



2020 - 2021 Course Catalog Division 2 - 3

***** New Trimester 3 courses are listed in maroon!

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Schedule Overview

Div 2/3 Schedule*

	A Days - Monday/ Thursday			B Days - Tuesday/ Friday
7:30 - 7:45	GRIT, Attendance, Announcements (In Crew)		7:30 - 7:45	GRIT, Attendance, Announcements (In Crew)
7:45 - 8:15	Period 1: Crew		7:45 - 8:15	Period 1: Flex Time
8:15 - 8:20	Transition (Inside)		8:15 - 8:20	Transition (Inside)
8:20 - 9:20	Period 2: Class		8:20 - 9:20	Period 2: Class
9:20 - 9:30	Break (Mask Break Outside)		9:20 - 9:30	Break (Mask Break Outside)
9:30 - 10:30	Period 3: Class		9:30 - 10:30	Period 3: Class
10:30 - 10:35	Transition (Inside)		10:30 - 10:35	Transition (Inside)
10:35 - 11:10	Period 4: Flex Time (Region 10 Lunch at 11)		10:35 - 11:10	Period 4: Crew (Region 10 Lunch at 11)
11:10 - 11:15	Lunch Group 1 Dismissed		11:10 - 11:15	Lunch Group 1 Dismissed
11:15 - 11:40	Lunch Group 2 Dismissed - Lunch		11:15 - 11:40	Lunch Group 2 Dismissed - Lunch
11:45 - 12:45	Period 5: Class		11:45 - 12:45	Period 5: Class
12:45 - 12:55	Break (Mask Break Outside)		12:45 - 12:55	Break (Mask Break Outside)
12:55 - 1:55	Period 6: Class		12:55 - 1:55	Period 6: Class
1:55 - 2:00	Dismissal		1:55 - 2:00	Dismissal

* Exact start and end times are dependent on bus routes and may be adjusted

Class Structures

At HCA, we organize our learning time into a few different types of experiences. Below is a quick guide to the types of things a student will have in their schedule:

- **Crew** - All students are a part of a small group with an academic advisor that meets everyday to work on building community and academic routines.
- **Flex Time** - This time is used differently for every student and students will regularly re-evaluate how to best use this time with their Crew leader. Flex time will provide opportunities for additional academic support, wellness activities, or meetings of student organizations. Flex Time offering for the year can be found [here!](#)
- **Workshops** - Workshops are one block, full trimester classes (a few exceptions, like Math, may run longer than a trimester) targeted around essential content and skills for graduation. Workshops are shown in green below.
- **Investigations** - Investigations are in-depth, student-driven, interdisciplinary courses which culminate in the presentation of a significant product for an audience. Investigations are taught as double-block classes and meet twice a week, usually for a trimester. It is recommended that students take several investigations on different topics each year. Investigations are shown in blue below.

Trimester 1 Courses

Trimester 1							
A Day	A Day	A Day	A Day	B Day	B Day	B Day	B Day
Period 2	Period 3	Period 5	Period 6	Period 2	Period 3	Period 5	Period 6
Civics/ Writing (TF/ WC)		Creative Writing (WC/ EH)	FY Seminar (AW)	Civics/ Writing (TF/ WC)			
PrBL1 (ZG)	PrBL 2 (CCF)	Science Research Projects (MCF)	War Stories (EH)	Foundations of Math/ Ecology Research (CF's)		Media Production (CCF/ZG/WC)	
Science Photojournalism (MCF)	Science Research Projects (MCF)	Co-Taught Math (ZG/ CCF)	PrBL 2 (CCF)	Music Masterworks (ZG)		Current World Affairs (TF/EH)	
Health & Fitness (KP)	Health & Fitness (KP)	Student Council (SE)	Financial Lit (ZG/TF)			Ecology & Outdoor Leadership (MCF/KP)	

Trimester 2 Courses

Trimester 2							
A Day Class 1	A Day Class 2	A Day Class 3	A Day Class 4	B Day Class 1	B Day Class 2	B Day Class 3	B Day Class 4
Period 2	Period 3	Period 5	Period 6	Period 2	Period 3	Period 5	Period 6
Civics/ Writing (TF/ WC)		Co-Taught Math (ZG/ CCF)	PrBL 2 (CCF)	Civics/ Writing (TF/ WC)		Catcher in the Rye (KJ) - Continuation from Literacy	Practical Applications (MW) - Continuation from Literacy
PrBL1 (ZG)	PrBL 2 (CCF)	Afternoon Foundations of Math (KJ)	Financial Lit (ZG/TF)	Foundations of Math/ Science (CF's)		Voices of the Pandemic - Oral History Project (WC/ZG)	
Chemistry (MCF)	Physics Lab (MCF)	Independent Projects (KP/ MCF)	PrBL 1 (KJ)	Music and History of the 1960's (KP/ ZG)		Current World Affairs (TF/EH)	
Career Exploration (KP)		French (WC)	LGBTQ History (AW)			Resilient Architecture (MCF)	
		War Stories (Part II) (EH)	Creative Writing (EH)			Mythology (CCF)	

Trimester 3 Courses

Trimester 3							
A Day Class 1	A Day Class 2	A Day Class 3	A Day Class 4	B Day Class 1	B Day Class 2	B Day Class 3	B Day Class 4
Period 3	Period 4	Period 6	Period 7	Period 3	Period 4	Period 6	Period 7
Civics/ Writing (TF/ WC)		Co-Taught Math (ZG/ CCF)	PrBL 2 (CCF)	Civics/ Writing (TF/ WC)		Literacy group: History of Cinema (MW /KJ)	
PrBL1 (ZG)	PrBL 2 (CCF)	Afternoon Foundations of Math (KJ)	Financial Lit (ZG/TF)	Foundations of Math/ Science (CF's)		Current World Affairs (TF/EH)	
Conservation Biology (MCF)	Genetic Engineering (MCF)	Chemistry	PrBL 1 (KJ)	Coastal Critics (ZG)		Graduation Camp! (KP & MCF)	
Health & Sex Ed. (KP)	Prep: KJ/ ZG	Graphic Novel (EH)	(MW) Cultural Studies - The Middle East			Artist's Way (WC, CCF, AC)	
Prep: CCF		Life Hacks (AW)	Graphic Novel (EH)			Model U.N. (ZG)	
		Prep: TF/WC	Poetry (WC)				
			Health & Sex Ed. (KP)				
			Prep: MCF				

Course Catalog

Key to Pathways Connections:

- Communication
- ▲ Environmental Studies & Action
- Design Thinking
- † Service

More information on Pathways and a form to apply can be found [here!](#)

******* New Trimester 3 courses are listed in maroon!**

Technology & Art

The Artist's Way



Schedule: Trimester 3: B-day Periods 6-7

Prerequisites: None

Teachers: Ms. Conway & Mr. CF

Description: Using the popular course 'The Artist's Way' as a reference point, students will explore the roots of creativity and develop daily practices that will help conquer the inner 'Critic' to fully realize their unique creative potential. Students will be writing daily and exploring weekly themes of creative practice including Identity, Power, Integrity, Connection and Compassion. Students will work in a variety of artistic media and must present a willingness to share a portion of their work with the class. Guest artists will also share and discuss their own creative journeys with the class.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Art:** Creating - *Generating and Conceptualizing, Organizing Ideas, Refining and Completing*; Presenting - *Developing and Refining, Selecting for Presentation*
- **ELA:** Writing Process - *Independent Writing Process*

Coastal Critics



Schedule: Trimester 3: B-day Periods 3-4

Prerequisites: None

Teachers: Mr. Gagnon

Description: Coastal Critics will be reviving the illustrious HCA Coastal Critics, a collective of unique minded film critics that will be leveraging technology in this unique time to analyze some of the greatest pieces of cinematic history and write/speak/record their responses to them in several different formats (written, podcast, video).

