

SUMNER MEMORIAL HIGH SCHOOL MISSION STATEMENT

The purpose of Sumner Memorial High School is to prepare students to adapt to diverse environments and to make positive contributions to their communities. All students will be challenged with varied learning experiences in a safe and respectful environment.

Sumner Memorial High School will enable students to "Make It".

A MESSAGE ABOUT THE PROGRAM OF STUDIES

Hello Students, Parents, and Teachers,

I hope you find this Program of Studies to be a helpful tool. It has been prepared to provide students and parents with information on course offerings at Sumner Memorial High School. Another purpose of this document is to provide students a way to map out their high school education and align it to future dreams.

In this document you will find:

- Requirements for graduation by class;
- Helpful information for resources and career planning;
- Proficiency Based Education information, and
- Course descriptions

Please know that our guidance department and I are willing to meet and help our students map out their future plans. If there are concerns, questions, or ideas to share, please see one of us. Please also note that our school staff has worked really hard to find innovative ways to meet student needs.

Our shift to a proficiency based system has taught us that—learning comes first—the school experience is not about a final grade, how much time the learning takes, or how we get there—it is most important that we learn and keep learning!

It is the goal of Sumner Memorial High School to establish a system of education, which will develop the full potential of each person. This means each person is guaranteed equality of educational opportunity, and the right to be free from discrimination because of race, creed, sex, religion, color, physical or mental handicap, age or national origin.

Our goal is to assist students in gaining the knowledge, skills, and attributes necessary to become capable citizens, caring adults, contributing family members, effective workers, and achieve their post high school goals.

Sincerely,



Ty Thurlow, Principal
Sumner Memorial High School
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ACADEMIC AND GRADUATION REQUIREMENTS

HABITS OF WORK AND LEARNING:

Beginning in the Fall of 2014, Sumner High School moved to a system of removing behaviors and learning habits from academic grades for clarity in reporting of student progress. This shift includes all students in the class of 2015 and beyond. All courses at SMHS report on the following Habits of Work and Learning throughout the year:

RSU 24 Habits of Work and Learning Graduation Standards and Performance Indicators

TASK INITIATION AND EXECUTION

Demonstrates initiative to complete tasks that reflect quality work.

Performance Indicators:

- Demonstrates initiative and independence. (MLR.GP.B.4)
- Demonstrates reliability and concern for quality. (MLR.GP.B.6)
- Uses information and technology to solve problems. (MLR.GP.C.6)

FLEXIBILITY AND PERSISTENCE

Demonstrates flexibility and perseverance in challenging situations. (MLR.GP.C.7)

Performance Indicators:

- Applies knowledge in new contexts. (MLR.GP.B.3)
- Generates a variety of solutions, builds a case for a best response and critically evaluates the response. (MLR.GP.C.4)

INTERPERSONAL SKILLS

Utilizes interpersonal skills to participate, learn and work with individuals in a community. (MLR.GP.D.1; MLR.GP.B.7)

Performance Indicators:

- Demonstrates organized and purposeful communication in large or small groups. (MLR.GP.A.1)
- Accepts responsibility for personal decision and actions. (MLR.GP.D.2)
- Demonstrates ethical behavior and the moral courage to sustain it. (MLR.GP.D.3)
- Understands and respects diversity. (MLR.GP.D.4)

ORGANIZATION AND PLANNING

Utilizes appropriate organizational and planning tools to retain information.

Performance Indicators:

- Applies knowledge to set goals and make informed decisions. (MLR.GP.B.2)
- Recognizes the need for information, locates resources and opportunities, evaluates them, and seeks results. (MLR.GP.B.1; MLR.GP.C.5; MLR.GP.E.2)
- Gains and applies knowledge across disciplines and learning contexts to real-life situation with and without technology. (MLR.GP.E.1)

REQUIREMENTS FOR GRADUATION – CLASS OF 2018

To graduate, class of 2018 students will demonstrate over time that they have achieved proficiency in the following content-area graduation standards of the Maine Learning Results:

- English Language Arts (must participate in a learning experience during every year of attendance)
- Mathematics (must participate in a learning experience during every year of attendance)
- Science & Technology (must participate in a learning experience during every year of attendance)
- Social Studies

All students must also engage in one experience in 1 out of the 4 following content areas. Achieved proficiency is not required (but encouraged) during those learning experiences:

- Health & Physical Education
- Visual/Performing Arts
- World Languages
- Career & Education Development

** Although proficiencies in ELA, Math, Science, and Social Studies are the only content-area graduation requirements in policy due to the transition away from the traditional credit-based model, SMHS believes in a well-rounded education. The SMHS administrative and guidance team ensure that class of 2018 student have access to courses in the arts, music, technology, world languages, health, PE, and seminar courses, and encourage that students participate in them for an optimal high school experience.*

** In a proficiency-based model, students work through Performance Indicators (standards) in order to demonstrate overall proficiency in content-area Graduation Standards. Graduation Standards will need to be met to demonstrate proficiency in a content area. Teachers will identify Graduation Standards and Performance Indicators of focus at the beginning of each course.*

All students will also need to demonstrate the following before graduation:

- 20 Community Service Hours

** These hours can be earned anytime over the course of four years. Acceptable community service is volunteering your time at a community function, road race, church, food pantry, blood drive, animal shelter, homeless shelter, etc. Community service is not helping out a family member, or helping a teacher through school.*

REQUIREMENTS FOR GRADUATION – CLASS OF 2019

To graduate, class of 2019 students will demonstrate over time that they have achieved proficiency in the following content-area graduation standards of the Maine Learning Results:

- English Language Arts (must participate in a learning experience during every year of attendance)
- Mathematics (must participate in a learning experience during every year of attendance)
- Science & Technology (must participate in a learning experience during every year of attendance)
- Social Studies
- Health Education & Physical Education

All students must also engage in one experience in 2 out of the 3 following content areas. Achieved proficiency is not required (but encouraged) during those learning experiences:

- Visual/Performing Arts
- World Languages
- Career & Education Development

** In a proficiency-based model, students work through Performance Indicators (standards) in order to demonstrate overall proficiency in content-area Graduation Standards. Graduation Standards will need to be met to demonstrate proficiency in a content area. Teachers will identify Graduation Standards and Performance Indicators of focus at the beginning of each course.*

All students will also need to demonstrate the following before graduation:

- 20 Community Service Hours

** These hours can be earned anytime over the course of four years. Acceptable community service is volunteering your time at a community function, road race, church, food pantry, blood drive, animal shelter, homeless shelter, etc. Community service is not helping out a family member, or helping a teacher through school.*

REQUIREMENTS FOR GRADUATION – CLASS OF 2020

To graduate, class of 2020 students will demonstrate over time that they have achieved proficiency in the following content-area graduation standards of the Maine Learning Results:

- English Language Arts (must participate in a learning experience during every year of attendance)
- Mathematics (must participate in a learning experience during every year of attendance)
- Science & Technology (must participate in a learning experience during every year of attendance)
- Social Studies
- Health Education & Physical Education
- Content Area of Student Choice (Visual/Performing Arts, World Languages, and/or Career & Education Development)

All students must also engage in one experience in 1 out of the 2 following content areas. Achieved proficiency is not required (but encouraged) during those learning experiences.

** In a proficiency-based model, students work through Performance Indicators (standards) in order to demonstrate overall proficiency in content-area Graduation Standards. Graduation Standards will need to be met to demonstrate proficiency in a content area. Teachers will identify Graduation Standards and Performance Indicators of focus at the beginning of each course.*

All students will also need to demonstrate the following before graduation:

- 20 Community Service Hours

** These hours can be earned anytime over the course of four years. Acceptable community service is volunteering your time at a community function, road race, church, food pantry, blood drive, animal shelter, homeless shelter, etc. Community service is not helping out a family member, or helping a teacher through school.*

REQUIREMENTS FOR GRADUATION – CLASS OF 2021-2024

To graduate, class of 2021-2024 students will demonstrate over time that they have achieved proficiency in the following content-area graduation standards of the Maine Learning Results:

- English Language Arts (must participate in a learning experience during every year of attendance)
- Mathematics (must participate in a learning experience during every year of attendance)
- Science & Technology (must participate in a learning experience during every year of attendance)
- Social Studies
- Health Education & Physical Education
- 2 Content Areas of Student Choice (Visual/Performing Arts, World Languages, and/or Career & Education Development)

** In a proficiency-based model, students work through Performance Indicators (standards) in order to demonstrate overall proficiency in content-area Graduation Standards. Graduation Standards will need to be met to demonstrate proficiency in a content area. Teachers will identify Graduation Standards and Performance Indicators of focus at the beginning of each course.*

All students will also need to demonstrate the following before graduation:

- Achieved proficiency in the Maine Guiding Principles (SMHS Habits of Work & Learning)
- 20 Community Service Hours

** Community service hours can be earned anytime over the course of four years. Acceptable community service is volunteering your time at a community function, road race, church, food pantry, blood drive, animal shelter, homeless shelter, etc. Community service is not helping out a family member, or helping a teacher through school.*

ADDITIONAL GRADUATION INFORMATION AND NOTES - CLASS OF 2018 & BEYOND (VIA RSU 24 BOARD POLICY IKF)

MULTIPLE PATHWAYS

Sumner Memorial High School offers all students multiple learning options that allow students to demonstrate proficiency on expected learning standards, and satisfy graduation requirements. Sumner Memorial High School also encourages its students to explore a broad range of learning experiences, including outside-of-school options.

To pursue outside-of-school learning options, students must describe their learning experiences in an Individual Learning Plan (ILP), including how the experience satisfies both the graduation requirements and expected cross-curricular and content-area standards.

Learning options may include, but are not limited to, the following:

Early college/dual enrollment courses

1. Academic Courses offered by the school
2. Early college of dual enrollment courses
3. Career and technical education programming
4. Online/virtual learning
5. Apprenticeships, internships and/or fieldwork
6. Community service
7. Exchange programs
8. Independent study
9. Alternative education or "At Risk" programming
10. Adult education

TRANSFER STUDENTS

For students who transfer to Sumner Memorial High School from another state, country, school, program or home-schooling situation, including educational programs that are not aligned with Sumner Memorial High School's cross-curricular and content-area graduation standards, the Principal shall evaluate the value of the school's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Sumner Memorial High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

STUDENTS RECEIVING SPECIAL-EDUCATIONAL SERVICES

Students who successfully meet Sumner Memorial High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plan (IEP), will be awarded diplomas.

ASSESSMENT AND REPORTING – CLASS OF 2018 & BEYOND

Sumner Memorial High School uses the following rubric for classroom assignments and Performance Indicators:

Proficiency Levels	Proficiency Description	Description	Color Coding
4.0	Distinguished Work	A distinguished demonstration of the required knowledge and skills, and the ability to apply them in each and every situation presented. Work completed exceeds defined requirements, and is high quality and original. There is significant evidence of application of skills and knowledge in complex, multi-step problems.	
3.0	Proficient Work	A strong demonstration of the required knowledge and skills, and the ability to apply them in different situations. No major errors or omissions regarding information and/or processes that were explicitly taught.	
2.0	Emerging Work	An emerging demonstration of the required knowledge and skills. Independently completes simple pieces of the task, and needs assistance with more complex ideas and processes. Without assistance, major errors or omissions are evident.	
1.0	Minimal Work	Minimal to no independent demonstration, or insufficient evidence of the required knowledge and skills.	

