

Maine School Administrative District No. 11

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Angela Hardy
Director of Curriculum & Instruction

CURRICULUM COMMITTEE MEETING
MERLE E. PEACOCK, JR. BOARD ROOM
February 3, 2026
3:30 – 4:30 PM

MINUTES

Present: Linda Caputo, Meaghan Carlson, Tony Veit, Angela Hardy

Absent: Michelle Tucker, excused

I. **Call to Order**

The meeting was called to order at 3:35 p.m. by Chair Caputo. The meeting was also live streamed and available for viewing at www.msad11.org. Tony Veit, Vice Chair, was standing in as Board Chair in the absence of Chair Fles to secure a quorum for voting purposes at this meeting.

II. **GAHS Program of Studies Review and Approval**

The committee previously reviewed the math and social studies portions of the proposed 2026-27 Program of Studies for the high school. During this meeting, they reviewed the proposed senior English courses, the proposed adjustment to a science course, and the remaining elements of the Program of Studies.

Motion: To approve the new senior English courses, as described.

1st: Meaghan Carlson

2nd: Linda Caputo

Vote: Unanimous, in favor

Motion: To approve the new literacy focused science course in biology, as described

1st: Meghan Carlson

2nd: Linda Caputo

Vote: Unanimous, in favor

Motion: To approve the 2026-27 GAHS Program of Studies, as presented

1st: Meaghan Carlson

2nd: Tony Veit

Vote: Unanimous, in favor

III. **Elementary Behavior Response Proposal**

Angela Hardy proposed a refined approach to our tier three behavior intervention system to be more responsive to persistent challenges that students present around regulating their behavior. A committee of elementary

teachers, ed techs, administrators, and Central Office staff gathered over the last few months to study what works in other school systems, review research, and devise a plan for this district. This proposal would be implemented during the 2026-27 school year, pending budget approval. The proposal requires dedicated Ed Tech III trained staff to support implementation. Where possible and appropriate, MSAD 11 would redirect Ed Tech I positions to III positions to more efficiently manage the impact on the budget.

Motion: To support the Elementary Behavior Intervention Response System, as presented, with the intent that the proposal would need to move through the budget adoption process.

1st: Linda Caputo

2nd: Tony Veit

Vote: Unanimous, in favor

IV. Adjourn

The meeting was adjourned at 4:46 p.m. The next meeting will be held on Tuesday, March 10 at 3:30 p.m.

Respectfully Submitted,



Angela Hardy

Director of Curriculum and Instruction

New Senior English Courses

Since the elimination of an English position two years ago, the English department has struggled to run the elective courses and maintain a class size for our core courses that helps ensure the largest number of students succeed and receive credit. With a large number of students needing remediation, one-on-one help, and/or special accommodations to close the gap in skills missed over the years, it is more important than ever that the number of students in a class stays as low as possible.

The idea of eliminating English electives has not been an easy one to reach. The English department has always believed in the benefits of additional language arts curricula, focused on specific parts of the English standards. Over the years more electives have been added to the Program of Studies to touch upon student interests and needs. It has always been the case that more students have signed up for these electives than the department could accommodate. Two years ago, had the department had the necessary staff, 11 sections of English electives could have run, based on over two hundred students signing up for them; this past year the department was only able to run 4 sections.

Noting student interest and the department's inability to schedule the electives students wanted, the English department decided to create two new senior English semester courses that are based on some of the most popular and rigorous electives. By incorporating four of the electives into each course, all four of the department's core standards (reading, writing, language, and listening and speaking) can be taught and assessed. This will allow students to experience a taste of what several electives were about and give students more choice in what they learn in their senior English class. Additionally, each being a stand alone course, it will allow students to double up in a semester, if they have failed another semester, which should help students graduate on time. For those who want to bolster their transcripts, it might even allow students to take an extra English course.

The Examined Life is about finding meaning (Philosophy) on both the page (Graphic Novel) and screen (Film). This senior English course will consist of three roughly 6 week units that introduce students to: **Philosophy** (examine Ethics, Politics & Economics, and Issues For The Future), **The Graphic Novel** (learn basic graphic novel terms and techniques, history and culture, and gain experience creating their own graphic narratives), and **Film Studies** (learn basic elements of visual storytelling, going behind the scenes to study such aspects as camera angles, the use of lighting, and special effects). Through these units, students will work on all four English standards: Reading, Language, Listening and Speaking, and Writing. The course will also incorporate weekly self-selected reading and response. *While the English department's Film Studies elective has moved over to the Video Productions department, the focus of that class is on terminology and techniques for filming; this course would focus on analyzing scenes and how they affect the overall story.

The Power of Storytelling is a look at the craft of storytelling: the writer (Creative Writing), the speaker (Public Speaking), and the story (Theater). This senior English course will consist of three roughly 6 week units that introduce students to: **Creative Writing** (build a portfolio of writings, including poetry, short stories, non-fiction, etc.), **Voice & Public Speaking** (learn techniques that make public speaking easier and less stressful), and **Theater Arts** (participate in theater warmups, improvisations, games and activities, with units that may include: Mastering the Monologue; Scene Study; and Play Performance).

Through these units, students will work on all four English standards: Reading, Language, Listening and Speaking, and Writing. The course will also incorporate weekly self-selected reading and response.

Questions:

How will this affect staff?

No additional staff will be needed to run these two new courses. They will be additional choices for students to earn their senior English credits, while giving them the ability to learn from activities students have enjoyed for decades.

Will this affect the graduation rate?

The addition of two new senior semester courses should help improve the graduation rate. Students who have failed a semester of English will not have to take a fifth year to make up the credit; they can add either (or both) of these courses to their second semester to help make up the credits.

LIMITATIONS:

Loss of elective courses: students will have fewer choices for the elective credits necessary to graduate. Solution: students can take both of these courses to gain a form of the experience they would have had with an elective course; students will still be able to take electives from other departments; seniors can take these courses as electives.

Guidance/scheduling: if not enough students sign up for one of these courses it will not run.

Solution: these are two of what will be five choices for seniors, so they will have other options to best match their ability level and interest.

Current Enrollment (as of 12/23/25)

8th Grade 113

9th Grade 156

10th Grade 146

11th Grade 123

12th Grade 134

25-26 9th-12th grade sections: 559 (from enrollment) 522 (actual)

Freshman: 8 (18.8 avg.)

Sophomore: 7 (18.6 avg.)

Junior: 6 (19.3 avg.)

Senior: 7 (18 avg.)

*Electives: (2 sections each semester)

33 students in Holocaust and Civil Rights (16.6 avg.)

32 students in Creative Writing (16 avg.)

26-27 9th-12th grade sections: 538 (from enrollment) 571 (estimate)

Freshman: 6 (21 avg.)

Sophomore: 9 (18.4 avg.)

Junior: 8 (18.9 avg.)

Senior: 7 (18.3 avg.)

26-27 COURSE	Enrollment	Retake/ Schedule adj.*	Total Students	Total Number of Sections	Average Class size
Freshman	113	13	126	6	21
Sophomore	156	10	166	9	18.4
Junior	146	5	151	8	18.9
Senior	123	5	128	7	18.3

*Students who earn a final grade of 59 or below must retake the entire course. Students who earn a final grade between 60 and 69 are eligible for credit recovery; however, if credit recovery is not completed within the following semester, the student is required to retake the full course.

Literacy Science Courses

The Science Department is proposing targeted support courses to help students develop the skills necessary for success in academic-level science. This course is not an essentials-level offering. Instead, it is a structured, skills-based science course intended for students who, based on multiple measures, need additional support to engage meaningfully with grade-level scientific content.

While most students arrive at the high school with prior science coursework, some enter with inconsistent preparation or skill gaps that interfere with learning. These gaps most often appear in areas such as interpreting scientific texts, analyzing data and visual representations, applying scientific vocabulary, writing evidence-based explanations (CER), and executing multi-step laboratory procedures. Without targeted instruction, these skill gaps persist and can limit students' progress in academic science courses.

In current academic science classes, teachers frequently observe that students who struggle require similar types of support. However, large class sizes and varied learning needs make it difficult to provide sustained, skill-focused instruction within the academic setting. A smaller, intentionally designed course would allow teachers to focus on foundational scientific practices while preserving the rigor and pacing of academic-level science courses. The current NWEA data indicate that the majority of students in the freshmen and sophomores are reading at levels ranging from pre-K through grades 9–10 within these classes.

Within science classes, a range of instructional interventions has been implemented to support students' literacy and comprehension needs. These strategies include assisted and oral reading to build fluency and understanding, as well as small-group instruction to target specific skill gaps. Teachers have used differentiated reading levels to ensure students can access complex scientific texts, along with modeled reading to demonstrate how to navigate vocabulary, data, and key concepts. Partner reading and interactive read-alouds with structured discussion provide opportunities for students to process information collaboratively and deepen comprehension. In addition, guided note-taking and the use of graphic organizers help students organize ideas, identify relationships, and make sense of scientific information across texts and lessons.

Despite the range of interventions in place, we are seeing increased failure rates, largely due to the widening range of student reading levels and the resulting challenges in meeting all learners' needs within the current instructional setting.

The proposed course would follow the same scope and sequence as the academic science course, ensuring students engage with identical concepts and content. The difference lies in instructional approach: lessons would emphasize modeling, guided practice, feedback, and repetition of core scientific skills. Scheduling the literacy-focused sections would allow for flexibility to transfer out at the end of a semester if growth has been shown. This flexibility is for students to move between sections mid-year or at the end of the year as readiness is demonstrated.

Student placement will be based on a combination of data points, including:

- NWEA and course performance
- End-of-middle-school science data and intervention record(if applicable)
- Classroom formative assessments
- Input from English, Math, and Special Education staff, when applicable
- Consideration of IEP goals and instructional alignment
- Student Choice

Readiness To Transition into the academic course will be determined by a student's ability to meet academic expectations independently. Student progress will be tracked using benchmark assessments, frequent formative checks, lab rubrics, and regular conferencing. Clear skill targets and transparent criteria will help students understand their growth and recognize when they are approaching readiness for transition. Indicators of readiness include success in summarizing, synthesizing, and applying concepts through written and read methods, effective use of data and evidence in writing, accurate interpretation of scientific information, evidence of growth in scientific literacy, and consistent performance on assessments aligned with the academic course.

Transition Opportunities: Students will have mid semester evaluation to look at growth in these areas. Students will have the opportunity to change levels after their first semester if growth is indicated.

Limitations & Solutions

- Scheduling constraints: Course must align with an academic section
Solution: Intentional scheduling coordination with guidance
- Assessment development: Requires time and collaboration
Solution: PLC-based creation and shared scoring practices
- Class size: Effectiveness depends on smaller enrollment
Solution: Cap enrollment at 10–16 students
- Guidance/scheduling: the course hinges on having this class as an academic course
Solution: *ensure schedule*
- Benchmark assessments: creation and grading
Solution: *Create assessments in PLC as a department and share in the grading responsibility, keeping it equitable and fair for all students and teachers*
- Class size: Large class sizes will not be conducive to success for students in this course
Solution: *cap the course at an appropriate number (10-12)*

This course offers a practical, data-driven approach to strengthening student access to academic science while maintaining high expectations and supporting long-term success in the science program.

Questions:

How is the instructional sequence designed to allow for mid-year and end-of-year transitions into on-level courses (for the student and for the receiving teacher)?

The literacy-focused course will mirror the academic course in both content and goals. Students will learn the same material but with more intentional support built into daily lessons and tasks. Because of this alignment, students can transition mid-year or at the end of the year without falling behind.

To make this even smoother, we are proposing that the literacy section be scheduled at the same time as an academic section. Teachers would teach at a minimum an academic and literacy-focused course to ensure the two stay calibrated. That way, students can move between the classes seamlessly, and both teachers can collaborate. Ongoing data collection—including mid-year and end-of-year benchmark assessments—will make it clear when students are ready to move into the academic course.

What criteria will be used to determine entrance to the literacy level courses besides teacher recommendation? I recommend a data point beyond NWEA and/or grades as an additional data set.

In addition to NWEA and grades, placement will be based on multiple data points, such as:

- Various end-of-eighth-grade assessments and Tier 2 intervention
- Classroom performance and formative assessments.
- Input from other teachers (English, Special Education, if applicable).

Students with significant deficits in one or more of these areas would be good candidates for the literacy course. We also want our department PLC to develop skill-based goals for each course and use those to help determine placement. For example, by the end of freshman year, we want students to be able to read a two-page document and summarize the key points along with picking out the argument and agreeing/disagreeing with it.

Lastly, we want to consider the additional goals of the student. If a student's IEP goals are not aligned with the expectations of an upper-level course (for example, if their writing goal is still at the paragraph level), then the literacy course would be a more appropriate fit.

How might you know when students are ready to exit the literacy level course? How might students know when they are close to demonstrating proficiency for that purpose?

Students will be ready to move up when they consistently demonstrate that they can meet academic-level expectations with significantly less support. This will show up through:

- Department-created benchmark assessments given mid-year and end-of-year (we want to create these in our Department PLC) that are designed to determine strengths and deficits in core literacy skills (such as summarizing, paraphrasing, extended writing, source analysis).
- Ability to complete academic-level writing and reading tasks
- Independence in summarizing, paraphrasing, and source analysis
- Success on formative assessments that mirror the academic course's work

Students will know they are close to proficiency because they will be getting consistent feedback and working toward clear goals that we set together. The fact that the content and assessments mirror the academic course also gives students a clear picture of the expectations they are progressing toward.

What tools might you use to monitor progress toward proficiency throughout the term?

We will use a combination of tools throughout the year, including: benchmark assessments each semester, frequent formative assessments, regular check-ins, and conferencing with students. We would keep track of specific data and goals per student to ensure that what we are doing in the course is resulting in progress of the student.

LIMITATIONS:

Current Enrollment (as of 1/30/26)

8th Grade 114

9th Grade 153

10th Grade 144

11th Grade 121

12th Grade 134

Courses Current

Freshman Science 6 academic 3 honors

Biology 4 academic 2 honors 1 AP

Chemistry 3 semester 1 lab 2 honors 1 college

Physics 2 semester 2 physics 2 honors physics

Anticipated Courses

Freshman Science TBD

Biology 1 Literacy Level course

Chemistry 4 semester 2 honors 1 College Chem

Physics 3 semester 1 lab 3 honors

Course	Current Enrollment	Retake/ Schedule adj.*	Total Anticipated Next year Students
Investigating Science	153	21 (Fall)	135
Chemistry	120	8	154
Biology	146	16	169
Physics	134		

*A small number of students do not take science during the recommended years due to scheduling conflicts, such as enrollment in CATC programs. The number of students required to retake the course is based on data from previous years and projections using current grades. Students who earn a final grade of 59 or below must retake the entire course. Students who earn a final grade between 60 and 69 are eligible for credit recovery; however, if credit recovery is not completed within the following semester, the student is required to retake the full course.

Gardiner Area High School

Mission Statement

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

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

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

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Principal's Message – Lauren Arnold

Gardiner Area High School has developed a mission statement that states: “This Institution Guarantees Educational Opportunities Regardless of Student” (TIGERS). Using this statement and the guiding principles outlined in the Maine Learning Results, our dedicated staff is committed to fostering an educational environment where students not only learn but also cultivate essential skills and attributes.

Over their four-year high school journey, our aspiration is for students to evolve into articulate and proficient communicators, self-motivated learners, adept and innovative problem-solvers, accountable and engaged citizens, integrated and informed thinkers, and collaborative and quality workers as a result of their four-year high school experience.

Within this Program of Studies booklet, you'll find a comprehensive array of courses meticulously curated to cater to the diverse needs and passions of GAHS students. We strongly urge each student to actively engage in their educational journey, leveraging their high school experience to prepare for future endeavors, whether that involves pursuing higher education, embarking on military service, or entering the workforce. An essential initial stride towards achieving these goals is making well-informed and suitable course selections, facilitated by the guidance of parents, school counselors, advisors, teachers, and administrators. We encourage all our students to embrace challenges, pushing themselves to achieve their utmost potential as they progress through their high school experience.

Department Chairs:

English	Mr. David Lessard
Science	Mrs. RayeAnne DeSoto
Math	Mr. Michael Gray
Social Studies	Ms. Katie Bischof
World Languages	Ms. Katie Collins
Career Education	Mrs. RayeAnne DeSoto
Visual & Performing Arts, Wellness	Mr. Jarrod Dumas
Gifted & Talented & SEL	Mrs. RayeAnne DeSoto

Message from your School Counseling Department

The school counseling staff consists of two school counselors who serve the student population. School Counselors' caseloads for 2026-2027 school year are as follows:

<u>School Counselor</u>	<u>Student Assignments</u>
Mr. Phil Libby	All students A - K
Mrs. Susan Folsom	All students L - Z

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

Introduction:

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

Students planning to pursue a post-secondary education are urged to take full advantage of our college preparatory, Advanced Placement, and Dual Enrollment programs to meet admission requirements and earn college credits while in high school. Students planning to work or seek technical training are urged to design a program that takes advantage of the opportunities at the Capital Area Technical Center.

Registration Procedure:

The procedure for registration is as follows:

1. Students will have online access to the Program of Studies in their advisory groups.
2. Students will sign up for classes in their advisory groups. A course registration worksheet will need to be signed by a parent/guardian. This is to ensure parent/guardian approval.
3. Courses that are grouped according to ability or are sequential in nature will be reviewed by the appropriate department chair to help ensure placements are appropriate.
4. **Students are expected to make schedule changes during the summer.** The school counseling office will be open the two weeks after school is dismissed, and two weeks prior to school starting in the fall. Please call ahead to schedule an appointment at 582-3150. Phil Libby (students with a last name starting with A-K) extension is 3014 and Susan Folsom's (students with a last name starting with L-Z) extension is 3015.

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

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

Graduation Requirements

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

4 credits of English

3 credits of Science: (Investigating Science, Biology, ½ credit in Chemistry, ½ credit in Physics)

3 credits of Math: (Algebra I, Geometry, and a third math course)

3 credits of Social Studies: (World Cultures, U.S. History I/II, US History III/IV)

- 1 credit of Wellness (Wellness I and Wellness II)
- 1 credit of Visual and Performing Arts
- ½ credit of Health
- 1 credit of Career Preparation
 - 1 semester of Career and Technology or JMG Career Readiness; and,
 - 1 semester Personal Finance Literacy or JMG Financial Fitness or Personal Finance Math
- 1 credit of a World Language (Latin, French, Spanish *Includes exploratory level)

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

Educational Goals:

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

Independent Studies:

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

Head Start on Higher Education:

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

- AP English Language & Composition (Juniors)
- AP English Literature & Composition (Seniors)
- AP Calculus AB
- AP United States History
- AP Biology
- AP French (Distance Learning)
- AP Spanish (Distance Learning)
- AP Statistics
- AP Seminar
- AP Research
- other AP classes are available online through ExplorEC

ExplorEC – allows sophomore, junior, and senior high school students to take college classes through Maine's public universities and community colleges. Students will earn a transcript from the college and we will represent that grade on the high school transcript. The grade will not be calculated into the student's high school grade point average and will not impact honor roll status. Students will earn credits toward graduation requirements through successful completion of a college course. See your school counselor for details.

High School Dual Enrollment Program - High school juniors and seniors meeting the criteria established by the

partnering college/university may take courses at GAHS that count toward both high school graduation requirements and college credits. GAHS has established a dual enrollment relationship with Thomas College, University of Maine at Augusta, University of Maine at Fort Kent, and Kennebec Valley Community College. See your school counselor for details.

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

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

Library Commons

Katy Jones, Teacher-Librarian (kjones@msad11.org)

Kristina Wheelock, District Librarian, Educational Technician III (kwheelock@msad11.org)

Phone: 582-3150 ext 3033

The Library Commons is a place of inquiry, study, completion of assignments, pleasure reading, and educational activities to promote personal choice and responsibility. It provides a relaxing atmosphere for students and staff to work, collaborate, or use information-rich resources.