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Art:** *Analyzing Art, Evaluating Using Criteria, Interpreting Meaning, Relating Art and Context.*
- **ELA:** *Providing an Objective Summary, Analyzing Development of Ideas and Events, Summarizing Central Ideas, Responding to Diverse Perspectives, Referencing Evidence in Discussion, Using Media Strategically in Presentation, Persuasive Writing*
- **Digital Citizenship:** *Creating Digital Solutions, Digital Collaboration, Digital Communication, Leveraging Technology*

Voices of the Pandemic - Oral History Project



Schedule: Trimester 2 B Day Periods 6-7

Prerequisites: None

Teacher(s): Mr. Gagnon & Ms. Conway

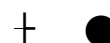
Description: This year's installment of the Harpswell Stories oral history project will focus on documenting life during a global pandemic and the ways the pandemic is impacting our community. Students will record, edit, and present interviews they conduct with community members on HCA's digital archive, <https://harpswellstories.org/>.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Art:** *Creating - Generating & Conceptualizing, Organizing Ideas, Refining & Completing*
- **ELA:** *Speaking and Listening*
- **Digital Citizenship - Digital Collaboration**

Media Production



Schedule: Trimester 1 B Day Periods 5-6

Prerequisites: None

Teacher(s): Mr. CF, Mr. Gagnon, & Ms. Conway

Description: Do you want to learn how to produce your own videos and podcasts? In Media Production, students will create and edit short videos and audio segments for publication on HCA TV and other online platforms.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Digital Citizenship**
 - **Visual & Performing Arts:** Creating - *Generating & Conceptualizing, Organizing Ideas, Refining & Completing*
 - **Visual & Performing Arts:** Performing - *Convey Meaning, Developing & Refining, Selecting for Presentation*
-

Music Masterworks ●

Schedule: Trimester 1 B Day Periods 2-3

Prerequisites: None

Teacher(s): Mr. Gagnon

Description: What is music, and how has it changed over time to become what it is today? This course seeks to answer that question, with a focus on musical analysis. We will dive deeply into the major musical pieces that define their era, and note how they inform our music today.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Visual & Performing Arts - Connecting: *Relating Art and Context*; Responding: *Interpreting Meaning, Analyzing Art, Evaluating*
-

For other related learning experiences, see:

- *Science Photojournalism* in Science
- *Creative Writing* in ELA
- *First Year Seminar* in Career & Education

Career and Education

Life Hacks

Schedule: Trimester 3: A-Day Period 6

Prerequisites: None

Teachers: Ms. Wogaman

Description: In this workshop students will work on developing effective strategies for success in school, life, and work.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Career & Education Development**
-

Graduation Camp!

Schedule: Trimester 3: B Day Periods 6 - 7

Prerequisites: Must be a graduating senior in need of self directed projects to meet remaining graduation requirements.

Teachers: Ms. Pulju & Ms. CF

Description: This block is an opportunity to get direct support in meeting any remaining graduation requirements that will not be met through other classes. We will help you identify ways to meet remaining standards, stay on track for graduation, support senior project work, or plan for life after graduation!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- TBD Based on Remaining Requirements
-

Independent Projects

Schedule: Trimester 2 A Day Period 6

Prerequisites: "Project Plan" document filled out, including notes from 5 sources

Teachers: Ms. Pulju & Ms. CF

Description: Students carry out work on an independent project designed during the first trimester in Senior Seminar, Science Research Projects, or under the supervision of a faculty advisor. Students will complete some formal writing on their project topic, and then support each other in the work of carrying out the "hands-on" portion of their projects.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- ELA - Writing Research, Argumentative Writing, Informative Writing
 - TBD Based on Project Topic
-

Career Exploration

Schedule: Trimester 2 A Day Period 3

Prerequisites: None

Description: Students will explore their career interests and possibilities, focusing on how to gather the resources needed to make informed career decisions and plot their path through high school and post-secondary options.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards: Career and Education Development (all)

First Year Seminar ●

Schedule: Trimester 1 A Day Period 6

Prerequisites: None

Teacher(s): Ms. Wogaman

Description: All incoming first year students are **required** to participate in First Year Seminar. In this full trimester seminar, we will cover topics ranging from how to be an effective member of the HCA community to tips and skills for meeting the academic expectations of high school.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Digital Citizenship - *Digital Communication*
 - Career & Education Development -
-

Senior Seminar ●

Schedule: Trimester 1 Flex Time

Prerequisites: None

Teacher(s): Ms. Pulju & Ms. CF

Description: All seniors are **required** to participate in Senior Seminar. In this full trimester seminar, we will cover topics ranging from developing your graduation plan, senior projects, and life after graduation!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Digital Citizenship - *Digital Communication*
 - Career & Education Development -
-

For other related learning experiences, see:

- *Ecology & Outdoor Leadership* in Science

Wellness

Health & Sex Education

Schedule: Trimester 3: A-Day Period 3 or Period 7

Prerequisites: None

Teacher(s): Ms. Pulju

Description: This workshop will focus on health and sexuality education. We will discuss topics ranging from gender and sexuality, consent and healthy relationships, reproductive rights, and more! Students will be expected to display a variety of skills across the curriculum.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Core Concepts in Health Promotion
- Analyzing Influences on Health
- Accessing Information, Products and Services
- Interpersonal Communication
- Decision Making
- Self Management
- Advocacy

Health & Fitness

Schedule: Trimester 1 A Day Period 2 or Period 3

Prerequisites: None

Teacher(s): Ms. Pulju

Description: Health & Fitness is a workshop focused on building the skills and habits to lead a healthy life. Students will regularly get outside for physical activity and will learn important concepts about all dimensions of health.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Various Health and PE Standards

For other related learning experiences, see:

- *Ecology & Outdoor Leadership* in Science

ELA

Poetry

Schedule: Trimester 3 A Day Period 7

Prerequisites: None

Teacher(s): Ms. Conway

Description: "Poetry is a type of literature that conveys a thought, describes a scene or tells a story in a concentrated, lyrical arrangement of words. Poems can be structured, with rhyming lines and meter, the rhythm and emphasis of a line based on syllabic beats. Poems can also be freeform, which follows no formal structure." (Billy Collins, Master Class)

In this class we will explore a variety of poetic modes and models through reading and writing!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards: Various ELA reading, writing and speaking/listening standards.