** Sumner Memorial High School will use Mastery Connect to report proficiency levels to students and parents throughout the school year.*

Sumner Memorial High School uses the following transcript assessment scale for the classes of 2018 and beyond:

Proficiency Scale	Proficiency Description	Color Coding
3.8 - 4.0	Distinguished Work in Graduation Standards	
3.4 - 3.7	Exceeding Work in Graduation Standards	
2.8 - 3.3	Proficient Work in Graduation Standards	
2.4 - 3.7	Developing Work in Graduation Standards	
2.0 - 2.3	Emerging Work in Graduation Standards	
1.0 - 1.9	Minimal Work in Graduation Standards	

Sumner Memorial High School will employ a consistent system of grading and scoring that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official Sumner Memorial High School transcript and will be used to determine Latin honors in accordance with the following categories of academic distinction described in the district Academic Recognition policy (Policy IKD):

- Summa Cum Laude (with highest honors)
- Magna Cum Laude (with great honors)
- Cum Laude (with honors)

COLLEGE/CAREER PLANNING INFORMATION AND HELPFUL RESOURCES

PLANNING FOR FUTURE SUCCESS

College and career planning is a process that begins with junior high and may continue until high school graduation and beyond. Below is a general time line that will give students and parents an idea of the steps involved.

8 th Grade	High school counselors' introduction to courses and programs (spring) Career inventory Open House for students and their families Registration for high school classes with parents (April-May) College Campus visit Job Fair at Machias Step Up Day at SMHS (May-June)
9 th Grade	Freshman Seminar Course Career Exploration Goal Setting Career Inventory Request a tag from Guidance to talk about your planning
10 th Grade	PSAT (October) ASVAB (February) Goal setting/Reflection 10 th Grade College Tours College Admission & Financial Aid Night Financial Aid FAFSA Workshops Career Day Fair Post-Secondary Fair Request a tag from Guidance to talk about your planning
11 th Grade	PSAT (October) Junior Seminar College Applications and Resume Writing a College Essay and Personal Statement Career Exploration Goal setting/Reflection 11 th Grade College Trips College Admission & Financial Aid Night Financial Aid FAFSA Workshops College Fair Post-Secondary Fair Career Day Fair SAT (spring) Junior Meetings Request a tag from Guidance to talk about your planning

12th Grade SAT (optional but recommended to take a second time)
Subject testing in October
ACT recommended
College Visits
Career Day Fair
Common Application
College applications mailed
College Admission & Financial Aid Night
Financial Aid FAFSA Workshops
Career Day Fair
Post-Secondary Fair
Scholarship Workshops
Senior Packet & Senior Meetings
Request several tags with guidance throughout the year to be on track

In the early spring of each year, careful consideration should be given to the following year's course schedule. Adjustments can and should be made for changing career plans in conjunction with students, parents, teachers, and counselors with particular attention given to the junior and senior year course choices. Every attempt should be made to review possible college choices and their requirements in order to be sure these requirements have been or will be met.

During the first month of school in the senior English classes a detailed Senior Packet is given out with very important dates, forms, scholarship and financial-aid information, all concerning college and career planning after high school. Please look for this from your Senior.

Senior meetings with the counselor during the last month of Junior year, or the first few weeks of Senior year are highly recommended. Parents are welcome and encouraged to attend these planning meetings. It is up to the student to make an appointment to come in and meet.

Please contact the Sumner Memorial High School guidance department for more information at (207)422-3510.

COLLEGE ADMISSIONS EXPECTATIONS

What should you study in high school to get into the college of your choice? Sumner Memorial High School's suggestions for College Prep are designed to help students meet the entrance requirements of most colleges. Although admissions requirements vary from school to school, and even within programs within a school, the following charts will show you the admissions requirements of different types of institutions. If you have further questions, you should consult with the guidance counselor or the admissions office at the college of your choice.

TRADITIONAL PATHWAY OF A HIGH SCHOOL STUDENT PURSUING A TWO-YEAR COLLEGE, A TECHNICAL TRADE, A FOUR-YEAR COLLEGE, OR THE MILITARY:

9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 9	English 10	English 11	English 12
Algebra I	Geometry	Algebra II	Pre-Calc
Physical Science	Chemistry	Biology	Elective
Government	US History	Elective or HCTC* Junior Seminar/Elective	World History
Freshman Seminar/PE	Elective/ Visual/Performing Art	Elective or HCTC*	Elective
Elective/ Visual/Performing Art	Health/PE	Elective or HCTC*	Elective or HCTC*
World Language	World Language	Elective or HCTC*	Elective or HCTC*
*If choosing to attend a four-year college or university a student could take as many rigorous math, science, history, Humanities, and English courses as possible, including some Advanced Placement courses.			

Students pursuing a **SELECTIVE** four-year college are highly recommended to take all Advanced Placement (AP) courses offered, and take a college level course on-line. It would be an advantage to take Geometry as a Freshman, Algebra II, Pre-Calculus, then AP Calculus as a Senior. Taking higher-level sciences such as Physics and Anatomy would also be encouraged. Students should take four years of a World Language as well. Meeting yearly with the guidance department is highly encouraged.

COLLEGE COURSES

You may be eligible to take higher-level courses for college credit while still attending Sumner Memorial High School on-line or at the colleges. Eastern Maine Community College, The University of Maine at Augusta, and through University of Maine at Machias, or Fort Kent, using the Aspirations program allows students to get a head start. To qualify for a college course you must have a 3.0 GPA and for most courses they require you to be a Junior, and have had above a certain number scored on the PSAT/SAT. The student should expect to pay a \$95.00 book and other fees. Successful completion ensures both high school experience and university credit (3 credits).

Sample courses available for high school students, and recommended as many of these courses are required in multiple majors, may be as follows:

PSY	100	Intro to Psychology
MAT	110	Algebra I
ART	105	Art Appreciation and History
FRS	100	Intro to College Experience
ENG	101	English Composition
HTY	103	US History
MAT	111	Algebra II
SOC	101	Intro to Sociology

Some courses require taking a placement Accuplacer test. Please speak with the guidance counselor regarding information and registration.

AP ONLINE COURSES

The option to take AP4All courses exists as well for Sumner Memorial High School students. There are many AP courses offered through the Maine Department of Education with various high school teachers teaching these courses on-line. You must see your guidance counselor to sign up for these in the spring to be ready to go in the first week of school.

VHS (Virtual High School) ONLINE COURSES

The option to take a 16-week or full year VHS course is possible for enrichment. For example, they have a Forensic science course, which we do not have, so this would be a great opportunity to try something you may be interested in. Your cumulative GPA will be looked at to determine if an on-line course would be viable for the student, on a case by case basis. VHS courses cost \$400. The RSU will pay for this course, but a contract must be signed with the student and parent, and, at the end of the course, if you are not proficient, you must reimburse the RSU the entire \$400. Check out their website at www.thevirtualhighschool.org. You can then look at their catalog of offerings.

**UNIVERSITY OF MAINE
ADMISSION REQUIREMENTS**

As of 03/28/2013

Entrance Requirements (in years)

S= Strongly recommended

DEGREE	COLLEGE/SCHOOL	E n g l i s h	A l g e b r a l & I I	G e o m e t r y	A d d i t i o n a l M a t h	F o r e i g n L a n g u a g e	L a b B i o l o g y	L a b C h e m i s t r y	L a b P h y s i c s	Soci al Sci ence & Histo ry	Co m p u t e r Sci enc e	Fin e Art s
B.A./B.S.	Business, Public Policy & Health	4	2	1	1	2	2 lab sciences			2	S-1	S-1
BS	Business Administration	4	2	1	1	2	2 lab sciences			2	S-1	S-1
B.S.	Economics & Financial Economics	4	2	1	S-1	2	2 lab sciences			2	S-1	S-1
B.S.	Social Work	4	2	1		2	1 lab science			2	S-1	S-1
B.A.	Public Management	4	2	1		2	1 lab science			2	S-1	S-1
B.S	School of Nursing	4	2			2	1	1		2	S-1	S-1
B.S	Education & Human Development (requires 1 year of physical education for its education majors)	4	2	1		2	1	1 lab science			S-1	S-1
B.S	Engineering	4	2	1	1			1	1	2	S-1	S-1
B.S.	School of Engineering Technology	4	2	1	1			1	1	2	S-1	S-1
B.S.	Liberal Arts & Sciences	4	2	1	1	2	1 additional science		1	2	S-1	S-1
							S-1					
B.S.	Liberal Arts & Sciences (Chemistry,Physics)	4	2	1	1		2 lab sciences (including Chemistry or Physics)			2	S-1	S-1
B.A.	Natural Sciences, Forestry & Agriculture	4	2	1	S-1	2	1	1 lab science		2	S-1	S-1
B.S.	Natural Sciences, Forestry & Agriculture	4	2	1	S-1		1			2	S-1	S-1
B.S.	Nursing	4	2	1			1	1		2	S-1	S-1
B.A.	Explorations	4	2	1	S-1	S-2	2 lab sciences			2	S-1	S-1

- Pre-calculus is required for engineering; calculus, if available, is recommended after pre-calculus. S= **Strongly recommended**

Please refer to individual undergraduate catalog listings and/or Academic Program Sheets for more specific degree entrance requirements

**EASTERN MAINE COMMUNITY COLLEGE
ADMISSION REQUIREMENTS**

As of 03/28/2013

PROGRAM PREREQUISITES

All applicants are expected to have successfully completed at least high school equivalent Algebra I. The chart below is intended for use as a guideline for students when choosing an appropriate curriculum. The Dean of Students and Enrollment Management urges interested applicants who do not meet these requirements to call and discuss options.

AA = Associate in Arts AAS = Associate in Applied Science AS = Associate in Science CRT = Certificate R = Required D = Desired	Level	Algebra One	Algebra Two	Geometry	Trigonometry	Lab Biology	Physics	Chemistry w/Lab	Anatomy & Physiology/ Lab	Keyboarding – 25 WPM with 3 or fewer errors for 3 minutes	English Composition
Automotive Technology	AAS	R									
Automotive Technology	CRT	R									
Building Construction	AS	R	R	R			R or R ¹				
Building Construction	AAS	R	D	D			D or D ¹				
Building Construction	CRT	R							R	R	
Business Management ²	AAS	R									
Civil Engineering Technology	AS	R	R	R	D		R				
Computer Aided Drafting and Design	AS	R	R	R							
Computer Aided Drafting and Design	CRT	R	D	D							
Computer Repair Technology	CRT	R	D								
Culinary Arts	AAS	R	R				R or R or R ¹				
Culinary Arts	CRT	R									
Diesel, Truck and Heavy Equipment	AAS	R									
Diesel, Truck and Heavy Equipment	CRT	R									
Early Childhood Education	AAS	R									
Early Childhood Education	CRT	R									
Education	AAS	R									
Electrical & Automation Technology ⁵	AAS	R	R	R			R or R ¹				
Electricians Technology	CRT	R									
Emergency Medical Services	AAS	R					R or R				
Emergency Medical Services	CRT	R					R or R				
Fine Woodworking & Cabinet Making	AAS	R									
Fire Science Technology	AAS	R									
General Technology ³	AAS	R									

Health Care Secretary ²	CRT	R				R				R	R
Hospitality & Tourism Mgmt.	AAS	R									
Liberal Studies	AA	R									
Medical Assistant	AAS	R				R					
Medical Office Technology	AS	R									
Medical Radiography ⁴	AS	R	R	R		R		R ¹ R or R ¹			

AA = Associate in Arts AAS = Associate in Applied Science AS = Associate in Science CRT = Certificate R = Required D = Desired	Level	Algebra One	Algebra Two	Geometry	Trigonometry	Biology w/Lab	Physics	Chemistry w/Lab	Anatomy & Physiology/ Lab	Keyboarding – 25 WPM with 3 or fewer errors for 3 minutes	English Composition
Medical Radiography	AS	R	R	R		R		R or R ¹			
Nursing ⁴	AS	R				R		R			
Refrigeration & Air Conditioning	AAS	R	D	D				D or D ¹			
Restaurant & Food Service Mgmt.	AAS	R								R	R
Small Business Development	CRT	R								R	R
Surgical Technology	AAS	R						R or R ¹			
Trade and Technical Occupations	AAS	R		D			D				
Welding	AAS	R	D	D				D or D ¹			
Welding	CRT	R	D	D				D or D ¹			

1. It is strongly recommended that students take physics with lab as a prerequisite for admissions in the mechanical, building, electrical and Medical Radiography programs.
2. English Composition and keyboarding (must be at a rate of 25 words per minute on a 3 minute timing with 3 or less errors) for Health Care Secretary, Business Management, Medical Office Technology and Restaurant and Food Service Management.
3. Four years relevant work experience required.
4. Prerequisites outlined for program also apply to program upgrade.
5. Students must be familiar with Microsoft Office, e-mail, and the Internet.