Students are encouraged to take advantage of reference and research assistance along with book conferencing available. Students may gain access to the Library Commons during the school day by signing up in their study halls; Honor Roll and Open Campus students have privileges anytime during open hours. The Library Commons is open from 7 a.m. to 2:30 p.m. Monday through Thursday and 7 a.m. to 2 p.m. on Friday.

For more information, visit the [Library Commons website](#) or contact one of the librarians.

Course Offerings

A. English Department

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

Students are required to earn four credits in English before graduating. Typically, that means students take one course per year. To support academic planning, course options are outlined below for each grade level. Any AP course can be taken within a designated grade-level English course. Elective courses are also available to students.

Grade 9	Grade 10	Grade 11	Grade 12
Freshman English+ <i>(May or may not be co-taught)</i> Freshman English Freshman English Honors	Sophomore English Sophomore English Honors	American Literature <i>Honors English: see AP course options below</i>	Applied Communications, sem 1 and a Senior semester-based course (The Examined Life or The Power of Storytelling), sem 2 Senior semester-based courses (as proposed): The Examined Life and/or The Power of Storytelling EH 111 - Dual Enrollment <i>semester 1</i> and EH 221 Dual Enrollment <i>semester 2, o r EH 111 and a Senior semester-based course.</i> AP course, as listed below
	Taken any time across various grade levels, noted below: <ul style="list-style-type: none"> • AP Language & Composition (recommended - grade 11) • AP English Literature (recommended - grade 12) • AP Seminar (grades 10-12) 		
Electives	<ul style="list-style-type: none"> • Exploring Ethics 		

101A - Freshman English + Part I

Duration: Semester

Credit: ½

**May or may not be a co-taught course*

Based on the results of nationally normed literacy assessments and teacher/counselor recommendations, rising freshmen reading below grade level are identified and placed in this appropriately paced GAHS freshman English course taught by an English teacher and might include a Special Educator trained to incorporate reading and writing strategies within the existing curriculum, if needed. Students' progress is monitored through formative and summative assessments. The course focuses on power standards of writing, language, reading, and listening and speaking. It begins with the thematic idea of the "journey of self" then continues with the study of short stories, self-selected reading and response (SSR&R), a poetry unit that incorporates a national poetry contest (Poetry Out Loud), and a graphic novel study of *The Odyssey*.

101B - Freshman English + Part II

Duration: Semester

Credit: ½

**May or may not be a co-taught course*

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

1001A - Freshman English Part I

Duration: Semester

Credit: ½

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

1001B - Freshman English Part II

Duration: Semester

Credit: ½

Semester two continues to concentrate on a study of the four power standards. The Elizabethan world and *Romeo and Juliet* are the focus for several weeks. Students read a core novel by a Maine author or set in Maine, and complete a research-based literary memoir. Students write in response to the readings and continue with SSRR, grammar mini-lessons, and readings. The course culminates in a final examination.

1003A - Freshman English Honors Part I

Duration: Semester

Credit: ½

The first semester of this course incorporates the four English power standards: Writing, Language, Listening and Speaking, Reading. Sustained Silent Reading and Response (SSRR) of self-selected works will be accompanied by an extensive Short Story Unit featuring pieces by many noted classic and contemporary authors (Poe, Vonnegut, LeGuin, et al). Figurative language will be a focus throughout the semester, as will independent vocabulary study, prompted writing tasks (paragraph responses and essays), grammar mini-lessons, and a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Students will tackle a Charles Dickens unit to end the semester. **Students will complete a reading and writing assignment during the summer. This work is due on Freshman Orientation Day in the fall.**

1003B - Freshman English Honors Part II

Duration: Semester

Credit: ½

During this second semester students will build on established skills and maintain SSRR, vocabulary study, and grammar mini-lessons while incorporating classic works of literature such as *Romeo & Juliet*, and *A Separate Peace* with

contemporary works such as *The Secret Life of Bees* and *Out of Nowhere*. Students will immerse themselves in content as varied as Elizabethan projects, sonnet writing, spoken word poetry, and the literary memoir. Consistent experiences with formal research will be part of this semester as well.

10210A: Sophomore English+:

Duration: Semester Credit: ½

**May or may not be a co-taught course*

Semester one will study all four English standards: Writing, Listening and Speaking, Reading, and Language. *Of Mice and Men*, *Anthem*, and *Antigone* will be the major texts in this learning. Sustained silent reading in self-selected books (SSRR) balances the classroom required readings. Students will also study vocabulary and participate in a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Determining the author's purpose will also be a focus. Students will write in response to the readings and also to SAT preparation questions. **Summer work: It is expected that all grade 10 students read during the summer.** This course may be taught by a member of the English department in collaboration with a member of the Special Education department.

10210B Sophomore English+ Pt II

Duration: Semester Credit: ½

**May or may not be a co-taught course*

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

1021A - Sophomore English Part I

Duration: Semester Credit: ½

Semester one will study all four English standards: Writing, Listening and Speaking, Reading, and Language. *Of Mice and Men*, *Anthem*, and *Antigone* will be the major texts in this learning. Sustained silent reading in self-selected books (SSRR) balances the classroom required readings. Students will also study vocabulary and participate in a poetry unit that incorporates a national poetry recitation contest (Poetry Out Loud). Major themes in both informational and literary readings will be an individual's relationship to justice, society, and power. Determining the author's purpose will also be a focus. Students will write in response to the readings and also to SAT preparation questions. **Summer work: It is expected that all grade 10 students read during the summer.**

1021B - Sophomore English Part II

Duration: Semester Credit: ½

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

1025A - Sophomore English Honors Part I

Duration: Semester

Credit: ½

Honors-level sophomores will be expected to complete a reading and writing assignment during the summer. Students will compare a book to its movie version and read *Of Mice and Men*. This will be due by August 15.

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

1025B - Sophomore English Honors Part II

Duration: Semester

Credit: ½

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

1030A - American Literature Part I

Duration: Semester

Credit: ½

1030B - American Literature Part II

Duration: Semester

Credit: ½

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

1045A - Applied Communications Part I

Duration: Semester

Credit: ½

Applied Communications is designed to serve the student who plans to attend a community college, enter the military, or seek employment. This course will deal with "real life" situations, teach career skills, and place emphasis on workplace applications. Technical skills presented with the use of communication modules including videotaped presentations and laboratory activities will be a focus along with a strong emphasis on individual and group activities. Writing will include expository writing, letter writing, resumes, and other business-related communications. Students will also participate in a

national poetry recitation contest (Poetry Out Loud). Reading will also be emphasized.

10472A - EH111 - Dual Enrollment

Duration: Semester

Credit: ½

The first semester will focus on a balance of personal reading and assigned informational texts, plus a unit supporting students in the college application process (including their college essay). Non-fiction texts will focus on current issues. Small group and full-class discussions will be a major part of the class as students discern where they stand on controversial issues of the day. Multi-page, processed writings will follow these readings. Students will develop their writing and language skills especially in the area of integrating informational text material into their own work. By the end of the semester students will be able to write an effective and logical argument/persuasion essay. Conferences with the teacher will help in this skill-building. During the semester, students will also be assessed in vocabulary development and in oral presentations, including participation in a national recitation contest: Poetry Out Loud. Self-selected reading (SSRR) balances the work in reading informational texts. **This course is offered as a dual enrollment opportunity through Thomas College. Prerequisite: Students must have passed all 6 semesters of English or be approved by the department chair based on a meeting with the student and their parent(s).**

10472 EH221 - Dual Enrollment

Duration: Semester

Credit: ½

Prerequisite:

The second semester will build upon the writing, language, reading, and speaking skills of semester one, but will focus on the opportunity for personal growth and insight into social problems as revealed through literature. Students will read and discuss a selection of short stories, plays, poems and novels, as well as nonfiction works, analyzing “the power of story” in multiple ways. Personal reading (SSRR) will continue, balancing the class-assigned texts. Vocabulary development will also be an ongoing element. **This course is offered as a dual enrollment opportunity through Thomas College. Prerequisite: Students must have taken EH 111 to have the opportunity to receive the dual enrollment credit.**

The Examined Life

Duration: Semester

Credit: ½

Finding meaning (Philosophy) on both the page (Graphic Novel) and screen (Film). This senior English course will consist of three roughly 6 week units that introduce students to: **Philosophy** (examine Ethics, Politics & Economics, and Issues For The Future), **The Graphic Novel** (learn basic graphic novel terms and techniques, history and culture, and gain experience creating their own graphic narratives), and **Film Studies** (learn basic elements of visual storytelling, going behind the scenes to study such aspects as camera angles, the use of lighting, and special effects). Through these units, students will work on all four English standards: Reading, Language, Listening and Speaking, and Writing. The course will also incorporate weekly SSRR time.

The Power of Storytelling

Duration: Semester

Credit: ½

A look at the craft of storytelling: the writer (Creative Writing), the speaker (Public Speaking), and the story (Theater). This senior English course will consist of three roughly 6 week units that introduce students to: **Creative Writing** (build a portfolio of writings, including poetry, short stories, non-fiction, etc.), **Voice & Public Speaking** (learn techniques that make public speaking easier and less stressful), and **Theater Arts** (participate in theater warmups,

improvisations, games and activities, with units that may include: Mastering the Monologue; Scene Study; and Play Performance). Through these units, students will work on all four English standards: Reading, Language, Listening and Speaking, and Writing. The course will also incorporate weekly SSRR time.

10370A - Advanced Placement English
Language and Composition Part I

Duration: Semester Credit: ½

10370B - Advanced Placement English
Language and Composition Part II

Duration: Semester Credit: ½

This course in rhetoric, style, and argument is designed to develop critical thinking, reading, and writing skills, and mirrors college-level introductory composition. The emphasis is on nonfiction works (e.g. memoir, autobiography, diary, criticism, essay, journals) and students' writings and oral presentations will focus on nonfiction modes as well (e.g. a personal essay, expository essays, journal writing, rhetorical analysis, argument papers, synthesis essays, and blog commentary). This seminar style course is designed for students with a strong, independent work ethic and a commitment to creative and divergent thinking. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination. **Semester one of this course [EH111] is offered as a dual enrollment opportunity through Thomas College. All AP students will be expected to complete reading and writing assignments during the summer. Students enrolled in the course are assigned reading and writing assignments prior to summer vacation. The first AP assignment will be due August 15; the second will be due at the first class meeting.**

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

Duration: Semester Credit: ½

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

Duration: Semester Credit: ½

AP English in Literature and Composition is a challenging course that will engage students in actively reading, openly discussing, and critically writing about works of literature. The students will be reading poems, plays, prose, and novels written from the Classical Greek Period into the 21st century. Our goal is for students to be able to understand, analyze, and write about a handful of lengthy works in depth. The purpose of this course is to prepare students to read major texts at a deeper level than plot. Students will continually be challenged to support their generalizations/views/beliefs with examples. Examples may at times include personal experience, but our focus will be on using specific textual references to support arguments. Students will also participate in a national poetry recitation contest (Poetry Out Loud). Students will be encouraged to take the AP examination.

126010A - AP Seminar Part I

Duration : Semester Credit .5

Prerequisite: None

Sophomores, Juniors, Seniors (if space allows)

This course can be in place of English 10, 11, or 12

126010B- AP Seminar Part II

Duration : Semester Credit .5

Prerequisite: Completion Part I

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip

students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments

English Electives

1090A - Publishing Pro (Yearbook) Part I

Sophomores-Seniors

Duration: Semester

Credit: ½

1090B - Publishing Pro (Yearbook) Part II

Duration: Semester

Credit: ½

This course is for the student who wishes to incorporate advanced writing, computer skills, marketing, and art/photographic skills to create publications such as the yearbook. During this class, students will learn all aspects of publishing from initial design to technical layout and editing. Students will work within a hierarchical team integrating writing, layout design, photography, public relations, sales and general communication skills. Students will be responsible for creating and completing sections of the yearbook, managing multiple schedules, and following and giving directions. Skills attained in this course are transferable to the fields of journalism, graphic arts, photography, business administration and management. Due to publishing deadlines, occasional lab time will be required after school. **Self-nomination form is required and due to Ms. Katie Collins by March 19.**

99604 - Upward Bound

Credit: ½

Sophomores/Juniors/Seniors

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

Exploring Ethics: Foundations and Applications

Duration: Semester

Credit: ½

Juniors and Seniors

Exploring Ethics: Foundations and Applications is an elective for juniors and seniors that integrates philosophical rigor with real-world application. Students engage with foundational ethical theories, analyze contemporary dilemmas, and develop advanced skills in argumentation, research, and civic reasoning. Aligned with Common Core, the C3 Framework, and Maine Learning Results, the course supports college readiness, ethical literacy, and informed citizenship while complementing existing advanced coursework.

B. Social Studies Department

Students are required to earn three credits in Social Studies before graduating. To support academic planning, course options are outlined below for each grade level. Any AP course can be taken within a designated grade-level course. Elective courses are also available to students.

Grade 9	Grade 10	Grade 11	Electives
World Cultures - + - On- grade level - Honors	US History I - + - On-grade level - Honors	US History II - + - On-grade level - Honors (<i>Students can elect to have this count as dual enrollment, 1st semester</i>)	<ul style="list-style-type: none"> American Government (grades 11/12) Conspiracy Theories (grades 10-12) Introduction to Psychology - dual enrollment (grades 10-12) Unified Social Studies - peer support (any grade) African American History of Movement - dual enrollment (grades 11/12) Current Events (grades 10-12) <ul style="list-style-type: none"> Western Civilization Part I & Part II (grades 10-12) History of American Popular Culture (grades 10-12) Outbreak! - The Study of Infectious Diseases (Grades 10-12) World Religions (Grades 10-12)
Taken any time across various grade levels, noted below: <ul style="list-style-type: none"> AP U.S. History, or, 2 year course with 2 earned credits 			
Unified Social Studies Life Skills: Academic & Foundations Students Students can enroll in Unified Social Studies (years 1, 2, and 3), engage in a customized ALS/FLS social studies curriculum, or enroll in a grade level course, dependent upon their IEP.			

1102-World Cultures Part I

Duration: Semester

Credit: ½

Freshmen

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

1103 World Cultures Part I – Honors

This course follows the World Cultures curriculum while exploring key themes and concepts in greater depth. Students engage in more rigorous analysis through focused readings, evidence-based discussions, and extended analytical writing.

1103A-World Cultures + Part I

This course follows the World Cultures curriculum and meets the same academic standards, but provides intentional support for students who benefit from additional literacy development. Instruction emphasizes accessible reading strategies, vocabulary building, structured note-taking, and guided practice with primary and secondary sources. Students will strengthen their skills in summarizing, paraphrasing, and forming evidence-based arguments at a scaffolded pace that

maintains rigor while supporting individual needs. Placement is based on teacher recommendation and reading-level data.

1105-World Cultures Part II

Duration: Semester

Credit: ½

Freshmen

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

1106 - World Cultures Part II – Honors

This course follows the World Cultures curriculum while exploring key themes and concepts in greater depth. Students engage in more rigorous analysis through focused readings, evidence-based discussions, and extended analytical writing.

1103B-World Cultures + Part II

This course follows the World Cultures curriculum and meets the same academic standards, but provides intentional support for students who benefit from additional literacy development. Instruction emphasizes accessible reading strategies, vocabulary building, structured note-taking, and guided practice with primary and secondary sources. Students will strengthen their skills in summarizing, paraphrasing, and forming evidence-based arguments at a scaffolded pace that maintains rigor while supporting individual needs. Placement is based on teacher recommendation and reading-level data.

1141A-U.S. History I Part I

Duration: Semester

Credit: ½

Sophomores

This course examines how cultural beliefs, history, values, and practices shape human experience across the United States. Students will explore US history from the period of North American settlement through the Early Republic, with a particular focus on the Wabanaki Nations and their role in American history. In addition to key historical events and figures, the course will cover civics themes, including government systems, foundational documents, and the rights and responsibilities of citizens. Aligned with the Maine Learning Results, the course aims to develop students' historical knowledge, critical thinking, and writing skills. By studying major events, people, and enduring themes, students will gain a deeper understanding of how the past has shaped the present. Units include Dawnland, Early America, and Civics.

1142A- US History I Honors Pt I

This course follows the US History curriculum while exploring key themes and concepts in greater depth. Students engage in more rigorous analysis through focused readings, evidence-based discussions, and extended analytical writing.

1140A-U.S. History I + Part I

This course follows the U.S. History I curriculum and meets the same academic standards as the general education section, while providing targeted support for students who benefit from additional literacy development. Instruction emphasizes accessible reading strategies, vocabulary building, chronological understanding, and guided analysis of primary and secondary sources. Students will practice summarizing and paraphrasing historical texts, identifying cause-and-effect relationships, and forming evidence-based arguments at a scaffolded pace. Placement is determined through teacher recommendation and reading-level data.

1141B U.S. History I Part II

Duration: Semester

Credit: ½

Sophomores

This course examines how cultural beliefs, history, values, and practices shape human experience across the United States. Students will explore US history from the period of Sectionalism through the Progressive Era. In addition to key historical events and figures, the course will cover major changes in the Constitution and legislation during this time period. The last unit of the course will have a service learning project students will complete.

Aligned with the Maine Learning Results, the course aims to develop students' historical knowledge, critical thinking, and writing skills. By studying major events, people, and enduring themes, students will gain a deeper understanding of how the past has shaped the present. Units include Sectionalism, the Civil War, Reconstruction, Industrialization, and the Progressive Era.

1142B US History I Honors Pt II

This course follows the US History curriculum while exploring key themes and concepts in greater depth. Students engage in more rigorous analysis through focused readings, evidence-based discussions, and extended analytical writing.

1140B-U.S. History I + Part II

This course follows the U.S. History I curriculum and meets the same academic standards as the general education section, while providing targeted support for students who benefit from additional literacy development. Instruction emphasizes accessible reading strategies, vocabulary building, chronological understanding, and guided analysis of primary and secondary sources. Students will practice summarizing and paraphrasing historical texts, identifying cause-and-effect relationships, and forming evidence-based arguments at a scaffolded pace. Placement is determined through teacher recommendation and reading-level data.

112700A/B- Advanced US History (1 Credit)

Advanced United States History

Equivalent to US History I for graduation requirements

This year-long course focuses on developing students' understanding of American history from 1491 through the end of the Reconstruction era. The course has students investigate the significant events, individuals, developments and processes that shaped the United States to develop and use the skills and methods employed by historians studying the past. Students will analyze primary and secondary sources, make historical comparisons, and use chronological reasoning and argumentation. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course to make connections among historical developments in different times and places. **(Summer assignment is required as part of this course and due by 2pm August 9)**

1144A-U.S. History II Part I

Duration: Semester

Credit: ½

Juniors

This course will focus on the time period in United States history from the Roaring Twenties through World War 2. Students will gain a better understanding of such topics as imperialistic conquests, world war, and the formation of protective/trade alliances. This course will integrate the Maine Learning Results through enabling students to develop historical knowledge of major events, people, and enduring themes of this period.

1145A US History II Honors Pt I/Dual Enrollment Opportunity (Summer assignment is required as part of this course and due by 2pm August 9.)

This course follows the US History curriculum while exploring key themes and concepts in greater depth. Students engage in more rigorous analysis through focused readings, evidence-based discussions, and extended analytical writing. The Honors Program is offered as a dual enrollment opportunity through Kennebec Valley Community College and will have an accelerated, but separate, curriculum.

1143A-U.S. History II + Part I

This course delivers the full U.S. History II curriculum and aligns with the same standards and assessments as the general education course, with additional literacy support embedded throughout instruction. Students engage in structured reading of primary and secondary sources, guided note-taking, document analysis, and scaffolded argument writing. Emphasis is placed on strengthening historical thinking skills—including sourcing, context, and interpretation—while maintaining access to grade-level content. Eligibility is based on teacher recommendation and reading-level data.

1144B-U.S. History II Part II

Duration: Semester

Credit: ½

Juniors

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

1145B- US History II Honors Pt II

This course follows the US History curriculum while exploring key themes and concepts in greater depth. Students engage in more rigorous analysis through focused readings, evidence-based discussions, and extended analytical writing.