Graphic Novels

Schedule: Trimester 3: A-Day Period 6 or 7

Prerequisites: None

Teacher(s): Mr. Huber

Description: We will read and analyze both the textual and visual storytelling methods in a variety of classic and contemporary graphic novels. Students will also develop drawing skills and create their own comics.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. Books can be picked up at school for students who are remote.

Standards: A variety of ELA discussion, reading and writing standards. As well as visual arts standards.

Mythology

Schedule: Trimester 2 B Day, Period 6-7

Prerequisites: None

Teacher(s): Mr. CF

Description: In this class we will be exploring the ancient world and learning about their mythology. We will find out the impact of their stories on today and learn all about pantheons. This is going to be a mythically good time! We will be reading myths from ancient Greece, Egypt, Japan, Northeast America, and Mexico.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards: Various ELA writing and discussion standards, and some geography standards.

War Stories - Part II

Schedule: Trimester 2 A Day Period 7

Prerequisites: None

Teacher(s): Mr. Huber

Description: World War II veteran and movie director Sam Fuller once said that the only way to make a realistic war movie would be to have someone behind the screen during the movie firing a real machine gun at the audience. How does a writer convey the experience of war to the civilian reader without misrepresenting it? If war is chaos, how does the writer craft a coherent story? How does the writer pick a protagonist without choosing sides? How does the writer celebrate the courage of the soldier while exploring the cruelty, waste and absurdity of the war he or she is fighting? We will read *The Yellow Birds* by Kevin Powers, about the war in Iraq.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. Books can be picked up at school for students who are remote.

Standards: A variety of ELA discussion, reading and writing standards.

War Stories - Part I

Schedule: Trimester 1 A Day Period 6

Prerequisites: None

Teacher(s): Mr. Huber

Description: World War II veteran and movie director Sam Fuller once said that the only way to make a realistic war movie would be to have someone behind the screen during the movie firing a real machine gun at the audience. How does a writer convey the experience of war to the civilian reader without misrepresenting it? If war is chaos, how does the writer craft a coherent story? How does the writer pick a protagonist without choosing sides? How does the writer celebrate the courage of the soldier while exploring the cruelty, waste and absurdity of the war he or she is fighting? In this class we will read *The Things They Carried*, a very readable, very brilliant Vietnam book that defies categorization (novel? short story collection? memoir?) and *Billy Lynn's Long Halftime Walk*, a novel about a company of soldiers on a publicity tour of the U.S. during the Iraq war, which weaves in their memories of combat.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards: A variety of ELA discussion, reading and writing standards.

Creative Writing

Schedule: Trimester 2 A Day Period 6

Prerequisites: None

Teacher(s): Mr. Huber

Description: In this class we will consider model short stories and poems designed to inspire us to be angry, funny, honest, sad, and to make something beautiful or memorable. We will then emulate these examples and write our own pieces in a similar vein. If a student is inspired to strike out on his/her/their own unrelated piece of work, that's great also.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards: Various ELA writing and discussion standards.

For other related learning experiences, see:

- *Science Photojournalism* in Science

Math

Foundations of Math

Schedule: Full Year B Day Periods 2-3

Prerequisites: None

Teacher(s): Mr. CF & Ms. CF

Description: In this class we are setting the foundations of your mathematics career in high school. We will be exploring what math is, and learning how we can manipulate it. This class is designed for all incoming students. It's a chance to change your thinking about what math is, and see this subject from a different angle. The fall trimester will be taught in conjunction with Ms. CF's Forest Ecology investigation.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. On field work days, students participating remotely will have access to videos, pictures, data, and notes from outdoor field work that occurs in school, but will also use some of this time to work on an independent field research project (designed in class with Ms. CF) that can be done from home.

Standards:

- Foundations of Mathematics: *Modeling with Functions, Linear Functions, Linear Equations, Transformations, Descriptive Statistics*

Problem Based Learning Math 1 (PrBL 1)

Schedule: Full Year A Day Periods 2

Prerequisites: Foundations of Math or equivalent NWEA score or transfer record

Teacher(s): Mr. Gagnon

Description: In this class we are going to be furthering our understanding of mathematics. We are going to be building upon what we learned last year in foundations and then begin our journey into the world of geometry. Students will also be encouraged to apply their work with “Statistics and Experimental Design” and “Data in Two Variables” to a science research project with Ms. CF over the first two trimesters.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- PrBL 1: *Basic Definitions and Logic, Systems of Equations, Coordinate Geometry, Modeling with 2D geometry, Statistics and Experimental Design, Data in Two Variables*
-

Problem Based Learning Math 2 (PrBL 2)

Schedule: Full Year A Day Period 3 or Period 6

Prerequisites: PrBL 1 / Foundations of Math

Teacher(s): Mr. CF

Description: In this class we are going to be exploring higher levels of functions as well as developing a stronger understanding of geometry. We are going to be using three-act problems, and technology to dive into the depths of some of these higher level concepts.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- PrBL 2: *Similarity, Modeling with 3D Geometry, Quadratic Functions, Probability, Quadratic Equations, Trigonometric Equations, Trigonometric Functions*
-

Financial Literacy

†

Schedule: Full Year A Day Periods 6

Prerequisites: Div 3

Teacher(s): Mr. Gagnon & Mr. French

Description: Are you about to enter “real life” and have no idea what taxes mean, how to properly budget, or start a small business? This is the class for you. We will be attacking the 6 national Financial Literacy standards by looking at real world problems with real world solutions.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Financial Literacy** - Buying goods and services, Earning Income, Financial Investment, Protecting and Insuring, Saving, Using Credit

- **Social Studies** - Economics:

Science

Conservation Biology



Schedule: Trimester 3: A-Day Period 3

Prerequisites: None

Teacher: Ms. CF

Description: Did you know that over the last 50 years, bird populations have [declined by 25% across North America](#)? Are you concerned about what's happening to bees and bats? If you're interested in learning more about how we can protect biodiversity and conserve the environment that supports important species, this class is a great choice for you! We will explore these big questions, and work with a state wildlife biologist on a project to track Great Blue Herons living on the coast of Harpswell. This class will involve a lot of field work in late April/ May with regular tasks like: setting minnow traps and collecting bait fish, setting and collecting data from game cameras, and documenting heron sightings.

Extension: In late April/ May there may be optional opportunities to do extended field work on Wednesdays for those who are able/ interested in doing work at our field sites. *There may be spots available for interested students who cannot join the regular class.*

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. There will be some citizen science/ field work activities that are part of the required coursework. Students will have several options for how to participate in citizen science from home, including: collecting bird data from home or reviewing game camera footage from our field sites.