OTHER SELECTIVE INSTITUTION REQUIREMENTS TO CONSIDER

Required or recommended courses	Bowdoin College	Colby College	Bates College	Boston University
English	4	4	4	4
Mathematics	4	3	3 – 4 is recommended	3-4
Science	4 with 3 being lab science	2 both lab sciences	3 with 2 being lab science 4 is recommended with 3 being lab science	3-4 of lab science
History/Social Studies	4	2	3 with 4 being recommended	3-4
World Language (single)	4	3	2 with 4 being recommended	2-4
Other College Prep Electives		2		

Bates Average scores for students who submitted tests:

SAT Critical Reading **675**

SAT Math **677**

SAT Writing **676**

ACT Composite **31**

SUMNER MEMORIAL HIGH SCHOOL IN-HOUSE LEARNING EXPERIENCE DESCRIPTIONS

NOTE: Learning experiences can also be developed and completed outside of Sumner High School's walls in order to achieve proficiency in the Graduation Standards. In a proficiency-based system, students are in the driver's seat of their learning and can show their knowledge and skills in several ways! Please see the guidance office for more details.

DIFFERENTIATED PATHWAYS

* At the end of your freshman year, you may apply to our very own unique Pathways Program

PATHWAYS PROGRAM

A restructuring of the Alternative, Liberal Arts and Marine Pathways' model at Sumner Memorial High School allows the development of more populated student groups. Each group of students will rotate and work with new Pathways teachers every quarter. The plan consists of specific Performance Indicators being taught within each unit by every Cohort teacher to gather evidence for content-area Graduation Standards. The Expeditionary Learning will vary between the teachers and units, but the Graduation Standards and Performance Indicators will remain the same per unit of study. The projected outcome through this focused and hands on learning is that all students will meet proficiency for the majority of Performance Indicators within seven weeks. The eighth week will be used as an extension for those not proficient or to extend learning for students trying to exceed. The ninth week of the quarter will be a Leadership Week. This will involve a targeted week that may enrich the previous units of study, or maybe a completely different focus. Student interest will help determine the ninth week of each quarter. For example, during student interviews there are several students interested in becoming a Maine Guide. This focused week may help those students study for the Maine Guide test.

The Pathways program at Sumner Memorial High School provides alternative learners with a creatively individualized educational environment. We aim to develop within our students a strong sense of respect for self, others, and community. These skills are fostered through experiential, community-based learning, student independence and responsibility, and the ongoing development of effective problem solving and group processing strategies.

THE Pathways PROGRAM IS:

- A hands-on experiential learning program, which is designed for students who find difficulty learning in a traditional classroom.
- A more individualized form of learning in both course content and pace.
- A place to work in a more relaxed environment, close to and supported by the high school.
- A chance to learn how to work with people and group process.
- A way to challenge oneself.

AN "IDEAL" CANDIDATE IS ONE WHO:

- Is independently minded.
- Is perhaps seen as unmotivated, but with potential.
- Has a desire to work toward a successful educational experience.
- Has goals for the future, but a hard time working toward those goals.
- May have life circumstances that interfere with concentrating on school.
- May have "hit bottom" and is looking for a second chance.
- May not "fit-in" with peers, seen as either withdrawn or eccentric.
- May need more individualized classroom attention.
- Becomes easily overwhelmed by multiple courses and the high school atmosphere.

The Sumner Memorial High School Pathways is a program in which students personalize their own education. Students identify their personal, school, and career goals then find multiple

opportunities to meet their goals. Pathway students may be enrolled in regular classes, adult education classes, HCTC, college classes and/or online classes. Students may also design standards-based project based learning experiences, internships, and career explorations. Students are expected to complete work on their personal learning plans.

For more information on this program, please visit it's website:
<https://sites.google.com/a/rsu24.org/smhs-pathways/>

CAREER EDUCATION & DEVELOPMENT

FRESHMAN SEMINAR

Grade 9
1 semester

Freshman Seminar will focus on students' transition from 8th to 9th grade. This course will be aligned to the Career and Education Development standards, allowing students to assess their strengths and challenges and work on building skills necessary for success in high school and beyond. Students will:

1. Complete learning style inventories
2. Reflect on their skills and strengths
3. Set goals for interpersonal, social, and emotional growth
4. Conduct regular grade checks with teachers
5. Complete a life purpose statement
6. Write a letter to their graduating self
7. Work to improve organizational and study habits
8. Assess interest and skills to make choices about possible careers

JUNIOR SEMINAR

Grade 11
1 semester

This course will focus on career and college readiness and will be differentiated to accommodate students' interests and aspirations. By offering this experience in the spring of Junior year, students can be more prepared for college applications during their senior year. The course will allow students to create high quality application materials while meeting a graduation requirement. This course will be aligned to the Career and Education Standards and focus on the following:

1. Resume development
2. College essay
3. College applications
4. Collecting letters of recommendation
5. Writing personal statements
6. Writing cover letters
7. Doing college research
8. Completing mock interviews
9. Collecting and organizing important documents such as immunizations and transcripts

HANCOCK COUNTY TECHNICAL CENTER

Grades 11, 12

Coursework completed at HCTC will be considered for experiences in the Career Preparation Standards, and other core standards as identified through RSU24 and HCTC. See the HCTC Section at the end of the course listings for their entire programming descriptions.

ENGLISH LANGUAGE ARTS

ENGLISH ENRICHMENT

Grades 9, 10, 11,12
full year

English enrichment is a reading support system using Read 180. During class students cycle through three core components: whole group work, computer work and independent reading. In the R- Book text students read, write and react to a variety of engaging texts including newspaper and magazine articles, excerpts from content area texts, and short works of fiction and non-fiction. Each unit includes a vocabulary component, a written essay, and grammar skills. During the computer session students work on nine different topics focusing on improving comprehension, word attack, and spelling. Students choose from a large selection of leveled books for independent reading. Is reading hard for you? Read 180 can help!

ENGLISH 9

Grade 9
full year

English Textual Power, Level 4, focuses on literature that highlights the theme of Coming of Age. Building on their knowledge of literary elements in traditional literary genres, students study the relationship between narrative voice and style, while also analyzing literary and stylistic elements in film and literature. They develop persuasive writing skills by using rhetorical appeals. Performance and oral interpretation of literature build students' speaking and listening skills. Research continues to play an important role as students evaluate social, cultural, and historical influences on texts.

ENGLISH 10

Grade 10
full year

English Textual Power, Level 5, focuses on the concept of culture and community, and examines how these influences shape identity and perspective. Students read and analyze works of world literature, with emphasis on analysis of how stylistic choices and rhetorical elements shape tone in persuasive and argumentative texts, both print and non-print. Students deconstruct writing prompts and write a synthesis essay that incorporates perspectives from multiple sources, an important AP skill. Students develop their independent learning skills as they respond to opportunities for self-evaluation.

ENGLISH 11

Grade 11
full year

English Textual Power, Level 6, focuses on American fiction and nonfiction, using literary and other texts to present the iconic idea of the American Dream. Students research historical and contemporary texts as they articulate the origins and impact of the ideals and realities of the American Dream on life today and on personal thinking. Students are expected to articulate

personal convictions and propose solutions to social issues. Writing in a variety of modes—personal essays, opinions and editorials, credos, reflective self-evaluation, speeches, satire, dramatic scripts, surveys, literary analyses, and research projects—students expand their skills in communicating well through written language.

ENGLISH 12

Grade 12
full year

English Textual Power, Senior English, capitalizes on the confidence and expertise students have gained as interpreters and analyzers of texts by introducing them to multiple lenses through which to view text. Students are asked to broaden their understanding and their interpretive skills by thinking deeply about themes and ideas from multiple perspectives. Using Historical, Cultural, Feminist, Marxist, and Archetypal Criticism, students learn to view texts through some of the filters that result in multiple interpretations of the same text or media story. Students apply the theories of criticism to their own reading and to interpretation of both fiction and nonfiction texts.

JOURNALISM

Grades 11, 12
1 semester or full year

Journalism is the discipline of collecting, verifying, reporting and analyzing information gathered regarding current events, including trends, issues and people. This class will promote critical thinking skills that are vital for students to develop in order to be better prepared for their respective futures. This class will also support Service Learning as students, through a digital school newspaper, would be actively engaged in the development of a media specifically targeted to the current events and trends that affect the school and local community.

WRITE ON!

Grades 10, 11, 12
1 semester or full year

Do you enjoy writing? This creative writing course offers students the opportunity to study and originate creative writing. Students will, in the course of studying a variety of genres, develop their own writers' voices, delving into both the craft and the art of writing.

ADVANCED PLACEMENT ENGLISH LITERATURE

Grade 12
full year

Prerequisite: Two years of English

AP English is a full year course for seniors who have completed three years of English and desire a challenging fourth year. The content will be drawn from classical and contemporary literature with focus on analysis using a nationally certified curriculum. Course work will focus upon the analysis of text and the writing of analytical essays. Students are evaluated through a variety of assessments: oral, written and visual projects, tests, quizzes, journals, essays, and creative writing. Funding for testing is no longer available. If a student elects to take the AP test, please be advised we are unfortunately, unable to pay this fee, and the student will be asked for payment. The 2015 rate was \$89.00. For students who qualify for free or reduced lunch, the fee is usually half. Payment is collected in March prior to May testing. If you are unable to pay for this, please see guidance and we will explore every avenue for you.

Note: Summer reading and writing assignment due the first day of class.

HEALTH EDUCATION & PHYSICAL EDUCATION

HEALTH

Grade 10
1 semester

This course develops knowledge and attitudes necessary for promoting sound physical, mental and social health. The student is required to complete homework assignments, projects, quizzes and tests, participate in class discussions, and keep a notebook. At the end of this course, students should understand the importance of achieving and maintaining total health for daily living. The content areas include: nutrition, exercise, safety and first aid, drugs and alcohol, growth and development, common health problems, diseases, teen issues, e.g. healthy, relationships and sexual reproduction.

INTRO TO PHYSICAL EDUCATION

Grade 9
1 semester

Students will gain factual knowledge about the importance of physical fitness and the basic skills of many team sports and recreational activities. Written work including vocabulary, note-taking and quick writes is required in most units. Students will take written tests over many units. Sportsmanship, respect, cooperation and emotional control are highly stressed. Topic/activities include: physical fitness, designing an exercise program, fitness testing, field hockey, frisbee, lacrosse, badminton, pickle ball, and speedball.