1143B-U.S. History II + Part II

This course delivers the full U.S. History II curriculum and aligns with the same standards and assessments as the general education course, with additional literacy support embedded throughout instruction. Students engage in structured reading of primary and secondary sources, guided note-taking, document analysis, and scaffolded argument writing. Emphasis is placed on strengthening historical thinking skills—including sourcing, context, and interpretation—while maintaining access to grade-level content. Eligibility is based on teacher recommendation and reading-level data.

112710A/B-Advanced Placement United States History AP US History (1 Credit)

Prerequisite: Successful completion of Advanced US History

Equivalent to US History II for graduation requirements

This year-long course focuses on United States history from the end of the Reconstruction Era to the modern day. The course has students investigate the significant events, individuals, developments, and processes that shaped the United States to develop and use the skills and methods employed by historians studying the past. Students will analyze primary and secondary sources, make historical comparisons, and use chronological reasoning and argumentation. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course to make connections among historical developments in different times and places. Students will take the AP exam at the end of AP US History.

183001A/B Unified Social Studies

Duration: Semester

Credit: ½

Prerequisites: IEP recommendation

This year-long course uses a mentor–mentee model that brings together students in mainstream classes and students in the functional/academic life skills program to build a supportive community of social studies learners. Mentees engage with civic engagement, geography, global connections, history, and economics in ways that connect directly to their daily lives and post-secondary goals.

For 2026–27, the focus is **Physical Geography & Humanities**, including landforms, climate zones, and how geography shapes communities. Students participate in hands-on activities such as creating maps, exploring Gardiner, and maintaining a small community garden. They also study influential people and major events in U.S. history using accessible texts, multimedia, and collaborative learning. Throughout the course, students strengthen their literacy, summarizing, and primary/secondary source skills while engaging in meaningful, inclusive experiences aligned to state social studies standards.

Social Studies Electives

11980A-American Government: An Exploration through Civil Discourse

Prerequisites: US History I & II

This semester-long course examines the foundations and functions of modern American government through the lens of civil discourse, emphasizing building essential skills for engaging in democratic society. Students will explore the Constitution, the roots of political ideologies, and the dynamics of contemporary politics, focusing on the principles and beliefs shaping conservative, liberal, and third-way movements. A central focus is developing the ability to listen to, understand, and respond to differing opinions in an articulate, civil, and constructive fashion. By analyzing modern political movements, voter behavior, and the role of media, students will engage in meaningful discussions, debates, and collaborative projects that foster stronger communities. The course culminates in enhancing students' readiness for civic engagement, equipping them with the knowledge and skills to contribute thoughtfully and effectively to public life.

11911-Conspiracy Theories, Oddities, and the Unknown

Credit: ½

Sophomores/Juniors/Seniors

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

9101 - Introduction to Psychology (Dual Enrollment Opportunity)

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

This is a survey course designed to give students a basic understanding of psychology, the processes of the mind and human behaviors. Particular areas of study will be developed around student interest, practical applications, and relevance to everyday lives. This course is discussion and activity oriented to encourage students to question and further understand their own thought processes, behavior, and development. **This course is offered as a dual enrollment opportunity, for juniors and seniors, through Kennebec Valley Community College and will have an additional three college level assignments that will need to be uploaded into Brightspace.**

3005-African American History of Movement from around the World (Dual Enrollment Opportunity)

Duration: Semester

Credit: ½

Juniors/Seniors

Topics covered in this survey course include the knowledge and understanding of ancient African Kingdoms, the persistence of African culture in the Americas due to the Atlantic slave trade, and an in-depth analysis of slavery as it impacted family movement throughout the world, but focused primarily on North and South America. The course will use various forms of media (both primary and secondary) in instruction and research. Here are some examples of unit topics: Ancient Africa: Pre-Columbus Kingdoms, African Explorations of the World: Pre-Columbian Trade, The Weakening of Africa, Post-Columbus movement in the Americas Abolition, Civil Rights and Constitutional Rights in North America, The Soul of Africans and African Americans, Contributions of African Americans to the United States of America and to the World. **This course is offered as a dual enrollment opportunity through University of Southern Maine.**

1195 - Current Events

Duration: Semester

Credit: ½

Freshmen/Sophomores/Juniors/Seniors

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

183002A/B Unified Social Studies Peer Support

Duration: Semester

Credit: 1/2

This year-long course prepares mainstream students to serve as peer mentors within an inclusive social studies classroom. Mentors in Unified Social Studies work in partnership with life skills students to accomplish the goals of the course, gaining leadership experience as they develop authentic and meaningful relationships with students with disabilities. Unified Partners collaborate with mentees to plan projects, problem-solve, follow through on tasks, and reflect on their shared work—modeling inclusion, patience, and teamwork.

In 2026–27, mentors will help guide peers through the **Physical Geography & Humanities** curriculum, including map

skills, landforms, climate zones, and major people and events in U.S. history. Mentors participate in—and help facilitate—hands-on activities such as creating maps, exploring Gardiner, and maintaining a community garden. Unified Partners are advocates, leaders, and allies who promote belonging and support inclusive practices within the GAHS community.

1155-Western Civilization Part I

Duration: Semester

Credit: ½

This semester-long course covers the major developments in philosophies, governments, innovations and peoples in the Western world from antiquity to 1750. The course will cover the agricultural revolution, the advent of writing, the Ancient Mediterranean, the Medieval period, the Renaissance and the beginnings of the Scientific Revolution through the exploration of great works of literature, art and the historical record.

1156-Western Civilization Part II

Duration: Semester

Credit: ½

This semester-long course covers the major developments in philosophies, government, innovations and people in the Western world from 1751 to the 21st century. This course will cover the Enlightenment, the Age of Revolutions, Industrialization and Modernity. Western Civilization I is NOT a prerequisite for this course.

1157-History of American Popular Culture

Duration: Semester

Credit: ½

This course explores how music, movies, television, fashion, and everyday trends have shaped American life from the early 1900s to today. Students will examine how pop culture reflects major events and changing values—and how it can influence themselves as consumers. Using films, songs, advertisements, and other primary sources, students will analyze how Americans express identity, challenge norms, and build community through culture. Coursework includes discussions, brief writing assignments, creative projects, and a final media or research project.

1158-Outbreak!

Duration: Semester

Credit ½

This course explores how epidemics have had a historical impact equal to that of wars, revolutions, and economic crises. Students will determine the societal factors that led to the outbreaks, such as population growth, trade, and insufficient infrastructures. Students will further analyze how infectious diseases changed society, inducing fear and mass hysteria, inspiring art and literature, and pushing innovations in science and medicine. The epidemics that will be examined include smallpox, the plague, leprosy, cholera, tuberculosis, influenza, ebola, malaria, and aids.

1159-World Religions

Sophomore/Juniors/Seniors Credit ½

This world religions introduction course provides students with a foundational understanding of the major faith traditions that influence global cultures and human behavior. In this class, students explore the core beliefs, practices, sacred texts, and historical origins of religions such as Hinduism, Buddhism, Judaism, Christianity, Islam, and various Indigenous and emerging spiritual movements. The course emphasizes developing cultural awareness and respectful engagement with diverse perspectives, helping students recognize both the shared values and unique features of each tradition. Through discussion, reflection, and analysis of real-world examples, students gain insight into how religion shapes societies, ethical systems, and personal identities. As an introductory class, the goal is to equip students with the knowledge and critical thinking skills needed to navigate an increasingly interconnected and multicultural world.

C. Mathematics Department

In order to fulfill Gardiner Area High School's math requirements, students must demonstrate competency in the standards outlined in the Maine Learning Results. This can be done by the successful completion of Algebra I, Geometry, and a third math course. A variety of resources will be used in each of these courses to assist students in achieving a solid understanding of mathematics. **Note: Any students starting with Algebra I who intend to take AP Calculus AB will need to take Algebra II and Geometry during their sophomore year.** Beginning with the 2025-2026 school year, all students are no longer required to take Algebra 2. Students will need a third year of mathematics, and may choose from the electives offered to fulfill that requirement.

Year 1	Year 2
<ul style="list-style-type: none"> • Pre-Algebra+ • Algebra I <ul style="list-style-type: none"> - Basics - on grade level - honors <p>*Geometry for students who successfully passed Algebra I in grade 8</p>	<ul style="list-style-type: none"> • Geometry <ul style="list-style-type: none"> - Basics - on grade level - honors <p>*Algebra II (<i>prerequisite is Algebra I & Geometry</i>)</p>
<p>Year 3+ Year Long Options 1-2 credits</p>	<ul style="list-style-type: none"> • Algebra II Honors • Algebra II • College Algebra - dual enrollment • AP PreCalculus • AP Statistics (prereq precalculus) • AP Calculus (prereq precalculus)
<p>Year 3+ Semester Long Options ½ credit each</p>	<ul style="list-style-type: none"> • Algebra II - on level; (jr/sr) • Personal Finance Math(jr/sr) • Statistics (so/jr/sr) • Trigonometry (so/jr/sr) • Computer Science (so/jr/sr) • Mat 114: Technical Math - dual enrollment; (jr/sr) • Mat 111: Quantitative Reasoning -dual enrollment; (jr/sr) • MS 197: College Algebra - Alg 2 prerequisite • MS 205 College PreCalculus - dual enrollment, (sr); MS 197 prerequisite (sem)

120A Pre Algebra + Part I

Duration: Semester

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

Prerequisite: Teacher Recommendation and Standardized Test Results

This course is designed for students who need to build foundational skills and gain confidence in order to be prepared for Algebra 1. This course will provide practice with developing fundamental math skills and building number sense. Students will be introduced to basic algebraic expressions and variables, and will work to build numerical fluency.

120B Pre-Algebra + Part II

Duration: Semester

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

Prerequisite: Teacher Recommendation and Standardized Test Results

This course is a continuation of Pre-Algebra Part 1. This course will provide practice with developing fundamental math skills and building number sense. Topics will include solving equations and inequalities, and students will work on problem solving skills in mathematics.

12050A - Algebra 1 Basics Part I

Duration: Semester

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

Prerequisite: Teacher Recommendation and Standardized Test Results

This introductory level course will provide practice in fundamental math skills and introduce the student to new concepts basic to the study of algebra. These topics will include essential algebra skills such as writing, graphing, and solving linear equations and inequalities.

This course is designed for students who are looking to enhance their mathematical skill sets, and who are looking to work at a pace and depth level appropriate for their abilities.

12050B - Algebra 1 Basics Part II

Duration: Semester

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

Prerequisite: Completion of
Algebra I Basics Part I

This course is a continuation of Algebra 1 Basics Part 1. The course will provide practice with fundamental math skills, while introducing students to essential algebra concepts. Topics will include inequalities, systems of equations, and applications of algebra skills.

This course is designed for students who are looking to enhance their mathematical skill sets, and who are looking to work at a pace and depth level appropriate for their abilities.

1216 - Algebra I Part I

Duration: Semester

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

Prerequisite: Completion of Pre-Algebra
or equivalent 8th grade math.

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

1217 - Algebra I Part II

Duration: Semester

Credit: $\frac{1}{2}$ **Prerequisite:** Completion of Algebra I Part I.

This college preparatory class integrates topics from a variety of resources. Topics include a rigorous investigation of linear algebra. Students will look at using linear equations to solve real life problems, solve systems of linear equations, graph linear inequalities, and take a look at nonlinear functions.

1218 - Algebra I Part I Honors

Duration: Semester

Credit: $\frac{1}{2}$ **Prerequisite:** Completion of Pre-Algebra or an equivalent in 8th grade math.**Recommended:** A final average in Pre-Algebra (or equivalent) of 90 or above.

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

1219 - Algebra I Part II Honors

Duration: Semester

Credit $\frac{1}{2}$ **Prerequisite:** Completion of Algebra I Part I Honors.

This course is a continuation of Algebra I Part I Honors. The course includes a more intensive and faster paced study of linear versus nonlinear algebra. This course will include solving systems of linear equations, inequalities, and nonlinear algebra.

12055A- Geometry Basics- Part I

Credit: 1/2

Prerequisite: Teacher Recommendation and Standardized Test Results

This introductory level course will provide students with the opportunity to work with essential geometry topics at a fundamental level. Topics will include properties of parallel lines, triangles, and quadrilaterals. Connections will be made between algebra skills and geometric properties, including visual representations of various figures.

This course is designed for students who are looking to enhance their mathematical skill sets, and who are looking to work at a pace and depth level appropriate for their abilities.

12055B- Geometry Basics- Part II

Credit: 1/2

Prerequisite: Completion of Geometry Basics Part I

This course is a continuation of Geometry Basics Part I. This introductory level course will provide students with the opportunity to work with essential geometry topics at a fundamental level. Topics will include ratios, proportions, and similar figures, as well as finding measurements such as area, perimeter, and volume. Connections will be made between algebra skills and geometric properties, including visual representations of various figures.

This course is designed for students who are looking to enhance their mathematical skill sets, and who are looking to work at a pace and depth level appropriate for their abilities.

1220 - Geometry - Part I

Duration: Semester

Credit: ½

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

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

1221- Geometry - Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I and Geometry Part I.

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

1222 - Geometry Honors - Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Algebra I and a passing grade on the Algebra I Part II final exam.
Recommended: A final average in Algebra I of 90 or above.

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

1223 - Geometry Honors - Part II

Duration: Semester

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

Prerequisite: Completion of Algebra I and Geometry Honors Part I.

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

1235A - Algebra II Part I

Duration: Semester

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

Prerequisite: Completion of Algebra I.

* Algebra II Part II is NOT required for all students who have taken Algebra II Part I *

This course reinforces and expands upon skills and concepts taught in Algebra I (Linear functions, systems of equations, rules for polynomials and graphing). A solid understanding of linear algebra is necessary for success in this course. Topics will include solving and graphing quadratic and exponential functions.

1235B - Algebra II Part II

Duration: Semester

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

Prerequisite: Completion of Algebra I and Algebra II Part I.

* This course is a non-honors level recommendation for those students who plan to continue to a post-secondary education. * This course reinforces and expands upon skills and concepts taught in Algebra I (Linear functions, systems of equations, rules for polynomials and graphing) and the first semester of Algebra II. Topics will include operations with radical and rational expressions, complex numbers, and additional non linear functions. A solid understanding of linear algebra is necessary for success in this course.

1236A - Algebra II Honors Part I

Duration: Semester

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

Prerequisite: Completion of Algebra I and Geometry

Recommended: A final average of 90 or above in both Algebra I and Geometry

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

1236B - Algebra II Honors Part II

Duration: Semester

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

Prerequisite: Completion of Algebra I, Geometry, and Algebra II Honors Part I.

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

Mathematics Electives

12511- Statistics

Duration: Semester

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

Prerequisite: Successful completion of Algebra I, Geometry.

This semester course is designed to provide students with a foundational understanding of statistical concepts and problem solving. Probability, combinatorics, logical reasoning, and data analysis are among the topics covered in this course. This course is recommended for juniors or seniors who have completed Algebra 1 and Geometry, and who are looking to fulfill their graduation requirements for mathematics.

12060 Personal Finance Math

Duration: Semester

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

Prerequisite: Successful completion of Algebra 1, Geometry

This semester course is designed to provide students with an Algebra-based understanding of real-world financial literacy. Topics covered in this course will include personal income, taxes, checking and savings accounts, credit, insurance, investing, as well as mortgages and loans. This course is recommended for juniors or seniors who have completed Algebra 1 and Geometry, and who are looking to fulfill their graduation requirements for mathematics.

12512- Trigonometry

Duration: Semester

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

Prerequisite: Successful completion of Algebra I, Algebra II.

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

12065A-Advanced Placement Precalculus Part 1

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

Prerequisite: Completion of Algebra 1,

Geometry, and Algebra II

This Advanced Placement course is designed to prepare students for calculus and other college level math courses. Students will build upon previously developed algebra skills by working with advanced topics such as polynomial, rational, and exponential functions. This course will have an accelerated pace to prepare students for the AP exam, as well as preparing students for the level of work required to be successful in upper level math courses.

12065B-Advanced Placement Precalculus Part II

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

Prerequisite: Completion of Algebra 1,

Geometry, Algebra II, and AP Precalculus Part I

This Advanced Placement course is designed to prepare students for calculus and other college level math courses. Students will build upon previously developed algebra skills by working with advanced topics such as trigonometric and polar functions, along with functions involving parameters, vectors, and matrices. This course will have an accelerated pace to prepare students for the AP exam, as well as preparing students for the level of work required to be successful in upper level math courses.

1257A - MS 197 College Algebra

Duration: Semester Credit: ½

Prerequisites: Successful completion of Algebra I, Algebra II, and Geometry with a minimum math average of an 80.**1257B - MS 205 College Precalculus**

Duration: Semester Credit: ½

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

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

99700A-MAT114 Tech Math I

Duration: Semester Credit: ½

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

This course will provide students with the concepts, principles, and problem solving techniques and skills needed in diverse occupational fields. Interactive techniques will be used which emphasize an understanding of the topics followed by applications of math concepts using problem solving computations. Topics covered include the numbering system, percents, charts, tables and graphs, calculations in both S.I. (metric) and the English systems, algebraic operations, simple equations, ratio and proportions, fundamentals of plane geometry, angular measure, triangles, area and volume calculations of various geometric shapes, introduction to right angle trigonometry. Prerequisite: Completion of Algebra 1, Algebra 2, and Geometry. **This course is offered as a dual enrollment opportunity through KVVC.**

99700B-MAT111 Quantitative Reasoning

Duration: Semester Credit: ½

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

This course is a blend of Algebra and Trigonometry. Topics will include: solving linear functions, right and oblique triangle theory, degree and radian angles, trigonometric functions of any angle, circular functions, and vectors. Applications to various disciplines will be used with an emphasis being placed on topics generally associated with the electrical/electronic and machining fields. **This course is offered as a dual enrollment opportunity through KVVC.**

1256A - Advanced Placement Calculus (AB) Part I

Duration: Semester Credit: ¾

Prerequisites: Successful completion of Pre-Calculus is required.**1256B - Advanced Placement Calculus (AB) Part II**

Duration: Semester Credit: ¾

Prerequisites: Successful completion of Pre-Calculus, Calculus part I is required.

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

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

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

This course is offered as a dual enrollment opportunity through Thomas College. If a student does not have a graphing calculator one will be made available for classroom use.

Prerequisites: Successful completion of Algebra I.

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

Prerequisite: Successful completion of Algebra I

This course in 3D Printing & Digital Design introduces students to modern digital fabrication through hands-on design, modeling, and fabrication. Students will learn how to operate and maintain a 3D printer, use professional-grade modeling software, and apply the design process to create original products, tools, and prototypes.

D. SCIENCE DEPARTMENT

Graduation Requirements: *Investigating Science, Biology, 0.5 Chemistry, 0.5 Physics*

YEAR 1	YEAR 2	YEAR 3+
Investigating Science	Biology	Chemistry/Physics
Earth Science <ul style="list-style-type: none"> • + • On Grade Level • Honors and Astronomy/Engineering <ul style="list-style-type: none"> • + • On Grade Level • Honors 	Lab Biology <ul style="list-style-type: none"> • + • On Grade Level • Honors or AP Biology (lab included)	Chemistry <ul style="list-style-type: none"> • Semester Chemistry • Lab Chemistry • Honors Lab Chemistry • CHE 112/115 College Chem I & II - dual enrollment Physics <ul style="list-style-type: none"> • Semester Physics • Lab Physics • Honors Lab Physics
Exploratory Science - requires administrator recommendation and alignment with IEP goals; Focus rotates each year across Earth and Space, Life, and Physical Science		
Science Electives	<ul style="list-style-type: none"> • Anatomy & Physiology, Parts 1 & II (<i>prereq: Lab Bio, CP Chem</i>), (sr) • Forensic Science, (jr/sr) • Marine Biology 	

710 A&B Exploratory Science

Duration: Semester

Credit: ½

Prerequisites: IEP or Principal recommendation

This year-long course works to build a community of engaged science learners. This course will provide students an opportunity to learn about earth and space science, life, and physical science as they apply to their lives currently and post-secondary education. Each year will focus on one the three areas of study. Students who qualify may enroll in this course each year, across three years, to fulfill their science requirements. This course is a general survey course, uses a modified curriculum to help students actively access science standards, and will include labs. This course will help prepare students to integrate science into their daily lives. The focus of the 2025-2026 school year will be physical science.