Standards:

- **Science:** LS2: Ecosystems - *Group Behavior & Survival, Stability & Change in Ecosystems*
- **Science and Engineering Practices** - *Engaging in Argument from Evidence*
- **Social Studies:** Geography - *Human Actions and Environmental Systems, Interpretive Geography*

Genetic Engineering



Schedule: Trimester 3: A-Day Period 4

Prerequisites: None

Teacher: Ms. CF

Description: What is genetic engineering? In this workshop we will investigate the history of how humans have come to understand genetics and use this knowledge to shape the evolution of species. We will read selections from the book "[A Crack in Creation](#)" by

Nobel Prize winner Jennifer Doudna about current research in genetic engineering and the ethical implications of technology that would allow us to preprogram DNA. We'll also investigate the pros and cons for understanding your personal genetics in maintaining your health, learning about your ancestry, and other applications!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Science:** LS1: From Molecules to Organisms - *Cell Division, Organization of Living Systems*
- **Science:** LS3: Heredity, Inheritance, & Variation of Traits
- **Science:** LS4: Biological Evolution, Unity, & Diversity

Chemistry



Schedule: Trimester 3: A-Day Period 6

Prerequisites: None

Description: In this workshop we will learn how to describe chemical changes using details about atoms and their properties from the periodic table. We will use in class demonstrations of chemical reactions, real world applications of chemistry, and a variety of modeling activities to understand how atoms rearrange and form new bonds and compounds, without matter having to be created, or destroyed. At the end of the trimester we will perform demonstrations of interesting chemical properties for other students.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. There will be some lab activities that are part of the required coursework. Materials for these labs will be available to pick up at school for remote students!

Standards:

- **Science:** PS1: Matter and Its Interactions - *Periodic Table, Explaining Chemical Reactions, Conservation of Mass, & Reaction Rates*
- **Science and Engineering Practices** - *Constructing Explanations and Designing Solutions*

Physics Lab



Schedule: Trimester 2 A Day Period 4

Prerequisites: None

Description: In this workshop we will learn about the forces that determine how objects in our universe move, and what laws describe this movement. Depending on the previous science experience of each student, lab groups which may be focusing on slightly different topics will be set up to cover different standards. By the end of the trimester, you should walk away knowing:

1. How to use Newton's laws and the laws of gravity to describe how objects move.

2. How to minimize the impact of colliding objects.
3. How to put an object into orbit around the Earth!
4. How electromagnetic radiation is generated and how it can be used to transmit information.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. There will be some lab activities that are part of the required coursework. Materials for these labs will be available to pick up at school for remote students!

Standards:

- **Science** - PS2: *Conservation of Momentum, Collision Force, Newton's Second Law*
- **Science** - ESS1: *Predicting Orbits*
- **Science** - PS4: *Waves and Their Applications in Technologies for Information Transfer* (all 3 standards)

Resilient Architecture ▲ ■

Schedule: Trimester 2 B Day, Periods 6-7

Prerequisites: None

Description: In this investigation we will study how to design buildings to be sustainable, functional, and beautiful. We will learn how to integrate rapidly renewable materials, clean energy, and creativity into designs for structures with a variety of purposes. We will practice on designing buildings with different purposes each week, study LEED certified buildings, and learn more about technical advances in sustainable energy and materials used in modern building.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- ETS1: *Engineering Design* (all 3 standards)
- PS3: *Energy - Converting Energy Between Forms; Thermodynamics*
- PS2: *Motion, Stability, Forces, and Interactions - Molecular Structure of Designed Materials*

Science Research Projects ■ ●

Schedule: Trimester 1 A Day Period 3 or Period 5

Prerequisites: None, preference in scheduling to students in PrBL 1 or higher

Description: Do you want to engineer a better bioplastic? Study the effect of pollutants on local streams? Find out how effective remote learning is compared to learning in school? Science Research Projects is your chance to test your ideas! In this workshop we will learn the basics of experimental design, and lay the groundwork for our own individual or small group science experiments or engineering projects. Students can develop a project related to any branch of science, technology, engineering, math, or psychology/ behavioral

sciences. Students who take this course will submit their research plans for approval by the Maine State Science Fair, and may then choose to continue their project in a winter investigation culminating in designing a poster for the Maine State Science Fair!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. All students will be encouraged to develop projects that can be completed safely at school or at home.

Standards:

- Science Content - TBD by project
- Science and Engineering Practices - All

Science Photojournalism ●

Schedule: Trimester 1 A Day Period 2

Prerequisites: None

Description: Are you interested in exploring the natural world around you? Or figuring out how things work? This workshop will be an opportunity to adjust the lens through which you see the world to focus on the science behind small details in nature or your everyday life and large scale forces that make our world work the way it does. We will use photography as a way of capturing snapshots of interesting science in action, and dig into the internet to figure out what's really going on and how to explain it. Students will have opportunities to tailor assignments to areas of personal interest and will be expected to engage in regular peer feedback on each other's work. We will collaborate with each other to publish collections of our work online regularly throughout the trimester.

Standards:

- Science Content: ESS3: Earth and Human Activity - *How Geoscience Influences Human Activity*; ESS2: Earth Systems - *Properties of Water*
- Science Content: Other TDB by topic choice
- Science and Engineering Practices - *Constructing Explanations and Designing Solutions; Obtaining, Evaluating, and Communicating Information*

Forest Ecology ▲ ●

Schedule: Trimester 1 B Day Periods 2-3

Prerequisites: None, Fall 2020 will be integrated with Foundations of Math and will not be open to other students.

Teacher(s): Ms. CF & Mr. CF

Description: In this investigation we will work to understand how professionals study and measure the health of Maine forests and how climate change may alter forest ecosystems in our state. We will work with state foresters and research professionals to learn scientific methodologies for doing inventories of forest plants, measuring water quality, and studying animal populations. This investigation will involve frequent field work (in all weather)!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. On field work days, students participating remotely will have access to videos, pictures, data, and notes from outdoor field work that occurs in school, but will also use some of this time to work on an independent field research project (designed in class with Ms. CF) that can be done from home.

Standards:

- LS1: Molecules to Organisms - *Organic Chemistry*
- LS2: Ecosystem Interactions, Energy, and Dynamics - *Photosynthesis, Respiration, and the Carbon Cycle; Representing Energy and Matter Flow Mathematically*
- PS1: Matter & Its Interactions - *Periodic Table*
- Science and Engineering Practices - *Analyze and Interpret Data; Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating Information*
- ELA - Informative Writing & Speaking and Listening - Presentation

Ecology & Outdoor Leadership



Schedule: Trimester 1 B Day Periods 5-6

Prerequisites: None

Teacher(s): Ms. CF & Ms. Pulju

Description: Ecology is the study of the relationships between living things and their surroundings. This fall, we will use the process of investigating our local ecosystems as a springboard for understanding how we can lead through careful consideration of ways in which we interact with each other and our environment. We will focus on developing skills in communication, collaboration, planning, and goal setting all while learning more about the natural world that surrounds us! This course will involve regular outdoor activities ranging from short walks close to school to bigger hikes or kayaking. Students should be prepared to be outside in all weather!

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities. On field work days, students participating remotely will have access to videos, pictures, data, and notes from outdoor field work that occurs in school, but will also use some of this time to work on an independent field research project (designed in class with Ms. CF) that can be done from home.

