakers and group and individual projects.

"BUT I SAW IT ONLINE" MEDIA LITERACY AND YOU (E)

Grades: 9, 10, 11, 12

0.5 credits

Workload Expectations: Most work is completed in class but there may be some outside assignments

Career/College Pathways: Social media, journalism, social work

This course will take a look at online information and how we use it (or how it uses us). We will be processing information through the guided inquiry and work through the stages of research: Reading, Analyzing, Writing, Sharing, Evaluating. Most of the work will be in class (podcasts, social media, news articles, etc), but there may be assignments that require outside-of-class work. Anyone who is interested and wants to become wicked media savvy and work on reading/writing/research skills whilst engaging with how we interpret the world around us should take this course!

SPECIAL SERVICES

Special Education

To qualify for Special Education Services, a student must have a disability that adversely affects their educational performance. Once a student qualifies for Special Education Services, the IEP team determines the level of support and which services the student needs. The Special Education Services available vary depending on the needs of the individual student. Students may also receive services from other providers for occupational or physical therapy and/or speech and language services. If you suspect that your child needs Special Education Services, please contact their guidance counselor or Kelly Flynn at (288-5011 ext. 3401).

In addition to the supports available to all, students with IEPs will also have access to:

Supported Study Hall

Students in need of accommodations to meet the regular graduation requirements with accommodations and modifications. One common Special Education Service is a supported study hall in the Study Center (Resource Room). Special Education Teachers and Education Technicians staff the Study Center. The services a student receives in the Study Center depend on the plan developed by the IEP team. Some common services include:

Additional instruction with academic material from regular education classes

- Specially Designed Instruction (SDI) in reading, writing, math skills, organizational and study skills
- Transition planning for after high school
- Additional support services as needed

Each student is able to earn elective credit for the specially designed instruction he or she completes. 0.50 credit is based on forty hours of individual instruction based on the goals developed at the student's IEP meeting.

Students with Unique learning Needs (SUN)

The SUN program is for students who require Specially Designed Instruction in practical academics and life skills. Each student's program reflects the goals of the IEP with a clear focus on transition planning for the student's life after high school. The curriculum includes individualized academics; activities of daily living such as meal planning and cooking, personal hygiene and social skills; along with community activities and employability skills. Inclusion in regular education classes is part of every student's IEP. Support for extracurricular activities can be provided through the IEP.

Turnaround Achievement Program (TAP)

TAP provides intensive customized support for students with IEPs who are considering dropping out of school, are reintegrating back into school due to long-term suspension, expulsion, hospitalization or incarceration, or are on long-term suspension, have been expelled, or are engaged in some type of alternative education plan delivered on site, in the community or with the cooperation of a medical/emotional wellness facility. For more information contact Mr. Weaver at pweaver@mdirss.org or 288-5011 ext. 3197 Visit the TAP website for more information: sites.google.com/site/turnaroundachievementprogram/.

Gifted and Talented Services/Endeavors

GT services are based on a consultation model. We do not have a separate 'program'. The GT specialist collaborates with teachers and guidance counselors to address the needs of highly able learners. MDIHS has a rigorous sequence of Honors and AP (advanced placement) classes that address academic needs. Music and art teachers provide advanced options for students seeking challenge in the fine arts.

Contact Dawn Burgess for more information.

VISUAL ARTS

"The arts communicate our hopes, dreams, fears, and wonder. The arts measure our world in sound, light, color, and shape, as well as in motion and stillness, in passion and presence."

The Visual Arts Programs provide our students with those opportunities and experiences calculated to awaken and further aesthetic sensibilities and abilities and to promote an understanding of the vital part that a heightened aesthetic awareness can play in living a full, rich life. Furthermore, through guided learning experiences and opportunities for individual creative effort, we seek to develop, in each student, literacy in the language of the arts, a sense of respect for our artistic heritage, and skills to pursue their art beyond high school.

Semester-Long Classes:

ART 1

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None

Workload Expectations:

A Beginning Digital Portfolio of Art may require time beyond class.

Career/College Pathways:

As an introductory class, this class is a "first step" toward understanding the visual arts in our culture and may lead to further study in a variety of arts disciplines.