13030 - Investigating Science Astronomy/Engineering

Duration: Semester

Credit: ½

Freshmen

This course will provide students an opportunity to meet the Maine Learning Result standards in the areas of astronomy and engineering design process. Other areas of science may be integrated with the primary standards. Students will engage in laboratory experiences.

13040 - Investigating Science Earth

Duration: Semester

Credit: ½

Freshmen

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

13035 - Investigating Science Astronomy/Engineering +

Duration: Semester

Credit: ½

Freshmen

This semester-long course provides targeted instructional support to help students meet the Maine Learning Results for Astronomy and the Engineering Design Process. Through structured, skills-based learning, students will build foundational scientific literacy, including reading informational texts, developing academic vocabulary, and communicating scientific and engineering ideas. While astronomy and engineering serve as the primary focus, concepts from other science disciplines may be integrated to deepen understanding and promote interdisciplinary thinking. Students will also engage in outdoor, hands-on learning experiences to apply concepts and strengthen real-world connections.

13025-Investigating Science Earth +

Duration: Semester

Credit: ½

Freshmen

This semester-long course provides targeted instructional support to help students meet the Maine Learning Results for Earth Science. Through structured, skills-based instruction, students will strengthen scientific literacy skills, including reading and interpreting informational texts, building academic vocabulary, analyzing data, and communicating scientific explanations. While Earth Science standards serve as the primary focus, concepts from other science disciplines may be integrated to support interdisciplinary learning and deepen understanding. Students will participate in outdoor, hands-on learning experiences to apply concepts and make meaningful connections to real-world Earth systems.

13091 - Investigating Science Honors: Earth

Duration: Semester

Credit: ½

Freshmen

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

13071 - Investigating Science Honors: Astronomy/Engineering

Duration: Semester

Credit: ½

Freshmen

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

13205A-Lab Biology+

Duration: Semester

Credit: ½

Placement by Administration only

This targeted biology support course is designed to strengthen students' literacy and academic skills while supporting mastery of the Maine Learning Results for Life Science. The course provides structured, skills-based instruction for students who, based on multiple measures, require additional support to meaningfully engage with grade-level scientific content. Emphasis is placed on reading scientific texts, building academic vocabulary, writing evidence-based explanations, and interpreting data. Students will participate in hands-on laboratory experiences to apply these skills and deepen their understanding of core life science concepts.

132011a - Lab Biology Part I

Duration: Semester

Credit: ½

Sophomores

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

132011B - Lab Biology Part II

Duration: Semester

Credit: ½

Sophomores

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

132010A -Honors Lab Biology Part I

Duration: Semester

Credit: 1/2

Sophomores

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

132010B -Honors Lab Biology Part II

Duration: Semester

Credit: 1/2

Sophomores

Prerequisites: Completion of Lab Biology Pt I.

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

1329A - AP Biology Part I

Duration: Semester

Credit: 1

Sophomores

Prerequisites: Completion of Investigating Science.

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

1329B - AP Biology Part II

Duration: Semester

Credit: 1

Sophomores

Prerequisites: Completion of AP Biology Pt I.

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

1331 - Semester Chemistry

Duration: Semester

Credit: ½

Juniors

This is an introductory course in chemistry designed for juniors to fulfill their science requirements. The course emphasizes fundamental terms and concepts of chemistry by using materials and reactions common in our lives. Students will engage in laboratory experiences as part of this course. **This course does not meet college lab science requirements.**

133011A: Lab Chemistry Part I

Duration: Semester

Credit: ½

Juniors

This course is for students who plan on attending college and are majoring in a non-science related field. It is a study of inorganic chemistry. The basic concepts of chemical phenomena will be developed through the use of the atomic models, mathematics, and laboratory investigations. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. **The expected high school chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Lab chemistry will need to successfully complete part I and part II of this course in order to meet the graduation requirements.**

133011B:-Lab Chemistry Part II

Duration: Semester

Credit: ½

Juniors

Prerequisite: Completion of Lab Chemistry Pt I

This is a continuation of the study of inorganic chemistry. The second semester will apply concepts learned during the first semester. Topics studied during this semester include: nuclear chemistry, phases of matter, solution chemistry, thermochemistry, acid/base chemistry, and kinetics. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. **-The expected high school chemistry standards will be taught throughout Part I & Part II. Therefore, students taking ~~CP~~ Lab Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements.**

133001A - Honors Lab Chemistry Part I

Duration: Semester

Credit: 1/2

Juniors

This is a course for students planning to attend college and major in a science related field. It is designed to provide students the building blocks for success in a college chemistry course and is a deeper study of inorganic chemistry with more focused laboratory work than CP Chemistry. Concepts of chemical phenomena will be developed through the use of the atomic models, mathematics, and laboratory investigations. Students will need a strong background in mathematics in

order to be successful. This course goes beyond the Maine Learning Results providing students the opportunity to master concepts beyond the standards. **The expected high school chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Honors Lab Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements unless they test out of part I.**

133001B - Honors Lab Chemistry Part II

Duration: Semester

Credit: 1/2

Juniors

Prerequisite: Completion of Honors Lab Chemistry Pt I

This is a continuation of the first semester. The second semester will apply concepts learned/reviewed during the first semester. Topics studied during this semester include: nuclear chemistry, gasses, solution chemistry, thermochemistry, acid/base chemistry, and kinetics. **The expected high school chemistry standards will be taught throughout Part I & Part II. Therefore, students taking Honors Lab Chemistry will need to successfully complete both parts of this course in order to meet the graduation requirements unless they test out of part I.**

13315A-CHE112 College Chemistry I

Duration: Semester

Credit: 1

Juniors

Prerequisites: Current enrollment in Algebra II or higher.

This is a dual enrollment class with Kennebec Valley Community College and equivalent to a semester of freshman college chemistry (4 college credits). Students will achieve a fundamental understanding and reasonable competence in dealing with chemical problems and will continue to develop their abilities to think clearly and to express their ideas orally and in writing. The units of study for this semester include: summer work (lab safety, matter), chemistry fundamentals and equations, atomic structure and periodicity, solutions and phases of matter, and kinetics. This course goes well beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. This class will meet every day. **The expected high school chemistry standards will be taught throughout CHE112 and 115. Therefore, students taking CHE112 will need to successfully complete CHE115 in order to meet the graduation requirement. Summer requirements and due dates will be issued before the current school year ends.**

13315B-CHE115 College Chemistry II

Duration: Semester

Credit: 1

Juniors

Prerequisites: Successful Completion of CHE112

This is equivalent to the second semester of freshman college chemistry (4 college credits). The units of study for this semester include: equilibrium, thermochemistry and thermodynamics, and electrochemistry. This course will include more in-depth laboratory experiences. This course goes well beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards. This class will meet every day. **The expected high school chemistry standards will be taught throughout CHE112 and 115. Therefore, students taking CHE112 will need to successfully complete CHE115 in order to meet the graduation requirement.**

1343 - Semester Physics

Duration: Semester

Credit: ½

Seniors

This is an introductory course in physics, designed primarily for seniors wishing to fulfill their science requirement. This half-year course will cover the basic laws of physics and how they apply in the real world. The units will include Motion, Newton's Laws, and Energy as well as hands-on experiences. **This course does not meet college lab science requirements.**

134011A -Lab Physics Part I

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of at least CP Chemistry and Algebra I-or by teacher permission.

This is a full-year introduction to fundamental physics concepts for students who want to dig a little deeper into the application of these concepts. Topics during the first semester include motion and energy. Class discussions and numerous laboratory experiences are offered to stress the relationship between matter and energy. Students are presented with more in-depth hands-on special projects that require applying learned content to practical use throughout the year. **The expected high school physics standards will be taught throughout Part I & Part II. Therefore, students taking Lab Physics will need to successfully complete both parts of this course in order to meet the graduation requirements.**

134011B - Lab Physics Part II

Duration: Semester

Credit: ½

Seniors

Prerequisite: Completion of Lab Physics Part I

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

134001A - Honors Lab Physics Part I

Duration: Semester

Credit: 1/2

Seniors

Prerequisite: Completion of at least CP Chemistry and Algebra I or by teacher permission.

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

1340001B - Honors Lab Physics Part II

Duration: Semester

Credit: 1/2

Seniors

Prerequisite: Completion of Honors Lab Physics Part I

This is a continuation of the first semester course. Energy is the focus of this semester. Students will complete more in-depth hands-on special projects that require applying learned content to practical use throughout the year. This course goes beyond the Maine Learning Results, providing students the opportunity to master concepts beyond the standards.

The expected physics standards will be taught throughout Part I & II. Therefore, students taking Honors Lab Physics will need to successfully complete both parts in order to meet the graduation requirements.

Science Electives

1350A - Anatomy and Physiology Part I

Duration: Semester

Credit: ½

Juniors/Seniors

Prerequisite: Successful completion of at least Lab Bio and enrollment in at least CP Chemistry

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

1350B - Anatomy and Physiology Part II

Duration: Semester

Credit: ½

Seniors

Prerequisite: Successful completion of Anatomy and Physiology Part I.

This is a continuation of the first semester. The topics included in this semester are lymphatic and immune system, urinary system, nervous system, bones and muscles, and endocrine system. The demands of this course are such that in addition to having a strong background in chemistry and biology, the student should also have excellent study skills and exhibit academic self-discipline.

1370- Forensic Science

Duration: Semester

Credit: ½

Juniors/Seniors

This class will serve as an introduction to many of the techniques involved in the field of forensics, with a focus on the multidisciplinary science of forensics. Two large scenarios will serve as tests/exams and will involve solving mock criminal cases using what you have learned. Topics covered will include: hair and fiber analysis, fingerprinting, blood spatter, forensic anthropology, DNA fingerprinting, the science of decay and toxicology.

13215-Marine Biology Sciences: Oceans, Ecosystems, and Human Impact

Duration: Semester

Credit: ½

Juniors/Seniors

Marine Biology Sciences is a semester-long laboratory-based science elective that explores the biological, chemical, and ecological principles governing marine environments. Students investigate ocean ecosystems—from coastal zones to the deep sea—while examining the structure, function, and adaptations of marine organisms. Emphasis is placed on scientific inquiry, data analysis, environmental stewardship, and the human impact on marine systems.

E. World Languages Department

French	Spanish	Latin
<ul style="list-style-type: none"> ● Exploratory French ● French I ● French II ● French III ● French IV 	<ul style="list-style-type: none"> ● Exploratory Spanish ● Spanish I ● Spanish II ● Spanish III ● Spanish IV 	<ul style="list-style-type: none"> ● Latin I ● Latin II ● Latin III ● Latin IV
Electives	<ul style="list-style-type: none"> ● Hispanic Culture and Society Through Film ● Introduction to U.S. Latino Studies ● Introduction to Franco-American Studies ● Francophone Music 	

14051A - Exploratory French Part I

Duration: Semester

Credit: ½

This course is an introductory course for students needing to build confidence in learning a different language. It is designed for anyone who wants to learn some French with a minimal amount of grammar by using an oral and visual approach. This course will concentrate on building vocabulary related to the following topics: greetings and words of courtesy, alphabet, cognates, classroom objects, classroom commands, colors, numbers, prepositions, and various verbs.

While this course does not meet college requirements, it does fulfill the GAHS language requirement for graduation.

14051B - Exploratory French Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Exploratory French Part I

This is a continuation of Exploratory French Part I. Topics will include: days, months, dates, seasons, time, weather, numbers 60-100, birthdays, age, and various verbs. **While this course does not meet college requirements, it does fulfill the GAHS language requirement for graduation.**

1401A - French I Part I

Duration: Semester

Credit: ½

French I is a course designed to introduce the student to the French language through speaking, reading, writing, and listening. Spelling and grammar are emphasized. Cultural aspects of the language will also be covered. Topics include greetings, numbers 0-30, subject pronouns and verbs, classroom objects and expressions, accents, indefinite and definite articles, the plural of nouns, the verb avoir and negations, likes and dislikes, regular 'ER' verbs, leisure activities, contractions with à, and conjunctions. This course satisfies both the college requirement and GAHS language requirement for graduation.

1401B - French I Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French I Part I.

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

1402A - French II Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of French I.

This course is intended to expand upon the material covered in French I. Speaking, listening, reading, writing, and building vocabulary and grammar skills will be extended as well as a study of French culture. Translations will be used to develop comprehension. Following review of French I, topics will include sports and activities, seasons, months of the year, the verb FAIRE, question words, places in a town, weather, the verb ALLER and the near future, the verb VENIR and the recent past, breakfast foods and drinks, place settings, the partitive, ~~the~~ regular 'IR' verbs, cafe foods, the verb PRENDRE, and the imperative.

1402B - French II Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French I and French II Part I.

French II is a continuation of Part I with the topics as stated above. Additional topics will include: clothing and accessories, demonstrative and interrogative adjectives, sports equipment, the passé composé ~~tense~~ of regular and ~~some~~ irregular verbs, chores, the irregular verbs pouvoir and devoir, the parts of a house and furniture, the verbs dormir, sortir and partir, and the passé composé of the verb ALLER with être.

1403A - French III Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of French II.

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

1403B - French III Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French II and French III Part I.

French III Part II is a continuation of Part I as stated above. Vocabulary topics will include shopping for groceries, asking where things are and how something turned out, wondering what happened, asking for information, expressing frustration, and morning routine. Grammar topics will include the pronoun en, placement of object pronouns, contractions with à and de, object pronouns with the passé composé, quelqu'un, quelque chose, negative expressions, irregular verbs, ~~and~~ expressions like depuis, il y a, and ça fait, as well as an introduction to reflexive verbs. Students will ~~also~~ learn about Rennes, France. Students will take the Seal of Biliteracy exam.

1404A - French IV Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of French III.

French IV Part I is a course designed to increase communication, grammar skills, vocabulary acquisition, cultural awareness, and writing development. Vocabulary topics will include talking about routine, expressing impatience, making recommendations, talking about childhood, telling about an event in the past, nature, and personal health. Grammar topics will include the forms of tout-, reflexive verbs, the passé composé, the imparfait, the future, the conditional, and si clauses. Students will learn about Dakar, Senegal. Students will also prepare to take the Seal of Biliteracy exam.

1404B - French IV Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of French III and French IV Part I.

After final preparations for the Seal of Biliteracy exam and its completion, the second semester of French IV will focus on reading a French novel such as *Le Petit Prince*, *Notre Dame de Paris*, *Les Misérables* or *Le Fantôme de l'Opéra*. **In order to earn a cord for graduation, students need to pass four consecutive levels of the same language.**

14251A - Exploratory Spanish Part I

Duration: Semester

Credit: ½

This is an introductory course for students needing to build confidence in learning a different language. It is designed for anyone who wants to learn some Spanish with a minimal amount of grammar by using an oral and visual approach. This course will concentrate on building vocabulary related to the following topics {time permitting}: greetings, words of courtesy, alphabet, cognates, colors, fall activities, Halloween, foods & beverages, expressing likes & dislikes, asking & telling ones name, numbers to 30, school/classroom vocabulary, classroom commands, the verbs to be and to speak, and culture. **While this course does not meet college requirements, it does fulfill the GAHS language requirement for graduation.**

14251B - Exploratory Spanish Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Exploratory Spanish Part I.

This is a continuation of Exploratory Spanish Part I with the topics as stated above. Additional topics will include: days, months, dates, seasons, birthdays and age, numbers to 100+, common activities that are done in a/or all of the seasons, weather in each of the seasons, possibly vocabulary for Valentine's, Saint Patrick's Day, Easter, and Cinco de Mayo. {all time permitting}. **While this course does not meet college requirements, it does fulfill the GAHS language requirement for graduation.**

1421A - Spanish I Part I

Duration: Semester

Credit: ½

Spanish I is a course designed to introduce the student to the Spanish language, culture and grammar. Special emphasis is on communication and conversation with an introduction to language learning skills through reading, writing, speaking and listening to Spanish. Cultural aspects of the language will be covered through class discussions, videos, and individual projects. Greetings, numbers, weather, days of the week, introductions, adjectives, accents, indefinite and definite articles and nouns, subject pronouns and verbs, the verb ser, describing oneself and others, the verb gustar and expressing likes and dislikes. This course satisfies both the college requirement and GAHS language requirement for graduation.

1421B - Spanish I Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish I Part I.

Spanish I Part II is a continuation of Part I. Topics include: telling time, describing classes, school subjects, talking about class materials and class schedules, the verb tener, the verb estar, ser vs estar, expressing feelings, locations, family, possessive adjectives, conjugating regular 'AR' 'ER' and 'IR' verbs, conjugating the verb ir, and making comparisons.

1422A - Spanish II Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish I.

Spanish II Part I is a continuation of Spanish I. Speaking, listening, reading, writing and building vocabulary and grammar skills will be extended as well as a study of Spanish culture. The goals of comprehension of authentic language and awareness of structure are designed to be met through guided practice, cooperative learning and frequent opportunities for self-expression both orally and in written form. Translations will be used to develop reading comprehension and also to apply the vocabulary and grammar that we are learning into full sentences in the target language. Following a review of Spanish I, we will cover more grammar rules, more irregular verbs in the present tense, stem-changing verbs, using vocabulary & verbs appropriately in context, words/phrases of frequency, TENER idioms, foods & beverages, question words, clothing and accessories, etc. {all time permitting}.

1422B - Spanish II Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish I and Spanish II Part I.

Spanish II. Part II. is a continuation of Part I. with the topics as stated above as well as ordinal numbers, numbers to a million, direct, indirect and reflexive pronouns, places and events in town, prepositions, the verb IR and the near future tense, modes of transportation, some café vocabulary, the verb ACABAR and the near past tense, affirmative tú commands, planning a party, house & household items, chores, more with the verbs SER & ESTAR, more irregular verbs such as DECIR & VENIR. {all time permitting}. Additional topics may include the preterit tense of regular and irregular verbs and the vocabulary associated with communicating in the past tense.

1423A - Spanish III Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish II.

The goals of Spanish III are to broaden the advanced student's vocabulary through extensive reading, to further refine knowledge of Spanish grammar, and to increase conversational ability through real-life scenarios. This course builds on prior knowledge with an in-depth review of Spanish II concepts while introducing more complex grammar and vocabulary. Topics may include travel and tourism vocabulary, immigration, holidays and other relevant cultural and social themes, direct object pronouns, indirect object pronouns, double object pronouns and an introduction to the preterite tense in Spanish. Students will actively use what they have learned in a variety of creative projects. Cultural exploration is a key component of the course, offering students insights into the traditions, customs, and perspectives of Spanish-speaking communities. The course also incorporates authentic materials- such as articles, videos, and audio recordings- to strengthen students' abilities in reading, writing, speaking, and listening while providing real-world exposure to the language. Additionally, students will also prepare to take the Seal of Biliteracy exam.

1423B - Spanish III Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish II and Spanish III Part I.

Spanish III Part II is a continuation of Part I. Topics include: daily routines, household chores, food, reflexive verbs, preterite tense, informal and formal commands and the subjunctive mood. As part of the course, students will engage in cultural research about traditional dishes from various Spanish-speaking countries, deepening their understanding of culinary traditions and cultural diversity. Time permitting, students will also read the novel *El Viaje Perdido*, which provides additional opportunities to develop reading comprehension and engage with authentic language in context. Students will take the Seal of Biliteracy exam.

1424A - Spanish IV Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish III.

The goals of Spanish IV are to increase the student's ability to understand written Spanish through exposure to a variety of works about personalities in politics, art, literature, sports or entertainment. Conversational skills will be enhanced by presentations and conversations through giving advice, making plans, debating, discussing and declining with further development of listening comprehension in the target language. Cultural studies will center on Spain. Topics include: family and leisure activities, the environment, the imperfect tense, the imperfect vs preterite tense, the future tense and the conditional tense. Students will explore the rich cultural and historical aspects of the Spanish-speaking world. They will study the legend *La Llorona*, watch the renowned film *El Laberinto del Fauno* by Mexican director Guillermo del Toro, and explore the Spanish Civil War to understand its impact on history and literature. Students will also create an in-depth family tree, research endangered species, and examine environmental issues affecting Spanish-speaking countries. As a culminating project, students will apply their prior knowledge to create a children's book, showcasing their skills in grammar, vocabulary, and creativity. Daily journaling at the start of each class will help students reflect on their learning, practice writing skills, and engage with topics in Spanish. Students will prepare to take the Seal of Biliteracy exam.

