

**DRAFT**

CAPE ELIZABETH  
HIGH SCHOOL

2017 - 2018

PROGRAM OF STUDIES

# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

This Program of Studies presents information about courses which may be taken towards a Cape Elizabeth High School diploma. This publication also presents information that can help students plan an academic program with their future goals in mind. It is designed to be used by students and their parents during course registration.

Information on educational programming for students in grades 9-12 with documented physical, behavioral, and/or learning disabilities is available from the Instructional Support Services Department at Cape Elizabeth High School.

Please note that some courses or other provisions described in this publication may not be offered in 2016-2017, depending on course enrollment, staffing, or other factors. For additional information, contact the high school principal at Cape Elizabeth High School, 345 Ocean House Road, Cape Elizabeth, ME 04107. Telephone: (207) 799-3309 Fax: (207) 767-8050 Web site: <http://www.cape.k12.me.us>.

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## ACADEMIC INFORMATION

Cape Elizabeth High School is a public four-year comprehensive high school of approximately 540 students. We are proud of our students' records of accomplishments and high levels of achievement in academics, athletics, and extracurricular activities. This program of studies is designed to guide you through the important course selection process.

### GRADUATION REQUIREMENTS

All students are required to carry 6 courses (maximum 7). Successful completion of the following courses is required for a student to graduate from Cape Elizabeth High School.

- 4 years of English
- 3 years of Social Studies, to include 1 year U.S. History, 1/2 year of Government & 1 1/2 years of World History
- 3 years of Math
- 3 years of Science, to include Physics, Chemistry and Biology
- 1 year of Fine Arts
- 1/2 year of Technology
- 1/2 year additional of Fine Arts or Technology
- 1 year of Physical Education
- 1/2 year of Health

Credits are earned when courses are passed. Year-long courses, completed successfully, earn 10 credits (or the equivalent of 1 Carnegie unit). Semester-long courses, completed successfully, earn 5 credits (or the equivalent of 1/2 of a Carnegie unit). The credit value of a course is lost if a subject is failed. The credit value of a course can also be lost due to excessive cutting of that course.

If a course is failed, the student must develop a plan for making up the lost credit and meeting the requirement if the failed course is a required subject. This plan might be to retake the course or its equivalent at the next opportunity at Cape Elizabeth High School, or to retake the course through summer school. It is recommended that failures be made up as early as possible so as not to jeopardize the student's ability to graduate with his/her class. Students should see their school counselor for planning in the event of a course failure.

Current Credit requirements to be promoted through the grades are as follows:

- 55 Credits are needed to be considered a sophomore
- 115 Credits are needed to be considered a junior
- 170 Credits are needed to be considered a senior
- 230 Credits are needed for graduation

## PROFICIENCY BASED DIPLOMA

Beginning with Class of 2021, Maine law permits high school diplomas to be issued only to students who have met proficiencies in certain subject areas in accordance with Maine's Learning Results. The specific proficiency standards within Maine's Learning Results and the specific methods of proving learning consistent with those standards is up to each individual school district, subject to the state's approval.

For the Class of 2021, the two subject areas in which graduates must demonstrate proficiency are English and Math. This means that our students entering CEHS in September 2017 will demonstrate proficiency against Learning Results in English and Math over the course of their four years here.

The Cape Elizabeth school department is working hard to build an approach to the proficiency-based diploma requirement that is simple, manageable, informative, and educationally valuable. We will begin sharing our proficiency diploma plans with parents and students in March 2017.

## ALTERNATIVE PATHWAYS TO HIGH SCHOOL GRADUATION AND CREDIT

You will find that the bulk of this document describes our CEHS courses. While traditionally offered courses are the most typical way for our students to earn credit, they are not the only way. We honor and recognize that vital learning happens outside of our classrooms (or outside traditional structures) as well.

This section of this Program of Studies is designed to highlight some of those alternative pathways.

### Portland Arts & Technology High School

#### **9921 PATHS**

**Unleveled    Credit Varies    Grades 10-12**

PATHS, located at 196 Allen Avenue in Portland, offers a rich array of hands-on classes in traditional trades, in culinary arts, in the visual, digital, and performance arts, and in cutting-edge technologies (e.g. 3-D printing!). While there is no minimum age to start PATHS, the typical grade when students start PATHS is grade 11. By that time, students will have earned enough credits through CEHS courses that they will be well on their way towards graduation, and PATHS will provide a rich supplement to their education. Most programs in PATHS are designed as two-year programs. Most CEHS students who attend PATHS attend their afternoon session, which begins around noon. Students leave PATHS around 1:45. We bus our students to PATHS each day or, with parent permission and a driver's license, students may drive their own vehicles. Students who are interested in learning more about what PATHS has to offer should contact their School Counselor to arrange a visit.

### Exchange Student.

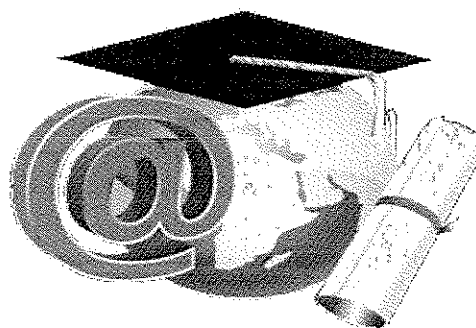


#### **Foreign Exchange Trips**

**Unleveled    Credits vary    Grades 11-12**

Attending another school in another country can be a wonderfully enriching experience. CEHS both encourages foreign exchange students to come to CEHS and works closely with families to support those of our students who are interested in living in another country while attending school.

A word of advice: From an educational, credit-earning standpoint, the biggest challenge with living and taking courses abroad is matching up CEHS courses and their foreign counterparts. For this reason, students must let their School Counselor know by March of the year before a planned trip abroad so that we can work closely with your families to support and help you tailor the educational aspects of this experience.



#### **9910 Online or Distance Learning Education** **Unleveled    Credit Varies    Grades 9-12**

Online or distance learning classes are increasingly available to students. While there is great variability of quality in such courses, School Counselors can help you identify programs that might be right for you. We are very familiar with several programs with which our students have had success. Online programs offered by credit-granting institutions can be a way to supplement what CEHS has to offer, to allow a student to catch up or accelerate their studies on their own time, or simply to introduce students to a different instructional method. Generally speaking, students wishing to take courses online must maintain at least a "C" average, and the classes must be classes that are not offered at CEHS. Even if you don't meet these specific criteria, our School Counselors are glad to work with you to see how online learning might help meet your needs.

Note: The cost of online classes is typically a responsibility of the student's family. We are glad to help you research affordable alternatives.

#### **Attending other Credit-Awarding Institutions**

**Unleveled    Credits vary    Grades 11-12**

There are many fine schools out there. We have had students earn credits while sailing on a schooner run by an educational organization, while attending other institutions for year-long or semester-long programs, or while studying at a ski academy during the winter.

As with travel and school abroad, the challenge of such trips is simply matching up and aligning our curricula with the school that is temporarily attended. For that reason, students interested in attending other degree-granting secondary institutions (high schools or alternative high school programs) should let your School Counselor know by March of the year before.

**9901 College Study Program**  
**Honors Credit Varies Grades 9-12**

CEHS students may take college classes for credit with permission of the college and as space permits. Generally speaking, college classes are intended for classes not offered at CEHS. There are, however, situations where students may need to take a college class to earn additional credits or, for older students, to get introduced to life at college even while attending CEHS. Some of the colleges where our students have in the past earned credit are Southern Maine Community College, the University of Southern Maine, and the Maine College of Art. This is not, however, intended as an exclusive list of colleges where CEHS students may take classes. Please note that, generally speaking, a one-semester college class is considered the equivalent of a semester class at CEHS.

Note: As with online or distance learning models, the cost of college attendance is the responsibility of a student's family.

**9921 Work Study**  
**Unleveled Credit Varies Grades 10-12**

PREREQUISITE: Permission of employer.

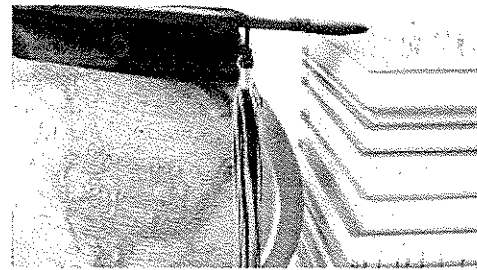
Work Study allows CEHS students to receive school credit for part-time work experience of a minimum of ten hours per week. Students must have a job before applying to the program and must receive approval from their employer, counselor, and the principal. Application guidelines and program requirements can be found in the School Counseling Office.



**9902 Independent Study Program**  
**Unleveled Credit Varies Grades 10-12**

PREREQUISITE: Permission of instructor.

Independent Study involves a student studying a topic of individual interest under the close supervision of a CEHS teacher. Independent Study allows a student to go beyond courses that CEHS can offer. Students who wish to consider an Independent Study must speak with the School Counselor by the first week of school or the semester. Independent Study may not be used to replace a class required for graduation. Grades in Independent Study classes will be "Pass" or "Fail." Students interested in finding out more about independent study opportunities should speak with their School Counselor.



**Peer Tutoring for credit**  
**Unleveled Credits vary Grades 11-12**

Over the past several years, the students working in the Achievement Center have demonstrated the tremendous power of students helping students. If you are interested in making a commitment to peer tutoring, based on your schedule availability, we are working on a plan to train peer tutors late this summer before school opens. Credit will vary depending on your time commitment and whether you have a peer tutoring commitment already through NHS. Peer tutoring cannot count as a sixth class. Express your interest in learning more about how you can hone your teaching skills and give back to others by signing up for this opportunity through the course registration process.



**Student Driven Learning**  
**Unleveled 10 Credits Grades 11-12**

PREREQUISITE: Consultation with Program Coordinator, completion of application, and acceptance into the program based on strength of the application/proposal, potential to succeed, and allowable class numbers.

Student Driven Learning is a program of study that allows CEHS Juniors and Seniors to earn general education credits while pursuing their passions and exploring their interests through individual or small group (maximum 2) project or problem based learning. We imagine that projects might fall under the following categories, but these categories should not limit the possibilities:

- Service Projects- meeting the needs/solving a problem in the community
- Entrepreneurial Projects- starting a business
- Production Projects- projects that culminate in a tangible product of some kind
- Apprenticeships- working with and learning from someone who has a particular skill or craft you would like to learn
- Investigations- investigation and exploration in a field of interest

Students receive credits on a pass/fail basis.

## **ABOVE AND BEYOND GRADUATION REQUIREMENTS**

### **PLANNING FOR MATH COURSE SELECTION**

CEHS does not require any particular sequence of math courses to be taken for graduation. However, our School Counselors will expect and push you to take four years of math and to reach as high in our math course sequence as you are capable of attaining. An increasing number of our students are doubling in math classes in order to maximize their math talents. This is not the right choice for everybody, but it is helpful and realistic for some.

### **FOREIGN LANGUAGE COURSE SELECTION RECOMMENDATIONS**

Because Cape Elizabeth students begin language study in Grade 3, most of our students enter high school in Spanish or French levels II or III. This positions our students to complete 5 or 6 years of language study.

- Four years of one language are suggested for competitive college admissions.
- Five and six years of language study is a very powerful credential and permits students to compete with private school applicants to the most competitive colleges.
- The fourth year of language is an Honors course and the fifth and sixth year courses can be AP courses.
- A fourth, fifth or sixth year of language helps students become fluent in a second language. This is a significant benefit to students preparing to work in the global world economy.

Therefore, we strongly recommend that students continue their study of French or Spanish for as many years as possible.

## **IMPORTANT NCAA INFORMATION FOR ATHLETES**

College-bound Division I and II athletes must send academic records to the NCAA Clearinghouse to determine eligibility to participate at a Division I or II college as a freshman student-athlete. To register with the Clearinghouse, you must complete the Student Release Form online. The SRF does two things: 1) it authorizes each high school you have attended to send the Clearinghouse your transcript, proof of graduation and other necessary academic information, and 2) it authorizes the Clearinghouse to send your academic information to all colleges that request your eligibility status. If interested in playing Division I or II college athletics, students and their parents should consult the NCAA Clearinghouse website, [www.ncaa.org](http://www.ncaa.org) to determine requirements as soon as possible.