Welcome to the exciting world of Art 1, where creativity knows no bounds! In this semester-long hands-on class designed for introductory artists, students will embark on a thrilling artistic journey exploring various mediums, including Ceramics, Painting, Photography, Printmaking, Sculpture, Drawing, Visual Storytelling, and Filmmaking. Unleash your inner artist as you mold clay into three-dimensional wonders, make vivid paintings that express your unique perspective, capture the world's beauty through a camera lens, and tell compelling visual stories through traditional and digital media. Whether you're a budding sculptor, a visionary filmmaker, or a passionate painter, this course offers a dynamic space for self-expression and discovery. Get ready to cultivate your artistic skills, ignite your imagination, and create masterpieces that reflect your style. Join us for an inspiring exploration of the visual arts that promises to be as fun as it is transformative!

DRAWING AND PAINTING

Grades 10, 11, 12

1 credit

Prerequisite:

Fundamentals of Art/Art 1

Workload Expectations:

Some drawing and design homework assignments will be required.

Career/College Pathways:

Bachelor of Fine Arts (BFA) Self employed studio/gallery artist.
Fulfilling hobby pursuit no matter how you earn your money.

The projects in this class are intended for the serious art student, and we work with professional quality materials. An exploration of methods, materials, and techniques will be introduced to the students. There will be some teacher directed assignment criteria but also the expectation that students will have the desire to explore their own subject matter using the methods and techniques we experiment with in class. We will work from observation, memory, and imagination using various art materials, such as painting on canvas with acrylics and oil paints. Mixed media projects involve various techniques that culminate in a finished work.

Updated 7/24

These projects will help create a strong portfolio for students who may be considering art school or a career in the visual arts.

BLACK & WHITE PHOTOGRAPHY

Grades 10, 11, 12

1 credit

Prerequisite: Fundamentals of Art/Art 1

Workload Expectations: Evidence of Learning production, reflections, and image-taking beyond class time.

Career/College Pathways: A variety of Photographic careers, events recording, bio-medical & digital photography.

How can you make art from light-sensitive papers and materials? This class teaches you how to create photographic prints without a camera and make images with an old-fashioned but effective "pinhole" box camera. You will review how photography has emerged since its conception and examine the work of master photographers. You will learn how to operate 35mm cameras, develop film, use an enlarger to create prints and mount your work for display. Use the essential elements of composition to improve the look of your photos with light, composition, and subject matter as the "focus" of your photography.

DIGITAL MEDIA I

Grades 10, 11, 12

1 credit

Prerequisite: Fundamentals of Art/Art 1

Workload Expectations: Ideation and reflection work beyond class time, Electronic Portfolio organization.

Career/College Pathways: Digital Graphic Design, Digital Photography, Sequential Art/Comics, & Web Media

Unlock your artistic potential in the digital realm! Dive into a captivating world where technology meets imagination as you harness the power of digital tools to bring your artistic visions to life. Whether you are a seasoned artist or a curious beginner, this course will ignite your creativity through hands-on exploration of graphic design, digital painting, and 3D modeling. Unleash your unique voice by mastering industry-standard software and witness the seamless fusion of art and technology. This course is your gateway to a dynamic and evolving artistic landscape, from crafting stunning visual expressions to designing immersive virtual landscapes. Join us on a journey where pixels become your paintbrush, and the digital canvas is as boundless as your imagination!

FILMMAKING

Grades 9, 10, 11, 12

1 credit

Prerequisite: Fundamentals of Art/Art 1

Workload Expectations:

Career/College Pathways:

Students in this class will learn the basics of the filmmaking process. The class will include story development, script writing, storyboarding, scheduling, casting, directing, camera and sound production, picture editing, sound editing, music, and finishing. The students will use high-end production and post-production equipment. Along the way, they can create several short films and one master film. This class will give them the professional skills and experience to continue making films at a high level going forward in life.

ADVANCED FILMMAKING

Grades 9, 10, 11, 12 **1 credit**
Prerequisites: Filmmaking
Workload Expectations:
Career/College Pathways:

Advanced Filmmaking will allow students to build on the skills they started to develop in Filmmaking. We will go past the “process” and focus on intent and using the tools to tell more in-depth and complicated stories. The students will use professional-level equipment and software to push their storytelling skills to the highest level.