Standards:

- Science: LS2: Ecosystem Interactions, Energy, and Dynamics - *Stability and Change in Ecosystems, Carrying Capacity, Group Behavior and Survival*
- Science: ESS3: Earth and Human Activity - *Modelling Sustainability, Biodiversity, and Natural Resources*
- Science and Engineering Practices - *Planning and Carrying Out Investigations; Obtaining, Evaluating, and Communicating Information; Engaging in Argument from Evidence*

- Career & Education Development:

Social Studies

Model U.N.



Schedule: Trimester 3: B-Day Periods 6-7

Prerequisites: None

Teacher: Mr. Gagnon

Description: Have you ever wanted to collaborate with many students to pass pretend legislation in an effort to better understand how our United Nations operate? This class is for you! Every student will be assigned a country, research that country and their stance on two issues that will later be debated/solved when taking part in the MeMunc conference at USM in May. We will look at geography, civics, and write two papers while also running through mock trials, all in preparation for this conference.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- **Social Studies** - Application of Social Studies Process, Knowledge, and Skills; History - US; Civics and Government; Civic Engagement; Geography
- **ELA** - Speaking and Listening Discussion; Writing Arguments; Writing Research

LGBTQ+ History



Schedule: Trimester 2 A Day, Period 7

Prerequisites: None

Teacher(s): Ms. Wogaman

Description: What events and people have contributed to the development of PRIDE and the LGBTQ+ rights movement? We'll create a timeline of LGBTQ history and try to make our own history as we examine ways we can celebrate PRIDE and honor the struggle of those that came before us. Students will be expected to choose an independent project that may include a text study, piece of art or presentation that will be shared with our community. All are welcome to take this class. Expect to contribute to a safe and respectful space to explore topics of sexuality and gender.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

May vary depending on your independent project of choice but these to start:

- **Reading Interpretation-** *Integrating Sources for Understanding*
 - **Civic Engagement-** *Influencing the Government*
-

1960's

Schedule: Trimester 2 B Day, Period 3-4

Prerequisites: None

Teacher(s): Mr. Gagnon & Ms. Pulju

Description: We will explore the development of the 1960s, with a focus on the music of the era and how it was influenced by (and, in some instances, influenced) the current events and foreign policy of the United States. We will particularly examine the US's role in Vietnam and take a look at the 'soundtrack' of the war.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards: Various ELA and Social Studies standards

Performing Arts: Responding

Civics & U.S. History



Schedule: FULL YEAR - A Day Periods 2-3 or B Day Periods 2-3

Prerequisites: None, this course will be required for most Division 2 students.

Teacher(s): Mr. French & Ms. Conway

Description: Today we often hear that American democracy is broken—but what does a healthy democracy look like? In this Investigation we will use the Case Study method, developed at Harvard School of Business, to answer the questions: How has American democratic governance functioned in the past? How has it changed over time? How can you, as a citizen, participate in the American democratic process? This course will include instruction in persuasive and informative writing and ongoing coaching in the writing process.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Applications Of Social Studies Processes, Knowledge And Skills- *Developing Informative Texts*
- Civic Engagement- *Developing and Presenting Decisions and Plans, Influencing Government, Making and Presenting Decisions*
- Civics And Government- *Analyzing Constitutional Principles*
- History - U.S.- *Causality and Connections, Continuity and Change in Historical Eras, Development of Democratic Ideals*

Current World Affairs



Schedule: FULL YEAR - B Day Periods 5-6

Prerequisites: Div 3

Teacher(s): Mr. French & Mr. Huber

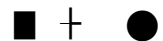
Description: This investigation examines some of the most pressing issues in the contemporary world. Using role-play simulations, case studies, and collaborative work, students analyze current affairs around the world, such as trade and globalization, international terrorism, US policy in the Middle East, and international migration. The goal of the course is to have students comprehend these complex challenges and to propose authentic and creative policy solutions. This course will include instruction in persuasive writing and ongoing coaching in the writing process.

Remote Learning: Students will be expected to join class synchronously via Zoom to participate in lessons and class activities.

Standards:

- Applications Of Social Studies Processes, Knowledge And Skills- *Constructing and Presenting Arguments, Evaluating Differing Points of View, Researching Current Social Issues*
- Civic Engagement- *Developing and Presenting Decisions and Plans*
- Economics- *Economic Concepts, Economic Institutions and Policies*
- History- World History And Current Events- *Diverse Perspectives on Societal Issues*

Student Council



Schedule: Flex Time

Prerequisites: To have gone through the election process for a Student Council seat.

Teacher(s): Ms. Elizondo

Description: Student Council is an opportunity for students to influence positive change in the school community. Most recently, the Student Council has worked with students and faculty to produce a yearbook, celebrate graduating seniors, and help students connect in meaningful ways during remote learning last spring. Elections to fill vacant seats will happen at the start of school, and a general election will be held annually in the spring.

Remote Learning: Students will be expected to join meetings synchronously via Zoom.

Standards:

- Meeting - Exemplary HOWLs
- Career Ed. Development: *Skills For Lifelong Learning, Strategies to Improve Success*
- ELA: Speaking & Listening Discussion - *Discussion Skills and Behavior*
- Social Studies: Civic Engagement
- Financial Literacy

For other related learning experiences, see:

- *Financial Literacy* in Math

World Language

Cultural Studies - The Middle East

Schedule: Trimester 3: A Day, Period 7

Prerequisites: Invitation by Mr. Wood only

Description: An exploration of the Middle East. We will investigate culture and customs through music, art, geography, history, food, and languages.

Remote Learning: Students will be expected to join meetings synchronously via Zoom.

Standards:

- **World Language:** Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.
- **Social Studies:** Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions.

French 1

Schedule: Trimester 2 A Day, Period 3

Prerequisites: None

Description: Allons-y! (Come along) as we explore basic French pronunciation and conversational vocabulary, and learn about French speaking cultures around the world.

Remote Learning: Students will be expected to join meetings synchronously via Zoom.

Standards:

- World Language: *Ask and respond to questions about familiar topics based on own lives and interests*
- World Language: *Deliver oral/signed presentations related to the culture in which the target language is spoken*
- World Language: *Describe practices and perspectives of a culture(s) in which the target language is spoken*

HCA Early College Procedure

HCA supports and encourages students to explore Early College opportunities. Classes at Southern Maine Community College are open to Division III students and online courses through UMaine are available to Division II and Division III students.

Southern Maine Community College

Through SMCC, HCA students are permitted to take classes at the Brunswick and South Portland campuses (if taking classes in South Portland, students must provide their own transportation). **For the Fall of 2020, the vast majority of SMCC classes will take place online** Students can take up to 12 credits a year (6 credits per semester), with most classes being either 3 or 4 credits. Students are responsible for the cost of books but students should speak to HCA's Guidance Counselor if books are cost prohibitive.

Course Search

Students can search for classes [here](#) (<https://www.smccme.edu/academics/courses/credit-course-offerings/>). Students should be sure they are looking at courses for the correct semester and to note the campus where the course takes place.

Additionally, students must look at the Prerequisites and Corequisites that are listed for the course. Prerequisites are classes must be taken before taking the course listed. Corequisites are classes that can be taken at the same time. Students may not take courses below the 100-level. If there is a Prerequisite that is listed that is below a 100-level course (MATH 030 or ENGL 090, for example), students are permitted to take that course.