PHYSICAL EDUCATION

Grades 10, 11, 12
1 semester

Students will participate in varied individual and team sport activities designed to enhance the development of physical, mental, and social well-being. Written work including vocabulary, note-taking and quick writes is required in most units. Written tests are required in many units. Sportsmanship, respect, cooperation and emotional control are highly stressed. A partial list of activities include: lacrosse, frisbee, team handball, badminton, floor hockey, flag football, and pickle ball.

PERSONAL FITNESS

Grades 10,11,12
1 semester

In this course students will participate in fitness activities that promote health-related fitness. Activities include: jogging, weight training, circuit training, stretching, calisthenics, tae bo and yoga. Written work including vocabulary, worksheets, quick writes and quizzes is required.

GET FIT

12

Grades 10, 11,

1

semester

This course provides students with opportunities to be physically active in a safe, small group environment, emphasizing the importance of incorporating healthy physical activity habits in their everyday life. This class will focus on cardiovascular endurance activities such as walking, jogging and biking, as well as muscular endurance, muscular strength and flexibility activities to improve body composition. Students will also participate in yoga, pilates, Piyo, weight lifting, aerobics, hiking, snowshoeing and skiing. (pending board approval)

LIFETIME SPORTS

Grades 11, 12

1 semester

Students will participate in a variety of individual sports that can be pursued and enjoyed for a lifetime. Activities will include: bicycling, golf, archery, kayaking, tennis, cross-country skiing, GPS and compass use, and snowshoeing. Written work including vocabulary, note-taking and quick writes is required in most units. Written tests are required in many units.

Note: Class size is limited to 12 students.

INDEPENDENT PHYSICAL EDUCATION

Grades 10,11,12

1 semester

To acquire this one-time half-credit, a student may participate for fifty hours in a pre-approved fitness course offered outside of school or may participate in a Sumner High School organized sport (juniors and first semester seniors only). Suggested courses that could be taken outside of school include; step aerobics, karate, life-guarding, YMCA swim team, tennis lessons, and line dancing. See the guidance counselor for pre-approval forms.

GET FIT

Grades 10, 11, 12

1 semester

Students will learn to design training programs for themselves and others. Weight training principles and techniques will be stressed. Students will use a majority of the class time working out in the weight room. Topics that will be covered in this class include: safety, nutrition and supplements, sport-specific training programs, principles of advanced training and circuit training. A notebook will be required and written work, projects and tests will be used as assessment tools along with their individual program log. (pending board approval)

Note: Class size is limited to 10 students.

COACHING AND SPORTS PROJECT BASED LEARNING

Grades 10, 11, 12
1 semester

Students will learn how to coach a sport of their choosing, learning skills from player management to teaching skills and tactics.

MATHEMATICS

PRE-ALGEBRA

Grade 9

full

year

In this course students who are not ready for Algebra I will gain confidence and secure proficiency with middle-level mathematics skills and understandings. Students will begin to gain an understanding of the properties of real numbers, formalize the language of function, explore the behavior of functions numerically, graphically, analytically and verbally in order to be prepared for Algebra I. Students will use technology to discover relationships, test conjectures, and solve problems. Students will also communicate mathematics understanding formally and informally.

ALGEBRA I

Grades 9, 10, 11, 12

full year

In this course students will gain an understanding of the properties of real numbers, formalize the language of function, explore the behavior of functions numerically, graphically, analytically and verbally. Students will use technology to discover relationships, test conjectures, and solve problems. Students will write expressions, equations, and inequalities from physical models and communicate mathematics understanding formally and informally.

GEOMETRY

Grades 10, 11, 12

full year

Prerequisite: Algebra I

In this course students will read, analyze, and solve right triangle and trigonometric functions within contextual situations. Students will develop area formulas necessary for determining volumes of rotational solids, solids with known cross sections, and area beneath a curve. Students will explain work clearly so that the reasoning process can be followed throughout the solution.

ALGEBRA II

Grades 10, 11, 12

full year

Prerequisite: Algebra I and Geometry

In this course students will develop the algebra of functions through operations, composition and inverses, read and analyze contextual situations involving exponential and logarithmic functions, work with functions graphically, numerically, analytically, and verbally. Students will learn optimization problems, compare the relative rate of change of linear and exponential functions, learn the concept of infinite sum as a limit of partial sums, and work with statistics in numerical summaries, calculations using the normal curve, and the modeling of data. This is a standards based course and students who exceed the standard can earn an honor's distinction for the course.

PRE-CALCULUS

Grades 11, 12
full year

Prerequisite: Algebra I, Geometry, Algebra II

In this course students will gain an introductory understanding of convergence and divergence, collect, analyze, and draw conclusions from data, solve problems in contextual situations dealing with polynomial, rational, logarithmic, and trigonometric functions. Students will model motion using parametric equations and vectors; student will develop an intuitive understanding of the limiting process and of continuity. Students will justify their reasoning and understanding verbally, in writing, and with models, as well as use technology to explore and support conclusions.

STATISTICS & PROBABILITY

Grades 11, 12
full year

Prerequisite: Algebra I, Geometry

The purpose of this course 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: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who complete this course will be more prepared for similar statistics courses in college.

GENERAL ACCOUNTING & BUSINESS MATH/FINANCE

Grades 11, 12
1 semester

This course will be a comprehensive introduction to the concepts and applications of mathematics for personal and commercial business worlds. This course uses basic arithmetic and problem solving techniques and illustrates their use in retailing, interest and loans, banking, payroll, taxes, investments, insurance, and a variety of other business situations. As part of this class student will create an imaginary business, with an owner, general managers, officer personnel, supervisors and laborers. The students will use what they have learned for the textbook and lectures throughout the years to plan, work and react to different economic situations to advance their business to profitability. This course will teach the basic principles of accounting and common business mathematics. Students will learn the fundamentals of basic accounting, how taxes and insurances affect personal economics and how to calculate long term monetary goals. (pending board approval)

INTRODUCTION TO ECONOMICS

Grades 11, 12
1 semester

This course will introduce students to the field of economics, specifically micro- and macro-economics. Over the course of one semester, students will be taught how macro-economics at the state and international levels affect their daily lives. Students will also learn theory behind micro-economics and its direct impact on personal finance. (pending board approval)

AP CALCULUS

Grade 12
full year

The goal of this course is for students to gain a thorough understanding of the concepts and applications of limits, derivatives and integrals, students will work with functions in a variety of ways: graphical, numerical, analytical, verbal and will understand the connections among these representations. Students will learn the meaning of the derivative in terms of rate of change and local linear approximation, and will be able to use derivatives to solve a variety of problems. Students will learn the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and will be able to use integrals to solve a variety of problems. If a student elects to take the AP test, please be advised we are unfortunately, unable to pay this fee, and the student will be asked for payment. The 2015 rate was \$89.00. For students who qualify for free or reduced lunch, the fee is usually half. Payment is collected in March prior to May testing. If you are unable to pay for this, please see guidance and we will explore every avenue for you.

SCIENCE & TECHNOLOGY

PHYSICAL SCIENCE

Grade 9
full year

Physical science will expose students to many areas of science including astronomy, chemistry, and Earth sciences. The goal of Physical Science is to hone science process, research, and technical writing skills.

CHEMISTRY 1

Grade 10
1

semester

Prerequisite: Physical

Science

Chemistry 1 will expose students to college preparatory chemistry concepts such as; the structure and properties of matter, chemical bonding, and chemical reactions. There is a lab component with required formal lab reports.

CHEMISTRY 2

Grade

11/12

1

semester

Prerequisite: Chemistry 1 or Principles of Chemistry and Algebra

1

Chemistry 2 will expose students to advanced college preparatory chemistry concepts such as; the stoichiometry, gas laws, and calorimetry. There is a lab component with required formal lab reports.

PRINCIPLES OF CHEMISTRY

Grade 10
full year

Prerequisite: Physical

Science

Principles of Chemistry will expose students to basic chemistry concepts such as; the structure and properties of matter, chemical bonding, and chemical reactions. There is a lab component with required formal lab reports.

PHYSICS 1 Grade
10 1
semester
Science Prerequisite: Physical

Physics 1 will expose students to college preparatory physics concepts such as; forces, energy and waves. There is a lab component with required formal lab reports.

PHYSICS 2 Grade
11/12 1
semester
Physics Prerequisite: Physics 1 or Principles of

Physics 2 will expose students to advanced college preparatory physics concepts such as; forces, energy, electricity, magnetism and waves. There is a lab component with required formal lab reports.

BIOLOGY Grade 11
full year
Chemistry Prerequisite: Chemistry 1 or Principles of

Biology will expose students to college preparatory biology concepts such as; ecosystems and energy transfer, natural selection and evolution, inheritance and variation of traits, along with cellular structure and function. There is an emphasis on technical writing that includes both lab reports and research projects.

ANATOMY & PHYSIOLOGY Grade
11/12 full year
Biology Prerequisite:

This course is an advanced biology course designed to acquaint students with the functioning of the human body. Labs, dissections, lectures and demonstrations are designed to investigate the chemical and physical functioning of the human body. Labs focus on individual body systems. Emphasis is made to provide medical, health, and

disease prevention. There is also an emphasis on reading and reviewing scientific articles and writing scientific research papers in this course.

MARINE BIOLOGY I
12

Grade 10, 11,
1
semester

This course will parade through the phylum of marine organisms and the characteristics that define each phyla. We will look at specific examples of local organisms in each phylum. The course will include research, and field-based experiences.

MARINE BIOLOGY II
12

Grade 10, 11,
1 semester

This course will take a look at the marine environment that is specific to Maine, and the current issues facing this ecosystem. Some of the units of study are: basic oceanography, Maine marine habitats, climate change, hatcheries, and invasive species. The course will include current events, research, and field-based experiences.

MARINE PROJECT BASED LEARNING
12

Grade 10, 11,
1 semester

This course is for students who have an interest in doing a self-directed or online course that relates to the Marine environment or Marine Industry. Students must have an approved project proposal submitted before scheduling this course. Project proposal forms are located in guidance. See Mrs. Long for details or ideas.

INTRODUCTION TO MOLECULAR BIOLOGY

Grade 11, 12
1 semester (Fall)

Prerequisites: Physical Science, Chemistry and Biology

This course integrates the fundamental concepts of life science with the technical skills needed for postsecondary education and work in a genomics laboratory. The course focuses on basic lab methods, critical thinking and communication skills currently used in the biotechnology industry. An emphasis will be placed on real life, hands on application of the concepts and techniques. Students will learn gene structure and function, DNA replication and recombinant DNA, techniques in molecular genetics, methods and principles of molecular biology, the ethics and uses of stem cells, and methods of forensic science.

AP BIOLOGY

Grade 11, 12

full year

Prerequisites: Physical Science, Chemistry,

Biology

The AP Biology course is designed to be the equivalent of the general biology course usually taken during the first college year. This course focuses on all the major topics of Biology. The topics covered include cell physiology, molecular genetics, biotechnology, evolution, ecology, enzymes, and bioenergetics. Assessment will be done through formal lab reports, essay writing, multiple choice testing and scientific papers based on library and internet research. The course, intensive in both speed and depth, culminates in the spring with the College Board exam. Students should be prepared to meet after school during the spring semester in order to fully prepare to take the AP exam. Students should expect to complete summer assignments as well as work over long school vacation times. If a student elects to take the AP test, please be advised we are unfortunately, unable to pay this fee, and the student will be asked for payment. The 2015 rate was \$89.00. For students who qualify for free or reduced lunch, the fee is usually half. Payment is collected in March prior to May testing. If you are unable to pay for this, please see guidance and we will explore every avenue for you.