## **SPECIAL CIRCUMSTANCES**

### **EARLY GRADUATION**

If a student can meet the graduation requirements in less time than the normal four-year high school sequence, that student can apply for early graduation. In order to apply for early graduation, the student must (at least two semesters before the desired graduation date):

- Write a letter explaining the reasons for requesting early graduation. This letter should include the student's post-graduate plans.
- Arrange a meeting to include the student, parents, school counselor and principal to complete an Early Graduation Plan of how the student will meet graduation requirements.

Early graduates are not ranked with the seniors in the class ranking, but with their own class.



## **PROCESS FOR COURSE SELECTION**

Registrations influence the shape of the master schedule and the allocation of school resources such as faculty, staff, materials, and space. The course registration period for the academic year begins with the Program of Studies. Students, parents, and faculty work together to select student classes for the following academic year. After the Course Selection Sheets are returned to guidance, a Master Schedule is built based on these requests. Seniors are scheduled first, followed by Juniors, Sophomores and Freshmen.

### **SENIORS, JUNIORS AND SOPHOMORES:**

Upperclass students will receive their Course Selection Sheets after Teachers have entered recommendations for core academic courses (English, Math, Social Studies, Science and Foreign Language). Students will then choose elective courses and seek approval for courses as outlined in the Study Guide as requiring "Instructor Permission." It is, therefore, essential that students consult teachers on appropriate course selection based on ability, interest, career goals, and graduation requirements. Parents and/or guardians must sign the course selection sheet; they are encouraged to contact the school counseling office if they have questions.

## **HIGH SCHOOL POLICY ON STUDENT PLACEMENT**

Placement of students in courses at different levels should be the result of student, parent, teacher, school counselor and department collaboration. In considering placement decisions, the guiding questions will be:

- What is best for the student?
- Where is the student most likely to be both challenged and successful?
- In the case of a student who wishes to be placed in a class beyond the teacher's recommendation, what evidence is there of the student's seriousness of purpose, work ethic, and underlying ability to be successful?
- How does a decision in a particular case affect class size and overall scheduling concerns?

The course selection and scheduling procedure of the high school will ensure that all the interested parties are involved. Although every effort will be made to listen to student and parent input regarding a student's course selection and enrollment, initial placement decisions rest in the hands of each department. In the event of a disagreement with the placement decision, the final decision is made by the principal. Any questions about course selection should be addressed to the appropriate department chairperson and the student's school counselor.

It is the intent of this policy to place initial, fundamental decision-making about course placement in the hands of the departments. Any student or parent who is in doubt about the appropriateness of a department's placement recommendation may contact the principal. The school administration will ensure that the appeals process described below fairly hears parent and student concerns in the event that they disagree with a placement decision.

### **ADMINISTRATIVE PROCESS FOR PLACEMENT OF STUDENTS**

Students and their parents will receive materials for course selection. Each student should review the Program of Studies for courses offered and make tentative selections for the following year with the advice of their parents. Concurrently, the student's teachers will advise him/her on the appropriate course selection for the following year and will note their recommendation on the student's course selection sheet.

### **HONORS COURSE PLACEMENT POLICY**

Student placement in honors courses will depend on the average grade for the first three quarters of a given school year. Students who earn a grade of 85 or better in their current (most recent) Honors Course within a department may elect an honors course. Students whose earned grade average for their current (most recent) course, regardless of the level, is 80 or below may not, except in exceptional circumstances, elect an honors course. All other students who are interested in being selected for an honors course should submit a letter of interest to the appropriate department chair explaining why they wish to enroll in a particular honors program. Each department will use a placement screening process appropriate to its curriculum. The review could include a student's previous grades in the subject, a recommendation from the student's current teacher, appropriate tests other representations of the student's work, and an interview with the student.

In the event that the student and department do not agree on placement, the student or parent may appeal to the Principal. The major focus of the review of placement will be the student's past performance in department courses, testing results, written samples of the student's work, input from the student's current teacher, parent(s) and the student and evidence of the seriousness of purpose, work ethic, and underlying ability of the student to be successful. The responsibility for the final decision in any review process rests with the Principal.

**Note regarding Placement in English class:** students may select at their own discretion any level of English Class.

### **SPECIAL CONSIDERATIONS FOR ADVANCED/AP COURSES**

The placement and appeals process for AP and Advanced courses will be the same as above for Honors courses, except that all students who wish to take an AP class may be required to attend an informational meeting with the teacher and/or to participate in an appropriate screening process designed to assess their readiness skills. Students will normally be expected to attain a 90 or above in their previous Honors class in order to be accepted. This is not, however, a hard and fast rule; other students are welcomed and encouraged to apply for AP courses, and their cases will be fairly considered. Special considerations in the case of AP course placement are as follows:

- Class size. Some AP classes are designed as seminar classes. It is recognized that seminar classes normally should not exceed 15-20 students.
- AP exam. Students who take AP classes (except Foreign language V and VI) are required to take the AP exam in the subject. Students who need financial assistance in order to take the exams should contact the Director of School Counseling.

## AP COURSE OVERLOAD

AP courses present a high level of academic challenge and demonstrate academic potential in college-level classes. On the other hand, taking too many AP classes at the same time can be a mistake. To that end we limit the number of AP classes a student can take as follows:

- four for juniors
- five for seniors

## COURSE LEVELS AND GRADES

Honors and Advanced Placement courses are for students who have demonstrated high achievement in a particular subject area.

College Preparatory courses are for students who are preparing academically for admission to a four-year college.

High School Diploma courses are for students who wish to complete the requirements of a high school diploma.

PATHS - Portland Arts and Technology High School is a two-year half-day regional program. A listing of course offerings can be found on their website at:

<http://paths.portlandschools.org/>

## GRADES AND HONOR ROLL

Cape Elizabeth High School uses numerical averages on its report cards. These numbers have the following grade equivalents:

A+	.....	99 – 100
A	.....	95 – 98
A-	.....	93 – 94
B+	.....	91 – 92
B	.....	87 – 90
B-	.....	85 – 86
C+	.....	83 – 84
C	.....	79 – 82
C-	.....	77 – 78
D+	.....	75 – 76
D	.....	72 – 74
D-	.....	70 – 71
FAIL	.....	69 and below
I	.....	Incomplete
P	.....	Pass

In order to be on the Honor Roll, a student must meet the following criteria:

- High Honors: All grades must be A's
- Honors: All grades must be B's or better.

## **UNWEIGHTED AND WEIGHTED GPA**

CEHS calculates and reports on transcripts both unweighted and weighted GPA. Unweighted GPAs are calculated by adding the grades received in all classes and dividing by the number of classes taken, taking into account whether classes are semester or year-long.

Weighted GPAs are calculated by adding together grades received in classes taken in English, Math, Science, Social Studies, Foreign Language and selected other classes and excluding unlevleed classes (eg. Foreign Language I, II, III), dividing by the number of classes taken, taking into account whether classes are semester or year-long classes. Weighted GPA is not officially reported before completion of 6 semesters. The multiplier applied to grades received in Honors and Advanced Placement classes is as follows:

Honors - 1.30

Advanced Placement - 1.35

## **CRITERIA AND SELECTION PROCESS FOR CERTAIN MAJOR AWARDS**

- National Honor Society: The National Honor Society strives to recognize students who have demonstrated excellence in each of the following areas: Scholarship, Leadership, Service and Character. Juniors and seniors are eligible. The scholarship criterion is based on a student's cumulative GPA at the end of the first semester of their qualifying year; students must have an unweighted, cumulative GPA of at least 93 or a weighted, cumulative GPA of at least 118. Students must have attended CEHS for a minimum of one semester. The student's core academic courses must be college preparatory, honors or AP level. Students with incompletes are not eligible for consideration.
- Maroon Medal Society: Juniors and seniors may apply to this honorary club in the spring by filing an application of their activities and achievements. Points are awarded for each activity and achievement and 180 points are needed to qualify for the Maroon Medal Society.
- College Book Awards: Book Awards are given in the name of contributing colleges. Juniors whose grade point average places them in the top of the class are considered for these awards. Book awards are selected by a faculty committee and chaired by the Principal.
- Top 10 Percent: These placements are awarded to the top 10% of seniors who have the highest grade point averages in the weighted class ranking which is done at the end of seven semesters of high school (mid-point of senior year.) The senior with the highest weighted grade point average at this point is the valedictorian of the class.

## **SUPPORT SERVICES**

### **Library**

The Cape Elizabeth High School Library supports a challenging academic program with a selective collection of print, online, and audiovisual materials. Library resources and services are an integral part of the curriculum. Teachers use the facility heavily to instruct and guide students toward becoming independent researchers.

Our collection includes more than 20,000 books and audiovisual software programs and 50 current magazines and newspapers. We have 20 computers that provide access to library resources. Students have access to an online card catalog and numerous general and subject specific databases. All of these resources may be used by the general public. They are located on the CEHS Library's web page. Several databases require a username and password. Please contact the librarian for this information.

Our library is open from 7:30 am to 4:30 pm, Monday, Tuesday, Wednesday & Thursday, and 7:30 am to 3:30 pm on Friday.

Our school's reading club, meets monthly and students may join at any time. Book selections are made by students and staff - your recommendations are welcome! Please stop by the library to learn about our current reading club selections.

### **The Achievement Center**

Located on the main floor of the high school, the Achievement Center is open to students daily from 7:30 am to 4:00 pm. Students utilize center services during study halls or free time.

#### **The goal:**

To provide individualized academic support—above and beyond what is already provided by our outstanding classroom teachers—to every student at Cape Elizabeth High School. The center offers a variety of academic services...

- ◆ Individualized academic support
- ◆ Writing conferences
- ◆ Online tutorials in math, science and language arts using Plato® software
- ◆ One-on-one tutoring in a variety of subjects by staff, student and community volunteers
- ◆ Focused use of study hall

### **Freshman Academy**

Freshman Academy is a course designed to assist the transitioning 9th grade student from middle school to high school. This class is by invitation only. There are three specific areas of focus.

1. Students will practice and cultivate the necessary executive functioning skills that will enable them to find future academic success.
2. Students will continuously examine the essential question: "Who Am I?" to help them determine what they stand for; what their strengths and weaknesses might be; where their passions lie; and ultimately who they want to become as people and life-long learners.
3. Finally, students will be expected to find their personal voices and learn the importance of growing as public speakers, both formally and informally.

## FOREIGN STUDENT EXCHANGE

Cape Elizabeth High School has enjoyed a tradition of hosting exchange students. In an effort to promote positive student exchange experiences these requirements have been adopted:

1. Exchange students must be placed with a resident and it is preferable that the host family has a student in CEHS.
2. Host families must obtain permission from the high school principal by July 1st for a student to begin in September.
3. Exchange students are accepted for only one academic year beginning in September.
4. The maximum number of exchange students who may enroll at one time for one academic year is four.
5. Exchange students must be placed by approved exchange programs listed in the advisory list of International Exchange Travel and Exchange Programs.
6. Basic competency in understanding spoken English language is required.
7. Exchange students are subject to all school rules and policies including up-to-date immunizations and a physical within the last year.
8. Exchange students will be awarded a Certificate of Attendance and a transcript of grades upon completion of one academic year.

## STUDENT EDUCATION RECORDS - Confidentiality and Rights of Access

The Cape Elizabeth School department's policy regarding student records is in compliance with federal legislation. The major points of this policy are:

1. The school shall provide copies of educational records to parents of students and to students over the age of 18 for copying fees at a cost per page as determined by the business manager.
2. Each year, parents will be provided a summary of their rights concerning the educational rights of their children.
3. Parents/guardians may inspect the education records of their children within 45 days of making a request in writing to the principal or school counselor.
4. The school will not disclose, without prior written consent, any school records of the student except as follows:
  - State and Federal official
  - School teachers and staff with legitimate educational interest
  - School officials of other public schools in which the student has enrolled.
  - School officials of private schools or college to which the student has applied for admission.
  - Other miscellaneous organizations listed in section VIII of the Student Record Policy.
5. All parents may seek correction of educational records of the student through a request to amend the record.
6. The school may destroy parts of an educational record of a student that are no longer deemed useful, only if there is not an outstanding request to inspect and review such records.
7. Complete copies of student records policy are available in the superintendent's office upon request.
8. An individual who is an applicant for admission to an institution of post-secondary education may waive his/her right to inspect and review confidential letters and statements of recommendations under specified conditions.
9. Complaints regarding violations of rights accorded parents may be submitted in writing to the following address:

The Family Educational Rights and Privacy Act Office  
Department of Health, Education and Welfare  
530 Independence Avenue, SW  
Washington, DC 20001

**ACADEMIC SEQUENCES**  
**2017 - 2018**

**ENGLISH:** Freshman > Sophomore > Junior > Senior

**FOREIGN LANGUAGE:** French:  
Level I > (Level IA) > Level II > Level III > Level IV > Level V > Level VI\*  
↓  
(As necessary; then Level II, etc.)