ARCHITECTURE & ENGINEERING DESIGN

Grades 9, 10,11,12 **1 credit**
Recommended: *Geometry suggested*
Workload Expectations: Group Collaboration on some projects, ideation, and reflection beyond class time.
Career/College Pathways: Engineering, Architecture, Carpentry, Interior Design, Life Skills

Enter into a thrilling architectural adventure with our Architecture & 3D Design class for beginning art students, where creativity knows no bounds! Step into the shoes of a visionary architect as you explore the art of designing spaces that transcend the ordinary. Unleash your imagination using cutting-edge 3D design tools to bring your architectural dreams to life. From conceptualizing futuristic structures to crafting detailed blueprints, this course is a hands-on journey into the heart of spatial innovation. Dive into the world of sustainable design, discover the secrets of structural engineering, and collaborate with like-minded peers to tackle real-world challenges. Whether you aspire to redefine city skylines or create eco-friendly havens, this class is your passport to shaping the future through the lens of architectural brilliance. Join us and build a foundation where form meets function, and innovation becomes your architectural signature!

YEARBOOK (Class is limited to 12 students)

Grades 9,10,11,12 **1 credit**
Workload Expectations: While there is limited homework, there are the needs for outside sales that may require outside of class time work.
Career/College Pathways: Graphic design, journalism, photography, accounting, business

Yearbook is a course designed for students to help organize and produce the annual yearbook for the school. Students will learn skills in selling, managing finances, organizing information, creating advertisements, using technology, scheduling, teamwork, and problem-solving as they go through the year-long process of gathering information for the yearbook to its final distribution as a completed product.

This class will meet every day and is either a semester-long or full-year course.

Quarter-Option Classes

SCULPTURE: FLORA & FAUNA

Grades 9, 10, 11, 12 **0.5 Credits**
Strongly recommended: Fundamentals of Art/Art 1
Workload Expectations: Ideation and reflection as homework; daily attendance and engagement in studio time for hands-on assignments

Career/College Pathways: Studio art major; humanities

An introductory sculpture course centered around your interest in the environment, this studio class will explore multiple materials to create dimensional artwork. Materials such as plaster, ceramic, cardboard, found objects, wire, and fiber media will be introduced and explored to develop artwork from observation, memory, and imagination to create animals and botanicals inspired by nature.

NEEDLEWORK

Grades: 9, 10, 11, 12

0.5 Credits

Strongly recommended: Fundamentals of Art/Art 1 interest in/ability for attention to detail and repetitive fine motor skills

Workload Expectations: in class studio work; time spent as homework for completing samplers (approx. 20-60 minutes daily)

Career/College Pathways: Fashion designer, life skills, studio art, textile history

What artwork can be made with a needle and thread? This studio class will explore traditional needlework techniques such as embroidery, cross-stitch, coiled baskets, and sewing. Students will create samplers of different techniques and experiment with expanded approaches such as embroidering on photographs, cross-stitching chain link fences, telling a story with an abstracted basket, hand sewing jewelry... If you love working with small, intricate details, this class is for you!

SKETCHBOOKS

Grades 9, 10, 11, 12

0.5 Credits

Strongly recommended: Fundamentals of Art/Art 1

Workload Expectations: Daily attendance + participation; some ideation and observation outside of class. Writing, reflection, and drawing will be a major component of this course.

Career/College Pathways: Studio art major, artist, humanities, life skills

Explore the process of actively keeping a visual journal for an entire term. How do artists develop an artistic style, track ideas, and document their world? In this class, you will keep a sketchbook and work from memory, observation, and imagination. Expect the unexpected with prompts, material experimentation, creative writing, and artistic play. Drawing, painting, and mixed media materials will be explored. This is an excellent class for an artist who can't stop drawing and hopes to develop their artistic portfolio, explore conceptual ideas, and grow their artistic interests. Ideation and skills will be expanded, but the only prerequisite is an interest in a daily creative process.