Qualifying for a course: Any Division III student is permitted to take a class at SMCC.

Application materials

Application materials for SMCC can be found [here](#). Students should submit the On Course for College Registration Form and the Form for Enrollment of Minor Students directly to the HCA Guidance Counselor.

UMaine

Through UMaine, HCA students can take online courses. Students are permitted to take 12 credits per year and most classes are 3 or 4 credits. Online classes have traditionally had a fee of \$25/credit **but courses offered during the Fall of 2020 will not incur this fee**. Students are responsible for covering the cost of books. If cost is a barrier, students should speak with the HCA Guidance Counselor. Students can learn more about the Early College program [here](https://umaine.edu/earlycollege/) (<https://umaine.edu/earlycollege/>).

Course Search:

Available courses are listed [here](https://umaine.edu/earlycollege/courses/) (<https://umaine.edu/earlycollege/courses/>). Note the classes that are online and if they have a prerequisite.

Qualifying for a class:

Any Division III student may take classes at UMaine. Division II students must have a conversation with the HCA Guidance Counselor before registering.

Application materials:

The application materials for UMaine are all online [here](https://umaine.edu/earlycollege/how-to-apply/) (<https://umaine.edu/earlycollege/how-to-apply/>).

Vocational Courses (*@ Region 10 Technical High School*)

Vocational courses are offered in the morning and afternoon and may be taken by students in 10th grade and above. Region 10 facilitates an application process with students every spring, and accepts students into their programs for the following school year in spring of the year before. Vocational courses are yearlong and count as 3 investigations for the phase requirement; additionally, Voc enrolled students only need to have portfolio pieces from 3 different pathways per year. Vocational courses fit into the pathways as follows:

Early Childhood Education I



Schedule: Morning only

Prerequisites: None

Description: The Early Childhood Education Program prepares first year students to provide care and guidance of young children under the supervision of professional personnel. Students study the introductory ideas and concepts of Early Childhood Development from birth to grade three in an academic classroom and operate a pre-school three days per week. Students plan, organize and conduct activities for children to promote physical, interpersonal, motor, mental, and social growth and development and development of acceptable behavior: cleanliness, eating, playing, resting, and toilet habits.

Standards: See Appendix A

Early Childhood Education II



Schedule: Afternoon only

Prerequisites: Early Childhood Ed I

Description: Second year students in Early Childhood Education may participate in a three credit dual enrollment program through Southern Maine Community College. When not in the academic classroom, students will continue supervised teaching in the pre-school program or may choose to practice teaching skills more independently in an Internship position in the community. Students will also have the ability to become Maine Certified Early Childhood Care Assistants. Students may earn 3 dual enrollment credits in Childhood Development from Southern Maine Community College.

Standards: See Appendix A

Food Trades



Schedule: Morning or Afternoon

Prerequisites: None

Description: Food Trades prepares students for careers that support Maine's Hospitality Industry. Students learn concepts in food preparation and restaurant management. Emphasis is placed on maintaining a healthy environment through sanitation training and workplace wellness. Knowledge is applied through catering school and public functions. Participation in our public restaurant continues to develop competencies. Students earn Serve Safe Certification upon successful completion of the National Restaurant Association Exam. Students are encouraged to participate in Skills USA (a student organization) to enhance their leadership opportunities and compete at both state and national levels. A three credit articulation agreement is available with all Maine Community Colleges and the Culinary Institute of America.

Standards: See Appendix A

E.M.T. Basic



Schedule: Morning or Afternoon

Prerequisites: None

Description: The EMT Basic course of study includes trauma emergencies, pediatrics, special patient populations, and spinal assessment. Training includes clinical time in a hospital emergency facility and "ride along" training with a licensed Emergency Medical Service. Training will include vital signs, CPR/AED, oxygen administration, diabetic emergency treatment, spinal immobilization, and use of airway devices, along with other important life support training, including bleeding control. Students will learn the technical terms for life saving medicines and emergency application. Students must be prepared for a serious, rigorous course of study, and must possess a maturity commensurate with treating life-threatening incidents. Students may opt for the Health Occupations curriculum, to interface with EMT Basic. Dual enrollment with Southern Maine Community College worth five credits is available. Students successfully completing the dual enrollment are eligible to sit for the national E.M.T. Basic credential exam.

Standards: See Appendix A

Auto Collision Repair



Schedule: Morning or Afternoon

Prerequisites: None

Description: Students enrolled in this course will receive instruction on how to safely and productively perform all phases of collision repair and refinishing. This program is divided into four courses consisting of: painting and refinishing, non-structural analysis and damage repair, mechanical and electrical components. Automotive refinishing is a major component of this program. Color mixing, matching, tinting and blending techniques are explored emphasizing hands-on experience. Upon completion of this course, the student

should be able to enter the work force at an entry level position or move on to a technical college to further advance their skills. Dual enrollment and articulation agreement credits are available.

Standards: See Appendix A

Metal Fabrication & Welding ■

Schedule: Morning or Afternoon

Prerequisites: None

Description: Metal Fabrication and Welding program combines several trades. Topics covered include safety, measurement, general metallurgy, bench work, layout, and blueprint reading. Welding processes covered are shielded metal arc welding, metal inert gas (MIG) welding, tungsten inert gas (TIG) welding, flame cutting, along with electrode use and selection. Vocational college credits may be awarded for blueprint reading and basic welding courses while preparing the student for qualifications towards American Welding Society structural plate certification. Articulation agreement credits are available.

Standards: See Appendix A

Outdoor Powersports I ■

Schedule: Morning only

Prerequisites: None

Description: Outdoor Power technicians inspect, service, and repair small engines, recreational vehicles, and motorcycles. Students in this course learn to use hand and power tools and various precision measuring instruments, basic engine theory, two and four cycle engine overhaul, lubrication, cooling systems, electrical systems, carburetor and fuel systems. Types of equipment worked on include but are not limited to motorcycles, snowmobiles and ATVs. Articulation agreement credits are available.

Standards: See Appendix A

Outdoor Powersports II ■

Schedule: Afternoon only

Prerequisites: Outdoor Powersports I

Description: Second year Outdoor Power Sports student will continue working predominantly with motorcycles, snowmobiles, and ATVs. Classroom and shop focus will be on advanced precision measuring, electrical systems, fuel injections, ignition systems, starting systems, transmissions and clutches, and suspension systems. Articulation credits are available for students completing this course.