Spanish:  
Level I > (Level IA) > Level II > Level III > Level IV Lit > Level V Lit > Level VI\*  
↓  
Level I > (Level IA) > Level II > Level III > Level IV Conv > Level V Conv > Level VI\*

**\*Level VI Spanish and French availability alternates each school year.**

**MATH:** Algebra > Geometry > Advanced Algebra > FST or Stats > Stats or Pre-calculus > Calculus

*Note: With teacher recommendation, a student can double schedule:*

1. Geometry/Adv. Algebra
2. Pre-calc/ Stats

**SOCIAL STUDIES:** World History I > World History II > U.S. History > Government

**SCIENCE:** Physics > Chemistry > Biology > Senior Electives/Earth Space Science requirement under consideration

# Course Listing 2017-2018

ID#	ENGLISH	ID#	MATHEMATICS	ID#	FOREIGN LANGUAGE	ID #	FINE ARTS
1101	Honors Freshman English	2122	CP Algebra	5202	Latin I	8001	Art Fundamentals *
1102	CP Freshman English	2131	Honors Geometry	5222	Latin II	8002	Ceramics *
1201	Honors Sophomore English	2132	CP Geometry	5302	Spanish I	8003	Adv. Ceramics * (S1 only) (IP)
1202	CP Sophomore English	2141	Honors Advanced Algebra	5312	Spanish IA	8005	Photography I *
1300	AP Junior English (IP)	2142	CP Advanced Algebra	5322	Spanish II	8006	Adv Photography * (IP) (S1 only)
1301	Honors Junior English	2160	AP Statistics, Trigonometry & Polynomials (IP)	5332	Spanish III	8012	Painting & Drawing * (IP)
1302	CP Junior English	2161	Honors Functions, Statistics & Trig.	5341	Spanish IV Literature	8021	Art Studio I (IP)
1400	AP Senior English (IP)	2162	CP Functions, Statistics & Trig.	5351	Spanish IV Conversation	8022	Art Studio II (IP)
1422	CP Senior English: Creative Writing	2164	Honors Statistics	5361	Spanish V Conversation		Sculpture
1423	CP Senior English: Film & Media	2170	AP Calculus AB (IP)	5360	Spanish V Literature - AP (IP)		
1424	Honors Senior English: Creative Writing	2171	Honors Pre-Calculus	5102	French I	ID #	MUSIC
1425	Honors Senior English: Film & Media	2180	AP Calculus BC (IP)	5112	French I Advanced	8204	Concert Choir
7229	Journalism (IP)			5122	French II	8204	Treble Choir
				5132	French III	8302	Symphonic Band (IP)
				5141	French IV	8303	Wind Symphony (IP)
				5160	French V - AP (IP)	8304	Jazz Improvisation *
				5170	French VI - AP (IP)	8311	Music Theory I * (IP)
ID #	SOCIAL STUDIES	ID #	SCIENCE			8321	Guitar
			Physics				
4101	Honors World History I *	3101	Honors Physics	ID #	TECHNOLOGY	ID #	THEATRE
4102	CP World History I *	3102	CP Physics	7009	Technology I *	8102	Theatre Basics * (S1 only)
4201	Honors World History II			7019	Technology II *	8101	Technical Theatre I *
4202	CP World History II	3301	Honors Chemistry	7029	Technology III *	8105	Technical Theatre II *
4300	AP U.S. History (IP)	3302	CP Chemistry	7059	Architectural Drafting *	8104	Theatre Workshop * (IP) (S2 only)
4301	Honors U.S. History	3306	CP Chemical Science	7069	Architectural Design *	8106	Public Speaking/Performance *
4302	CP U.S. History			7079	Boatbuilding		
4400	AP Government (IP)	3201	Honors Biology	7089	Woodworking I *	ID #	HEALTH/PHYS ED
4401	Honors Government *	3202	CP Biology	7099	Woodworking II *	6109	Phys. Ed. I *
4402	CP Government *			7119	Intro to Computer Programming *	6209	Phys. Ed. II *
4602	Holocaust Studies *	ID #	Science Electives			6119	Health *
4612	Maine Maritime History *	3200	AP Biology (double period 1st sem) (IP)	7139	Word Processing *	6609	Health Forum *
4624	Contemporary World Issues *	3503	AP Physics 2 (IP)	7159	Personal Finance *	6619	Psychology *
4633	AP Macro Economics * (IP)	3670	AP Environ. Science (double per. 1st sem) (IP)	7189	Multimedia & Image Mgt *	6629	Phys. Ed. Adventure (S1 only) * (IP)
4630	AP Micro Economics * (IP)			7199	Digital Video Production *		
4641	Art History *	3671	Earth & Space Science	7209	Digital Design *		
4653	Philosophy & Thought *	3713	CP Sports Physiology & Exercise Sciences				
4654	Sociology	3714	Hon Sports Physiology & Exercise Sciences				
4661	Behavioral Economics *	3652	Vex Robotics (One quarter for 2.5 credits)	7227	Yearbook Leadership (IP) *		

Teacher Note: All course numbers are preceded with 30

IP = Instructor Permission Required

\* 5 Credits for one semester courses

Visit: [www.cape.k12.me.us](http://www.cape.k12.me.us) to find the complete course listings



## ENGLISH



### Graduation Requirements:

4 Years - Freshman, Sophomore, Junior and Senior English

### HONORS & AP APPLICATION PROCESS

Students interested in taking Honors Freshman English, Honors Sophomore English, AP Junior English (Language and Composition), and AP Senior English (Literature and Composition) can enroll in these courses at their own discretion. Students are encouraged to speak with their current teacher for guidance on which course would be best.

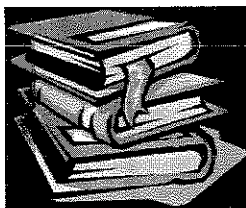
## FRESHMAN ENGLISH

**1102 CP Freshman English**  
**College Prep            10 credits    Grade 9**

CP Freshman English builds on the skills acquired in the study of language arts at the middle school level. Freshman English focuses on developing student mastery of narrative and academic writing, critical reading skills, fundamental grammar, and an expanding vocabulary. Texts may include *The Bedford Handbook*, Glencoe's *Vocabulary Builder Course Four*, and such representative works of literature as Alexie's *The Absolutely True Diary of a Part-time Indian*, and Shakespeare's *Romeo and Juliet*.

**1101 Honors Freshman English**  
**Honors                    10 credits    Grade 9**

Honors Freshman English covers the same core curriculum as the CP level, while adding a series of enrichment opportunities. Writing assignments are more frequent and often lengthier. More challenging reading in greater quantity and at a faster pace will also be part of the course. Further readings may include long novels from Dickens or units of poetry. While time and attention will be devoted to the development of core skills, at the honors level, students should be more readily prepared to demonstrate competence in writing, reading, grammar, and vocabulary.



## SOPHOMORE ENGLISH

**1202 CP Sophomore English**  
**College Prep            10 credits    Grade 10**

CP Sophomore English As the second part of a two-year sequence that begins with Freshman English, Sophomore English continues the focus on narrative writing with an increased emphasis on academic writing, critical reading skills, fundamental grammar and an expanding vocabulary. Texts may include the *Bedford Handbook*, Glencoe's *Vocabulary Builder Course Five*, and such representative works of literature as Shakespeare's *A Midsummer Night's Dream* and Salinger's *Catcher in the Rye*.

**1201 Honors Sophomore English**  
**Honors                    10 credits    Grade 10**

Honors Sophomore English covers the same core curriculum as the CP level, while adding a series of enrichment opportunities. Writing assignments are more frequent and often lengthier, and include research-based writing focused on literary analysis. More challenging reading in greater quantity and at a faster pace will also be part of the course. Further readings may include Homer's *Odyssey*, Shakespeare's *Othello*, and Zora Neale Hurston's *Their Eyes Were Watching God*. While time and attention will be devoted to the development of core skills, at the honors level, students should be more readily prepared to demonstrate competence in writing, reading, grammar, and vocabulary.

## JUNIOR ENGLISH

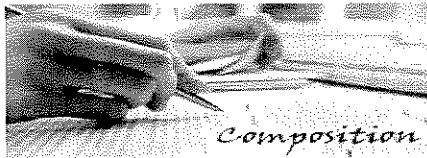
**1302 CP Junior English**  
**College Prep            10 credits    Grade 11**

In addition to a continued focus on the development of writing, reading, grammar and vocabulary skills introduced in the freshman and sophomore years, Junior English also emphasizes, in the words of the College Board, "The expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context." Texts may include the *The Bedford Handbook*, Glencoe's *Vocabulary Builder Course Six*, and such representative works of literature and literary nonfiction as Tim O'Brien's *The Things They Carried* and Jon Krakauer's *Into the Wild*.

# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

## **1301 Honors Junior English** **Honors 10 credits Grade 11**

Honors Junior English covers the same core curriculum as the CP level, while adding a series of enrichment opportunities. Writing assignments are more frequent and often lengthier. More challenging reading in greater quantity and at a faster pace will also be part of the course. Further readings may include *The Scarlet Letter*, *Huckleberry Finn*, or *The Great Gatsby*. While time and attention will be devoted to the development of core skills, at the honors level, students should be more readily prepared to demonstrate competence in writing, reading, grammar, and vocabulary.



## **1300 AP Junior English: Language & Composition** **Adv. Placement 10 credits Grade 11**

The expectations for AP level courses are especially high, and are designed for students who have the skills, interest, and motivation to be successful in a course that is designed to mimic college-level work. All students enrolled in an AP course are required to take the AP exam. Because the expectations of AP courses are high, students who score well on the exam are often exempted from required college coursework in the relevant subject area.

Prerequisite: Teacher recommendation & successful application. Students enrolled in this course should also anticipate a challenging summer assignment.

## **SENIOR ENGLISH**

### **1422 CP Senior English: Creative Writing** **College Prep 10 credits Grade 12**

This course emphasizes the development of writing, reading, grammar, and vocabulary skills. In addition, *CP Senior English: Creative Writing* also directly addresses personal narrative writing through a unit focused on the college essay. The course includes an emphasis on the reading and writing of poetry, short fiction, memoir, and creative non-fiction.

### **1423 CP Senior English: Film & Media Studies** **College Prep 10 credits Grade 12**

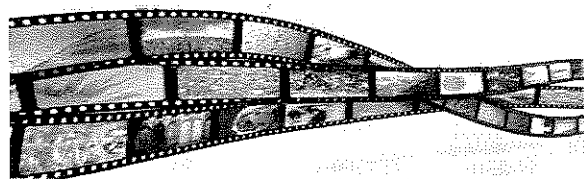
This course emphasizes the development of writing, reading, grammar, and vocabulary skills. In addition, *CP Senior English: Topics in Film and Media* directly addresses personal narrative writing through a unit focused on the college essay. The course will also combine conventional reading and writing assignments within a curriculum that includes a study of film and other media that share a thematic focus on mythology, dystopia, tragedy and comedy.

### **1424 Honors Senior English: Creative Writing** **Honors 10 credits Grade 12**

This course covers the same core curriculum as *CP Senior English: Creative Writing* with more rigorous reading and writing assignments. While time and attention will be devoted to the development of core skills, at the honors level, students should be more readily prepared to demonstrate proficiency in writing, reading, grammar, and vocabulary. Similarly, the honors level course demands a higher degree of individual responsibility and a greater amount of outside work.

### **1425 Honors Senior English: Film and Media Studies** **Honors 10 credits Grade 12**

Film and Media studies is the study of the production, aesthetics, and history of the 20th century's most important visual medium, the cinema, as well as an examination into the way we engage and interact with the electronic media we are surrounded by yet all too often take for granted. Our primary interests in this course will be in examining the development of cinema by exploring some of the most important films in the history of cinema, in reading the language of film in order to improve our critical understanding of the way texts create meaning, in writing for analytical, argumentative, personal, and creative purposes, and in developing vocabulary and language facility.