1424B - Spanish IV Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Spanish III and Spanish IV Part I.

Spanish IV Part II is a continuation of Part I as stated above with a comprehensive review of all Spanish tenses. Topics include expressing feelings, making requests, proposing a theory and supporting a point of view, innovations, technology, professions and future goals. A key feature of the course is the study of literature, including classic works such as *Don Quijote de la Mancha* or *El Cid*. Students will read and analyze excerpts from these texts, developing their critical thinking and comprehension skills. Following their analysis of *Don Quijote* or *El Cid*, students will bring the story to life by acting out key scenes, combining language practice with creativity and performance. Additionally, students will complete creative research projects on culturally rich topics from the Spanish-speaking world and present their findings in Spanish, strengthening academic language, research, and presentation skills. Students will take the Seal of Biliteracy exam. **In order to earn a cord for graduation, students need to pass four consecutive levels of the same language.**

1431A - Latin I Part I

Duration: Semester

Credit: ½

Latin I will cover the first eight chapters in Suburani, learning about Roman culture, grammar, and vocabulary. Students will also learn various noun cases, along with introductions to present, imperfect, and perfect tenses. Students will read Latin passages throughout to develop critical thinking skills.

1431B - Latin I Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin I Part I.

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

1432A - Latin II Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin I.

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

1432B - Latin II Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin I and Latin II Part I.

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

1433A - Latin III Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin II.

This course will introduce students to Latin written by authors such as Nepos, Cicero, Caesar, Livy, etc. Students will continue to review and build their knowledge of Roman culture, history, vocabulary, and grammar.

1433B - Latin III Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin II and Latin III Part I.

This course is a continuation of Latin III part I. Students will continue to build their grammatical knowledge and their cultural knowledge of Ancient Rome. Students will be reading selections from the authors Ovid, Catullus, Cicero, Virgil, and Livy, etc.

1434A - Latin IV Part I

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin III.

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

1434B - Latin IV Part II

Duration: Semester

Credit: ½

Prerequisite: Completion of Latin III and Latin IV Part I.

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

Catullus, Martial, Virgil, among others. **In order to earn a cord for graduation, students need to pass four consecutive levels of the same language.**

3001-Hispanic Culture and Society through Film (Elective)

Duration: Semester

Credit: ½

Prerequisite: 1 year of any language.

This course will provide an introduction of Hispanic culture and society through the medium of film. Students will have the opportunity to study a range of films from Spanish-speaking countries, including Argentina, Chile, Colombia, Mexico, and Spain. Through the analysis of these films, students will gain a deeper understanding of the cultural, social, and political issues facing Hispanic societies. Issues such as immigration, exile, machismo, ~~homophobia~~, globalization, as well as other topics will be explored. By the end of the course, students will have a strong foundation in the cultural significance and artistic value of Hispanic cinema.

3002-Introduction to U.S. Latino Studies (Elective)

Duration: Semester

Credit: ½

Prerequisite: 1 year of any language.

This course is an introduction to the U.S. Latino studies, which examines the experiences and contributions of Latinos in the United States. Through a combination of lectures, readings, and discussions, students will gain a deeper understanding of the diverse histories, cultures, and contemporary issues facing Latinos in the U.S. Topics may include the history of Latino immigration, language and identity, race and ethnicity, gender and sexuality, social and political activism, and cultural expression. By the end of the course, students will have a solid foundation in the history and experiences of Latinos in the U.S. and will be able to critically analyze the ways in which these experiences intersect with other identities and systems of power.

3003-Introduction to Franco-American Studies (Elective)

Duration: Semester

Credit: ½

Prerequisite: 1 year of any language.

This course is an introduction to Franco-American studies, which examines the connections between French and American cultures, including a discussion of the history and diversity of Franco/French Canadian communities in the United States with a focus on New England. Through a combination of lectures, readings and discussions, students will gain an understanding on the relationship between the two cultures. By the end of the course, students will be able to analyze and have a deeper understanding of how these experiences and historical events have shaped a variety of communities today.

3004-Francophone Music (Elective)

Duration: Semester

Credit: ½

Prerequisite: 1 year of any language.

This semester course will explore Francophone music by studying important musicians and songs from multiple genres in French speaking parts of Canada, Europe, and Africa. The importance of music to the Francophone community and its impact on history and language will be noted. In addition, the connection to music festivals, reality TV shows, and musical theater will be discussed. Overall, this course will help students achieve a deeper understanding of French culture (and language) through music. Students will learn about a variety of French speaking artists and musical movements through daily lessons, assignments, assessments, and projects.

10505A/B Multilingual Learner Interventions

Duration: Semester Credit: .5

10506A/B Multilingual Learner Interventions

Duration: Semester Credit: .5

This intervention block will explore different reading, writing, speaking & listening strategies to help students better succeed in their content-area classes. Interventions will support development in technical and narrative writing, expressive and receptive language, accessing and interpreting rigorous text. The course also prepares students for the WIDA ACCESS for ELLs® assessment.

Course Objectives:

1. To improve English language skills in the areas of linguistic complexity, language forms and conventions, and vocabulary usage according to the WIDA Performance Definitions.
2. <https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Receptive-Domains.pdf>
3. <https://wida.wisc.edu/sites/default/files/resource/Performance-Definitions-Expressive-Domains.pdf>
4. To develop academic vocabulary and critical thinking skills in order to be successful in high school and beyond.

May be repeated for credit. Prerequisite: Admission is based on the student's ACCESS test score.

F. Visual and Performing Arts Department

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

1501A - Concert Band Part I

Prerequisite: previous participation in a concert band ensemble or private lessons on a brass, woodwind, or percussion instrument

Duration: Semester

Credit: ½

Concert Band is a full-year course which is designed for those students who play and have had an appropriate level of previous instruction on a band instrument (woodwind, brass, or percussion). Students must sign up for both semesters. The course teaches ensemble, technical, and disciplinary skills necessary for performances as well as studying the various literature of the wind band. Instrumentation will be at the discretion of the band director. Attendance at public performances (winter & spring concerts) is a requirement for this course. Students without previous instruction on a band instrument who are interested in concert band must sign up for the Independent Study Beginning Band Instruction course first.

1501B - Concert Band Part II

Duration: Semester

Credit: ½

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

1502A - Mixed Chorus Part I

Duration: Semester

Credit: ½

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

1502B - Mixed Chorus Part II

Duration: Semester

Credit: ½

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

15100- Music Theory

Duration: Semester

Credit: ½

Music Theory is a semester-long course designed to enhance music skills and basic music fundamentals. The essential music aspects of melody, harmony, rhythm, and form will be studied in this course. Throughout the class, students will study basic music notation, scales, key signatures, intervals, triads, cadences, non-chord tones, form, part-writing, and analysis of a score. melodic and rhythmic dictation and ear training will also be an important part of the topics studied during the course. Students will also receive experience in writing music compositions.

15200-Theater Tech

Duration: Semester

Credit: ½

Theater Tech is a broad-based course designed to give students an overall view of the various elements of the technical side of the theater and theater productions. Students will gain an understanding of the technical aspects of theatrical production through "hands-on" experience. Areas to be studied include lighting design and execution, scenic design and execution, set construction techniques, sound reinforcement, and stage and house management. Additionally, students will gain an understanding of career opportunities within theater and entertainment technology. Students will be encouraged to participate in extracurricular school productions, but it is not an expectation of the course.

15250- Guitar

Duration: Semester

Credit: ½

This course is designed to introduce students who have never played before to the basic techniques and repertoire of the acoustic guitar. The class will learn how to tune by both ear and the use of a tuner, and how to play basic scales and chords. Students will learn to read music for the guitar in both standard notation and tablature. They will also learn how to improvise over common chord progressions learned by ear. Guitars and instruction books will be provided in the class.

15030-Independent Study Beginning Band Instruction

Duration: Semester

Credit: ½

Independent Study Beginning Band Instruction course is designed to provide students with beginning instruction on a woodwind, brass, or percussion instrument. This course is offered to students with no previous band instrument experience who are interested in joining the concert band class. Students will be transferred into the concert band class once a desired level of ability on the instrument is attained.

Visual Art Offerings

Students who participate in the visual arts will be included in the district-wide Art Extravaganza Exhibit.

1550 - Introduction to Art

Duration: Semester

Credit: ½

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

15705-Fantasy Illustration & Creature Design

Grade Level: 9–12

Prerequisites: Intro to Art or Video Production 1 preferred (if you have not taken another art class, you must receive approval from Ms. G. before sign up)

Duration: One Semester

Course Description:

Unleash your imagination in this dynamic and visually rich art elective where fantasy meets fine art. Fantasy Illustration & Creature Design invites students to explore the realms of mythology, science fiction and folklore, through visual storytelling. Students will develop original creatures, characters, and immersive fantasy worlds while learning basic elements and principles of design through illustration techniques used in video games, animation, comics, and tabletop gaming.

156010- Drawing, Painting, and Design

Duration: Semester

Credit: ½

Prerequisite : Completion of Intro To Art or Fantasy Illustration

This course is focused on interpreting and conveying the visual world through the two-dimensional arts. Students will draw and paint using a variety of media and will further develop the skills they learned in Intro To Art. Students will explore: charcoal, pencil, pastel and ink drawing, acrylic and watercolor painting, concept design and the study of aesthetics. Students should be excited about developing their personal style and challenging themselves with creative problem solving.

15706-Up-Cycled Art Studio

Grade Level: 10–12

Course Length: Semester

Prerequisite: Intro to Art *or* Fantasy Illustration *and* one additional art course

In this innovative studio course, students will explore the intersection of creativity, sustainability, and environmental

responsibility through the creation of art made from reclaimed, recycled, and up-cycled materials. The Up-Cycled Art Studio encourages students to think critically about consumer culture and waste while transforming discarded objects into meaningful, thought-provoking works of art.

156012- Ceramics I - Handbuilding

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro To Art

This course is focused on handbuilding three-dimensional ceramic arts. Students who are interested in making art objects that reach into multi-directions and real space are encouraged to take this course. The focus is making clay objects such as tiles, slab boxes, coil vessels, and pinch pots.

156013- Ceramics II - Wheel Work

Duration: Semester

Credit: ½

Prerequisite: Completion of Intro to Art and Ceramics I

This functional ceramics course will focus on pottery wheel experience and studio craftsmanship which will cover: setting up and maintaining a professional clay studio, wheel throwing, making functional objects like mugs, bowls, plates, and vases. Students will learn marketable skills and how to process your own native clay.

1565 - Self-Directed Studio Art

Grade level: 10-12

Duration: Semester

Credit: ½

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

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

Video Offerings

1570 - Video Production I

Duration: Semester

Credit: ½

An introductory course designed to give students a basic understanding of the filmmaking process. Students will learn to write scripts, create storyboards, operate cameras, set up lighting, manage audio equipment, and edit their footage using the professional software, Adobe Premiere Pro. By the end of this course, students will produce three short projects. By the end of this course, students will have produced three films, with each project completed as a group. This class is a prerequisite for Video Production II.

1571 - Video Production II

Duration: Semester

Credit: ½

Prerequisite: Completion of Video Production I, Sophomores, Juniors & Seniors

A continuation of Video Production I, this course builds on foundational skills in video production. Students will deepen their understanding of the production process and equipment, focusing on two major projects. These films will be longer

than those in Video Production I, with greater emphasis on pre-production and advanced editing techniques. Students will collaborate in groups to create these projects.

4001-Intro to Photography

Prerequisite: None

Duration: Semester

Credit: ½

In this course, students will learn the basics of photography using digital cameras. Students will learn how to use cameras, understand different lighting and composition techniques, and how to edit photos in Adobe Photoshop and Adobe Lightroom. Students will use backdrops, props, and more to conduct photoshoots, get creative with projects, and find their own voice/style. At the end of the semester everyone will have created a digital portfolio of their work.

Intro Documentary Filmmaking

Prerequisite: Video Production 1 or Intro to Photography

Duration : Semester

Credit ½

In this class, students will explore the art of documentary filmmaking through analysis, discussion, and hands-on practice. We will dive into how documentaries shape the understanding of our world by analyzing various films, focusing on the fine line between reality and fiction. Students will critically examine documentary techniques including, storytelling, best interview practices, ethics, and the role of the filmmaker in presenting "truth." Students will learn the process of creating their own documentaries, from researching topics and planning shots to filming and editing their short films. This course is ideal for those interested in storytelling, and the power of non-fiction media.

1085 - Film Studies I

Duration: Semester

Credit: ½

This course is all about analyzing and thinking critically about filmmaking. Starting with early Hollywood and moving to the present day, we'll explore how films tell stories, use visuals, sound, and editing to leave a lasting impact. We'll cover the basics of how films are made—like camera techniques, special effects, and editing—while also looking at what makes certain films so influential. Regular attendance is key for screenings and discussions, and students should come ready to watch, engage, and share their thoughts.

VPA Electives

15555-Home Economics: Foundations for Independent Living

Duration: Semester

Credit

Sophomores, Juniors, and Seniors

Home Economics is a semester-long elective designed to prepare students with the essential practical skills, knowledge, and habits required for independent living and responsible adulthood. Through hands-on experiences, real-world applications, and reflective learning, students will develop competencies in food preparation and nutrition, basic hand sewing, personal finance, household management , and introductory car care.

G. Career Education

Financial Literacy and Career Readiness Pathways

GHAS offers multiple pathways for students to earn their graduation requirements in Financial Literacy and Career & Education Development, aligned with the Maine Learning Results. Students may complete the requirement through traditional courses in Personal Finance Literacy and Career & Tech or through JMG pathways in Financial Fitness and Career Readiness & Options. All pathways emphasize real-world application, workplace readiness, and informed financial decision-making. JMG pathways use a micro-credential model, where students must demonstrate evidence of learning to earn credentials tied to employability and financial literacy. One credit is required with $\frac{1}{2}$ in career readiness and $\frac{1}{2}$ in financial education.

$\frac{1}{2}$ credit Career Readiness	$\frac{1}{2}$ credit Financial Education	Electives
Options include: <ul style="list-style-type: none">• Career and Technology• JMG Career Readiness	Options include: <ul style="list-style-type: none">• Personal Finance Literacy• JMG Financial Fitness• Personal Finance Math	<ul style="list-style-type: none">• JMG: Freshman Seminar: Soft Skills and How to Use Them• JMG: Foundations for My Future• JMG Flex: Discover Your Future• Senior Internship

1613 Career and Technology

Duration: Semester | Credit: $\frac{1}{2}$ | Grade Level: Sophomore-Senior

Concurrent enrollment option 2cr. University of Maine INT 193: Intro to Career Exploration & Development

Career and Tech prepares students for life after high school through career exploration, workplace readiness, and project-based learning. Students master Google Workspace, digital citizenship, and ethical AI use while building resumes, cover letters, and interview skills. A cornerstone of the course is the 20% Project, where students pursue a self-directed passion or career interest through sustained inquiry, problem-solving, and real-world application and present these in small groups and to a community member. Through career research, interest assessments, team collaboration, workplace simulations, guest speaker insights, and the 20% Project, students develop essential soft skills and create a personalized plan to successfully complete high school and pursue post-secondary options including college, training programs, apprenticeships, military service, or direct entry into the workforce.

16505-Personal Finance Literacy

Grade: Sophomores-Seniors | **Length:** Semester

This course prepares students for real-world financial decision-making as they transition into adulthood. Emphasizing practical application, students explore how life, work, and behavior influence money choices. Topics include behavioral economics, budgeting, credit and credit management, insurance, investing, and paying for college. Through real-life scenarios and applied learning, students build confidence and skills needed for financial independence after high school.

1624-JMG: Freshman Seminar: Soft Skills and How to Use Them**Eligible:** 9th Grade Referral/Interview required **Duration:** 1 semester - .5 credits

This is an entry level JMG course that introduces students to the soft skills and success strategies that should help them become a responsible student. They will be introduced to Personal Growth, Pathway Navigation, Multicultural Foundations, and Digital Literacy Credentials, through micro-credential units. Students will obtain these micro-credentials by effectively demonstrating skills. These micro-credentials will build on their character as a productive community member. Evidence of Learning will be required of each skill to earn Micro-credentials. Earning of Micro-credentials will build to Credentials. Passing the class does not guarantee students will earn the micro-credential.

16100-JMG: Career Readiness and Options (Students can take this in place of Career & Tech)**Eligible:** 10th, 11th, 12th - Referral/interview required **Duration:** 1 semester - .5 credit

Students will start researching the variety of jobs and careers available to them through training, credentials of value, and post secondary education. Employability skills such as professionalism, time management, organization, and work ethic will be a center focus as they start to understand the framework of what makes an efficient and effective employee. Students will learn how to attain a job by learning how to build resumes, cover letters and interviewing skills. Students will learn skills through micro-credential units. Evidence of Learning will be required of each skill to earn Micro-credentials. Earning of Micro-credentials will build to Credentials. Passing the class does not guarantee students will earn the micro-credential.

16520-JMG: Financial Fitness (Students can take this in place of Personal Finance)**Eligible:** 10th, 11th, 12th - Referral/interview required **Duration:** 1 semester - .5 credit

Students will participate in activities that will boost their knowledge of personal finance terminology and how to build a budget. They will apply what they learn to real-life simulations and learn to solve financial problems, banking, and planning for the future. The goal will be to earn Micro-credentials of Financial Literacy Credential through skills based units and project based learning. Evidence of Learning will be required of each skill to earn Micro-credentials. Earning of Micro-credentials will build to Credentials. Passing the class does not guarantee students will earn the micro-credential.

16200A/B-JMG: Foundations for My Future**Eligible:** 12th Graders Referral/Interview Required **Duration:** Full Year **Credit:** 1**Prerequisites:** JMG Career Readiness & JMG Financial Fitness

Students will spend time finalizing their projected post-secondary plans through further exploration, job shadows, and guest speakers. Students will work with JMG Specialists and parents to articulate a plan of action and set goals for the coming months. Students will continue working towards full understanding of professionalism and employability skills, while learning how to overcome obstacles and build a strong network. Students will continue to learn skills through micro-credentials in Pathway Navigations & Personal Growth. Students will then explore Global Citizenship and Leadership micro-credentials. Evidence of Learning will be required of each skill to earn Micro-credentials. Earning of Micro-credentials will build to Credentials. Passing the class does not guarantee students will earn the micro-credential. Senior JMG comes with **Post-Graduation Follow Up**

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

1625-JMG Flex: Discover Your Future

Eligible: 9th, 10th, 11th, 12th - Referral/interview required **Duration:** semester **Credit:** .5

At JMG, you're more than just a student, you are the focus. Our program is designed around you, your goals, your interests, and your future. Through the **Maine Career Exploration Model**, JMG gives you real-world skills, meaningful experiences, and the confidence to take on life after high school. Whether you're thinking about college, a career, the military, or starting your own business, we're here to help you figure it out, step by step.

In JMG Flex, you will have a chance to explore a unique path for you and the opportunity to dive into real life experiences with employers and community. JMG Flex is also an opportunity for academic support for JMG students.