Standards: See Appendix A

Building Trades ■

Schedule: Morning or Afternoon

Prerequisites: None

Description: This course of study provides a combination of: Masonry and Carpentry. Together, they offer a wide range of classroom and hands-on work experiences in the construction trades with a strong emphasis on safety. Carpentry areas of concentration include: rough and finish carpentry, floor, wall, and roof framing, exterior trim, insulation, drywall installation, construction planning and drafting. Masonry areas of concentration include: forms and foundation, brick and block work, stone, tile, masonry materials and mortars, scaffolding, chimneys, fireplace construction, arches and steps

Standards: See Appendix A

Automotive Technology I ■

Schedule: Morning only

Prerequisites: None

Description: The Automotive Technology I program introduces students to the world of automotive maintenance and repair through a combination of classroom training and shop work on live vehicles. Students will gain the knowledge, skills and attitudes necessary to safely work in a shop setting using the tools and equipment to perform professional repairs on modern vehicles. Utilizing national, state, and local resources including standards set by NATEF (National Automotive Technicians Education Foundation) and the Maine Department of Education, students will have the opportunity to earn professional certifications from ASE (Automotive Service Excellence) and a Maine State Inspection License. In addition, articulation agreements with postsecondary programs have been established to award college credit for students wishing to further their education after high school. Units covered during this first-year program include comprehensive safety training, Brake Systems, Electrical and Electronic Systems, Engine Performance, and Steering and Suspension Systems. Professional development for students is enhanced through Skills U.S.A. Class meets Monday-Friday for 2.5 hours in the AM session only.

Standards: See Appendix A

Automotive Technology II ■

Schedule: Afternoon only

Prerequisites: Automotive Technology I

Description: The Automotive Technology II program is designed for students who have successfully completed the Automotive Technology I program. Auto Tech II continues to build a student's portfolio of skills and knowledge in the automotive field through work in the shop that strengthens and augments previously covered units of instruction. Newly covered units include Automatic Transmission and Transaxle, Manual Drive Train and Axles, Engine Repair, and Heating and Air Conditioning Systems. All students completing the course will leave with a professional resume and a letter of introduction to enable the student to seek immediate employment in the automotive field or to enhance the admission process into a post-secondary school. ASE certification and State Inspection licensing are encouraged. Articulation agreement credits are available.

Standards: See Appendix A

Pre-Apprenticeship

Multiple pathway possibilities as agreed by advisor

Schedule: Variable

Prerequisites: To be eligible for the program, students must be employed.

Description: Pre-Apprenticeship involves planned on-the-job training experience and academic studies in subjects related to the occupation. The occupations included require a wide range of diverse skills, knowledge, maturity, and independence of judgment. It gives workers entering an occupation thorough experience, both on and off the job. All the practical and theoretical aspects of the work required in a skilled occupation are covered in detail. PreApprenticeships can lead to post-secondary education, and/or permanent employment with the participating employer. Through Pre-Apprenticeship, students will in many cases have access to professional skill level positions with area employers. An opportunity to participate in a skill area not currently offered at Region Ten exists through this program. Pre-Apprenticeship requires the recommendation of your instructor if you are in a Region 10 program or your guidance counselor if you are not already enrolled at Region Ten.

Standards: See Appendix A

Health Occupations (Certified Nursing Assistant)

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Schedule: Morning or Afternoon

Prerequisites: None

Description: Health Occupations (CNA) is a class for juniors and seniors and prepares students to sit for the Maine State Certification Exam to earn CNA certification. The class includes academic study, skills lab, and clinical time in long term and hospital settings. Students must be 16 years of age, able to read and write at the high school level, have no criminal convictions, abstain from drug and alcohol use, maintain excellent attendance, and have a genuine interest and compassion for all types of people. Students will need to purchase uniforms and white sneakers or shoes (costing approximately \$100). Dual enrollment in medical terminology is available.

Standards: See Appendix A

Commercial Art

● ■

Schedule: Morning only

Prerequisites: None

Description: The Commercial Art program is designed to introduce students to careers associated with digital design including but not limited to graphic design, illustration, animation and video game design. Students will be introduced to the basic principles and elements of design and gain software experience required to solve visual communication problems. Using industry standard Adobe software and related programs, students develop the ability and confidence to determine appropriate and successful designs to industry

standards for a variety of applications. Upon completion of the course, students will have the opportunity to become Adobe Certified Associates upon successful completion of the Adobe exam. The main areas of focus: • Solve graphic design problems with principles and elements of design; • Learn industry standard Adobe software; Photoshop, Illustrator, InDesign and Flash; • Prepare portfolio for professional presentation, evaluation, and college entry; • Develop analytical thinking and problem solving skills for the digital design industry. Dual enrollment worth three credits is available.

Standards: See Appendix A

Appendix A: Region Ten Technical High School Course Guide by Standard

TITLE	C.C. Math Standards	C.C. ELA Standards	Other Standards
<p>ALL COURSES taken for a full year with at least B+ final grade:</p>			<p>CAREER AND EDUCATION DEVELOPMENT <u>Self Knowledge and Interpersonal Relationships:</u> *Assessing Personal Abilities and Aptitudes *Strategies to Improve Success *Attitude and Interpersonal Relationships</p> <p><u>Education, Career, and Life-Roles</u> *Skills for Lifelong Learning *Applying Academics to Career Success *Developing a Personal Learning Plan</p> <p><u>Making decisions, utilizing a planning process, creating opportunities, and making meaningful contributions</u> *Using the Planning Process *Identifying Resources for Decision-Making *Influence of Societal Need on Decisions</p>

<p>Early Childhood Education I (AM only)</p>	<p><i>None Identified</i></p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p>HEALTH EDUCATION <u>Advocacy, Decision-Making and Goal-Setting Skills</u> *Healthy Communication Skills *Influencing Health Choices</p> <p><u>Health Concepts</u> *Human Development</p> <p><u>Health Information</u> *Professional Health Services *Evaluating Health Information</p>
<p>Early Childhood Education II (PM only)</p> <p><i>Prerequisite: Successful completion of Early Childhood Ed I.</i></p>			<p>3 Credits- <i>Child Development (SMCC)</i></p>
<p>Food Trades</p>	<p><u>PBL1</u> *Statistics *Linear Functions *Linear Equations and Inequalities in One Variable</p> <p><u>PBL3</u> *Statistics (Sampling and Random Processes)</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Determining Point of View (RL + RI.6) *Evaluating Content and Source (RL + RI.7)</p>	<p>SOCIAL STUDIES <u>Geography</u> *Physical and Human Characteristics of Place</p> <p><u>Economics</u> *Economic Concepts *Personal Finance</p> <p><i>A three credit articulation agreement is available with all Maine Community Colleges and the Culinary Institute of America.</i></p>

		<p>*Delineating Arguments and Assessing Reasoning (RI.8) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Evaluating a Speaker (SL.3; L.3) *Developing Clear Reasoning (SL.4) *Structuring Speech for Multiple Purposes (SL.5) *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	
<p>E.M.T.-Basic</p>	<p><u>PBL 1</u> *Linear Equations and Inequalities in One Variable *Statistics</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p>NGSS CONTENT <u>LS1: From Molecules to Organisms</u> *Cell Division *Cellular Respiration *Homeostasis *Organic Chemistry *Molecular Biology</p> <p>HEALTH EDUCATION <u>Advocacy, Decision-Making and Goal-Setting Skills</u> *Healthy Communication Skills *Influencing Health Choices</p> <p><u>Health Concepts</u> *Human Development *Analyzing Complex Health Concepts *Dimensions of Health *Disease and Prevention *Healthy Behaviors</p> <p><u>Health Information</u> *Evaluating Health Information</p>