**7229 Senior English: Journalism**

**CP/Honors                      10 Credits                      Grade 12**

This elective is an opportunity for students to explore the world of print and online journalism as they pitch and write feature, department, and investigative articles. They will also design, layout, and maintain the paper's new website and print editions. The ability to meet deadlines and to work independently is critical for this course. The journalism course emphasizes in-depth reporting and analysis, journalistic ethics, idea development and follow-through, interview skills, and graphic design. Independent reading of professional journalism work is also a requirement.

**1400 AP Senior English: Literature & Composition**

**Adv. Placement                      10 credits                      Grade 12**

*AP English Literature and Composition* is designed for students who have the skills, interest, and motivation to be successful in a college-level class. As such, the expectations for the course are especially high. AP Literature will engage students in the careful reading and critical analysis of imaginative literature. As a result, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. All students are required to take the AP Literature and Composition exam offered in May. Students enrolled in this course should also anticipate a challenging summer assignment.



# MATH

**Graduation Requirements:**  
3 Years of Math



**HONORS APPLICATION PROCESS**

Initial requests are reviewed by the entire Math Department for approval or disapproval. The placement review could include the student's past performance in the department's courses, testing results, samples of the student's work and input from the student's current teacher.

Students may opt to take a course over the summer or online in order to advance to the next course in the sequence. Interested students should check with their guidance counselor for more information.

**\*\*\*IMPORTANT NOTE\*\*\*  
TI-83 or TI-84 (preferred)  
Plus Calculator Required  
Algebra through Calculus**



**2122 CP Algebra  
College Prep**

**10 Credits                      Grades 9 -12**

**PREREQUISITE:** Transition Math/teacher recommendation

This course is the introduction to the "language of mathematics". Topics to be covered include basic concepts and operations in algebra, linear equations and inequalities, word problems, graphing, exponential functions, polynomials, quadratic equations and systems of equations. Students will learn to analyze graphs through the use of technology.

# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

## **2131 Honors Geometry** *Honors 10 Credits Grades 9 -12*

PREREQUISITE: Algebra/teacher recommendation

The main goal is to provide students with a clear understanding of two-dimensional and three-dimensional figures and the relationships among them. This course starts with points, lines, planes and space then builds to perimeter and area in polygons and surface area and volume in solid figures. Transformations are studied from congruence to similarity and symmetry. Logic, formal proof and constructions are a feature of this course.

## **2132 CP Geometry** *College Prep 10 Credits Grades 9 -12*

PREREQUISITE:  
CP Algebra / teacher recommendation

This course uses the same textbook as honors Geometry but takes a longer look at fewer topics to give the student a solid base in the more important topics of the course.



## **2141 Honors Advanced Algebra** *Honors 10 Credits Grades 9 -12*

PREREQUISITE: Honors Geometry/teacher recommendation

This course might be best described as, "what every high school graduate should know about mathematics." Topics to be covered include the language of algebra, variation, linear relations, matrices, systems, quadratic equations, functions, powers and roots, exponents and logarithms, trigonometry, polynomials and quadratic relations. Students will learn to analyze functions through the use of technology.

## **2142 CP Advanced Algebra** *College Prep 10 Credits Grades 10 -12*

PREREQUISITE: 80 or better in CP Geometry/teacher recommendation

This course uses the same textbook as honors advanced algebra, but takes a longer look at fewer topics to give the student a solid base in the more important topics of the course. Students are instructed in the use of technology to understand and analyze functions.

## **2160 AP Statistics, Trigonometry & Polynomials** *Adv. Placement 10 Credits Grades 10 -12*

PREREQUISITE: 85 or better in Honors Advanced Algebra/Teacher recommendation.

The purpose of the Advanced Placement course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Observing patterns and departures from patterns.
2. Planning a Study: Describing what and how to measure.
3. Anticipating Patterns: Producing models using probability theory and simulation.
4. Statistical Inference: Confirming models

Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. After the AP Exam in May, students will study the trigonometry of right triangles, circular functions and polynomial functions.

## **2161 Honors Functions, Statistics & Trigonometry** *Honors 10 Credits Grades 10-12*

PREREQUISITE: Honors Advanced Algebra/Teacher recommendation.

Functions, statistics and trigonometry are areas of mathematics which come from real world situations. Each type of function is studied for its application to real-world problems. Function topics include: linear, quadratic, exponential, logarithmic, trigonometric, polynomial and circular models. Trigonometry and statistics will be reviewed and extended through practical applications.

# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

## 2162 CP Functions, Statistics & Trigonometry College Prep 10 Credits Grades 10 -12

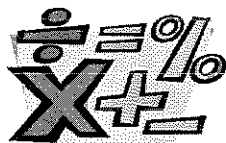
**PREREQUISITE:** CP Advanced Algebra/Teacher recommendation.

Functions, statistics and trigonometry are areas of mathematics which come from real world situations. Each type of function is studied for its application to real-world problems. Trigonometry is reviewed and extended through the basic laws. Statistics are extended through probability and simulation. This course also includes some preparation for college math placement exams.

## 2166 Quantitative Reasoning College Prep 10 Credits Grade 12

**PREREQUISITE:** Required SAT or Accuplacer Placement Test Scores to qualify to take the class as a concurrent class at SMCC. If taken as a concurrent class possible college credit available.

This course explores connections between mathematics and various facets of modern life. Quantitative reasoning enables both understanding and decision-making about aspects of work, money management, civic participation and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling and geometry.



## 2171 Honors Precalculus & Discrete Mathematics Honors 10 Credits Grades 10 -12

**PREREQUISITE:** Honors FST or AP Stats/Teacher recommendation.

The purpose of this course is to provide a knowledge of precalculus and discrete mathematics. Precalculus mathematics deals mainly with infinite and continuous processes; its subject matter includes functions of many kinds, coordinate systems, trigonometry, conics, limits, and an introduction to the basic ideas of calculus. Discrete mathematics deals with finite and iterative processes; its subject matter includes logic, sequences, recursion, combinatorics, networks and inductive proofs. Technology will be integrated into all topics.

## 2170 AP Calculus-AB Adv. Placement 10 Credits Grades 11 -12

**PREREQUISITE:** Honors Precalculus/Teacher recommendation.

In this course students will study the cornerstones of calculus - the derivative and the integral. Students will approach ideas through the concept of functions and will learn applications of these concepts. This course is very demanding and requires a lot of work outside of class. Students should come to this class with a strong understanding of functions, trigonometry, logarithms and exponents. Students are required to take the Advanced Placement test in May.



## 2180 AP Calculus-BC Adv. Placement 10 Credits Grades 11 -12

**PREREQUISITE:** Honors Precalculus/Teacher recommendation.

In this course students will study the cornerstones of calculus - the derivative and the integral. The topic outline for Calculus BC includes all Calculus AB topics. Additional topics include: parametric, polar and vector functions, Euler's Method, length of a curve, antiderivatives by parts and partial fractions, improper integrals and series. Students are required to take the Advanced Placement test in May.

## SCIENCE



### Graduation Requirements:

3 Years of Science; Physics, Chemistry and Biology

The Cape Elizabeth High School Science department believes in a well-rounded science experience. Central to all of our science courses is lab technique, the collection and interpretation of data, the concept of error and learning to make appropriate conclusions from data. The course sequence starts with 9th grade physics, the core of all scientific understanding and how forces behave. In 10th grade we explore chemistry where matter and forces interact. In the student's junior year they investigate the biologic sciences in depth. During the senior year the concentration is in earth science with electives in other disciplines.

Beginning for Class of 2018, the capstone course is an Earth and environmental systems related course that ties together the student's understanding of their previous 3 years of both science and social sciences. Additional electives will also be offered.

### 3652 Vex Robotics

*Unleveled*

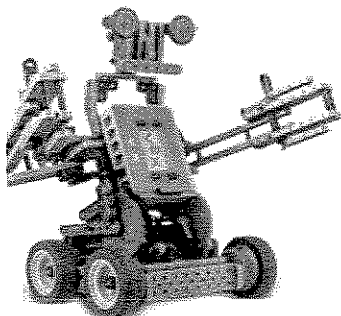
*2.5 credits*

*Grades 9-12*

The Introduction to VEX EDR Robotics course is designed as a self-contained introduction to robotics principles, or as a prerequisite for participation on the Cape Elizabeth High School VEX Robotics Team 56. In this course, each student is assigned his or her own robotics kit and computer. Through a series of design challenges, students learn best practices for building a chassis frame and pivot arm, and gain experience in coding with RobotC, including use of control structures and functions to integrate feedback from numerous sensors, including touch sensors, rotation sensors, and the joystick.

Students enrolled in this course will meet during one academic quarter of the school year. Depending on the number of students enrolled, students may be assigned to a particular academic quarter to work on and complete assigned tasks. Study hall will be assigned for the other academic quarter.

Enrollment will be limited to 6 students per quarter.



## PHYSICS

### Physics

*College Prep*

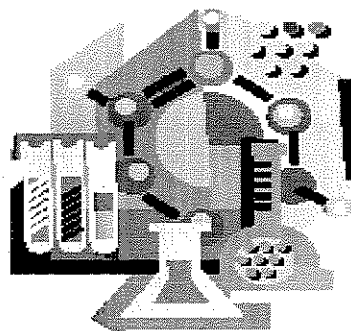
*10 Credits*

*Grade 9*

Prerequisite: By teacher recommendation ONLY

This course will cover topics in mechanics and electromagnetism in a conceptual framework. Students enrolled in this course are placed within a CP Physics class. Assessments in CP Physical Science are designed to enable students to successfully pass the Next Generation Science Standards required for graduation.

***This course will have a single "double-lab" period for the first***



### 3102 CP Physics

*College Prep*

*10 Credits*

*Grade 9*

This course will cover topics in mechanics and electromagnetism in a conceptual framework. Typically, students in this course are concurrently taking CP Algebra. ***This course will have a single "double-lab" period for the first semester.***

### 3101 Honors Physics

*Honors*

*10 Credits*

*Grade 9*

The course is designed for the student desiring a strong background in all their science courses. Connections to the other sciences will be made throughout the course. Students who are successful in this class are typically taking Honors Geometry or higher. Students concurrently taking CP Algebra may be successful in Honors Physics with a strong work effort and extra time commitment. This course is taught in a more accelerated manner than CP Physics. A deeper understanding is expected. Strong writing and critical thinking skills are a must for this class. ***This course will have a single "double-lab" period for the second semester.***

## CHEMISTRY

**3306 CP Chemical Science**  
*College Prep*      **10 Credits**      **Grade 10**

Prerequisite: By teacher recommendation ONLY

The second step in the three-year core sequence of science, CP Chemical Science builds upon the fundamental concepts explored in 9th grade Physics. The course studies Chemistry historically, following the way these ideas were discovered. This gives students a strong conceptual basis for understanding chemistry principles. Concepts covered include the particle nature of the world around us, energy laws, the nature of the atomic bonds, stoichiometry, atomic structure, acids and bases, solutions and electrochemistry. Assessments in CP Chemical Science are designed to enable students to successfully pass the Next Generation Science Standards required for graduation. ***This course will have a single "double-lab" period for the first semester.***

**3302 CP Chemistry**  
*College Prep*      **10 Credits**      **Grade 10**

PREREQUISITE: Successful completion of Gr. 9 Physics and teacher recommendation

The second step in the three-year core sequence of science, CP Chemistry builds upon the fundamental concepts explored in 9th grade Physics. The course studies Chemistry historically, following the way these ideas were discovered. This gives students a strong conceptual basis for understanding chemistry principles. Concepts covered include the particle nature of the world around us, energy laws, the nature of the atomic bonds, stoichiometry, atomic structure, acids and bases, solutions and electrochemistry. ***This course will have a single "double-lab" period for the first semester.***

**3301 Honors Chemistry**  
*Honors*      **10 Credits**      **Grade 10**

Prerequisite: Successful completion of Gr. 9 Physics and teacher recommendation

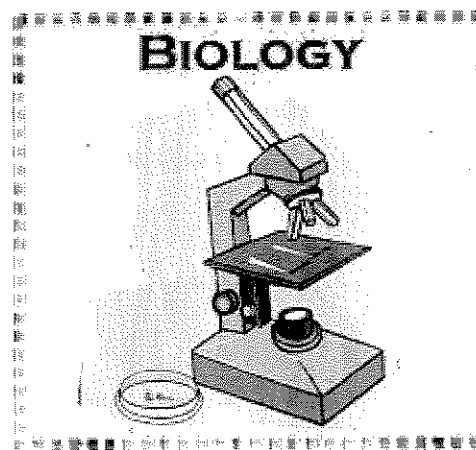
This second step in the three year science sequence is similar in content to CP Chemistry; however, the material is covered with additional detail, extended applications and at a faster pace. Strong math and organizational skills and an ability to synthesize reading and laboratory experiences are assumed for students electing this level. Honors Chemistry is appropriate for students who intend to pursue science in college. ***This course will have a single "double-lab" period for the second semester.***

## BIOLOGY

**3202 CP Biology**  
*College Prep*      **10 Credits**      **Grade 11**

PREREQUISITE: Completion of Chemistry and teacher recommendation

This course provides an introduction to the major fields of biology. Students will investigate common characteristics among the millions of organisms on this planet, as well as some of the unique features organisms possess for survival. A solid understanding of basic chemistry is assumed from the successful completion of a year of chemistry. The major themes of biology will include scientific methods, the structure and function of cells, cellular processes, taxonomy, evolution, genetics, ecology and human biology. Application of biological concepts, laboratory procedures, understanding of current issues in biology, organization of notes and lab reports are integral parts of this course.