ILLUSTRATION: DUNGEONS & DRAGONS

Grades 9, 10, 11, 12

0.5 Credits

Strongly recommended: Fundamentals of Art/Art 1

Workload Expectations: Approximately 25% reading, research, and ideation; approximately 75% studio time; work outside of class for missed time. This class will involve drawing and sculpture.

Career/College Pathways: Illustrator, designer, storyteller, writer

Working with various analog media in 2D and 3D, students will develop and describe personal themes and

stories through topics such as portraiture, character design, lettering, book illustration, and beyond. Through the world of *“Dungeons & Dragons”*, you will experiment with illustrating maps and creatures, developing your characters, and finding solutions for artistic problems. This class is designed to expand your technical knowledge and proficiency in an illustrator’s toolkit and studio and to stretch your imagination and conceptualization as an artist and creative thinker. A love of drawing and an interest in fantasy worlds is needed. No experience with “Dungeons & Dragons” is required - all levels of experience are welcome!

PRINTMAKING

Grades: 10, 11, 12

0.5 Credits (2025-26)

Recommended:

Fundamentals of Art/Art 1

Workload Expectations:

Ideation and written reflections beyond class time.

Career/College Pathways:

Graphic Designer, Commercial Printing, Illustration, Life Skills.

Commence a captivating artistic journey in our Printmaking class, where creativity takes shape, literally! Dive into the mesmerizing world of traditional and contemporary printmaking techniques, and watch your imagination unfold on paper. Across this thrilling quarter-long course, students will master the intricacies of monotype, etching, and silkscreen printing, turning every day ideas into vibrant, tactile works of art. Delve into the rich history of printmaking, from the Renaissance to modern street art, and discover how this timeless craft has shaped cultural narratives. Our well-equipped studio becomes your playground as you experiment with textures, colors, and innovative printmaking methods. Whether you're drawn to intaglio's precision or monotypes' expressive freedom, this class is your canvas for self-expression and artistic exploration. Join us and leave your mark on the world through the captivating artistry of printmaking!

CERAMICS

Grades: 10, 11, 12

0.5 credit

Prerequisite:

Fundamentals of Art/Art 1

Workload Expectations:

Regular attendance is important for this medium because everything happens in the studio.

Career/College Pathways:

Bachelor of Fine Arts Ceramic concentration. Studio assistant/apprentice to established potter/ceramic artist. Self employed Pottery, wholesale, retail, on line. Fulfilling hobby for life, no matter what career path you may take.

Students in this “hands-on” class will explore various ceramic preparation, construction, and decoration techniques. Students will develop competence in several hand-building techniques and will have the opportunity to develop skills on the kick and electric wheel. Students must reclaim and manipulate plastic clay, fire to bisque, glaze, and display various functional and artistic ceramic items. This class will explore the questions: “What is fine craftsmanship?” and “How do ceramists safely work with their materials?”

ADVANCED CERAMICS

Grades 10, 11, 12

0.5 credit

Prerequisites:

Ceramics

Workload Expectations:

This class builds on the Introductory offering with plenty of room for self directed projects, regular attendance is important.

Career/College Pathways:

Bachelor of Fine Arts Ceramic concentration. Studio assistant/apprentice to established potter/ceramic artist. Self employed Pottery, wholesale, retail, on line. Fulfilling hobby for life, no matter what career path you may take.

Students will expand upon the foundations learned in Ceramics I to create more sophisticated functional and sculptural forms with clay. Creating complex vessels on the potter's wheel will be practiced in-depth, emphasizing lids, spouts, and handles. The loading and firing of the kiln will be introduced. This "hands-on" studio course will focus on artistic merit, sound craftsmanship, and refined construction. A variety of teacher-assigned projects and self-directed endeavors will be required. During this class, we will explore the questions: "What is fine craftsmanship?", "How do ceramists safely work with their materials?" and "What is the relationship between form and function?"

TRADITIONAL INDONESIAN BATIK

Grades 9, 10, 11, 12

0.5 credit

Prerequisites:

Fundamentals of Art/Art 1

Workload Expectations:

Everything happens in the studio so no homework. A great opportunity to try out the techniques where there are the materials and space to work.

Career/College Pathways:

Fabric design/ Textile arts. Self employment, wholesale, retail, on line, fairs, concerts.