ENVIRONMENTAL SCIENCE

Grade 11, 12

full year

Prerequisite: Physical Science,

Biology

This experience is designed to provide students with the necessary knowledge and skills that will allow them to apply scientific skills and processes on major environmental science concepts. Upon successful completion of this course, students should be able to use the scientific skills and processes and major environmental science concepts to describe common and adverse human impacts on biotic communities, soil, water, and air quality and suggest sustainable strategies to mitigate these impacts.

AP ENVIRONMENTAL SCIENCE

12

Grade 11,

full year

Prerequisite:

Biology

This introductory college level course concerns the science of environmental problems, processes, and solutions. Students explore the interrelationships of the natural world and the impacts of humans. Students are exposed to several field techniques used to gather environmental data. Specific topics include land, air, and water pollution, biodiversity, global climate change, energy, public health, urban planning, and sustainability. Students should expect to complete summer assignments as well as work over long school vacation times. If a student elects to take the AP test, please be advised we are unfortunately, unable to pay this fee, and the student will be asked for payment. The 2015 rate was \$89.00. For students who qualify for free or reduced lunch, the fee is usually half. Payment is collected in March prior to May testing. If you are unable to pay for this, please see guidance and we will explore every avenue for you.

SOCIAL STUDIES

GOVERNMENT

Grade 9
full year

Through this course you will gain the knowledge of the different forms of government, the foundation of American Democracy, the Constitution, Bill of Rights, Civil Liberties, the basic principles of the flow of our federal system of government (National, State, and Local), political participation, and the 3 branches of government. Students will learn to exercise the rights and responsibilities we have as American citizens. This will be done by using the TCI Curriculum, outside primary source documents, projects, activities, discussion, lecture, the media and guest speakers throughout the year.

UNITED STATES HISTORY

Grade 10
full year

Each student will have the opportunity to achieve and demonstrate an understanding of the human experience from the time period of the Progressive Era through the present day. As in History I, this will include the understanding of historical patterns and themes with an emphasis on cause and effect. These goals will be accomplished through the use of History Alive Pursuing American Ideals textbooks and software, interpretation of a variety of primary source documents, resource materials such as maps, artwork and literature, small group work, class discussions, formal debate, completion of a variety of projects, input from experts outside the school, and collaborations with teachers in other disciplines. Study skills, including note-taking and summarizing, will be emphasized.

WORLD HISTORY

Grade 11
full year

World Connections is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. In addition, the application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. This will be done using the TCI curriculum, outside primary source documents, projects, activities, discussion, lecture, media, and guest speakers.

AP UNITED STATES HISTORY

Grade 11, 12
full year

This is a comprehensive course equivalent to college freshman U.S. History at the University of Maine or any other reputable university. It follows a two-semester sequence, preparing students to take the College Board Examination administered in May at the conclusion. The course covers political, diplomatic, military, economic, social, cultural and intellectual history of the United States from 1492 to near present. Compared with a regular high school U.S. History course, the AP course is designed to be more demanding. Students are expected to read and write more, synthesize their ideas and to evaluate those of others. As a college level experience, students are given the opportunity to learn about U.S. history in greater detail and develop skills critically important to successful college study. At Sumner Memorial High School the learning experience will be primarily document based. If a student elects to take the AP test, please be advised we are unfortunately, unable to pay this fee, and the student will be asked for payment. The 2015 rate was \$89.00. For students who qualify for free or reduced lunch, the fee is usually half. Payment is collected in March prior to May testing. If you are unable to pay for this, please see guidance and we will explore every avenue for you.

Note: *Summer reading and writing assignment due the first day of class.*

PSYCHOLOGY

Grade 10, 11, 12
1 semester

This course looks at perceptions, learning styles, intelligence, early childhood, adolescence, young adulthood, middle age, old age, emotions, motivations and states of consciousness. The class will conduct experiments to understand different concepts explored in the world of psychology. A willingness to get involved in class participation and group discussions is a prerequisite.

ADVANCED PSYCHOLOGY

Grade 10, 11, 12
1 semester

Advanced Psychology will continue where Psychology left off, it also has aspects of social psychology. Topics discussed will be abnormal psychology, self and group processes, social behavior, the quality of life and current trends in the field of psychology. Involvement in this class may include community work in a related field of studies. Students are urged to take this course if they desire to enter the field of Social Sciences.

SOCIOLOGY

Grade 11, 12
1 semester

Sociology is the scientific study of society. It looks at how our lives are shaped and what shapes them. In part one of sociology, the class will examine the basics of society: culture, socialization, deviance, crime, social control, social class, race and minority groups, gender roles, the family, power and politics, poverty, education, religion, science and technology. Part two of sociology will focus on contemporary social problems and conflicts including: population, health and aging, collective behavior, leisure and sport, contemporary family life, crime and other timely issues. Students taking sociology should be prepared for participating in considerable class discussion and be willing to do experiments and short original research projects.

MOCK TRIAL

Grade 10, 11, 12
1 semester

Mock Trial will be a one-semester class that will include the opportunity to participate in the regional, state and possibly national Mock Trial Competition. This class will provide a variety of ways for student to address the Common Core Learning Standards for English/Language Arts and History/Social Studies. Students will learn and work with legal terminology, legal concepts and analysis, debate, and work in groups and independently as attorneys and witnesses. Local attorneys will play a key role in instruction and there will be guest instructors including local law enforcement personnel. All students enrolled should be prepared to compete in the regional Mock Trial Competition.

LAW I

Grade 9, 10, 11, 12
1 semester

This course will look at the different aspects of criminal and civil law. Students will engage in project-based learning where they can choose individual specialties to investigate. We will have guest speakers from both the legal court system and law agencies. This will be a very informative class, and for students who want to work on sharpening their trial skills.

GEOGRAPHY

Grade 9, 10, 11, 12
1 semester

In order to understand and analyze the relationships among people and environments, students will learn how to construct and interpret maps and how to use globes and other geographic tools to locate and derive information about people, places, regions, and environments. In an integrated way, students will study people and the physical characteristics and processes of the earth's surface to understand causes and effects, ecosystems, human behavior, patterns of population,

interdependence, resources, cooperation and conflict, and how these are shaped by economic, political, and cultural systems.

MUSIC HISTORY

Grade 9, 10, 11, 12
1 semester or Full Year

Learn about the history of America, the Puritans Settling, the Civil War, WWII, the Civil Rights Movement, and more. However, along with learning about each of these great eras and the impact they make on today's society, you will spend time learning how music was impacted, and how that makes a difference in the music you listen to today.

VISUAL/PERFORMING ARTS – PERFORMING ARTS

BAND (Instrumental Performing Group)

Grade 9, 10, 11, 12
Credit: 1 credit, full year

There are openings for people with piano, guitar, or string skills, and a real interest in being part of the performing group. Students are exposed to various selections of band literature, general music information and listening experiences. Each student must learn his/her individual part and participate in our parades, concerts, and other public performances. To help eliminate conflicts, two periods of band will be scheduled.

CHORUS (Vocal/Color Guard Performing Group)

Grade 9, 10, 11, 12
Credit: 1 credit, full year

This course is designed for the student who enjoys singing songs of many styles and musical eras. Class members are exposed to selections of choral literature, general music information, and varied listening experiences. With three large public performances, parades, and solo adventures, there are plenty of opportunities to let your voice be heard.

MUSIC HISTORY

Grade 9, 10, 11, 12
Credit: 1 credit, full year

Learn about the history of America, the Puritans Settling, the Civil War, WWII, the Civil Rights Movement, and more. However, along with learning about each of these great eras and the impact they make on today's society, you will spend time learning how music was impacted, and how that makes a difference in the music you listen to today.

INTRODUCTION TO DANCE

Grade 9, 10, 11, 12
1 semester

Performing arts or exercise? Actually dance is both! Students will learn a variety of dances including line dancing, ballroom dancing, ballet, and zumba. You can earn PE or VPA standard in this course.

STAGECRAFT

Grade 9, 10, 11, 12
Credit: .5 credit, 1 semester

Stagecraft is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. Students will learn about all the “behind the scenes” activities like set building, lighting, sound, marketing, crafts and costuming. Students will work on seasonal productions and should expect to get their hands dirty. This course will meet the standards for both fine arts and technology.

MUSIC STUDIES

Grade 9, 10, 11, 12
1 semester

Do you have an interest in music that is not listed here? Learning to play the piano or guitar, music theory, or dance? This is the class for you. Offered as a fine arts credit, Musical Studies is a class that the curriculum will be controlled by the teacher, but designed by you based on your wants and needs for music.

MUSIC THEORY I

Grade 9, 10, 11, 12
1 semester

This course will introduce the principles of harmony in music beginning with the construction of major and minor scales, the circle of fifths, interval training, triad construction, basic chord recognition, musical notation, rhythmic counting, seventh chords, and basic four-part writing. Also, included in this course content will be a unit on form in composition.

YOUR BRAIN ON MUSIC

Grade 9, 10, 11, 12
1 semester

An introduction to music neuroscience which explores the effects of music on brain and behavior functioning will be addressed through both scientific and musical frames of reference. (Pending Board approval).

SHOW CHOIR

Grade 9, 10, 11, 12
full year

Show Choir is a mixed ensemble that combines the movement of dance and singing to perform literature. In addition to techniques of rehearsal and performance, the student will learn the theory and history of the music performed. Performances include a district-wide and state-wide competition, a winter concert tour and a spring concert.

VISUAL/PERFORMING ARTS – VISUAL ARTS

ART I

Grade 9, 10, 11, 12
1 semester

This introductory level art course offers knowledge of the fundamentals of drawing, painting, printing, stained glass, sculpture, and design. Together we will explore “tricks of the trade” and “secret techniques” to enhance your ability to produce original works of art from both observation and imagination. “Talent” is not required! At the end of this course you should be able to produce and critique your art with more confidence and use materials and techniques more effectively. You will also have answers to the essential questions: “How do artists use the elements & principles of design to express themselves?” and “What tools and techniques can be used to improve my art.

ART II

Grade 9, 10, 11, 12
1 semester

A continuation of the Fundamentals course, Intermediate Art deals with a slightly more advanced study of materials and processes. Students’ studies will be carried out in a more learner-led way and will branch out from the traditional to the contemporary. At the end of this course students will have answers to the Art I essential questions, as well as: “What can modern technologies uniquely offer the art world?”

ADVANCED ART

Grade 10, 11, 12□
1 semester □
Prerequisite: 1 art course

This advanced-level course emphasizes originality, skill, and a strong work ethic, while building upon the knowledge and skills set acquired from the students’ previous art classes. Students will be expected to maintain a high level of achievement, originality and dedication, while creating a portfolio of artwork that reflects his/her style, maturity and versatility. This course will deal with the questions: “How can I use artistic expression to ‘find’ my voice?” and “What skills are necessary to produce a strong portfolio?”

PHILOSOPHY OF THE ARTIST

Grade 9, 10, 11, 12
1 semester

This elective examines cultural motifs, mythology and story telling, philosophy and the ways meaning is constructed and shared through art. We will look at the work of ancient and modern thinkers to understand the role of imagination in “world-making.” Students will be required to take considerable responsibility for the direction of their course work. For this reason, interviews will be held to determine if a student is fit for the course. While you will be making art in this class,

there will be an almost equal emphasis on writing, reading, and class discussions. You will leave with answers to the essential questions, "How have aesthetics and the arts impacted human historical development as well as the planet?" and "How can the process of creating art help mold the present and future for myself, communities, and our interactions with the planet?"