**3201 Honors Biology**  
*Honors*      **10 Credits**      **Grade 11**

PREREQUISITE: Completion of Chemistry and teacher recommendation

This course provides an introduction to the major fields of biology. Students will investigate common characteristics among the millions of organisms on this planet, as well as some of the unique features organisms possess for survival. A solid understanding of chemistry, organic molecules and some biochemistry is assumed from the successful completion of a year of chemistry. The major themes of biology will include scientific methods, the structure and function of cells, intra- and intercellular processes, taxonomy, evolution, genetics, ecology and human biology. Students electing this level of biology should be highly motivated and organized. Note taking skills, consistent laboratory procedures, the ability to learn from text and journal readings and careful attention to all assignments are essential for success in this class.

**3200 AP Biology**  
*Adv. Placement 10 Credits*      *Grade 11*  
*Maximum Enrollment: 24*

**PREREQUISITE:** Completion of Physics, Honors Chemistry, and permission of the Science Department

The AP Biology course is designed to offer students topics that are covered in a college freshman Biology course. Students will be required to actively participate in all lectures and laboratory activities that are conducted during the year. Reading requirements for the course are rigorous and require a daily commitment in order to stay on target in the class. Exams generally cover 3-4 chapters in the text and occur every 2-3 weeks depending on the content being covered and the number of labs that are conducted during the unit. Laboratory activities suggested by the College Board are conducted to give the student a fair representation of a university level Biology course. Summer reading will be required.

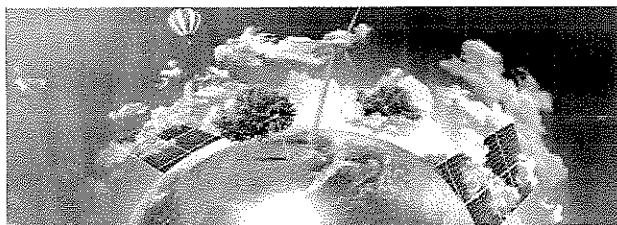
**Note: This class is taught in two full periods for the first semester.**

## SENIOR SCIENCE

**3503 AP Physics 2**  
*Adv. Placement 10 Credits*      *Grades 11-12*

**PREREQUISITE:** Successful completion of Honors Physics, Honors Chemistry, Honors or AP Biology, and present enrollment in either Pre-Calculus or Calculus. Exceptions to these requirements can be attained through teacher recommendation.

AP Physics 2 is an algebra-based, introductory college-level physics course that explores such topics as fluid mechanics and dynamics; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.



**3671 Earth & Space Science**  
*Hon/College Prep 10 credits*      *Grade 12*

**PREREQUISITE:** Completion of Physics, Chemistry & Biology

This is a college level course that emphasizes broad, up to date coverage of basic topics in geology, astronomy, oceanography and meteorology. The course is a challenging and meaningful course for students with little or no background in earth science. Lab exercises combined with detailed reading assignments from both the text and primary sources will help the student learn and appreciate basic principles and concepts that affect humans. Activities outside the classroom will be used to bridge principles taught in the classroom with the natural occurring cycles.

**3670 AP Environmental Science**  
*Adv. Placement 10 credits*      *Grade 12*

**PREREQUISITE:** Completion of Physics, Chemistry & Biology

This course will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Major themes include: Earth systems and resources, the living world, populations, land and water use, energy resources and consumption, pollution and global change. All AP students will take the AP Exam.

**Note: This class is taught in two full periods for the first semester.**

**3713 Sports Physiology & Exercise Science**  
**3714**  
*Hon/College Prep 10 Credits*      *Grade 12*

**PREREQUISITE:** Completion of Physics, Chemistry & Biology

This course is designed to help you understand how sports and exercise affect our bodies. How does your body use Physics when playing sports? How does it change as you exercise? Why is practice so important? The human body is an amazing machine that modifies itself to become better at applied biomechanics as it practices. Specific topics will be the Musculoskeletal, the Nervous, and the Cardiovascular systems as well as Metabolism, Exercise, Training and Nutrition. While most of the grade will be project based, daily activities will include class discussions of assigned readings, lectures and lab activities that will help you understand the various concepts as well as quizzes and practical exams.



## SOCIAL STUDIES

### Graduation Requirements:

3 years, including: 1 1/2 years of World History, 1 year of American History and 1/2 year of Government



### HONORS APPLICATION PROCESS

For placement in freshman honors classes, students need an average of 93 or better in the current Grade 8 Social Studies class. Students wishing to change their Social Studies placement for World History 1 should write a letter to the Social Studies Department and provide a graded piece of persuasive/argumentative writing. Materials should be submitted to School Counseling Office or via e-mail to the department chair no later than the appeal deadline. Please review the specific instructions and deadline information provided on the appeals application before beginning the process.

For placement in sophomore, junior or senior honors classes, students will receive a recommended placement from their current social studies teacher. Students in current honors level classes need to have an 85 or above average at the time of course selection to be recommended for honors or AP the following year. Any student with an average below 80 in their current course will not receive an honors or AP recommendation.

Students who need more support to achieve the social studies standards may be placed in a modified course.

### **4101 Honors World History I** *Honors 5 credits Grade 9*

**PREREQUISITE:** 93 or better average in 8th grade Social Studies; all others will need to appeal for admission.

This required one-semester course introduces students to basic concepts including geography, vocabulary and skills of cultural and historical inquiry. The content focus of this course includes the Golden Ages of China, Islam & 800-1500 Europe, as well as a review of world religions & belief systems. Reading skills are honed through engagement with extensive original sources as well as difficult text material. Expository writing, note-taking and organizational skills are also advanced. This course is for students with strong skills in reading, writing, class participation and organization.



### **4102 CP World History I** *College Prep 5 credits Grade 9*

This required one-semester course introduces students to basic concepts including geography, vocabulary and skills of cultural and historical inquiry. The content focus of this course includes the Golden Ages of China, Islam & 800-1500 Europe, as well as a review of world religions & belief systems. Reading and analysis of original sources, expository writing, note-taking and organization are emphasized. This course is for students who have solid skills in reading and writing.

### **4201 Honors World History II** *Honors 10 credits Grade 10*

**PREREQUISITE:** Successful completion of World History 1 and recommendation of World History 1 instructor

This required full year course is a continuation of World History I. The class asks students to analyze the makings of the modern world while continuing to build skills in research-based writing and argument design. Beginning with the European Enlightenment, students compare revolutions in the American English Colonies and France. Focus then shifts to the Industrial Revolution and development of Modern Economic Systems and Communist Political Movements. Through economic, political and social lenses, students assess the reasons for and impacts of Imperialism in different parts of the world. World Wars I & II provide the stage for an examination of contemporary 20th century issues including economic interdependence, Cold War conflicts and the development of organizations for multi-lateral decision-making. Finally, students will elucidate a contemporary world issue in a formal presentation to the public. This course is for students with excellent skills in reading, writing, class participation and organization.

### **4202 CP World History II** *College Prep 10 credits Grade 10*

This required full year course is a continuation of World History I. The class asks students to analyze the makings of the modern world while continuing to build skills in research-based writing and argument design. Beginning with the European Enlightenment, students compare revolutions in the American English Colonies and France. Focus then shifts to the Industrial Revolution and development of Modern Economic Systems and Communist Political Movements. Through economic, political and social lenses, students assess the reasons for and impacts of Imperialism in different parts of the world. World Wars I & II provide the stage for an examination of contemporary 20th century issues including economic interdependence, Cold War conflicts and the development of organizations for multi-lateral decision-making. Students will build reading, writing and research skills as they pursue an understanding of major world issues and conflicts throughout the year. Finally, students will elucidate a contemporary world issue in a formal presentation to the public.

**U.S. HISTORY**

**4300 AP U.S. History**  
*Adv. Placement 10 credits Grade 11*

PREREQUISITE: Successful completion of Honors World History 2 and recommendation of World History 2 instructor

This course is intended to be the equivalent of an introductory college course in American History and it is required that students will take the AP exam offered for college credit in May. This course examines the history of the United States from discovery to the present day. This course is for students with excellent reading and writing skills, high motivation, and a strong work ethic. Dynamic and active class preparation and participation are essential.

**4301 Honors U.S. History**  
*Honors 10 credits Grade 11*

PREREQUISITE: Successful completion of World History 2 and recommendation of World History 2 instructor

This required course examines the history of the United States from the Declaration of Independence to the present day, with the greatest emphasis being placed on the 20th century. By focusing on the social, economic and political threads in our history, we attempt to answer the question: "How and why did we get where we are today?" This course is for students with excellent reading and writing skills, high motivation, and a strong work ethic.

**4302 CP U.S. History**  
*College Prep 10 credits Grade 11*

This required course examines the history of the United States from the Declaration of Independence to the present day, with the greatest emphasis being placed on the 20th century. Emphasis is placed on the political, economic and social parts of history, with a focus on causal relationships and results of events throughout our history. Reading and independent research are important parts of this course.



**GOVERNMENT**

**4400 AP Government**  
*Adv. Placement 10 credits Grade 12*  
**Important Note: This is a full-year course.**

PREREQUISITE: Successful completion of Honors U.S. History and recommendation of U.S. History instructor

Advanced Placement U.S. Government is a rigorous full-year introduction to the American political system. Although the basic "nuts and bolts" of government processes are covered, the course seeks to improve students' skills in analysis, evaluation and persuasion (both written and oral). To achieve this objective, the course is both reading and writing intensive. Students are required to give frequent formal and informal oral presentations of various sorts. Students are required to take the AP exam in May. Those who successfully complete AP Government will be prepared for the AP Test and will understand how our government operates.

Because of large signups in this course, the former annual trip to Washington, DC will likely **not** take place. Signup for this course because you love the topic, not to go to Washington, DC.

**4401 Honors Government**  
*Honors 5 credits Grade 12*

PREREQUISITE: Successful completion of AP U.S. History or completion of Honors U.S. History with an 85 average or better; all others need to appeal for admission.

This required course deals with the workings of the United States government and the role of American citizens. The course focuses not only on the mechanics of the government, but also on the application of these concepts to contemporary public policy issues. This course is for students with excellent reading and writing skills, high motivation, and an interest in politics and governmental issues.

**4402 CP Government**  
*College Prep 5 credits Grade 12*

This required course deals with the workings of the United States government and the role of American citizens. The course focuses not only on the mechanics of the government, but on differences in political party platforms. The course also examines America's role in the world today.

**SOCIAL STUDIES ELECTIVES**

**4602 Facing History & Holocaust Studies**  
*Unleveled 5 credits Grades 9-12*

By examining the attempted Nazi genocide of Jews during World War II, students will confront the danger of indifference in society. Although the Holocaust is the focus of this course, students also will examine the moral and ethical questions raised by other 20th and 21st Century events. The course begins with a study of how each of us is shaped by society. Activities will include outside reading, creative projects and film-based discussions.

**4612 Maine Maritime History**  
*Unleveled 5 credits Grades 9-12*

This course will explore Maine's rich maritime history from Colonial times to the early 20th century. The course will conclude with a discussion of public policy on maritime issues such as the economic impacts of commercial fishing and waterfront usage. It will include field trips to historical sites and museums.

**4624 Contemporary World Issues**  
*Unleveled 5 credits Grades 11-12*  
*or Grade 10 in Honors World History II*

This class focuses on the controversial issues that define the world today. Students will explore global human rights, terrorism, US foreign policy, the environment, world health and how the media covers conflicts in these areas. In particular, the class will explore contemporary issues in the Middle East, such as the rise of IS and the civil war in Syria, as well as issues as they unfold in the news media. Discussion and participation in simulations and debates, guest speakers, film clips and student presentations will help focus learning.