Join in the fun and magic! In this hands-on class, we will explore traditional Indonesian methods and materials to create custom fabric designs using hot wax and successive dying in vats of vibrant fiber-reactive dyes. "Djaunting " tools and customized "tjaps" will be used to transfer the hot wax onto the muslin; once cooled, the fabric is immersed in the colored dye, and the wax areas resist the dye. This process is repeated to create multi-colored effects that create beautiful fabric designs. A variety of 12" X 12" samples will be created to become familiar with the process and the effects one can achieve through experimenting with the wax application and progressive color combinations achieved through the vat dyeing process. This exploration will lead to the students creating a more focused larger work in the form of a themed wall hanging or the creation of " yardage" of an overall design that the student could use for various purposes such as clothing construction, pillows, or quilts.

BEGINNING WATERCOLOR TECHNIQUES

Grades 9, 10, 11, 12

0.5 credit

Prerequisites:

Fundamentals of Art/Art 1

Workload Expectations:

Everything happens in class and regular attendance is required.

Career/College Pathways:

Bachelor of fine arts/ studio arts. A valuable and easily accessible medium for creating as a hobbyist.

Something for Everyone! You do not need to know how to paint to be successful in this class. This step-by-step skills-building class introduces student painters to specific methods and materials to help control the outcomes of this seemingly uncontrollable medium. Students will be guided step by step through a range of techniques to produce a variety of scripted compositions to learn different approaches to getting the pigment on the paper. You will build confidence in your abilities by becoming familiar with the methods and perhaps gain a new interest that is a spontaneous and accessible way to explore your creative side now and perhaps in your future. ***With the instructor's permission, this course can be repeated as an open studio where student watercolor painters will have the time and space to explore their individual compositions instead of following along with the scripted themes.***

ART STUDIO / ADVANCED-ART INDEPENDENT STUDY / AP ART PORTFOLIO PREP

Grades 11, 12

CREDIT VARIABLE

Prerequisite:

PORTFOLIO REVIEW and *Permission* from the instructor

Workload Expectations:

Five hours/week on portfolio and reflections.

Career/College Pathways:

Graphic Designer, Artist, Illustrator and more.

This class will allow students to produce work through an investigative process, demonstrating an understanding of the artistic approach to exploring media and content through presentation and reflection during art production. Upon *portfolio review*, students can approach an AP Studio option.

- Art Studio students will work in the studio and develop their portfolios. (no credit).
- Advanced Art Independent Study students will agree to specific contract terms for developing their portfolios. (variable credit pass/fail).
- AP Studio/Drawing/3D may be arranged with a student's portfolio submission.

Additional Course Offerings (Not scheduled for the 2024-2025 school year)

DIGITAL MAKER SPACE

Grades: 10,11,12

0.5 Credits (2024-25) Toggles with PRINTMAKING alternate years

Workload Expectations:

Ideation, written reflections, and asynchronous collaboration beyond class time.

Career/College Pathways:

3D Printing, Tech designer, Vinyl-cut Signage, CAD Designer

Unleash your creativity in our exciting *Digital Maker Space Course*! Dive into the world of digital innovation as you embark on a hands-on journey of discovery. This course empowers students with the skills and knowledge to bring their imaginative ideas to life through cutting-edge technology. Whether you're a budding 3D artist, graphic designer, or tech enthusiast, our Digital Maker Space course offers a dynamic blend of interactive sessions, project-based learning, and collaboration. Explore the realms of 3D printing, virtual reality, making digital prototypes, and more, guided by experienced mentors passionate about fostering your talents. Join us for a transformative experience where you'll gain practical skills in digital creation and cultivate problem-solving abilities and teamwork.

FIBERARTS

Grades 9,10,11,12

0.5 credit

Prerequisites:

Fundamentals of Art/Art 1

Workload Expectations:

Career/College Pathways:

Crafting, artist, teacher, designer

Explore the wonderful world of fiber art. Weaving, felting, macrame, and beyond! Skill development and self-directed projects.