Features of JMG class:

A. **Employability Skills Curriculum**

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

B. **Student Leadership**

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

C. **Post-Graduation Follow Up**

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

1680 - Senior Internship

Duration: Semester

Credit: TBD (see outline)

Prerequisite: Career & Technology

Course Overview:

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

Credit:

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

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

H. Gifted and Talented Department

AP Capstone:

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical evidence-based decisions. AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops. **Open to all students.**

126010A - AP Seminar Part I

Duration : Semester Credit .5

Prerequisite: None

Sophomores, Juniors, Seniors (if space allows)

This course can be in place of English 10, 11, or 12

126010B- AP Seminar Part II

Duration : Semester Credit .5

Prerequisite: Completion Part I

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments

126011A: AP Research Part I

Duration : Semester Credit: .5

Prerequisite: Completion of AP Seminar

Juniors, Seniors

126011B: AP Research Part II

Duration : Semester Credit: .5

AP Research/Senior Project Full-year, one credit, Grade 12 Prerequisite: successful completion of AP Seminar. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a yearlong research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

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

Duration: Semester

Credit: ½

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

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

I. Wellness/Health Department**1700 - Wellness I**

Duration: Semester

Credit: ½

Freshmen

Wellness I is designed to cover fundamental and current topics in physical fitness and lifelong physical activities. Students will be introduced to the concepts of physical fitness, understand the impact of one's lifestyle and physical activity on health and overall fitness, participate in a fitness self-evaluation of physical fitness and participate in a variety of health enhancing activities. Students will be encouraged to improve and maintain an optimum fitness level. The curriculum was developed in conjunction with the Maine Learning Results. Concepts of physical fitness will be reinforced through a variety of activities, written work and skills experiences. **This is a required class for freshmen. Students who do not successfully complete this course will need to take Wellness III during their sophomore year.**

1705 - Wellness II

Duration: Semester

Credit: ½

Juniors

Prerequisite: Completion of Wellness I or Wellness III.

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

1710 - Health

Duration: Semester

Credit: ½

Sophomores

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

17100- Health Honors

Duration: Semester

Credit: ½

Sophomores

Students will explore several health concepts at an accelerated pace and in greater detail. This course will focus on learning about physical, social, and mental/emotional well-being. Students will be challenged to use information learned throughout the semester as all topics build off of one another. Topics include: confidentiality, health triangle, mental/emotional health, healthy relationships, physical activity, substance abuse, human sexuality, and nutrition.

1715 - Wellness III

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

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

Health & Wellness Electives

1726 - Lifetime Fitness

Duration: Semester

Credit: ½

Sophomores/Juniors/Seniors

Prerequisite: Completion of Wellness I

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

17350 - Introduction to Yoga

Duration: Semester

Credit: ½

Preference goes to Juniors and Seniors

(This elective does not meet Wellness Credit Requirements.)

This course will help you develop practices to train body and mind. It's designed to safely introduce students to the basic postures, breathing techniques, and relaxation methods of yoga. Students will also be introduced to a process of self-discovery using methods that help them learn about their behavior and motivation. Students will dive into compatibility among people, open/honest conversation, teamwork, one-on-one relationships, and decision-making. This class is appropriate for beginners and/or those with experience.

1736: Exercise Physiology

Duration: Semester

Credit: ½

Prerequisite: Completion of Wellness I and Health

This course is designed for students to learn about the human body during exercise with a focus on strength and conditioning. Students will participate in class lectures and learning activities as well as hands-on “lab” experiments where students work towards strength training. Students will learn about the breakdown of a muscle during exercise and how all skeletal muscles work together in order to perform motor movements. This course would fit the needs of any student interested in pursuing a career in sports medicine, kinesiology, physical therapy, sports biology, and exercise science.

17300- Foundations of Coaching & Officiating

Duration: Semester

Credit ½

Prerequisite: Completion of Wellness I and Health

This course is designed for students to learn about the principles and foundations of coaching and officiating. Some areas of focus include developing a philosophy, motivation, building positive relationships, etc. Students will participate in class lectures and learning activities as well as developing their own values and morals as a coach or in another leadership role. Students will learn about how coaching and leadership intertwine. This course would fit the needs of any students who are interested in coaching or pursuing a leadership role in the future.

Students will spend a 1/2 semester with each teacher studying coaching with Mr. Hersom for 9 weeks and officiating with Mrs. Rankin for 9 weeks. This class will combine classroom knowledge and physical conditioning as it relates to both aspects of sport.

Coaching: Students will understand and develop a coaching philosophy along with studying other principles and problems of coaching such as motivation and discipline. This class will also give students opportunities for hands-on learning with local athletic teams at the youth, middle school, high school, and collegiate levels. The balance of in class work and hands-on learning will illustrate to students what coaching entails on a daily basis.

Officiating: Students will be able to choose 1 of the offered sports officiating courses based on their interest. Upon completion of the sports specific class, students will be prepared to take the officiating knowledge test for that sport. Students will also have an understanding of the physical/mental/emotional demands of officiating.

J. RISE Program

2000 - RISE Program

RISE offers students a non-traditional way of learning. RISE is designed to encourage and reinforce both academic and personal success. Students are required to attend school every day and are evaluated daily on attendance, respect, and productivity.

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

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

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

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

1195 - RISE Current Events

Duration: Semester

Credit: ½

Freshmen/Sophomores/Juniors/Seniors

This course will focus on current issues and events in Maine, the United States, and around the world. Students will demonstrate an understanding of political, social, economic, and geographic issues that affect not only them, but the world at large. Students will be expected to stay up-to-date on current issues and events through regular readings and class discussions. This course will focus on current issues and events occurring in the United States and around the world.

1077 - RISE Reading for FUN

Duration: Semester

Credit: ½

All Students

Have you ever looked at a book and thought or said, “I wish I had time to read that!” Well, the purpose of this class is to let you read and to give you credit for your reading. The focus is on YOU as a reader. During the semester, you will choose and read books that you want to read. Though we will talk about strategies for picking good books and things to think about while reading, **much of your time will be spent READING!** You will be responsible for recording what you have read. You are also responsible for demonstrating that you understood your novel, play, poems – whatever it is that you choose to read. This demonstration does not need to be in writing. You choose the books, you choose the form of demonstrating comprehension, and you get the time to read – life doesn’t get much better than this!

1085 - RISE Film Studies I

Duration: Semester

Credit: ½

All Students

This course will make direct links between film and literary study. Students will explore a variety of films across numerous genres centered between the "New Hollywood" era of the 1970s to the present day. The course will cover the basic elements of film production including: camera use and techniques, special effects, and the basics of film and sound editing. Students should be prepared to attend class regularly so as not to miss screenings and bring an open, analytical mind and a strong curiosity for new and exciting stories.

10850 - RISE Film Studies II

Duration: Semester

Credit: ½

Prerequisite: Film Studies I

For students looking to broaden their horizons and expand on the foundations taught in Film Studies I, Film Studies II centers on genre studies as it expands the range and timeframe of movies shown. Students can expect to watch between 3-4 movies of a particular genre across the decades, examining how the same genre is reimagined and reinterpreted by new generations of filmmakers. Students can expect small units focused on movies in the following genres: Action ; Horror and Comedy.

2031-RISE Children's Literature

Duration: Semester

Credit: ½

Students will read and evaluate several classic, contemporary books and award-winning novels in children's literature. In this course, students will explore a variety of genres and topics including but not limited to contemporary, classic, picture books, historical fiction, realistic fiction, and fairy tales. Students will become familiar with the content of children's fiction, use of literary elements, how novels have evolved over time, as well as create their own children's book (writing and illustrations). In addition, through class discussions and individual research, we will pursue several questions such as What is children's literature? What is its purpose and function? Is it successful in its function? What might these novels say about our culture? Why study children's literature in the first place?

2032-RISE Labyrinths Literature

Duration: Semester

Credit: 1/2

Stories make us who we are. Culture, National Identity, Religion- all these powerful concepts rely on stories. In this course, the instructor will use an RPG to provide a framework in which students may create their own stories. Students will develop and refine storytelling techniques and skills that rely on employing and understanding literary devices, epic poetry and prose, and argumentative/persuasive forms of communication. Attention will also be placed on character development and story archetypes. Students will also have to think on their feet, improvise, and utilize problem-solving skills. There will be dice, and the RPG materials used may include but are not limited to Dungeons and Dragons, Risk, and Pathfinder.

J. Special Education Department

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

Gardiner Area High School, Alternate Pathway to Graduation (Functional & Academic Life Skills)

Functional Life Skills

Enrollment in this course is by IEP approval only.

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

Course offerings include:

Functional English

Functional Career Prep

Functional Math

Functional Fine Arts

Functional Science

Functional Adaptive Physical Education

Functional History/Social Studies

Academic Life Skills Grades 9-12+

Enrollment in this course is by IEP approval only.

The Academic Life Skills program at Gardiner Area High School is a highly specialized program designed to offer an optimal learning environment for our students with functional and academic needs that cannot be met in the resource room setting. Cognitive, gross motor, fine motor, social, emotional, communication, and self-help skills may be addressed within programming. Related service providers like speech/language pathologists, occupational therapists, and physical therapists work closely with the staff to ensure a comprehensive approach. **The special education team at the high school and middle school will determine placement into this program.** This process applies to incoming students as well as students already enrolled in MSAD 11.

Entry Criteria for the Academic Life Skills program - Located at Gardiner Area High School

1. Students eligible for this program have been identified as having mild, moderate, or severe cognitive delays, requiring specially designed adaptive programming for a significant part of each school day; additionally, they may have physical, medical, and/or sensory needs.
2. Students enrolled in this program may demonstrate varying levels of development and independence; therefore requiring specially designed and systematic instruction. The Academic life skills curriculum focuses on participation in the community, maintaining a home, personal care and employment skills. Students will have community opportunities to help them prepare for life after high school which may include a day program, employment, living in a group home, living with friends or family. In the community setting, students may be taught skills such as using public transportation, shopping, making choices in restaurants, and safety skills such as crossing the street.

3. Students' needs will range but will present with two or more of the following characteristics:

- Mild to moderate cognitive delays
- Mild to moderate social delays
- Verbal
- May require varying degrees of adult assistance
- May require multiple therapy needs
- Mild to moderate communication delays
- May require specialized transportation
- May require Assistive Technology including communication devices and access to speech-to-text programs.

4. Consideration for the ALS program will utilize the following assessments:

- School function assessment
- Cognitive assessment
- Academic assessment
- Communication assessment
- Medical reports
- Information related to motor functioning
- Assessment of functional and adaptive skills
- Parents' / Team vision for student
- Functional Behavior Assessment - as needed

5. Students will participate in a variety of transition activities that can include Goodwill Boot Camp, Vocational Rehabilitation Services, visits to various day programs, job placements on campus or in the community.

Functional Life Skills (IEP Goals Driven)	Academic Life Skills
<p>9th grade year</p> <ul style="list-style-type: none"> ● 9th grade FLS English - Identifying letters, community sight words, notes, emails, communication, AAC devices ● 9th grade FLS Math: Money, calculator use, real life applications in community ● FLS 9th grade Science - Cooking, investigations, ADLs ● 9th Grade FLS Social Studies or Unified Social Studies 1, 2, or 3 (cycle) ● PE/Chorus/Band/Art ● Electives/Study Hall x 2 ● 9th Grade FLS Life Skills/transitions class: <ul style="list-style-type: none"> ○ Community, job placements/transition ● (Goodwill based on need) <ul style="list-style-type: none"> ○ Credits: 7 	<p>9th grade year</p> <ul style="list-style-type: none"> ● ALS English* (4 year rotation) ● ALS Math* (3 - 4 year rotation) ● 9th grade Science - Investigating Sciences (Mainstream opportunities), (Need based ALS Cooking, Investigations & ADLs) ● 9th grade Unified Social Studies: Community involvement, transition activities ● PE/Chorus/Band/Visual Arts/JMG (Mainstream opportunities) ● Electives/Study Hall x 2 (Mainstream Opportunities) ● ALS Social Skills/Transitions class (Goodwill), Career/Job Exploration, School Business, Community outings and engagement. (4 year rotation) <ul style="list-style-type: none"> ○ Credits: 7
<p>10th grade year</p>	<p>10th grade year</p> <ul style="list-style-type: none"> ● ALS English* (4 year rotation)

<ul style="list-style-type: none"> • 10th grade FLS English - resume, applications practice, personal information, Use of AAC device • 10th grade FLS Math - Money, cooking skills, job related income skills/budgeting • 10th grade FLS Science - School Business, Investigations, ADLs • Unified Social Studies 1, 2, or 3 (cycle) • PE/Chorus/Band/Art • Electives/Study Hall x 2 • 10th Grade FLS Life Skills/transitions class: Community, job placements/transition, ADLs <ul style="list-style-type: none"> ■ Credits: 7 	<ul style="list-style-type: none"> • ALS Math* (4 year rotation) • 10th grade Science* - Biology or Biology for Daily Living • Unified Social Studies - Community involvement, transition activities • PE/Chorus/Band • Electives/Study Hall x 2 • ALS Social Skills/transitions class (4 year rotation) - (Goodwill/Voc Rehab Connections) School Business, Job Investigations, (ADLs as appropriate) <ul style="list-style-type: none"> ○ Credits: 7
<p>11th grade year</p> <ul style="list-style-type: none"> • 11th grade FLS English - resume, applications practice, personal information, etc • 11th grade FLS Math - Money, cooking skills, job related income skills/budgeting • 11th grade FLS Science - job placements, vocational rehabilitation visits, investigations, ADLs • Unified Social Studies 1, 2, or 3 (cycle) • PE/Chorus/Band/Art • Electives/Study Hall x 2 • 11th grade FLS Life Skills/transitions class <ul style="list-style-type: none"> ○ Community involvement, transition activities, ADLs ○ Credits: 7 	<p>11th grade year</p> <ul style="list-style-type: none"> • ALS English* - resume, applications practice, personal information, etc (4 year rotation). • ALS Math* - Money, cooking skills, job related income skills/budgeting (4 year rotation) • 11th grade Science - Chemistry (mainstream opportunity) • Unified Social Studies - Community involvement, transition activities • PE/Chorus/Band/Visual Arts/JMG • Electives/Study Hall x 2 • ALS Transitions class - Community College & Certificate Program Explorations/Applications <ul style="list-style-type: none"> ○ Credits: 7
<p>12 grade year</p> <ul style="list-style-type: none"> • 12th grade FLS English • 12th grade FLS Math - Money, cooking skills, job related income skills/budgeting • Transitions class - independent living skills, Job placement, community involvement, ADLs, Prepare for adult programming, day programs, assisted living, Strive U. • PE/Chorus/Band/Art/JMG <ul style="list-style-type: none"> ○ Credits: 5 	<p>12 grade year</p> <ul style="list-style-type: none"> • ALS English* - Applied communications • ALS Math* - Money, cooking skills, job related income skills/budgeting • ALS Transitions class - independent living skills, Job placement, community involvement, Community College & Certificate Program Explorations/Applications • 12th grade Science - Physics (mainstream opportunity) • PE/Chorus/Band/Visual Arts/JMG <ul style="list-style-type: none"> ○ Credits: 5

*Courses marked may be taken in the mainstream as appropriate. Notation of “modified curriculum” and the option for Pass/Fail as appropriate and noted in the IEP.

Unified Wellness: Physical Education

Duration: TBD

Credit: ½ credit per semester

Unified Physical Education, a fully inclusive program, focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities fosters important social relationships. Participating in this course should be an esteemed privilege, not a right for any student.

Prerequisites: Mentee: case manager approval Gr 9-12; Mentor: completed application and instructor approval Gr.10-12

Unified Art Class [pending final proposal and approval]

Duration: TBD

Credit: ½ credit per semester

A unified art class for special education students is an art class where students with and without special education needs work together to create art. Partners will be paired with special ed students to work together to develop a variety of art using different mediums and to gain an understanding of different types of materials used in the process. Pairs will work together to solve problems and develop meaningful friendships. Participating in this course should be an esteemed privilege, not a right for any student.

Prerequisites: Mentee: case manager approval Gr 9-12; Mentor: completed application and instructor approval Gr.10-12

183001A/B Unified Social Studies

Duration: Semester

Credit: ½ credit per semester

Prerequisites: IEP recommendation

This year-long course applies a mentor and mentee model with students with mainstream and functional/academic life skills to build a community of social studies learners. This course will provide mentees in the functional/academic life skills program an opportunity to learn about civic engagement, geography, global connections, history, and economics as they apply to their lives currently and post-secondary education. The 2025-26 topic will be world cultures, where students will explore languages spoken worldwide, cook dishes from different places, and learn about others' customs and traditions.

CAPITAL AREA TECHNICAL CENTER

PROGRAM OF STUDIES

2026-2027

Capital Area Technical Center (CATC) offers diverse, safe, and innovative learning experiences in which highly skilled educators empower students in developing the competencies needed to achieve their future goals.

AUTO COLLISION—PAINT & REFINISHING

Juniors/Seniors

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

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

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

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

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

Qualities of a Successful Student

Ability to work with fractions and ratios
Willing to learn and be responsible
Hard Working with lots of hands-on projects
Work SAFELY
Ability to read and write at grade level

Certifications Offered

NATEF/ASE Student Certification Program
OSHA 10-hour General Industry Course
SP/2 Safety Program

College Opportunities

Articulation Agreements with:
New England Institute of Technology (NEIT)
Lincoln Tech

AUTOMOTIVE TECHNOLOGY I

Juniors/Seniors

Prerequisite: Knowledge of Algebra I concepts, ability to work formulas and equations, reading and writing at grade level

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

Qualities of a Successful Student

Knowledge of Algebra I concepts
Ability to work formulas and equations
Ability to read and write at grade level

Certifications Offered

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

College Opportunities

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

Dual Enrollment with

Southern Maine Community College

AUTOMOTIVE TECHNOLOGY II

Juniors/Seniors

Offered 11:30-1:30 p.m. session only.

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

Students will continue the work started in Automotive Technology I by advancing their knowledge of automotive electronics, engine performance, and steering and suspension.

Certifications Offered

NATEF Electrical

College Opportunities

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

Dual Enrollment with

Southern Maine Community College

BUILDING CONSTRUCTION

Juniors/Seniors

Prerequisite: Students should have mastery of measuring, reading, arithmetic, and computation skills. They should also be familiar with a full-function calculator in order to perform basic mathematical operations.

The Building Construction program provides instruction and practice in the principles of residential construction. Students build full-size sheds, work on independent projects to build carpentry skills, and study related information in the classroom. Students successfully completing the Building Construction course of instruction and work activities will be qualified for entry-level positions in Construction, Retail Lumber, and related fields. This program helps build a firm foundation for furthering education in building technology programs at community colleges.

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

Qualities of a Successful Student

Ability to perform calculations using fractions and decimals

Ability to work with carpentry hand held tools

Ability to perform measurements and basic computations

Ability to function in a wood shop using the latest stationary and hand-held tools with confidence and safety

Certifications Offered

OSHA 10 Construction

NOCTI

College Opportunities

Dual Enrollment with:

Central Maine Community College

BUSINESS ACADEMY 1 & 2

Juniors/Seniors

The Business Academy is designed to equip students with the essential skills and knowledge required for success in the dynamic world of business. This comprehensive program offers a blend of theoretical learning and practical application, preparing students for both immediate entry into the workforce and further education in business-related fields. The Business Academy is committed to providing students with a robust and engaging learning experience that fosters academic excellence, personal growth, and career readiness in the ever-evolving business world.

Qualities of a Successful Student

Must be a junior or senior

Ability for college level work

Willingness to learn

College Opportunities

Dual Enrollment with:

Northern Maine Community College

Thomas College

COMPUTER TECHNOLOGY I

Juniors/Seniors

The program will incorporate background work for the A+ Certification Test. Students will have classroom work and hands-on experience that will prepare them for entry-level positions and/or post-secondary computer-related programs. Testout PC Pro Course: PC Hardware and Software curriculum introduces the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of PC technology, networking, and security and also provides an introduction to advanced concepts. Testout in an online and interactive textbook we use in class that students work on individually. Testout represents both certifications and course content, students who successfully complete the Testout content can sit for a certification in the same course.

Qualities of a Successful Student

Patience, empathy, and active listening. Computer problems can be incredibly frustrating.

Time management skills

A drive to succeed

Task oriented mindset

Certifications Offered

Testout PC Pro

NOCTI

Testout Security Pro

Testout Linux Pro

College Opportunities

Dual Enrollment with:

Central Maine Community College

University of Maine at Augusta

COMPUTER TECHNOLOGY II

Seniors

Prerequisites: Students who have successfully completed Computer Technology 1, or have obtained Testout PC PRO certification, have obtained CompTIA A+ certification, or demonstrated a fundamental understanding of technology. Applications are considered based on a CATC rubric.