**4653 Philosophy & Thought**  
*Unleveled 5 credits Grades 11-12*

This semester-long course is designed as a course in abstract thought, both in history and in practice. It will introduce students to many of the celebrated thinkers since antiquity through readings, discussions, and thought experiments. This is a course of deep analysis and the exploration of fundamental ideas such as: Who are we? What does it mean to exist? How do we know we actually know something? What is consciousness? What is beauty or art and who gets to decide? What is right and wrong and who gets to decide? How do we know something is of "high quality?" Students will read primary source material written by philosophers such as Plato, Descartes, Nietzsche, Wittgenstein, and Foucault. In addition, students will discuss and write analytic papers on topics such as time travel, the nature of beauty/art, free will and determinism, and the mind-body problem. Finally, students will apply newly acquired knowledge to discussions and writing on issues of global importance such as poverty, war, and international human rights.

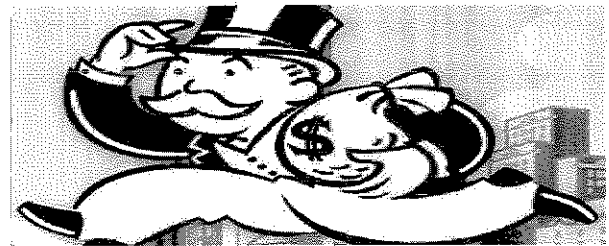
**4641 Art History**  
*Unleveled 5 credits Grades 9-12*

**PREREQUISITE:** Completion of World History I or equivalent course

This semester-long social studies course is designed to introduce students to the critical landmarks and turning points of artistic and architectural culture. This course will cover a broad range of artists, sculptors and architects and their works from the paleolithic era to the 21st century. Students will examine and analyze the foundations, evolutions, diffusions and consequences of artistic periods and how they influenced and were influenced by society, politics, economics and religion. Emphasis will be placed on the human form in art, the expression of the natural world, abstract design, perspective and symmetry, art as escape, and art as protest.

**4654 Sociology**  
*Unleveled 5 credits Grades 10-12*

This semester-long course introduces students to the study of human interaction. It gives students a basic understanding of human group relations in today's society. The course includes units on basic groups: the family, religion, education, and population growth, with specific topics of culture, race, gender, class, and related sociological phenomena. The course examines American society as well as an understanding of similar institutions common to other cultures, and explores the three theoretical perspectives: functionalist, conflict, and symbolic interactionism.



**4661 Behavioral Economics**  
*CP or Honors 5 Credits Grade 12*

This elective is designed to offer students an introductory exposure to an exciting new field in economics. This course will utilize classroom experiments, games, and simulations to help students understand topics such as how the stock market works, the causes and impacts of international trade, and why free markets fail to limit Global Warming. This course will contrast standard economic theories with developments in the growing field of behavioral economics and will strengthen the kinds of analytical skills that are valued by colleges and that are highly useful in the "real world."

**4633 AP Macroeconomics**  
*Adv. Placement 5 credits*      *Grades 11-12*

PREREQUISITE: Department Recommendation

This is a semester course designed to offer students an introductory, but rigorous, fast-paced exposure to macroeconomics. The course is intended to provide students with the same type of experience they would encounter if taking macroeconomics at a typical college. Topics will emphasize: analysis of measures of economic health; the business cycle and economic fluctuations; the role of fiscal policy, including the implications for the national debt; an examination of stock and bond markets, and the role of the Federal Reserve in the economy; and, lastly, an evaluation of the bases and implications of international trade and finance. This course will stress the application of analytical skills. Basic mathematical and graphing skills will be reviewed at the beginning of the course, but it is expected that students entering the course already have a strong background in these areas. Additionally, a strong knowledge of US history will further enhance students' understanding of economic policy.

**4634 AP MicroEconomics**  
*Adv. Placement 5 credits*      *Grades 11-12*

PREREQUISITE: Department Recommendation

This is a semester course designed to offer students an introductory, but rigorous, fast-paced exposure to microeconomics. The course is intended to provide students with the same type of experience they would encounter if taking microeconomics at a typical college. Topics covered will include: examination of how free markets work and the impact of government intervention; business strategy; how labor markets function and the efficacy of raising the minimum wage; and, lastly, analysis of market failure and what the government can do to remedy such failures. This course will stress the application of analytical skills. Basic mathematical and graphing skills will be reviewed at the beginning of the course, but it is expected that students entering the course already have a strong background in these areas. Additionally, a strong knowledge of US history will further enhance students' understanding of economic policy. A strong knowledge of US history will further enhance students' understanding of economic applications.



## FOREIGN LANGUAGES

### AP/Honors APPLICATION PROCESS

Students with a grade of 89 or above in Spanish IV Lit or French IV may automatically enroll in Spanish V Lit or French V. Students with grades between 80-88 must submit a specified writing sample (in Spanish or French) to enroll in these courses. The Department Chair and current teacher will make the final decision.

This policy also applies when going from level V (Spanish V Literature or French V) to level VI (Spanish or French) and Spanish III going to Spanish IV Literature.

## FRENCH

**5102 French I: Beginning French**  
*College Prep 10 Credits*      *Grades 9-12*

French I is an introductory course to French language and the culture of French speaking countries. Developing speaking skills and oral comprehension is the focus for the first year course. Students will be able to understand and speak about themselves, their families, their school interests and their daily life. They will be able to ask and answer questions in French.

**5112 French I Advanced**  
*College Prep 10 Credits*      *Grades 9-12*

PREREQUISITE: French I or by placement test.

The purpose of French I Review is to reinforce and expand on the skills and knowledge of French I or the middle school program. The topics studied will center around everyday activities and situations. The focus is on speaking, learning about and understanding the cultures of the French-speaking world. Reading and writing will reinforce the cultural aspect of the course. By the end of the course, the students will be able to ask and answer questions, give a short narrative of his/her activities and read or listen to passages and understand the main ideas.



# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

## **5122 French II: Intermediate French** **College Prep 10 Credits Grades 9-12**

**PREREQUISITE:** French I or French I Review or by placement test.

This course is designed for students who have completed a 7th and 8th grade French program, French I or a similar program, or French I Review at the High School, and have a firm background in the fundamentals of French I. The course seeks to build on listening and speaking skills, along with developing reading and writing proficiency. By the end of this course, students will be expected to use French 95% of the time in class and perform the following activities within the context of the topics studied:

- describe events in the past, present and future
- ask and answer questions
- talk and write about everyday situations
- participate in unrehearsed role-plays based on familiar situations

## **5132 French III: Introduction to Reading and Composition** **College Prep 10 Credits Grades 9-12**

**PREREQUISITE:** French II or by placement test.

French III is an intermediate course that builds on beginning language skills, preparing students for advanced language study. While students will continue to increase their working vocabulary through thematic topics, they will also learn strategies to approach texts written in the language. Additionally, students will begin to express themselves more formally in writing and orally. Previous grammar topics will be studied in more depth and advanced structures will be introduced. Algeria, France and Martinique are the focus of cultural exploration in this course.

## **5141 French IV: Pre-AP Advanced Conversation, Reading & Composition** **Honors 10 Credits Grades 10-12**

**PREREQUISITE:** French III

The purpose of this program is to strengthen the listening, speaking, reading and writing skills of the students. The content of the course will focus on an intensive, systematic review of French grammar while building on the student's vocabulary. Additionally, the student will refine his/her writing skills, developing short, personal essays. The student will also develop his/her reading skills so as to be able to grasp the main ideas and supporting details of authentic French texts from the print media and literary works. This course is conducted entirely in French.

## **5160 French V: Contemporary French Language and Culture** **Adv. Placement 10 Credits Grades 11-12**

**PREREQUISITE:** Students with a semester grade point average of 89 or better in level IV may automatically enroll in this course. Students with a semester average of 80-88 must take a placement exam to be given by the department.

This advanced course is designed for those students who want to further enhance their language proficiency. Using France and other French speaking countries as a background, students will work on their ability to read, write, comprehend and speak French through a variety of themes. These themes will include: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The students will work with a variety of authentic audio and written texts to participate in interpersonal, interpretative, and presentational communication in line with the AP exam for French Language and Culture. Seniors in this course may take the AP exam subject to the following criteria:

- A.) a grade of "90" or better in the course OR
- B.) teacher recommendation

(Note: Students taking this class are not required to take the AP French Language and Culture test. This policy is an exception to the normal rule requiring students in AP classes to take the test.)



## **5170 French VI: French Language and Culture** **Adv. Placement 10 Credits Grades 11-12**

**PREREQUISITE:** Students with a semester grade point average of 89 or better in level V may automatically enroll in this course. Students with a semester average of 80-88 must take a placement exam to be given by the department.

Through this course, the student will work on his/her ability to read, write, understand and speak French through a variety of themes. These will include: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The student will work with a variety of authentic audio and written texts to participate in interpersonal, interpretative, and presentational communication in line with the AP exam for French Language and Culture.

**Note:**  
*Students taking AP level language classes are not required to take the AP Language test. This policy is an exception to the normal rule requiring students in AP classes to take the test.*

# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

## **5202 Latin I** **College Prep 10 Credits**                      **Grades 9-12**

This beginning course in Latin introduces basic grammar, syntax, vocabulary, pronunciation and English word derivation. Translation selections cover Roman history, mythology, and everyday life in ancient times.

## **5222 Latin II** **College Prep 10 Credits**                      **Grades 10-12**

**PREREQUISITE:** Completion of Latin I.

This course continues the study of grammar (including the subjunctive), syntax, vocabulary, Roman culture, Roman history, mythology, and ancient authors. Works of Julius Caesar, Horace, Vergil, Seneca, Cicero, Terrence et al will be studied.

## **Latin III/IV/V - Independent Study** **College Prep 10 Credits**                      **Grades 11-12**

Students interested in pursuing Latin beyond level 2 may request to take Latin 3, 4, or 5 on an Independent Study basis. This class would be in addition to the other six classes on a student's schedule. Grading would be on a pass/fail basis, and students would need to sign an attendance contract committing to attendance during required meeting times, which would be in the morning before school.

This opportunity is not guaranteed, and it depends on both scheduling and other issues.

## **SPANISH**

## **5302 Spanish I: Beginning Spanish** **College Prep 10 Credits**                      **Grades 9-12**

Spanish I is an introductory course to Spanish language and the culture of Spanish-speaking countries. Developing speaking skills and aural comprehension is the focus of the first year course. Students will be able to understand and speak about themselves, their families, their school interests, and their daily life. They will be able to ask and answer questions in Spanish.

## **5312 Spanish I Advanced** **College Prep 10 Credits**                      **Grades 9-12**

**PREREQUISITE:** Spanish I or by placement test.

The purpose of Spanish I Review is to reinforce and expand on the skills and knowledge of Spanish I or the middle school program. The topics studied will center around everyday activities and situations. Reading and writing will reinforce the cultural aspect of the course. By the end of the course, the students should be able to ask and answer questions, give a short narrative of his/her activities and read or listen to passages and understand the main ideas.

## **5322 Spanish II: Intermediate Spanish** **College Prep 10 Credits**                      **Grades 9-12**

**PREREQUISITE:** Spanish I or Spanish I Review or by placement test.

This course is designed for students who have completed a 7th and 8th grade Spanish program, Spanish I or a similar program, or Spanish I Review at the High School, and have a firm background in the fundamentals of Spanish I. The course seeks to build on listening and speaking skills, along with developing reading and writing proficiency.

By the end of this course, students will be expected to use Spanish 95% of the time in class and perform the following activities within the context of the topics studied:

- describe events in the past, present and future
- ask and answer questions
- talk and write about everyday situations
- participate in unrehearsed role-plays based on familiar situations

## **5332 Spanish III: Introduction to Reading and Composition** **College Prep 10 Credits**                      **Grades 9-12**

**PREREQUISITE:** Spanish II or by placement test.

Spanish III is an intermediate course that builds on beginning language skills, preparing students for advanced language study. While students will continue to increase their working vocabulary through thematic topics, they will also learn strategies to approach texts written in the language. Additionally, students will begin to express themselves more formally in writing and orally. Previous grammar topics will be studied in more depth and advanced structures will be introduced. Spain, Mexico and Argentina are the focus of cultural exploration in this course.