			<p>*Professional Health Services</p> <p><i>Dual enrollment with Southern Maine Community College worth five credits is available. Students successfully completing the dual enrollment are eligible to sit for the national E.M.T Basic credential exam.</i></p>
<p>Auto Collision Repair</p>	<p><u>PBL 1</u> *Linear Equations and Inequalities in One Variable *Basic Definitions & Rigid Motions</p> <p><u>PBL 2</u> *Geometric Modelling</p>	<p><u>Reading Comprehension & Interpretation</u> *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton's Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p> <p><i>Dual enrollment and articulation agreement credits are available.</i></p>
<p>Metal Fabrication/ Welding</p>	<p><u>PBL 1</u> *Statistics *Basic Definitions & Rigid Motions</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems</p>

	<p>*Geometric Relationships & Properties</p> <p><u>PBL 2</u> *Geometric Modeling</p> <p><u>PBL 3</u> *Trigonometric Ratios</p>	<p>*Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6)</p> <p>*Evaluating Content and Source (RL + RI.7)</p> <p>*Delineating Arguments and Assessing Reasoning (RI.8)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Collecting Information from Multiple Sources (W.8) *Integrating Evidence and Citing Sources (W.8)</p>	<p>*Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton's Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p> <p><i>Vocational college credits may be awarded for blueprint reading and basic welding courses while preparing the student for qualifications towards American Welding Society structural plate certification. Articulation agreement credits are available.</i></p>
<p>Outdoor Powersports I</p>	<p><u>PBL 1</u> *Modeling with Functions *Linear Equations and Inequalities in One Variable *Statistics *Basic Definitions & Rigid Motions</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Determining Point of View (RL + RI.6) *Evaluating Content and Source (RL + RI.7) *Delineating Arguments and Assessing Reasoning (RI.8) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton's Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p> <p><i>Articulation agreement credits are available.</i></p>

		<p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Research</u> *Evaluating Evidence (W.9)</p>	
Outdoor Powersports II			<i>Articulation agreement credits are available.</i>
Building Trades	<p><u>PBL 1</u> *Modeling with Functions *Linear Functions *Geometric Relationships & Properties</p> <p><u>PBL 2</u> *Coordinate Geometry</p> <p><u>PBL 3</u> *Geometric Measurement & Dimension *Trigonometric Ratios</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RI.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Determining Point of View (RL + RI.6) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4) *Adapting Speech (SL.6; L.3)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d)</p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p>

		<p>*Concluding a text (W.2f; W.3e)</p> <p><u>Writing Process</u> *Independent Writing Process (W.5)</p> <p><u>Writing Research</u> *Collecting Information from Multiple Sources (W.8) *Integrating Evidence and Citing Sources (W.8) *Evaluating Evidence (W.9)</p>	
<p>Automotive Technology I (AM only)</p>	<p><u>PBL 1</u> *Modeling with Functions *Linear Equations and Inequalities in One Variable *Statistics *Basic Definitions & Rigid Motions</p>	<p><u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Determining Point of View (RL + RI.6) *Evaluating Content and Source (RL + RI.7) *Delineating Arguments and Assessing Reasoning (RI.8) *Integrating Sources for Understanding (RL + RI.9)</p> <p><u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4)</p> <p><u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e)</p> <p><u>Writing Research</u></p>	<p>NGSS CONTENT <u>ETS1: Engineering Design</u> *Designing Solutions to Complex Problems *Evaluating Solutions for Complex Problems</p> <p><u>PS2: Motion, Stability, Forces, and Interactions</u> *Conservation of Momentum *Newton's Second Law *Minimizing Collision Force</p> <p><u>PS3: Energy</u> *Converting Energy Between Forms *Thermodynamics</p>

		*Evaluating Evidence (W.9)	
Automotive Technology II (PM only) <i>Prerequisite: Automotive Tech I</i>			<i>All students completing the course will leave with a professional resume and a letter of introduction to enable the student to seek immediate employment in the automotive field or to enhance the admission process into a post-secondary school. ASE certification and State Inspection licensing are encouraged. Articulation agreement credits are available.</i>
Pre-Apprenticeship	Varies		
Health Occupations--CNA (AM and PM)	<u>PBL 1</u> *Statistics *Modeling with Functions *Linear Equations and Inequalities in One Variable <u>PBL 3</u> *Functions	<u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9) <u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Adapting Speech (SL.6; L.3) <u>Writing Research</u> *Evaluating Evidence (W.9)	NGSS CONTENT <u>LS1: From Molecules to Organisms</u> *Cell Division *Cellular Respiration *Homeostasis *Organic Chemistry *Molecular Biology HEALTH EDUCATION <u>Advocacy, Decision-Making and Goal-Setting Skills</u> *Healthy Communication Skills *Influencing Health Choices <u>Health Concepts</u> *Human Development *Analyzing Complex Health Concepts *Dimensions of Health *Disease and Prevention *Healthy Behaviors <u>Health Information</u> *Evaluating Health Information *Professional Health Services <i>Dual enrollment in medical terminology is available. (SMCC)</i>

Commercial Art (AM only)	None Identified	None Identified	VISUAL AND PERFORMING ARTS ALL STANDARDS <i>Dual enrollment worth three credits is available. (SMCC)</i>
Pre-Engineering (AM only)	<u>PBL 1</u> *Modeling with Functions *Linear Equations in one variable *Descriptive Statistics <u>PBL 3</u> *Geometric Measurement and Dimension	<u>Reading Comprehension & Interpretation</u> *Providing an Objective Summary (RL.2) *Analyzing Development of Ideas and Events (RL + RI.3) *Determining Meaning of Words and Phrases (RL + RI.4; L.4,5,6) *Analyzing Structure of Text (RL + RI.5) *Determining Point of View (RL + RI.6) *Evaluating Content and Source (RL + RI.7) *Integrating Sources for Understanding (RL + RI.9) <u>Speaking & Listening</u> *Making Informed Decisions (SL.2) *Developing Clear Reasoning (SL.4) *Adapting Speech (SL.6; L.3) <u>Writing Narrative & Informative Texts</u> *Introducing and Organizing a Topic (W.2a) *Developing Topic Thoroughly (W.2b) *Linking Narrative Text with Language (W.2c; W.3c) *Narrative Language and Vocabulary (W.2d; W.3d) *Concluding a text (W.2f; W.3e) <u>Writing Process</u> *Independent Writing Process (W.5) <u>Writing Research</u> *Collecting Information from Multiple Sources (W.8)	<u>NGSS</u> *ETS1- Analyzing a global challenge *ETS1- Designing solutions to complex problems *ETS1- Evaluating solutions to complex problems *ESS3- Utilizing Energy and Mineral Resources *ESS3- Human Modification of Earth's Systems <u>Science and Engineering Practice</u> *All 8 standards <u>HS Digital Citizenship</u> *Creating Digital Solutions *Digital Collaboration *Digital Communication *Leveraging Technology *Problem Solving with Technology *Responsible Digital Solutions

		*Integrating Evidence and Citing Sources (W.8) *Evaluating Evidence (W.9)	
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