CARTOONING

Grades 9,10,11,12

0.5 credit

Prerequisites:

Fundamentals of Art/Art 1

Workload Expectations:

Career/College Pathways:

Computer game designer, graphic artist, animation

An analog media drawing class perfect for anyone interested in expanding their drawing practice, learning

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about the foundations and history of cartooning, and creating original artwork. We will experiment with style, creating new characters, and re-imagining beloved cultural icons.

WORLD LANGUAGES

Communication is a critical skill. In today's global society, the ability to communicate in multiple languages is invaluable. It increases cross-cultural understanding, improves several cognitive functions and opens doors in students' future academic, professional and personal lives. - Maine Department of Education

World Language Classes at Mount Desert Island are interactive and engaging. We believe that all students can learn a new language. Come join us in French and Spanish classes to have an enriching and rewarding experience while learning something new!

Information about prerequisites:

Students who have had prior language experience or exposure may be placed in an appropriate course based upon the recommendation of a language teacher or the Learning Area Leader.

Semester-Long Classes:

FRENCH I (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

French I is a Novice Mid/High level language course in which students will begin to develop their reading, writing, speaking, and listening skills in the French language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

FRENCH II (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Students who successfully met standards of French I

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

French II is a Novice High course in which students will continue to develop their reading, writing, speaking, and listening skills in the French language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

FRENCH III (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Students who successfully met standards of French II

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

French III is a Novice High/Intermediate Low level language course in which students will further advance their reading, writing, speaking, and listening skills in the French language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

FRENCH IV (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Students who successfully met standards of French III

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

French IV is an Intermediate mid-level language course in which students will continue to deepen their communication skills. Students will increase their fluency and skill level by reading, writing, speaking, and listening skills in the French language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

SPANISH I (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

None

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and

cultural competence.

Spanish I is a Novice mid-language course in which students will begin to develop their reading, writing, speaking, and listening skills in the Spanish language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

SPANISH II (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Students who successfully met standards of Spanish I

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

Spanish II is a Novice High course in which students will continue to develop their reading, writing, speaking, and listening skills in the Spanish language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

SPANISH III (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Students who successfully met standards of Spanish II

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

Spanish III is a Novice High/Intermediate Low level language course in which students will further advance their reading, writing, speaking, and listening skills in the Spanish language through a variety of the methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

SPANISH IV (CP)

Grades 9, 10, 11, 12

1 credit

Prerequisites:

Students who successfully met standards of Spanish III

Workload Expectations:

Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways:

World language expertise is a highly valued asset that expands all career and

college pathways as it fosters communication skills, global understanding and cultural competence.

Spanish IV is an Intermediate mid-level language course in which students will continue to deepen their communication skills. Students will increase their fluency and skill level by reading, writing, speaking, and listening skills in the Spanish language through a variety of methods. Students will engage in the language through numerous activities using high frequency language and focused structures. Through informational and fictional texts, authentic videos, songs, and presentations students will acquire new vocabulary, grammar concepts, and cultural concepts while gaining confidence in each mode of communication.

YOGA AND MINDFULNESS

Grades 9, 10, 11, 12 **0.5 credit**

Prerequisites: None

Workload Expectations: Daily engagement and participation is required. Students are expected to apply some of the concepts explored in this course to experiences outside of class.

College/Career Pathways:

Over the course of nine weeks students will be introduced to the philosophy of yoga and will engage in the overarching practice of mindfulness. Students will learn the foundations of the physical practice of yoga, explore specific breathing methods, and discover the physical and mental benefits of these exercises. Daily practice and reflection are essential to and at the center of this course. This course also fulfills a .5 Physical Education credit.

Additional Course Offerings (Not scheduled for the 2024-2025 school year)

SPANISH V (CP)

Grades 9, 10, 11, 12 **1 credit**

Prerequisites: Students who successfully met standards of Spanish IV

Workload Expectations: Full engagement and participation in the class is required for success. This course does not assign homework.

Career/College Pathways: World language expertise is a highly valued asset that expands all career and college pathways as it fosters communication skills, global understanding and cultural competence.

Spanish V represents the culmination of a student's language experience. The aim of this course is to further develop students' proficiency in Spanish while also encouraging them to broaden their understanding of the world around them. This course may be offered on a limited basis dependent upon student requests and enrollment.