## **5341 Spanish IV: Pre-AP** **Honors 10 Credits**                      **Grades 10-12**

**PREREQUISITE:** Students with a semester average of 89 or better in Spanish III may automatically enroll in this course. Students with a semester average of 80-88 must take a placement exam to be given by the department.

Spanish IV: Pre AP is an Honors level language course that introduces students to the AP language standards. The course is designed around thematic units that incorporate AP-style reading, writing, speaking and listening activities. Vocabulary study includes terminology needed to discuss the topics of school and technology, art, family, immigrant workers, housing, and environmental studies. This course incorporates a wide variety of informational and fiction texts and response writing.

**5351 Spanish IV: Conversation and Composition**

**Honors 10 Credits Grades 10-12**

PREREQUISITE: Spanish III

Spanish IV Conversation and Composition is an honors language course that allows students to strengthen functional language skills at a higher level. Topics include the hispanic presence in the US, housing, helping out in our community, the environment and plans for after graduation. Though developing speaking skills is the focus of this course, students will also be strengthening the other language skills: listening, reading and writing.

**5361 Spanish V: Daily Life in Hispanic Culture**

**Honors 10 Credits Grades 11-12**

PREREQUISITE: Spanish IV Conversation or IV Pre-AP

This course emphasizes a conversational approach to the Spanish language and Hispanic Culture. Students will build their practical communicative skills, situational vocabulary, and cultural knowledge of daily life in Spain and Latin America. Current events like immigration policies, global economics, and the role of the US (both present and past) in Latin America and Spain will also be considered in the course.

**5360 Spanish V: Latin American Topics**

**Adv. Placement 10 Credits Grades 11-12**

PREREQUISITE: Students with a semester grade point average of 89 or better in level IV Pre-AP may automatically enroll in this course. Students with a semester average of 80-88 must take a placement exam to be given by the department.

This advanced course is designed for those students who want to further their language proficiency. Using Latin America as a background, students will work on their ability to read, write, comprehend and speak Spanish through a variety of themes. These themes will include: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The students will work with a variety of authentic audio and written texts to participate in interpersonal, interpretative, and presentational communication in line with the AP exam for Spanish Language and Culture.



**5370 Spanish VI: Contemporary Spanish Language and Culture**

**Adv. Placement 10 Credits Grades 12**

PREREQUISITE: This course is only open to students who have successfully completed Spanish V Literature and meet the following criteria. Students with a semester grade point average of 89 or better in Spanish V Literature may automatically enroll in this course. Students with a semester average of 80-88 must take a placement exam to be given by the department.

This advanced course is designed for those students who want to further enhance their language proficiency. Using Spain and Latin America as a background, students will work on their ability to read, write, comprehend and speak Spanish through a variety of themes. These themes will include: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. The students will work with a variety of authentic audio and written texts to participate in interpersonal, interpretative, and presentational communication in line with the AP exam for Spanish Language and Culture. Seniors in this course may take the AP exam subject to receiving a grade of 90 in the course or by teacher recommendation.

**Note:**

*Students taking AP level language classes are not required to take the AP Language test. This policy is an exception to the normal rule requiring students in AP classes to take the test.*

**FINE ARTS - ART, MUSIC & THEATRE**

**Graduation Requirements:**  
at least 1 Year of Fine Arts credits  
(please refer to page 2)



**ART - Introductory Courses**

**8001 Art Fundamentals**  
*Unleveled 5 Credits Grades 9-12*

Art Fundamentals is an introductory course to the visual arts, as well as a prerequisite to several of our studio electives. This course offers students hands-on experience with making art, familiarity with art vocabulary and concepts, and a fuller understanding of the visual arts' role in contemporary society. Studio projects will explore two and three dimensional design, color theory, painting, and observational drawing using a variety of media. Historically significant techniques and influences will be presented and discussed with each project. Class expectations include project-related homework assignments and participation in group critiques of student work.

**8002 Ceramics I**  
*Unleveled 5 Credits Grades 9-12*

This is an introductory course in the methods and processes of forming clay. Students will learn to use handbuilding techniques such as pinch, coil and slab construction and will also become proficient on the potter's wheel. There will be extensive study of different methods of surface decoration and glazing. Students will explore both functional and sculptural approaches to clay. Field trips to observe potters' studios and participate in raku firings may be part of the class.

**8005 Photography I**  
*Unleveled 5 Credits Grades 9-12*

**PREREQUISITE:** Student must have a 35 mm SLR camera. Lab Fee: \$40.00

Photo I serves as an introduction to the practice and appreciation of photography as an artist's tool in communicating ideas and exploring personal visions. It is a hands-on, lab oriented course which will introduce students to the dual discipline of camera use and black and white darkroom procedure. Mastering basic technique through concept based shooting assignments will be our primary focus, with an increasing emphasis on individual direction as the semester proceeds. Class time will consist of film processing, dark room work and class discussion and critique. Shooting will take the place of formal homework, and will approach various subjects, from landscape to the human figure.

**Course requirements include a functional 35 mm SLR camera and a lab fee to offset the cost of chemicals and paper.**

**Sculpture**

*Unleveled 5 Credits Grades 9-12*

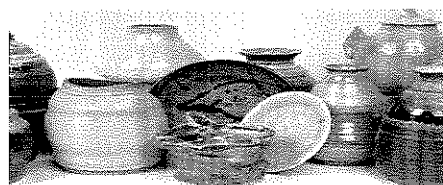
This course provides a 3-dimensional approach to problem solving through a variety of media and materials such as paper, cardboard, clay, plaster, wood, wire, metal and stone. Techniques will include modeling, carving, assemblage, casting and paper folding. The scale of problems presented will range from small pieces to larger freestanding forms.

**ART - Mid-Level Courses**

**8012 Painting and Drawing**  
*Unleveled 5 Credits Grades 9-12*

**PREREQUISITE:** Art Fundamentals, permission of instructor.

Painting and Drawing is a course designed for students who want to develop their skill and personal style using 2-D media. Drawing work in the class will strengthen understanding of composition, value, perspective, gesture and texture. Painting projects will deepen student's understanding of color theory and paint handling, using watercolor and acrylic. The class will explore both traditional subjects, such as observational work from the still life, landscape and figure, and more contemporary painting ideas. With each project the class will study relevant work by historical and contemporary artists. Active participation in class critiques, studio work and project related homework will be expected.



**ART - Advanced Courses**

**8003 Advanced Ceramics**  
*Honors 5 Credits Grades 9-12*

**PREREQUISITE:** Ceramics I with a grade of 92+ and permission of instructor

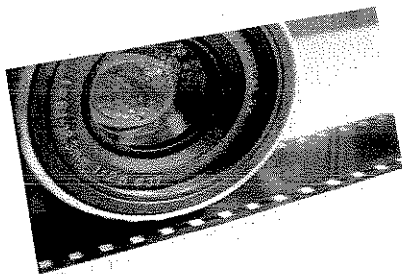
Advanced Ceramics is designed for students who want to continue developing skills learned in Ceramics I. Students will learn advanced wheel techniques including thrown table settings, and complex forms such as teapots. They will work with a variety of decoration methods from painted majolica to sgraffito. Handbuilding techniques will be used to create large sculptural forms such as lamps. Students will study the work of other ceramic traditions and contemporary artists. Work outside of class will be expected.



**8006 Advanced Photography**  
*Honors 5 Credits Grades 10-12*

**PREREQUISITE:** Successful completion of Photo I, 35 m SLR camera, lab fee \$40.00 and instructor permission.

Advanced Photography is designed for students who have demonstrated proficiency in the use of the 35mm camera and the traditional darkroom. A grade average of 92 or better in Photo 1 is the established benchmark for admission to this class. The focus of this class is to develop personal "voice" and content in one's work, often working with more conceptually based subject matter. Students will begin the semester by developing a personal portfolio of work shot from the previous summer, then proceed to investigate several theme-based assignments. Students with 35mm digital cameras may choose to work primarily in color, and all students will be expected to include some digitally produced work in their final portfolio. As with Photo 1, shooting will take place outside of scheduled class time. The course will incorporate critical analysis of photographic imagery, historical influences on contemporary work, and will culminate with the presentation of individual final portfolios.



**8021 Art Studio I**  
**8022 Art Studio II**

*Honors 5 or 10 Credits Grades 10-12*

**PREREQUISITE:** Art Fundamentals and Painting & Drawing, plus permission of the instructor.

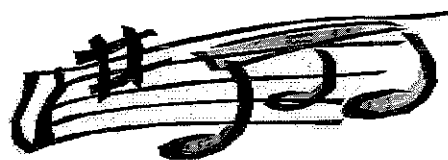
This elective course can be taken for one semester for 5 credits or for the whole year for 10 credits.

Art Studio is a class offered to those with a continuing interest in visual art and who may anticipate further study on the college level. Students will work primarily in drawing and painting media, with topics to include the human figure, the urban landscape, conceptual abstraction, and the development of a personal style. Students will be challenged to become more sophisticated in their thinking and develop mature technical skills while developing portfolio-quality work. Weekly sketchbook assignments will be an integral part of the class, as will group discussion and critique.

**MUSIC**

**8204 Concert Choir**  
*Unleveled 5 or 10 Credits Grades 9-12*

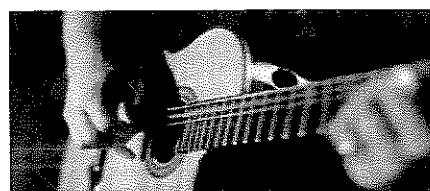
CEHS's largest vocal group, studying performance and singing in a comfortable learning environment. Students will enjoy singing in two to four part harmony. Music of many styles will be performed, such as Broadway, classical, folk, jazz, gospel and much more. They will also study beginning level music theory and history as they pertain to the music. The chorus will perform in concerts in the community and participate in choral festivals and events throughout Maine.



**8205 Treble Choir**  
*Unleveled 5 or 10 Credits Grades 11-12*

Do you LOVE to sing?

Do you want an opportunity to sing with an advanced-level group? Treble Choir is an advanced, select vocal ensemble of sopranos and altos, for the intermediate and advanced vocalist. It is a fun, performance-based course designed to develop vocal ability, musical aptitude and literacy at an advanced level. More challenging note-reading and musical concepts are learned and built upon, as are the elements of healthy and expressive singing. Students are exposed to challenging music from varied genres and time periods. Music will include a mixture of contemporary to classical, and also a good mixture of competitive a cappella songs (think Pitch Perfect!). This group will perform at least three evening concerts a year and will sometimes performs outside the school. Prior choral experience is preferred, but not required.



**8321 Guitar**  
*Unleveled 5 Credits Grades 9-12*

**PREREQUISITE:** This class is for beginners only, with no previous music or guitar experience necessary

Guitar class provides an introduction to playing chords and reading music on guitar with an emphasis on practice and rehearsal skills, through which students can eventually learn to play on their own.

# CAPE ELIZABETH HIGH SCHOOL PROGRAM OF STUDIES 2017-2018

## C.E.H.S. BANDS

Participation in either Symphonic Band or Wind Symphony is a prerequisite for participation in after-school jazz activities.

**8302 Symphonic Band**  
*Unleveled 10 Credits Grades 9-10*

**PREREQUISITE:** Previous band experience or permission of the instructor.

Symphonic Band is a large instrumental performing group. Students will study instrumental performance techniques. Symphonic Band members are required to perform three public concerts per year. We anticipate scheduling two separate but equal symphonic bands. Assignment will depend on instrumentation needs and schedule availability.

**8303 Wind Symphony**  
*Unleveled 10 Credits Grades 11-12*

**PREREQUISITE:** Audition and/or permission of Instructor

A medium size instrumental performing group for upperclassmen and advanced underclassmen. Students will participate in three public concerts and graduation.

**8304 Jazz Improvisation**  
*Unleveled 5 or 10 Credits Grades 9-12*

**PREREQUISITE:** Concurrent enrollment in band.

This is a course for students interested in learning jazz improvisation skills or improving the range of skills they already possess. Previous experience is not necessary. Students will learn to solo over standard tunes, learn about chords, chord scales and jazz harmony. Band-In-A-Box, a computer-assisted improvisation tool will also be utilized and taught.

**8311 Music Theory**  
*Unleveled 5 Credits Grades 9-12*

**PREREQUISITE:** CEHS Music Ensemble for one semester or by permission of instructor.

Students considering any music courses in college should include music theory and ear training in order to be prepared for auditions and entry level placement exams. Students will study basic harmony, learn to write four-part harmony, compose melodies, and recognize normal and altered intervals, chords, modes, scales and study music.