DIGITAL ANIMATION FOR THE WEB & MOVIES

Grade 9, 10, 11, 12
1 semester

This hands-on course will introduce students to the art and mechanics of animation. This beginning animation course exposes student to the range of traditional and digital techniques used in stop-motion, claymation and 2-D or 3-D computer animation. Students learn basic theory and mechanics behind animation; develop skills and study the fundamental principles of character design, layout and storyboarding. This class begins using digital images and software to manipulate the photos to create special effects needed for websites, contests and gaming. We will continue to work with the computer to develop several ways to design animation sequences. We will get students started with the *Styckz* program to develop an animated musical character. We create an audio track and time it to the animation. We will use clay to develop 3D models and put them into action through *Imovie*. We use the computer to generate 3D characters using a software called *Blender*. This is the top toward the world of computer gaming. We will also look at the programming behind the creating computer games. *Photoshop* and *Acorn* are the digital image editing software used in classes.

DIGITAL ART

Grade 9, 10, 11, 12
1 semester

This is a studio course offered for students who are interested in creating in non-traditional art forms. As digital media is a new and upcoming force in the visual art world, students in this class will work with digital cameras, (Sumner Memorial High School's cameras) iPads, and Adobe Photoshop CS4 on the computer to solve visual assignments. Students will produce a variety of work and leave with knowledge in the fundamentals of digital drawing and painting, collage, photo manipulation, and photography. Though using digital media, students will still consider traditional ideas such as the elements and principles of design, composition, and how to utilize light. Art criticism and critique will be practiced, photo adventures will be taken, and a portfolio of works will be completed.

STAGECRAFT

Grade 9, 10, 11, 12
1 semester

Stagecraft is a hands-on course that gets students working with the tools and techniques of theatrical production in a practical way. Students will learn about all the “behind the scenes” activities like set building, lighting, sound, marketing, crafts and costuming. Students will work on seasonal productions and should expect to get their hands dirty. This course will meet the standards for both fine arts and technology.

WORLD LANGUAGES

FRENCH I

Grade 9, 10, 11, 12
full year

French I is an introduction to the French language and the culture of the French speaking world. It concentrates on vocabulary and the necessary skills to engage in simple conversations in French. In brief exchanges, students will first begin to develop aural and oral skills, then read and write what they can say. Learning about foreign culture helps them develop cultural awareness and respect for cultural diversity worldwide. Like other foreign language, this course is an opportunity for students to deepen their knowledge of the English language and its usage.

FRENCH II

Grade 10, 11, 12
full year
Prerequisite: French I

Whereas French I focuses on initial communication skills, student in French II build on knowledge acquired in French I to develop increased confidence in communications skills, necessary for longer conversations. Students are expected to communicate in French and they are encouraged to communicate only in French. For this communication to be effective, they must learn to not only “sound French” but to express themselves with reasonable accuracy. This requires a willingness to participate, practice, study and do homework on a regular basis in order to learn the needed grammatical structure, patterns and vocabulary of the French language. They will also use the language to expand their knowledge in all content areas.

FRENCH III

Grade 11, 12
full year
Prerequisite: French I & II

The French III course is an open door for student to build up their confidence in the use of the French language and to improve proficiency. Each week consists of an ongoing process of developing new vocabularies and grammar concepts, interactive games reinforcing vocabulary and grammar, reading and listening comprehension abilities, speaking and writing activities, cultural presentations covering major French-speaking areas in the world.

FRENCH IV

Grade 12
full year
Prerequisite: French I, II, & III

French IV continues student progress in reading, writing, listening and speaking French. Students acquire more sophisticated grammar and vocabulary through themes such as housing, dining and tourism. Much of the work of the class is conducted in French Cultural study is continued with students doing independent research on self-selected topics.

SPANISH I

Grade 9, 10, 11, 12
full year

Spanish I is a beginning language course. Students will learn basic grammar and vocabulary designed around the following themes: greetings, description, personal information, numbers, classroom items, city transport, food, celebrations and the house. Students will be introduced to the geography and culture of the Spanish-speaking countries.

SPANISH II

Grade 10, 11, 12
full year
Prerequisite: Spanish I

Spanish II builds a superstructure on the foundation built in Spanish I. Students continue learning new grammar and vocabulary designed around the following themes: water sports, weather, school activities, clothes and daily schedule, entertainment media, shopping and travel. Students will continue to learn about the geography and cultures of the Hispanic world.

SPANISH III

Grade 11, 12
full year
Prerequisite: Spanish I & II

Spanish III continues growth in listening, speaking, reading and writing in Spanish. More emphasis is placed on speaking the language in class. A solid base of grammar and vocabulary continues to expand. Students will do a more detailed study of Hispanic countries through themes such as travel and foreign exchange. Students will make presentations to the class on self-selected topics.

SPANISH IV

Grade 12
full year

Prerequisite: Spanish I, II, & III

Spanish IV continues student progress in reading, writing, listening and speaking Spanish. Students acquire more sophisticated grammar and vocabulary. Much of the work of the class is conducted in Spanish. Cultural study is continued with students doing independent research on self-selected topics.

TECHNOLOGY EDUCATION

The Technology Education Department is dedicated to preparing our students to function adequately in today's technological society. We offer a variety of courses in lab settings to give the students hands-on experiences and provide them with opportunities in tool use, materials and processes that are utilized in the area in which they live. The courses offered increase the flexibility of students entering the job market or post-secondary education thereby increasing their chances of securing employment or a position in furthering their education. Instruction is designed to promote safe work habits, practical problem solving, critical thinking, educated consuming and constructive work habits.

The Technology program is designed for students of all levels meeting a wide range of needs and abilities. While many skills are acquired the mission is to expose our students to a variety of technological applications, knowledge, recognition, processes and procedures. Since the technology department curriculum aligns to a variety of cross-departmental learning results, the following are separated according to content area.

TECHNOLOGY EDUCATION I (TECH I)

Grade 9, 10, 11, 12
1 semester

Mechanical Drawing, Electrical motor control, and Basic Metals

We base the class on building things. You are assessed on building specific projects in a semester. We start with understanding mechanical drawing techniques. You have several technical drawings to create. This leads to working with materials in the metal shop. We study how to control electricity and mechanical advantage using gear and electrical motors. Robots are built in the metal shop incorporating other building materials such as plastics. The class looks at the different careers related to the projects in the shop with the final push to blacksmithing. The students learn and demonstrate the use of tools in a safe environment.

TECHNOLOGY EDUCATION II (TECH II)

Grade 10, 11, 12
1 semester
Prerequisite: Tech I

This is a class for the student to explore the metal trades. The students start by using the computer to generate machining drawings. The class then goes into the shop and learns the use of welders. The student covers the basics in gas, electrode arc, MIG and Heliarc (TIG) welding. The rest of the semester involves metal science and lathe machining techniques. Safety and careers are covered in the class.

BASIC AUTOMOTIVE

Grade 9, 10, 11, 12

1 semester

Preference will be given to upperclassmen

The automotive course is a basic class to assist you in understanding your car. We start by looking at the way an engine works through the use of small engine technology. We then apply these skills to the car and with lab exercises you will become familiar with the function and the knowledge of when to do it yourself or go to an auto mechanic. We will have technical reading, hands-on activities, math skills and team building as the class progresses through the semester. You will be instructed in safe operation and tool handling. You can get dirty so gloves and old shirts will be available. These are a few examples of activities covered in the class: oil changing, tire maintenance, lamp replacement, alternator belt adjust, plus much more.

SMALL ENGINE

Grade 9, 10, 11, 12

1 semester

The small engine class is a semester class. This course is designed so you can start a repair business in this field. You will be disassembling, troubleshooting and reassemble the engine. Topics covered include the similarities and differences in 2-stroke and 4-stroke engines. Engine part identification and definitions of terms, such as torque and horsepower, are emphasized. The class looks at the cost and setup of a shop. You will look at how bookkeeping and ordering are set up so that you can experience operating a business. You look at the function of the small power equipment found in the home and garden to help the customer "do it yourself". You need no prior experiences to take the class.

ADVANCED TECH

Grade 12

full year

Prerequisites: Tech I, Tech II

The class will be looking into the different marine trades and careers available in the boat shops in Washington and Hancock Counties. We cover the electrical and mechanical aptitudes surrounding the marine trades. Students will be applying the skills they learn through hands-on activities. Assessments will be based on application of learned skills in a project-based laboratory. This course will provide several trips to local boat shops to get first hand information from the employers about future jobs and the job market. This class also provides the student with a ten-hour OSHA training course and certificate. This will allow them to be aware of proper safety in the workspace making them more employable for their future.

WELDING

Grade 10, 11, 12
1 semester

This is a class for student to work exclusively on welding projects. You will be learning how to use the welders and running a bead. The course covers all forms of welding from Gas welding to T.I.G. welding aluminum. The course will get you ready for the certification in welding. Welding is one of the careers that are on the rise. You may find this course helpful if you plan to have your own business need experience welding. Safety and techniques are very important. You need no prior experiences to take the class.

CODING THROUGH LEGO ROBOTICS

Grade 9, 10, 11, 12
1 semester

This is a beginning course in robotics. We will be utilizing Lego Mindstorm kits, and various Lego Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming of a LEGO Mindstorm robot. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems. Student designed robots will be programmed to compete in various courses as developed by First Lego League when possible. Some of this course is designed for students interested in learning more about computer programming, referred to as Coding. The course provides students with a solid background of standard computer logic, which will enhance problem-solving skills and being an integrated thinker. The student will find a rewarding and fun learning experience in Coding. Students in the coding class, who have no prior programming experience and also for the self-proclaimed “techno-geeks” will get a chance to start using a programming language that is easy to use and will become more challenging as the class progresses. The Coding Course will be covering simple coding language to using Javascript to develop iPad Applications.

WOODWORKING TECHNOLOGY I (WOOD I)

Grade 9, 10, 11, 12
1 semester

This first course of woodworking introduces the student to the basics: what wood is, how a tree grows, where a board comes from, and how moisture affects changes in the shape of that board. Students learn the names of, demonstrate the proper use and safety of all the hand tools in the wood shop. Students learn how to make plan sheets and bills of materials and figure the actual cost of materials involved. Each student is required to produce a series of simple projects. Most class time is an actual “learn by doing”, hands-on problem solving.

WOODWORKING TECHNOLOGY II (WOOD II)

Grade 9, 10, 11, 12
1 semester
Prerequisite: Wood I

Those having a semester background of hand woodworking are introduced to machine woodworking. Students learn the proper and safe use of common woodworking machinery – the sliding chop saw, the table saw, jointer, thickness planes, band saw, drill press, skill type saw, saber saw, and various sanders. Students learn to make pictorial drawings to include their plans of multi-board projects. Each student then plans a project - complete with drawings and a bill of materials. As with Wood I, the major part of the semester is a “learn by doing”, hands-on and problem solving experience: squaring up board by machine, cutting simple joinery work, assembling, sanding and finishing the project.

WOODWORKING III (WOOD III)

Grade 11, 12
1 semester
Prerequisites: Wood I, Wood II

This cabinet making/furniture designing class includes the newest technological enhancements, such as, C.N.C. and C.A.D.D. operations. The course begins with a review of primary power tools and the basics of furniture production and design. Emphasis is placed on safety operations. The course may include a unit on mass production. Each student will select a project for the class and fulfill standards necessary to complete class construction requirements, including one project on the lathe and one project on the C.N.C. machine.