This program will prepare students for the CompTIA Network+ exam. Students gain the knowledge and skills they need to install, configure, and maintain a network for a small business. The program provides students with simulations, lectures, hands-on application, and preparation for the certification exam. Students will further their knowledge and resume with the additional networking skills at their disposal. This is an accelerated class with the second half of the school year open to the possibility of more certifications, college credit, and/or a student project Testout in an online and interactive textbook we use in class that students work on individually. Testout represents both certifications and course content, students who successfully complete the Testout content can sit for certification in the same course.

Certifications Offered

Testout Network Pro

Testout Security Pro

Testout Linux Pro

NOCTI

College Opportunities

Dual Enrollment with:

Central Maine Community College

University of Maine at Augusta

CULINARY ARTS I

Sophomores/Juniors/Seniors

The Culinary Arts program trains students that are serious about a career in the Food Service Industry. Students learn basic food preparation and safety, menu planning, baking fundamentals, and proper dining room service techniques through daily lab work. Students are expected to participate in in-house functions, banquet services, and outside catering events coordinated by professional chefs with over 30 years of combined experience. Employment potential is excellent, and there are many post-secondary opportunities available. Students will complete a resume, compete in cooking challenges, learn basic prep of grand sauces, explore the pastry arts, and complete basic knife cuts.

Students will have opportunities to participate in ProStart Culinary Team Competitions, ProStart Management Competitions, and/or SkillsUSA Hospitality Competitions.

Qualities of a Successful Student

Basic math skills, especially with fractions, have average reading and writing skills

Good attendance is a must, be self-motivated, the desire to pursue a career in the Foodservice Industry

Have the ability to work in individual and team settings, and have the ability to comprehend oral instructions

Good hygiene practices

Certifications Offered

ServSafe Food Handler

NOCTI Prep Cook

OSHA 10

College Opportunities

Articulation agreements with:

Central Maine Community College

Culinary Institute of America

Eastern Maine Community College

Kennebec Valley Community College

Southern Maine Community College

CULINARY ARTS II

Juniors/Seniors

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

The Culinary Arts II program further trains Culinary I students that are serious about a career in the Food Service Industry. Culinary II students will learn advanced techniques in food preparation and baking. They will also gain advanced knowledge of cuisines from professional chefs with over 30 years of combined experience. Students will learn advanced dining room preparation and advanced industry knowledge. Students will also help in mentoring Culinary I students in basic knowledge of culinary arts. Students will be held responsible for leading, coordinating, and accomplishing advanced assignments using independent performance. Students will perform cooking demonstrations, make advanced sauces made with grand sauces, bake complex pastries, and be eligible for hospitality certifications.

Students will have opportunities to participate in ProStart Culinary Team Competitions, ProStart Management Competitions, and/or SkillsUSA Hospitality Competitions.

Certifications Offered

ServSafe Manager

NOCTI Cook

College Opportunities

Articulation agreements with:
Central Maine Community College
Eastern Maine Community College
Kennebec Valley Community College
Southern Maine Community College

Dual enrollment with:
Kennebec Valley Community College
Southern Maine Community College

EARLY CHILDHOOD EDUCATION

Juniors/Seniors

Early Childhood Education offers two (2) one-year programs based on the standards put forth by the National Association for the Education of Young Children. All students, regardless of the year of enrollment, will assist in operating an on-site preschool program and will interact with local teachers and daycare providers when completing student teaching opportunities in the community. Students will work to develop a professional portfolio constructed on the preparation standards from the National Association for the Education of Young Children (NAEYC).

During the 2027-28 school year, a comprehensive course designed to provide a thorough understanding of the various stages of child development and the prominent theories that shape our understanding of how children grow and learn. Students will become acquainted with professional opportunities and expectations related to the early childhood field, learn about child development, prenatal to age eight and receive instruction regarding assessment, and how to measure if children are growing and learning.

During the 2026-27 school year, a comprehensive course designed to equip aspiring educators with the knowledge and skills necessary to create engaging and developmentally appropriate learning experiences for young children. This course delves into crucial aspects of early childhood education, focusing on curriculum design and creating supporting learning environments. Students will focus on safe and healthy environments, as well as curriculum development. They will design a classroom layout, learn how to choose safe materials for children, receive training around safety and child abuse, and develop a curriculum based on standards.

Qualities of a Successful Student

Students should have excellent reading and writing skills and be strong communicators

Students must be 16 to participate in this program

Students should be trustworthy, be willing to sign a confidentiality agreement and follow the NAEYC Code of Ethical Conduct

Students should be able to work independently, as well as be able to work as part of a team

Strong attendance, as required to meet standards set by NAEYC, National Association for the Education of Young Children

Be able to meet deadlines

Speak in a positive and professional manner

Certifications Offered

OSHA StartSafe

First Aid/CPR

Mandated Reporter

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

BHP (Behavioral Health Professional, 2nd-year students)

NOCTI

Maine Roads to Quality

ServSafe

College Opportunities

Dual enrollment with:
University of Maine at Augusta

ELECTRICAL TECHNOLOGY

Juniors/Seniors

The Electrical Technology program is a one or two-year program using the NCCER curriculum. The first year focuses primarily on electrical theory, safe work practices, residential wiring and starts the commercial wiring lessons. The second year covers additional NEC considerations, Novel Engineering 45 hour National Electrical Code Course, commercial wiring, HVAC controls, industrial motor controls and troubleshooting.

All students receive a State of Maine Electrical Helper's license, an OSHA 30 safety course, and upon completing two years earn all 576 education hours and 1000 working hours, credit towards Electrician licensing, and upon passing the NCCER test they will earn NCCER electrical education certification.

Class time is split between class instruction, practical wiring, labs, and real-world projects in the school and the local community. The National Electrical Code (NEC) is covered in detail.

Students apply the current code in designing and installing an entire home wiring system including meter enclosure and load center. Students apply the current code in understanding the engineered blueprints for a commercial building and installing the electrical system. Students learn how HVAC control systems work and how to design and install the control systems. Students learn the basics of how to install and maintain industrial motor control systems.

Students also have the opportunity to compete in the SkillsUSA contests at the local, state, and national levels. The Electrical Technology Program, using the NCCER curriculum teaches students electrical theory, residential wiring commercial construction wiring, motor controls wiring and HVAC controls wiring. Students will leave the program with the skills required to work for an electrical contractor at an entry-level position or continue their education.

CATC Electrical Technology program, using the accredited NCCER curriculum, is recognized by the State of Maine Electricians' Examining Board. Graduates of the CATC Electrical Trades course two-year program meet 576-hour education requirement to take the Journeyman Electricians Exam.

Upon completion of the program, students have several options:

- Go directly to work for a contractor and complete the additional 7000 work hours (3.5 year) required to take their journeyman's exam
- Continue education and earn an associate's degree in an electrical area of study
- Continue education and earn a bachelor's degree in Electrical Engineering
- Expect to earn \$18-25 fresh out of CATC's program, and earn \$50-75 per hour after 5 years, and become a Journeyman Electrician

Qualities of a Successful Student

Maturity and desire to work towards developing valuable job skills

Ability to perform calculations using fractions and decimals

Ability to perform basic computations

Ability to read and write at grade level and interpret technical texts

Attendance – students must meet the state mandated hour requirements in order to get licensing credit.

Certifications Offered

Maine Electrical Helper's License

OSHA 10-hour Safety Certificate

SkillsUSA Certification Points

NCCER Electrical Education Program Certification

Completion of 2 years

576 education hours required for the State of Maine Journeyman License Exam

1000 working hours required for the State of Maine Journeyman License Exam

College Opportunities:

Articulation agreements with:

Central Maine Community College

Eastern Maine Community College

Kennebec Valley Community College

Northern Maine Community College

Southern Maine Community College

Washington County Community College

EMERGENCY MEDICAL TECHNICIAN

Juniors/Seniors

Offered 11:30 – 1:30; P.M. session only in 2027-2028

Offered 9:00 – 11:00; A.M. session only in 2026-2027

Students must be at least 18 years of age to be eligible for a State of Maine EMT license. Prior to age 18, students may test with the National Registry certification and work under a Maine-licensed EMT until they reach the age of 18 and acquire their own State of Maine EMT license. Students have two (2) years from the successful completion date of the EMT program to take the National Registry EMT exam. Students must have a physical exam within the past year confirming good physical and mental health and be up to date with vaccinations including Hep B, and Flu shots. Extensive reading and written work will be required.

Emergency Medical Technicians (EMTs) are a critical link between the scene of an emergency and the health care system. In the EMT program, students will learn how to provide out-of-hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. Through lectures, hands-on activities, and scenarios, students will have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life-threatening emergencies. EMT program students will practice interventions with the basic equipment typically found in an ambulance. The Emergency Medical Technician (EMT) program prepares the EMT student to provide pre-hospital assessment care for patients of all ages with a variety of medical conditions and traumatic injuries. It is a great foundational program for any student with an interest in working in the medical, public safety, or firefighting fields.

For those pursuing a career in EMS (Emergency Medical Services) this certification can be applied to a Paramedicine degree program through the Maine Community College System.

Qualities of a Successful Student

Ability for college level work

Ready to complete homework assignments

Empathy and compassion

Willingness to work as part of a team

Stellar communication skills

Certifications Offered

National Registry EMT

Healthcare provider CPR /AED

National incident management system

College Opportunities

Dual enrollment with:

Kennebec Valley Community College

FIRE FIGHTING

Juniors/Seniors

Offered 9:00 – 11:00; A.M. session only in 2027-2028

Offered 11:30 – 1:30; P.M. session only in 2026-2027

Prerequisites: High standards of professionalism, ethical and moral behavior are required in and out of the classroom.

This program is a combination of in-class theory and hands-on experiences. The program's home base is Capital Area Technical Center. There is a combination of classroom, fitness training, and hands-on experiences using firefighting tools and equipment. Reading and written work are also required.

Topics covered include: History of the Fire Service and Fire Department Operations; Fire Fighter Health and Safety; Personal Protective Equipment; Fire Service Communications; Fire Behavior; Building Construction; Portable Fire Extinguishers; Fire Fighter Tools and Equipment; Ropes and Knots; Forcible Entry; Ladders; Search and Rescue; Ventilation; Water Supply; Fire Hose, Appliances and Nozzles; Fire Suppression; Fire Fighter Safety and Survival; Salvage and Overhaul; Firefighter Rehab; Wildland and Ground Cover Fires; Establishing and Transferring Command; Advanced Fire Suppression; Vehicle Rescue and Extrication; Assisting Special Rescue Teams; Fire Alarm and Detection Systems; Fire and Life Safety Initiatives; Fire Cause and Origin; Hazardous Materials Operations

The goal of this program is to provide the knowledge, skills, and abilities to the students to ready them for a career in the fire service or to support their local volunteer fire departments, which are in great need of volunteers. Most importantly, students will learn the importance of the fire service community, the worldwide family of brothers and sisters working towards providing a service of life safety, property conservation, and environmental protection, the importance of teamwork, of assisting their teammates, and confidence in their teammates and in themselves.

For those pursuing furthering their Firefighting education, certifications earned may be able to be applied to Fire Science programs through the Maine Community College System.

Qualities of a Successful Student

Desire to serve the public

Desire to work hard to gain knowledge, skills and abilities

Respect for yourself and others

Physically fit

Work well in a team environment

Certifications Offered

Pro Board Certified Firefighter I & II and Hazardous Materials Operations level Responder Certification

CPR/AED Certification

National Incident Management System 100/700 Certification

College Opportunities

Dual enrollment with:

Southern Maine Community College

GRAPHIC DESIGN AND VISUAL ARTS 1 & 2

Juniors/Seniors

Recommendations: Basic math skills such as measurement, fractions, addition, subtraction, multiplication, division and percentages; exhibit appropriate workplace behaviors; ability to work independently and in group settings; understand and demonstrate safety concepts.

The Graphic Design and Visual Arts program invites creative students to explore the exciting world of graphic design and digital arts. This hands-on program focuses on the principles and elements of design, helping students turn their ideas into professional-quality projects for both print and digital media. Students will use industry-standard tools, including Adobe Creative Suite applications such as Photoshop, Illustrator, InDesign, and Acrobat on Apple computers to create original

designs. Topics include typography, branding, layout, digital photography, and more. Creativity and problem-solving are emphasized in every project, providing a solid foundation for success in college or careers.

First year students build a strong foundation in design principles and technical skills through hands-on assignments that guide them from initial concept and sketch to final production. Projects focus on creating professional quality designs for applications such as packaging, branding, posters, and promotional materials. Students also gain an introduction to print production and finishing techniques while developing the professionalism and work ethics essential for success in creative industries.

Second year students expand their skills by tackling advanced projects that often involve partnerships with schools, non-profit organizations, and local businesses. These collaborative experiences enhance expertise in areas such as branding, marketing design, and digital media., while providing valuable real-world practice. Second-year students also mentor first year peers, building leadership and teamwork abilities as part of their professional growth.

This program mirrors the environment of the Graphic Design industry. Students will adhere to hard deadlines, complete live work for real clients, and maintain daily responsibilities such as work logs and goal setting. Treating the class like a job with professionalism, respect and dedication being key to success.

Whether pursuing higher education or entering the workforce, students will leave the program with a professional portfolio and skills needed to thrive in the ever-evolving fields of Graphic Design and Visual Arts.

Qualities of a Successful Student

Creativity and self motivation

An appreciation for art and design

Strong communication skills paired with the ability to collaborate effectively and work independently

A professional attitude and the ability to meet deadlines

An interest in sketching, drawing, writing and developing digital design skills

Excellent attendance

Certifications Offered

NOCTI

OSHA 10-hour General Industry

College Opportunities

Dual enrollment with:

Eastern Maine Community College

LAW ENFORCEMENT

Juniors/Seniors

Students enrolled in the Law Enforcement program will experience an interactive and challenging environment that will leave them with all the skills required to get started in this career field. Students will study Crime Scene Investigations, Interviewing, Patrol Tactics, De-Escalation, Ethics, Use of Force, Maine Criminal and Traffic Law and much more. Students will go “hands on” with crime scene analysis, simulated firearms training, methods of restraint and control, first aid, traffic stops and drill & ceremony. A focus on community policing, ethics, effective report writing and de-escalation will be present. Students will be introduced to Local, County, State and Federal Law Enforcement programs. We will explore specialties including Tac Teams, K-9, Wardens, and Marine Patrol Law Enforcement, Search and Rescue, Detective and Criminal Patrol. Second year students will be given leadership opportunities, have expanded classes and participate in ride-alongs. Students will be given the opportunity to participate in SkillUSA competitions, take field trips to post-secondary institutions, The Maine Criminal Justice Academy, National Guard Facilities and much more.

Students will be issued uniforms and equipment and will be responsible for care and usage. Students are expected to make ethical and participate in classes. We are looking for students who are logical, wish to foster critical thinking skills, are physically fit and possesses the desire to serve their community. If you think you fit these criteria, and you are up for the challenge, then the CATC Law Enforcement program is waiting for you!

Qualities of a Successful Student

Ability to make ethical decisions
Participate in class sessions
Logical
Interest to foster critical thinking skills
Willingness to be physically fit
Desire to serve his/her community

Certifications Offered

CPR/AED
CTECS

College Opportunities

Working future affiliations with Central Maine Community College and Husson University

MACHINE TOOL TECHNOLOGY & WELDING

Juniors/Seniors

This course will introduce students to basic machining. Math is a big part of the program which includes fractions, converting fractions to decimals, and geometry. Activities include Milling and lathe machines, drill presses, surface grinding, blueprint reading, and other tools found in the metal industry. Students will also be introduced to the aspects of Oxy/fuel Torch operations. All students will be expected to obtain a certification from NOCTI (National Occupational Competency Testing Institute) for Precision Machining (4152v1). OSHA-10 (Occupational Safety and Health Administration) is another certification students will be expected to obtain. These credentials are universally recognized in the industry.

Qualities of a Successful Student

Professionalism, respect, self-motivation and honesty
Basic reading/writing skills and be able to communicate with other students and instructor on a daily basis
Ability to work with basic math, fraction conversion to decimal and basic geometry
Basic blueprint reading, knowledge to sketch a drawing
Safety awareness and follow PPE instructions

Certifications Offered

NOCTI
OSHA-10

College Opportunities

Articulation agreement with:
Southern Maine Community College

MACHINE TOOL TECHNOLOGY & WELDING II

Seniors

Prerequisites: Students who have successfully completed Machine Tool Fabrication I may apply. Applications will be considered based on the CATC rubric.

The course is an extension of the Machine Tool Technology I program with an increased level of expertise in machining and math. The machinist projects assigned are more complex with advanced processes. Students will be exposed to Computer Numerical Control (CNC), FANUC simulator and will program and operate a CNC mill and a CNC plasma

table. Upon completion of Machine Tool Technology II a student can have a limited opportunity to do some welding. Welding consists of the aspects of Shielded Metal Arc Welding (stick), Metal Inert Gas Welding (MIG) and Tungsten Inert Gas (TIG). All students will be expected to obtain a certification from NOCTI (National Occupational Competency Testing Institute) for Precision Machining (4152v1) at a higher level. An American Welding Society (AWS) 1G Plate certification can be achieved upon testing out.

Certifications Offered

NOCTI

American Welding Society (AWS)

College Opportunities

Articulation agreement with:

Southern Maine Community College

MEDICAL/VETERINARIAN TERMINOLOGY

Juniors/Seniors

Medical Terminology refers to the words and language used specifically in the medical and health fields. Its purpose is to allow healthcare professionals to accurately describe and communicate about patient conditions, diagnoses and treatments. Veterinary medicine is a specialty concerned with prevention, control, diagnosis and treatment of diseases affecting the health of domestic and wild animals and with the prevention of transmission of animal diseases to people. This challenging college level course offers material presented in differentiated lessons. Medical terminology is covered the first three quarters and veterinary terminology is covered during the fourth quarter. There will be guest speakers from area colleges and local businesses and tours to local nursing homes and medical facilities throughout the school year. In the spring, students will volunteer during class time at the Kennebec Humane Society.

Qualities of a Successful Student

Strong vocabulary

Critical thinking

Attention to detail

Effective communication

Adaptability

Collaboration skills

Certifications Offered

10-hour OSHA Veterinary Certification

ServSafe Basic Food Handler

College Opportunities

Dual Enrollment with:

Central Maine Community College

PLUMBING & HEATING

Juniors/Seniors

Recommendations: Students should have mastery of reading, measuring, and arithmetic computation skills.

Students should also be familiar with a full-function calculator to perform basic mathematical operations and should be able to perform calculations using fractions and decimals.

Plumbing and Heating offers 2 one-year programs providing instruction in all phases of plumbing and heating technology. The students will learn the installation, repair, and maintenance of plumbing and heating equipment.

In the Heating year (2027-28), students will learn the basics of oil and gas heating systems. They will learn to use the tools to maintain, install and troubleshoot heating systems. Boilers and furnaces will be worked on in our lab. Students will be involved in the installation, maintenance, and adjustment of equipment. This will require skills learned in piping,

wiring, control circuitry, and sheet metal. Hot air ductwork and hydronic heat distribution units, such as baseboard and radiant, will be installed as a zone of heat in our shop. Solar, wood, and refrigeration will be explored as heating sources in the trades.

In the Plumbing year (2026-27) students will learn the types of piping and fittings and the tools required for their proper installation. Plumbing installations will be done under a slab and in wood frame spaces in and outside our shop. Students will learn about different pumps, tanks, and plumbing fixtures and be involved in the installation and service of the equipment. Domestic water heating by electricity, gas, oil, and solar will be understood.

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

Qualities of a Successful Student

The ability to work well with others
Willingness to learn
Reading and comprehension skills
A strong interest in the trade

Certifications Offered

National Association of Home Builders Plumbing
National Oil Heat Research Alliance Bronze Course
OSHA 10-hour Construction
NOCTI
JIT for both Plumbing and Heating

PRE-NURSING

Juniors/Seniors

Recommendations: Students are required to have up-to-date vaccinations including Hepatitis series, MMR, Seasonal Influenza. Also, a TB Test. Documentation of vaccines and TB test is due before November 10 to participate in onboarding and clinical hours required for State CNA certification.