## T H E A T R E

**8102 Theatre Basics**  
*Unleveled 5 Credits Grades 9-12*

Theatre Basics is an introductory course for students (9-12) who have had little or no experience in theatre. These students want to give theatre a try and to take from it life skills that go beyond the stage. Production is not emphasized. Through classroom exercises and examination of texts, we look at theatre in life itself and learn better how to use our own unique inner resources to engage life with understanding and confidence.

**8101 Technical Theatre I**  
**8105 Technical Theatre II**  
*Unleveled 5 or 10 Credits Grades 9-12*

This elective course can be taken for one semester for 5 credits or for the whole year for 10 credits.

What goes into making theatre? Lighting, sound, set design--these elements let us examine theoretical principles. The theatre itself gives us an environment for practical application of knowledge and skills. It becomes a place of low tech tools--hammer, saw, screwdriver, plywood, and paint--as well as advanced technical equipment in sound and lights. Some homework will be required when we meet as a group for intensive work, but most of the learning is best described as "hands on" and completed within the class time. We design and run shows that are produced in the Auditorium, including concerts, visiting artists, one acts, musicals, and original shows. If you join us, be ready to use technology to think inventively.

**8104 Theatre Workshop**  
*Honors 5 Credits Grades 10-12*  
*By Instructor permission only*

This Advanced Theatre course is an association of artists, mostly in performing arts, but with designers and advanced technicians working collaboratively. A production course, the stage will shine with our mutual work. Typical work includes a musical, a one act play, children's theater, and original works. We also work with a large group of co-curricular students who bring their efforts to bear in our highly praised shows. But the demands are rigorous and time consuming.

**8106 Public Speaking/Public Performance**  
*Unleveled 5 Credits Grades 10-12*

There is no pre-requisite for this class

Want to develop your public speaking skills? Whether it be for class discussion, formal speech making, or theatre pieces -- this course will fit the bill. We will talk a lot, be on our feet, and value the spoken word. you will find voice in the sense of being resourceful as well as in learning skills that help you move easily in public.

## TECHNOLOGY

### Graduation Requirements:

at least 1/2 Year of Technology (refer to page 2)

Courses available for credit in technology or other departments are as follows:

- Journalism - Technology or English
- Architectural Design - Technology or Fine Arts

### 7009 Technology I

**Unleveled 5 credits Grades 9-12**

General Technology I is a broad based course in technology. Students will have the opportunity to explore a wide range of areas including: residential electricity, basic home maintenance, electronics, welding, machine tools & bench work, basic automotive maintenance, small engine maintenance and more. All units are hands-on projects done in the Technology lab.

### 7019, 7029 Technology II / III

**Unleveled 5 credits Grades 9-12**

**PREREQUISITE:** Technology I

Students who elect to take Tech II or Tech III will undertake an advanced project that will encompass one or more of the areas studied in General Technology I. Students should meet with the instructor for prior approval of their desired project or to outline other possibilities. The course can be structured for one or two semesters. Examples of past projects are: boat trailer, utility trailer, log splitter, go-kart, fly tying vise.

### 7089 Woodworking I

**Unleveled 5 Credits Grades 9-12**

Woodworking is a project based course where students will develop skills and knowledge in the use of tools, equipment, and materials typically used in the field of woodworking. This will be achieved through the development of assigned and student selected projects. Students may elect to schedule Woods I for a half-year and receive 5 credits or choose to continue on into Woodworking II for the second half of the year.

### 7099 Woodworking II

**Unleveled 5 credits Grades 9-12**

**PREREQUISITE:** Woodworking I

Woodworking II is a continuation of Woodworking I. This is also a project based course where students will develop advanced skills and knowledge in the use of tools, equipment and materials typically used in the field of woodworking.

### 7059 Architectural Drafting I

**Unleveled 5 credits Grades 9-12**

Students will develop assigned residential architectural working drawings. Emphasis will be placed on how to draw a set of plans using standards and techniques that are common to the industry. Attention to standard design, methods, materials and building codes will also be emphasized. This course is the first step towards Architectural Design and other drafting and design opportunities.

### 7069 Architectural Design

**Unleveled 5 credits Grades 9-12**

**PREREQUISITE:** Architectural Drafting I

Students may opt to continue their Architectural Drafting experience by taking Architectural Design. Emphasis will be placed on solutions to assigned design problems while the expectations of quality plans will still have significant priority. Students will need to draw on their experience in Architectural Drafting I to expect reasonable success in Architectural Design. Use of CAD software may be employed. This course counts towards fulfillment of a student's art credit or technology credit.



### 7079 Boatbuilding

**Unleveled 10 credits Grades 10-12**

**PREREQUISITE:** Successful completion of Woodworking I

Boatbuilding can be elected as an independent study. This is a one year course. The student will build a boat of his or her choice taking into consideration limitations of space and time. Examples of boats done in the past are: sea kayak, canoe, small skiff, small power boats.

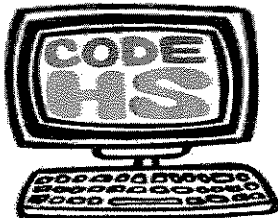
### 7139 Keyboarding & Word Processing

**Unleveled 5 credits Grades 9-12**

This semester course enables students to develop touch-typing skills and then improve on them as they complete basic word processing tasks. An integrated software package combines keyboarding with a popular word processing program, where students will learn to create and format standard business documents. Progress will be made at individual rates, but all students will be evaluated on speed, classwork, tests, and production activities.

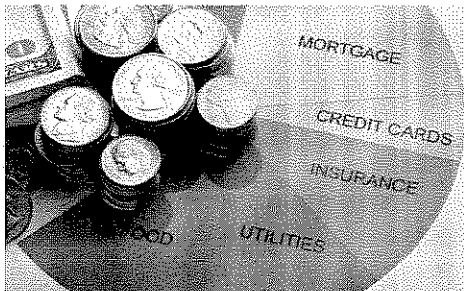
**7119 Intro to Computer Programming**  
**Unleveled 5 credits Grades 9-12**

Are you curious about computer programming? Interested in coding as a career? Learn the basics of computer programming using the CodeHS curriculum. Students with little or no experience will learn the fundamentals of computer science via the powerful programming language of JavaScript. CodeHS introduces the basics of JavaScript, including variables, user input, control structures, functions with parameters and return values, and basic graphics. The entire curriculum is online and the course is "hands-on". Students watch instructional videos, take quizzes, explore sample programs, solve problems, and complete challenging projects. The majority of the work will be completed and submitted each class period.



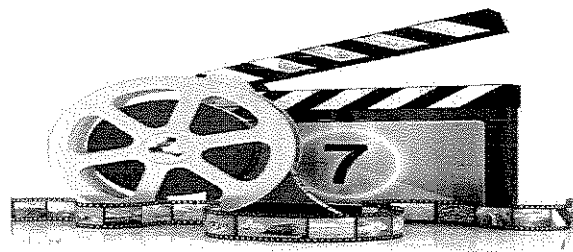
**7159 Personal Finance**  
**Unleveled 5 credits Grades 10-12**

This course will cover the basics of personal finance and accounting principles. Students will learn that "cash flow" is an important personal and business concept. They will write checks, reconcile bank statements, understand credit card benefits and risks, and learn about insurance. Students will also learn about personal property, loans, renting an apartment and how to be a more informed and confident money manager. What's a budget? It's time to find out!



**7189 Image Management**  
**Unleveled 5 credits Grades 9-12**

This course will help prepare students for the increasingly visual world of work and play. A variety of media will be examined in learning to manage and manipulate file types and digital images. Students will work with FantaMorph and Photoshop. A basic understanding of Windows and graphics is helpful but not required.



**7199 Video Production**  
**Unleveled 5 credits Grades 9-12**

This course introduces students to the fundamentals of video production from pre-production (planning, storyboarding) to production (shooting, lighting, sound, green screen) to post production (editing, compositing, titles, audio). Students will produce short videos and will finish productions using current video- and sound editing software. Projects will also introduce students to working in teams, production deadlines, equipment care, filming techniques and creative problem solving. Basic understanding of computer use and software operation is preferred.

**7209 Digital Design**  
**Unleveled 5 credits Grades 9-12**

The goal of this course is to offer students a broad overview of computer design technology and to show how personal computers are used in the graphics industry. The focus will be on print publications. Students will learn about typography, color psychology, page layout and related technology using Adobe InDesign. They will develop their skills by completing a variety of projects using effective design elements and principles. The final assignment will include developing a corporate identity project for a fictitious company (logo, business card, letterhead, envelope, and appropriate promotional material).

**7227 Yearbook Leadership**  
**Unleveled 5 credits Grades 9-12**

**PREREQUISITE:** Permission of the Instructor required.

Yearbook is now organized as an after-school extracurricular activity. However, there are opportunities for up to three students to earn 5 credits in Yearbook—and their technology credit—by working in leadership positions for the Yearbook. If you are interested in being considered for this opportunity, please speak with Ms. DeWan in the Ceramics room. Any students opting for this opportunity will need to devote considerable time to the yearbook at meetings and work sessions and home after hours.

This course will be graded on a Pass/Fail basis.

## HEALTH & PHYSICAL EDUCATION



### Graduation Requirements:

1 Year of Physical Education; 1/2 Year of Health

### 6109 Physical Education I Unleveled 5 Credits Grades 9-12

Physical Education I is a required one semester course that focuses on lifetime sports, cooperation and safety. Activities include: Cooperative/new games, racquet sports, golf, soccer, field hockey, water safety and CPR certification. Students will be evaluated on knowledge, active participation, skill tests and presentations.

### 6209 Physical Education II Unleveled 5 Credits Grades 10-12

#### PREREQUISITE: Physical Education I

Physical Education II is a required one semester course offered to all students who have successfully completed Physical Education I! Cooperation, communication and leadership skills are all developed during a mixture of Adventure, Fitness, Recreation and Sports. Students will have the opportunity to explore their fears and apply their strengths as well as receive their CPR Recertification in this class. Evaluation includes knowledge testing, projects, presentations and active participation.

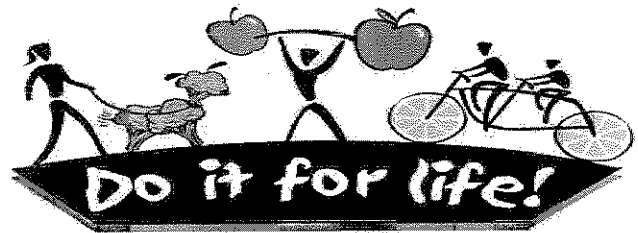


### 6629 Physical Education Adventure Unleveled 5 Credits Grade 12

#### PREREQUISITE:

Physical Education I and Physical Education II  
Instructor Permission Required

This is a one semester elective course offered to all seniors who have completed PE I and PE II. Students will learn sea kayaking, mountain biking, hiking, fly fishing, orienteering, horseback riding, paddleboarding and climbing techniques, as well as first-aid and CPR. Outdoor Adventure classes will take place at local ponds, rivers, trails and climbing facilities with at least one overnight camping trip.



### 6119 Health I Unleveled 5 Credits Grade 9

Health I is a required one semester course that focuses on healthy decision making and self awareness. Teenage topics of discussion will include: nutrition, personal health, mental health and suicide prevention, drug and alcohol use, first aid, relationships, sexuality and stress management. Evaluation will be based on a combination of knowledge testing, projects, presentations and participation in class discussions.

### 6609 Health Forum Unleveled 5 Credits \* Grades 11-12

Want to learn to manage stress? Sleep better? Explore social issues like dating violence? AIDS? Addictive behaviors? Then, this is the course for you! Health Forum is an issue-oriented, discussion-based one semester course for juniors and seniors. Additional areas of discussion will include mental health, body image, eating disorders, suicide prevention, nutrition/cooking, relationships and sexuality.

*\* Grade 10 with teacher permission*

### 6619 Psychology of Growth & Development Unleveled 5 Credits Grades 11-12

Psychology of Growth and Development is an elective one semester course for students who are interested in learning more about human behavior. The course is designed to learn more about ourselves and the people whose lives intersect with ours. Key concepts explored in Psychology are why people behave as they do and what effects their behaviors have on themselves and others. Major topics include: introduction to psychology, and abnormal psychology.

**(Please note: Courses 6609 & 6619 cannot be taken during the same semester without teacher permission)**