WOODWORKING TECHNOLOGY IV (ADVANCED WOOD)

Grade 12
full year
Prerequisites: Wood I, Wood II, Wood III

Wood IV begins with a ten-hour O.S.H.A. safety course and certificate, a unit on construction techniques and hands-on projects. The class will look into the marine trades, the composite industry, wind blades and careers available in Hancock and Washington counties. It will focus on construction, hull designs, composite materials, wind blade production and design and mechanical aptitudes in the industry. The student will be applying the skills learned through hands-on activities. The assessments will be authentic in nature and based on application of learned skills in a project-based laboratory environment. This course will have several trips to local industries, when applicable, to get first-hand information from the employers about future jobs and the job market. This course promotes the awareness of proper safety in the workspace making them more employable for their future.

ARCHITECTURAL DESIGN

Grade 10, 11, 12
full year

The principle goals of this architecture course are to develop skills and provide a basis for individual and creative development through the use of a wide range of media, creative problem-solving activities, projects and team activities. This multi-disciplined, technology and art course will include: sketching, environmental designing, residential and commercial objectives, alternative energy ideas, blueprint reading, C.A.D.D. functions and processes, and drafting tool techniques. The drafting class will progress from architectural history, elements and features, simple sketches and drawings to complex perspective and orthographic projection drawings each with an emphasis on creative problem-solving challenges and hands-on activities. This approach satisfies a fine arts credit and establishes a necessary background for architectural drafting personnel to deal with spaces that people move through, inhabit and are shaped and will shape their daily lives each and every day.

HANCOCK COUNTY TECHNICAL CENTER

112 Boggy Brook Road
Ellsworth, ME 04605
207-667-9729

** SMHS students must be in good academic standing, and also have positive attendance to attend HCTC programming.*

The world of high technology is waiting for you! Prepare yourself for the many exciting careers the future has to offer by attending the Hancock County Technical Center (HCTC). HCTC has eight quality technical programs that will provide you with the skills necessary to enter the job market or pursue a college education.

Our goal is to help you get a good job or to continue on to college. We offer many opportunities for you to meet and work with local employers and we offer college credit to many of Maine's Technical Colleges.

Make an appointment today to explore the technical program of your choice. Interested students should apply through the guidance office.

Bridge Year Program

The Bridge Year Program is designed for high school juniors who will spend half a day at HCTC in a CTE program, and the other half a day taking Bridge Year University of Maine courses at Ellsworth High School. This is a cohort program with students from high schools all over Hancock County. The Bridge Year Program's courses will offer dual credit (college and high school) from The University of Maine while attending HCTC and the high school. The Bridge Year Program students will have the opportunity to receive up to approximately 30 college credits by the end of the summer following the student's senior year in high school. This means it is possible for a student, while in high school, to earn half or more of the credits required for an Associate's Degree. **The cost of The University of Maine's concurrent enrollment will be \$45 per credit, offering a significant savings for each student.**

The Bridge Year Program offers increased levels of career assessment, career exploration, and job shadowing opportunities to help the student learn more about well-matched career opportunities as well as the education needed to achieve each student's individual career goals. Students will be required to also take an accuplacer test, and attend a three-day summer institute the summer between the sophomore and junior year, and a two summer institute the summer between the junior and senior year. The Bridge Year Program's credits are useful for many possible future Bachelor's Degree enrollment options at UMaine as well as at many other schools. *Applications are available at your guidance office during the spring of your sophomore year.*

Hancock County Technical Center: Career & Technical Education

Prepare yourself for the many exciting careers the future has to offer by attending Hancock County Technical Center. HCTC has quality technical programs that will provide you with the skills necessary to pursue a college education or enter the job market.

- * Automotive Technology
- * Biomedical Research Support
- * Carpentry/Building Trades
- * Criminal Justice
- * Culinary Arts
- * Diesel/Heavy Equipment
- * Early Childhood Education
- * Law Enforcement
- * Marine Service Technology (Satellite Program at Mount Desert Island HS)
- * Medical Programming (Certified Nursing Assistant, Medical Terminology and Certified Residential Medication Aide)
- * Multi-Media Communications
- * Welding Technologies (Satellite Program at Bucksport High School)

Our goal is to help you go to college and/or receive a well-paying job. We offer college credit courses in conjunction with several of Maine's Community Colleges and other universities/colleges around the country. We also offer many opportunities for you to meet with and work for local employers.

All of the programs at HCTC are scheduled as half-day, every day, full-year programs. What a unique opportunity! You will not only receive a top-notch education preparing you for college, but you will also receive employability skills enabling you to receive a well-paying job.

AUTOMOTIVE TECHNOLOGY

Automotive Technology I AM Session
Automotive Technology II PM Session

The Automotive Technology program is certified nationally by the National Automotive Technicians Education Foundation (NATEF), and teaches entry level technical knowledge and skills needed to enter the job market in automotive repair and other related fields. Students undergo OSHA safety training and receive crucial general industry safety training as well.

Students enrolled in the Automotive Technology program learn shop management and inventory control by using computers that are dedicated to repair order management, as well as computers that are linked to CarQuest and NAPA auto parts stores in Ellsworth. This program covers the basics of automotive and light truck service and preventative maintenance, basic engine operation and tune-up, basic brake systems, theory and repair, steering and suspension principles and repair, and wheel alignments in the first-year curriculum. In the second-year curriculum, students learn about cooling system principles, diagnosis and repair of basic electrical systems, anti-lock brake operation, computer and fuel system operation and repair, and emission controls. They also prepare for the Maine State Inspection licensing exam and the National Institute for Automotive Service Excellence (ASE) certification exam.

Students who enroll in the Automotive Technology program will spend approximately 50% of their time in the classroom learning the theory of today's automobile and 50% in the shop learning hands-on skill development. Students who excel in the theory portion will be able to diagnose the automobile, as well as have the skills necessary to repair it.

High school juniors who excel in the program will have the opportunity to participate in Automotive Youth Education Systems (AYES), where students are afforded a paid internship position at an automobile dealership under a professional technician while being supplied a set of snap-on tools by the dealership. You may be selected to represent Hancock County Technical Center in the Skills USA state skills championships or participate in the Ford/AAA trouble-shooting contest. Seniors who excel in the program will be given the opportunity to take the Automotive Service Excellence certification exams, one of them being in brakes at no charge, and take the Occupational Safety and Health Administration safety exams. They can also receive certification, as well as have the opportunity to take the Maine State Inspection License exam.

Safety of the students is always the first and foremost consideration in the Automotive Technology program. Safety glasses are to be worn in order to work in the shop and lab areas. Therefore, steel-toe work boots and an HCTC work shirt must be worn in order to work in the shop area.

ARTICULATION AGREEMENTS:

Central Maine Community College
Southern Maine Community College
Washington County Community College
Lake Region Technical Institute
University of Northwestern Ohio
Universal Technical Institute

DUAL ENROLLMENT:

Central Maine Community College
Eastern Maine Community College
Southern Maine Community College

BIOMEDICAL SCIENCES:

Biomedical Sciences I AM Session

Biomedical Sciences II: Clinical/Laboratory Sciences PM Session

Biomedical Sciences II: Biomedical Research and Development PM Session

The study of biomedical sciences is a gateway to many careers, including those in human medicine, veterinary medicine, and scientific research. In the first year of the Biomedical Sciences program, students will explore the many opportunities available in this exciting field. Students will conduct genetic research, explore human anatomy, and learn how to work with animal models in a research setting.

In the second year of the Biomedical Sciences program, students will choose a pathway for more focused and in depth study. The Clinical/Laboratory Sciences pathway will allow students to conduct a deeper exploration of human anatomy and physiology while exploring hospital support teams and careers. The students that choose the Biomedical Research and Development pathway will conduct complex scientific experiments and explore careers in research and biotechnology. Students in both Biomedical Sciences year two pathways will perform capstone projects and participate in valuable internship experiences.

All students in the Biomedical Sciences program learn how to keep a professional laboratory notebook, research techniques, explore careers and higher education, and participate in the Maine State Science Fair. Student will become OSHA, First Aid, and CPR certified, and may have the opportunity to become certified in animal care and handling, genetics, and laboratory safety at The Jackson Laboratory.

CARPENTRY:

Carpentry I AM Session

Carpentry II PM Session

**** (If there aren't enough students to offer two sessions, we will put both Year I and II in the AM Session)**

The Carpentry program at Hancock County Technical Center is a two-year program designed to teach students the basic entry-level skills and knowledge they will need to continue on to post-secondary education or to enter the workforce. The Carpentry program provides students with an extensive hands-on experience with much of the focus being on residential construction.

The Carpentry program is an individualized program of study that allows the students to work at their own pace and experience real life on-the-job training through the actual construction of small storage buildings and other building modules. These projects are designed to give the students several hours of practice in using various tools and equipment, as well as handling different types of building materials, and utilizing various joinery techniques.

The program utilizes the National Center for Construction Education and Research curriculum (NCCER). This curriculum is designed to follow national standards for NCCER that reflect industry skill requirements. A summary of the curriculum includes the following subjects:

- * Safety training for general industry and tools
- * Reading plans and elevations
- * Framing floors, walls, and roofs
- * Stair Construction
- * Vapor barriers and thermal insulation
- * Cabinets and Countertops installation

In addition, students learn the applied academic skills required to perform hands-on tasks. These skills include **measurement; arithmetic; layout, geometry, and communications**. In addition to the construction curriculum, this class also takes an in depth look on how builders can play a big part in conservation through an NCCER training module called "Your Role in the Green Environment." Finally, students have multiple opportunities to work on individualized and group projects throughout the course of the two years.

CULINARY ARTS:

Culinary Arts I AM Session

Culinary Arts II PM Session

Do you want to own your own restaurant? How about becoming a TV chef? How would you like to always have a job? Food service is one of the nation's fastest-growing industries, currently employing 10.5 million workers, and is expected to grow to 15 million employees by 2018 with many of those positions being management positions.

There are so many different opportunities for young people in the foodservice industry in Maine and across the country. Hancock County Technical Center's ProStart program will help prepare you for those opportunities and establish a foundation for further learning, whether you immediately pursue a foodservice career, or go on to hospitality management or a culinary program at the college level.

The ProStart program gives you the chance to explore career opportunities and gain the skills needed to operate and manage a foodservice operation by joining classroom learning with on-the-job experience. Topics covered include food preparation, baking, basic accounting, workplace safety, and customer services.

During the program you will get hands-on experience in different areas of foodservice in the operation of our on-site restaurant. You will work directly with industry professionals who serve as mentors to make sure you are getting as much as possible out of the work experience and have the chance to practice what you learn in the classroom. There are also opportunities for culinary competition participation as well.

The Culinary Arts Program now has students attending the Culinary Institute of America, New England Culinary Institute, Johnson & Wales, University of Southern New Hampshire, Eastern Maine Community College, Southern Maine Community College and Central Maine Community College.

The Culinary Arts curriculum was developed by The Educational Foundation of the National Restaurant Association, with guidance from educators and representatives of the foodservice industry and is recognized throughout the country.

ARTICULATION AGREEMENTS:

Central Maine Community College
Eastern Maine community College
Southern Maine Community College
Washington County Community College
York County Community College
Connecticut Culinary Institute
Johnson and Wales
Culinary Institute of America

DIESEL TECHNOLOGY:

Diesel Technology I AM Session

Diesel Technology II PM Session

This course is designed to teach the necessary entry level skills with regard to Heavy Equipment and Diesel Engine Repair. Both theoretical and practical aspects are dealt with. The program will be directed towards a failure analysis, troubleshooting and repair procedures. In each phase of training, an appropriate amount of shop time will be utilized in order to strengthen the student's hands-on abilities.