This course is for motivated and engaged Junior and Seniors. Pre-Nursing is a 1-year program that provides students with the opportunity to earn their State of Maine Certified Nursing Assistant (CNA) certification and earn 6 college credits. Students learn the language of medicine and basic nursing care skills working with patients, including: personal hygiene, movement, nutrition, elimination, communication and infection control procedures. Students will learn and practice hands-on care with live patients and residents this includes personal hygiene including bathing the human body, transfers and movement, nutrition, elimination and toileting, communication, and vital signs. In the classroom, students learn about anatomy and physiology, diseases, illnesses, and conditions of the human body. There are weekly quizzes and assessments in this program. Qualified students who successfully complete the program have the opportunity to take the State of Maine Certified Nursing Assistant exam in the spring and to become a Certified Nursing Assistant. Students are prepared to work as a CNA and/or further their education in nursing or other medical fields. This program is similar to the first semester of nursing school, so you can get a jump start on your career in nursing while in high school. There will be volunteer opportunities in the community.

Qualities of a Successful Student

9th grade comprehension level
Good attendance – students must meet the State mandated hour requirement prior to taking the CNA exam
Must be 16 years of age
Intrinsic motivation to learn and study
Criminal background checks are required by the State in order to complete the CNA certification
Ability to complete Nursing Assistant duties including reading directions, lifting at least 30 pounds, making observations, reporting abnormalities, standing for long periods of time, ability to work as a team member, and the ability to work independently

Certifications Offered

State of Maine Certified Nursing Assistant
OSHA 10 Healthcare
CareerSafe Employability Skills
Mandated Reporter
ServSafe Food Handler
CPR for adults, children, infants and companion animals

College Opportunities

Dual Enrollment with:
Central Maine Community College
Southern Maine Community College

JMG

JMG provides new learning opportunities for students and offers support and guidance as students gain the skills and motivation needed to participate in community and workplace activities, graduate from high school, and pursue continued education to achieve career goals. All students at CATC will participate in JMG to explore career pathways and create a professional portfolio that will include a cover letter/resume, examples of work completed and employment references. Through JMG's Maine Career Exploration Model, students will also have the opportunity to earn valuable micro-credentials by demonstrating understanding of in demand employability skills. In addition, students who are interested in more JMG services are encouraged to apply.

Qualities of a Successful Student

Consistent written and verbal communication
Attend regularly scheduled meetings
Willingness to set goals and be open-minded
Develop personal and career action plans
Pursue career networking and experiential opportunities

CAREER EXPLORATION

Freshmen/Sophomores

The Career Exploration program gives students the opportunity to discover their interests and strengths through hands-on learning in Auto Tech, Business, Building Trades and Culinary Arts. Students will gain foundational skills in each area while developing essential workplace habits such as teamwork, communication and problem-solving. This program is ideal for students who are curious about technical careers and want to explore different paths before choosing a focus.

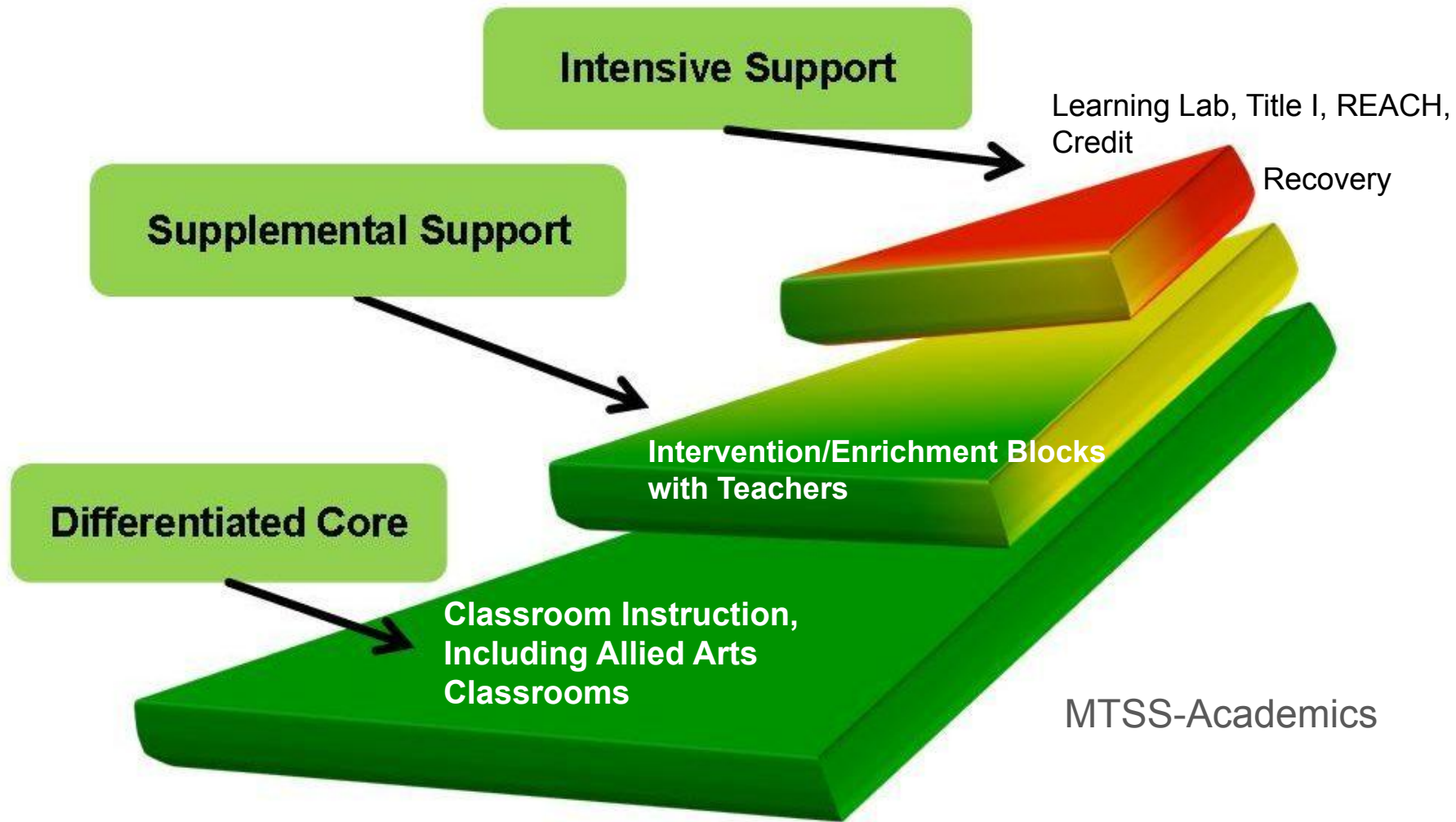
Qualities of a Successful Student

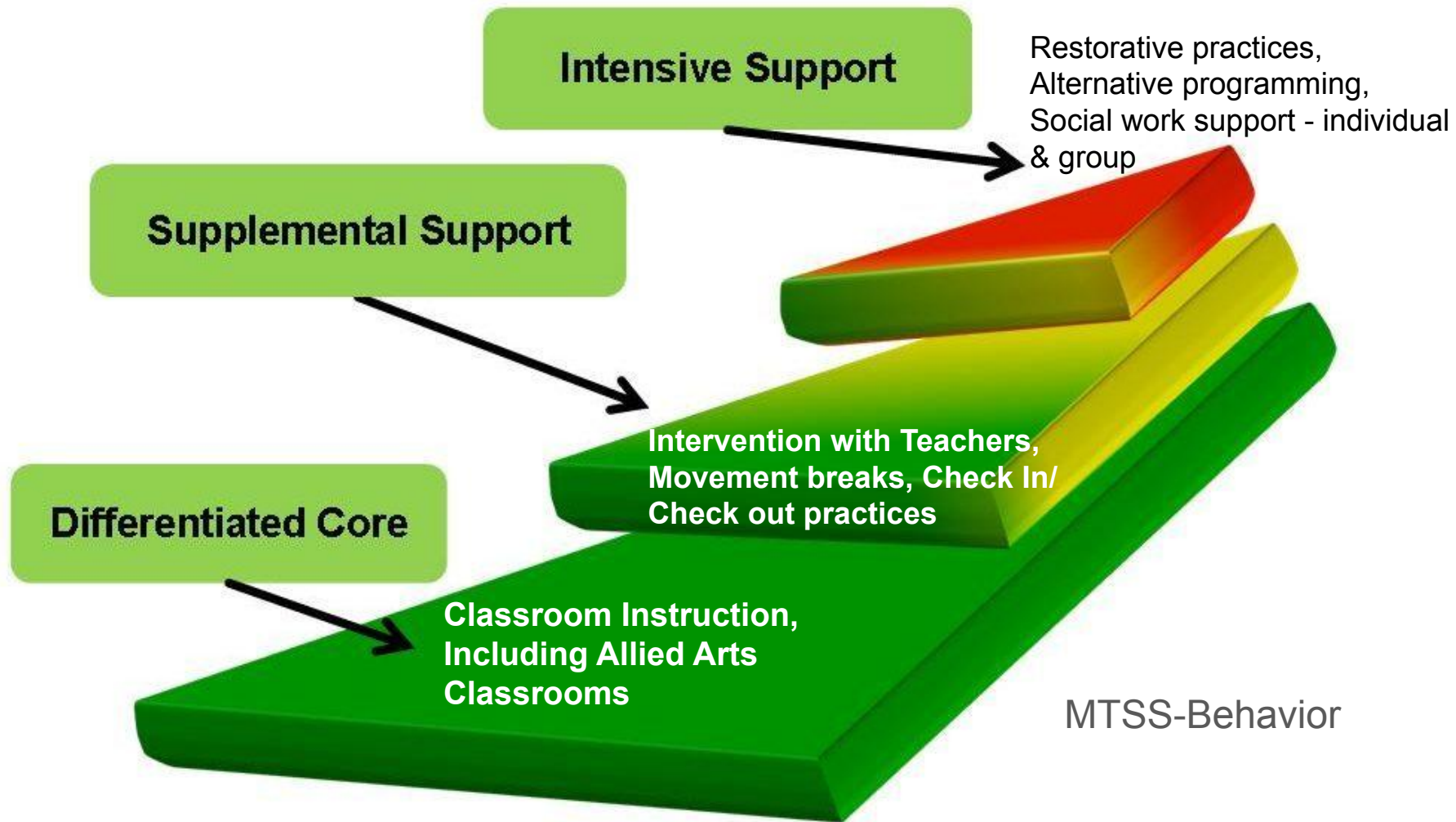
Interested in exploring Auto Tech, Business, Building Trades and Culinary Arts
Demonstrates curiosity, initiative and a willingness to learn by doing
Responsible and able to follow safety expectations in all lab environments
Works well with others and shows respect for peers, instructors and equipment



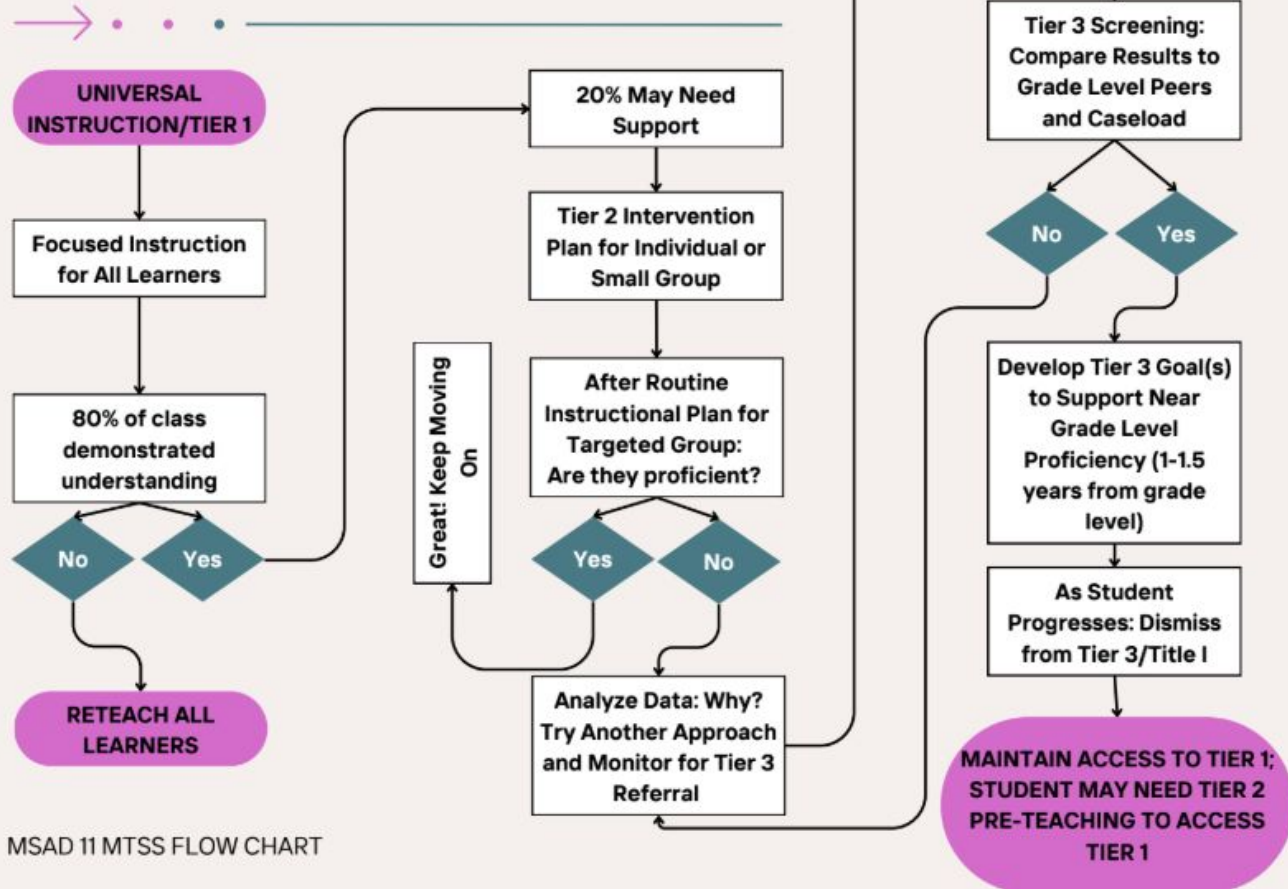
Intervention Systems

Behavior Response Proposal
February 2026





MTSS and Title I DECISION MAKING



Required
Steps to
Secure
Intensive
Tier 3
Supports

Academics

Special Education: IDEA Regulations

34 CFR § 300.307 — Specific learning disabilities [ACADEMIC]

A State must adopt criteria that *permit* the use of the child's response to evidence-based intervention (i.e. RTI/MTSS) in determining a Specific Learning Disability (SLD). [Legal Information Institute+2eCFR+2](#)

34 CFR § 300.309 — Determining the existence of a specific learning disability

So this requires that, when evaluating **a child suspected of an SLD, the evaluation team must consider progress monitoring / intervention response data.**

34 CFR § 300.311 — Specific documentation for the eligibility determination

For a child suspected of having an SLD, the documentation of the eligibility decision must include a statement of whether the child **“does not make sufficient progress ... when using a process based on the child's response to scientific, research-based intervention”** (or exhibits a pattern of strengths/weaknesses) among other required elements.

Special Education: IDEA Regulations

IDEA is explicit that **behavior is an educational issue** when it interferes with learning.

Under **34 CFR §300.324(a)(2)(i)**, IEP teams must:

“In the case of a child whose behavior impedes the child’s learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.”

Schools are legally expected to **teach and support behavior**, not simply respond with discipline.

Special Education: IDEA Regulations

IDEA emphasizes **positive**, evidence-based interventions. This applies whether or not a student already has an IEP.

This means:

- Teaching **replacement behaviors**
- Adjusting environments and instruction
- Reinforcing appropriate behavior
- Using consistent adult responses
- Matching interventions to the **function of behavior**

Exclusionary practices alone (suspension, removal, isolation) do not meet IDEA's intent or requirements.

MTSS Behavior Response Expectations

MTSS is not a “gatekeeper,” but it *is* a required framework for showing how the school responded to behavioral needs prior to referral.

Before (or during) a referral, teams should clearly document:

- What behavioral need was identified?
- What interventions were matched to that need?
- Was the behavior **skill-based, trauma-based, regulation-based, or avoidance-based**?
- Did the student respond?
- If not, **what additional intensity was attempted?**

MTSS

Emotional Regulation & Behavior Supports

A PK-5 Committee of staff and administrators engaged in reviews of other systems and work collaboratively and designed a comprehensive tiered intervention system in MSAD 11 that will provide equitable support and could be implemented with fidelity.

PARAMETERS

Together, we commit to helping every student **know they matter**. Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

- Adherence to the strategic plan
- Alignment with (not in conflict with) the Opportunity Culture instructional leadership models
- Supports an MTSS model
- Consistent decision making across the district; All for one and one for all (not four different approaches)
- Sustainable budget, inclusive of staffing.
- Training plan

GAP ANALYSIS

- TIER 1 INSTRUCTION USING EVIDENCE-BASED CURRICULUM IMPLEMENTATION COULD BE STRENGTHENED
- COHERENCE NEEDED WITH TIER 2 STRATEGIES
- TIER 3 INTENSIVE INSTRUCTION IS SIGNIFICANTLY LACKING DUE TO STAFFING, SKILL, AND SPACE



TIER 1 & 2

The committee believes that with some **strategic professional learning and district-wide expectations** around implementation of Second Step programming, tier 1 universal practices could be more consistent.

The committee designed a **continuum of support** outlining instructional resources and strategies for tier 1 and 2 interventions. This will be refined for universal access to all staff.

The next step will be to document **tier 2 progress monitoring tools** that have proven to be effective.

STAFFING WISH LIST

School counselors for tier 1 weekly instruction and tier 2 social group interventions

Social workers provide tier 3 intensive support and have full caseloads. When they can offer tier 2 interventions, they do.

Alternative Learning Space

- is a safe space for children.
 - is a tier 3 instruction for another layer of support for success in the regular classroom.
 - offers a quiet space to coregulate and learn new skills with an adult.
 - provides a second step after a calming corner/space in the classroom.
-
- is not a label.
 - is not for a safety issue or an explosive situation.
 - is not a punitive space.



Tier 3

Create a **flexible, staffed tier 3 learning space** for students who need small group or intensive instruction due to skill deficits, trauma-response behavior, or co-regulation needs.

Regulation & Replacement Skills

- Identifying body signals and emotional states
- Choosing and using regulation strategies
- Requesting help or breaks appropriately
- Repairing harm and re-entering learning after dysregulation

Generalization Planning

- Skills practiced before returning to the general classroom
- Visuals, scripts, or tools that travel with the student

STAFFING PROPOSAL

One **Ed Tech III per elementary building** with specialized skills in behavior (Safety Care training, BHP background preferred)

One **MTSS-Behavior coordinator** (stipend position of a current skillful staff member) to provide support and ensure consistent implementation district-wide.

Tier 3

The committee created:

- Continuum of Support for tier 1 and 2 interventions
- MTSS Behavior Tier 3 Decision Making Guide
- Design Guide for space and instructional purpose
- Budget

Additional Budget Considerations

Pre-Requisites: Each school needs a learning space dedicated to support access to peers and intervention instruction, and is considered a desirable environment for students struggling with regulation.

Furniture: Flexible seating (\$2000/elementary school)

Supplies (\$3000/elementary school)

- Hands-on instructional materials/project materials for short and/or long term approaches to engagement, stamina development, etc.
- General supplies: fidgets, cooperative games
- Curriculum - SEL tier 3 resources

MSAD 11 MISSION

Together, we commit to **helping every student know they matter**. Our goal is to empower students to acquire skills, participate in meaningful experiences, and build community connections to navigate a healthy and productive future.