Students will learn to: convert measurements taken using the English or metric system to specifications stated in terms of either system; explain and demonstrate an understanding of the chemical reaction that occurs in various systems of a truck regarding the combustion of fuels, catalytic converters, and contamination when introduced into a given system; explain the purpose of additives in truck fuels and lubricants; demonstrate an understanding and determine efficiency of the kinetic and potential energy relationships that occur in valve systems, ignition systems, and other stored energy systems, such as springs and fuels; and demonstrate an understanding of the role of balanced and unbalanced forces on linear and rotating truck assemblies.

Along with this classroom experience, qualified students may also receive the opportunity to participate in On the Job Training with local businesses and on site live work from our community. Students will also be exposed to training in those skills needed to acquire and maintain employment in the field. The program will be directed towards failure analysis, troubleshooting and repair procedures. In each phase of training, an appropriate amount of shop time will be utilized in order to strengthen the student's hands-on abilities.

Students enrolled in the Diesel II Program will train in the area of 10 hr. OSHA General Industry certification, Engine performance, steering and suspension, basic electricity.

Students enrolled in the Diesel II Program will continue with training in related fields but will be eligible to test for ASE certifications in Brake, Steering and Suspension, Advance Engine Performance, Advanced Electrical, Hydraulics, and Preventive Maintenance.

**Students enrolled in the Diesel/Heavy Equipment II program are best suited if they are seniors. This is due to college placements, job placements, and licensing. Underclassmen may not be eligible for some of the licenses and placements due to age restrictions.

ARTICULATION AGREEMENTS:

University of Northwestern Ohio

DUAL ENROLLMENT:

Eastern Maine Community College

EARLY CHILDHOOD EDUCATION:

Early Childhood Education I AM Session

This course will allow students the opportunity to enhance their understanding and aptitude of learning environments conducive to the emotional, cognitive, physical, and social development of young children. Students apply new knowledge in child development, health and safety, curriculum planning, family integration, discipline and guidance techniques in various early care and education settings including the on-site preschool the Caterpillar Clubhouse. Opportunities to develop effective leadership, communication, and teamwork skills, and to support, facilitate, and evaluate early childhood settings through numerous assignment and performance tasks, are presented. Students will earn a CPR/First Aid certification in this course as well as receive training in fire safety and mandated reporting.

Early Childhood Education II PM Session

This practicum year helps students build on prior experiences, abilities, interests, and personal skills while exploring careers and roles in the field of elementary education and early childhood education. The course content consists of the knowledge needed to be successful in various work settings. Topics include: professionalism, work ethics, working with children and their families, educators, and practitioners in diverse communities, labor and delivery, special education, approaches to teaching and learning, and reflective practice. Students are provided both classroom instruction as well as guidance by a mentor at a practicum site.

Students that complete two years in Early Childhood will be eligible to earn their CECA (certified early childhood assistant) certification from the state of Maine. Requirements for the CECA are successful completion of ECE I and II, completion of a portfolio and scoring a 70 or higher on the national assessment through NOCTI.

ARTICULATION AGREEMENTS:

Eastern Maine Community College
Washington County Community College
Beal College

LAW ENFORCEMENT:

Criminal Justice I AM Session
Criminal Justice II PM Session

Have you ever thought of what it would be like to patrol the streets of your hometown or respond to a call for someone needing your help? Perhaps instead you would like to conduct a stakeout in the woods in hopes of catching a poacher? Better yet, maybe you would like to be a member of an elite drug interdiction task force, eradicating our country's waterways of illegal drug smuggling? If you are the type of person that gets easily bored with doing the same thing every day, then a career in criminal justice may be the career you are looking for! As part of our law enforcement program you will also have the opportunity to earn college credits, from one of our two dual enrollment courses, or from one of our articulation agreements we currently have with Husson University, Beal College, University of Southern Maine, University of Maine at Fort Kent and Eastern Maine Community College.

At Hancock County Technical Centers year one law enforcement program, students will receive a blended mix of traditional classroom instruction on laws and basic police techniques as well as hands-on training. Additionally, students will be introduced to many of the Maine Criminal Justice Academy Standards, providing students with an overview of a variety of aspects of police work, to include: police ethics, use of force, police baton (ASP) training, handcuffing and searching techniques, traffic stops, OUI investigation, to include Standardized Field Sobriety Test Administration (SFST), fingerprinting, drug identification and investigation, crime scene investigation and firearms, to name a few. Additionally, various aspects of Emergency Medical Services has been added to the program.

In addition, in our second year program, students will be introduced to Special Weapons and Tactics (SWAT), the Maine criminal and motor vehicle code, traffic accident investigation, Mechanics of Arrest, Restraint and Control (MARC), felony traffic stops, evidence technician duties, emergency management procedures, courtroom testimony, to include field trips to Hancock County Jail, courthouse and dispatching center. Additionally, throughout the two year program, field trips to area colleges, the Maine Criminal Justice Academy graduation, Ellsworth Middle School for a fingerprinting clinic and several others will be conducted.

ARTICULATION AGREEMENTS:

Southern Maine Community College
Eastern Maine Community College
Beal College
Husson University
University of Maine Fort Kent

CONCURRENT/DUAL ENROLLMENT:

Southern Maine Community College

MEDICAL PROGRAMMING:

Certified Nurse Assisting A.M. Session Age requirement of 16 and up

The Nursing Assisting program is a course for high school students that are interested in entering the health care profession. The program provides classroom skills, and clinical experience. The student will attain 90 plus hours of clinical experience in local health care facilities throughout the school year. The student will also earn AHA certification in CPR/first aid. Topic examples are, to name a few: Anatomy and Physiology, disease, infection control, communication, safety topics, medical terminology. At the end of the course, the student will sit for his/her Maine State Certification exam. The experience gained as a Certified Nurse Assistant also enables the individual to consider and pursue upward mobility in the health services as opportunities arise.

Introduction to Medical Terminology & Health Occupations PM Session (First Semester)

***You do not need to have taken CNA to enroll in this course.**

The purpose of the program is to prepare the high school student for a career in the medical field. This class is offered to sophomores, juniors and seniors in high school. The student will be instructed in Medical terminology related to anatomy and physiology, diseases, and specific health careers. Any student interested in applying for a medical program at the post-secondary level should consider taking this course.

Certified Residential Medication Aide (CRMA) PM Session (2nd Semester)

Age requirement of 17 and up

CRMA is a 2nd year for those students who have already received their CNA/PSS. CRMAs utilize safe and acceptable procedures in the administration of medications and treatments as assigned in accordance with Maine's Regulations Governing the Licensing and Functioning of Assisted Housing Programs. Successful completion of this course satisfies training requirements for workers who wish to pass medications in certain assisted housing programs. Do to the rise in many assisted living programs there is a need for CRMA's in Maine communities. The CRMA program @ HCTC will cover: State of Maine regulations, some standard residential facility policies, basic anatomy and physiology of the human body, common medications in the majority of drug classes, and the practice of safe medication administration procedures. Additionally, participants will be provided the opportunity to practice taking vital signs, transcribing physician orders, administering medications in the classroom setting and completing medication cards/worksheets or some other type of learning tool. Discussions in this class will focus on the many uses of medications, some common side effects of medications, as well as the client's response to the medication side effects.

ARTICULATION AGREEMENTS:

Southern Maine Community College
Beal College

DUAL ENROLLMENT:

Eastern Maine Community College (pending)

MULTIMEDIA DESIGN:

Multimedia Design I AM Session

Multimedia Design II PM Session

This program will entail learning and making use of many different skills in the areas of video production, graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, web design, and photography. This program will also cover production safety, project development, and scriptwriting. Students receive training in all areas, but select a program track for in depth training and independent study for the school year. Students can select one or two year program tracks as either AV, Photography, Graphic/Web Design, Animation or Game Design. Second year students will take on advanced projects, job shadows, and internships in their selected field.

Program Tracks:

- **Audio/Video:** Video Production and editing, Audio Production and Editing
- **Photography:** Photography and Photo Editing
- **Graphic/Web Design:** Graphic Design and Editing, Web Design
- **Animation:** Stop Motion Animation, 2D and 3D Animation, Digital Animation
- **Game Design:** Character Development, Game Design, Motion Graphics, Special Effects

ARTICULATION AGREEMENTS:

New England Institute of Technology

New England School of Communications/Husson University

Boston University

CONCURRENT/DUAL ENROLLMENT:

Southern Maine Community College

Central Maine Community College

Eastern Maine Community College

SATELLITE PROGRAMS:

Satellite programs are programs offered through Hancock County Technical Center that are offered at other sites. Satellite students are considered HCTC students and are offered the same opportunities as our students present here at our facility. Students will be bussed to and from Ellsworth HS to Bucksport HS and/or MDI HS to attend their program. They will eat lunch at EHS and participate in EHS classes the other portion of the day.

WELDING TECHNOLOGY:

Welding Technology I: (Bucksport High School) AM Session
Welding Technology II: (Bucksport High School) PM Session

Students will be transported to and from Bucksport High School each day. This is an AWS [American Welding Society] based course. It will address safety concerns, as well as the value and wide spread use of metals in manufacturing. Students will use the latest welding and cutting machine technology. There are a wide variety of tools to learn and use to make the task of welding certification and project construction exciting. Students will learn skills in technical drawing, design, AC/DC welding as well as MIG and TIG welding. They will experience the excitement of gas welding, heating, forging, brazing, cutting with oxy- acetylene torches as well as laying out designs and cutting them out with a plasma cutter. Upon successful completion of this course, they will be prepared to learn more advanced welding procedures or tackle more advanced certification courses. Students will earn their 10 hour OSHA card and have the opportunity to earn as many certifications as they put their mind to. Individualized projects are worked on throughout the two years in the program.

MARINE SERVICE TECHNOLOGY:

Marine Service Technology I: (Mount Desert Island High School) AM Session

Marine Service Technology teaches entry level technical knowledge and skills needed to repair and maintain your own boat, enter the job market in the Marine Trades, and pursue advanced certification and degrees in the field, from wooden and composite boat building to marine systems and design. The program is nationally certified by the American Boat and Yacht Council (ABYC) and offers industry certification(s).

Students that enroll in the Marine Service Technology program will spend approximately 75% of their time in the shop with hands-on knowledge and skill development and the remaining 25% with traditional instructional methods (lecture, readings, discussion, training films, guest speakers, site-visits, etc.). Students that excel will be able to maintain systems (electrical, plumbing, engine) and structures (wood, composites), diagnose and perform needed repairs, and navigate and handle small boats. Also, advanced students may be selected to represent Hancock County Technical Center in the Skills USA state skills championships. Safety of the students is always the first and foremost consideration; therefore, students are required to wear safety glasses at all times while working in the shop. Proper work attire required.

HCTC CO-CURRICULAR ACTIVITIES

SkillsUSA:

SkillsUSA is a national organization serving more than 250,000 high school and college students and professional members who are enrolled in training programs in technical, skilled, and service occupations, including health occupations. Hancock County Technical Center is proud to be an active chapter in this organization.

SkillsUSA prepares America's high-performance workers. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communication skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service.

SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills. During the annual national-level SkillsUSA Championships, more than 4,100 students compete in 73 occupational and leadership skill areas.

National Technical Honor Society (NTHS):

NTHS is the acknowledged leader in the recognition of outstanding student achievement in career and technical education. NTHS recognizes and honors excellence in career and technical education, encourages students to reach for higher levels of achievement, develops self-esteem and pride, and promotes critical work-place values. Joining NTHS is an important career investment, respected by business, industry, and education that will add value and prestige to your professional portfolio.

**SUMNER MEMORIAL HIGH SCHOOL
SPORTS & ACTIVITIES**

ACTIVITIES:

Yearbook
Art Club
Gaming Club
Maine Drama Festival
Band
Show Choir
Chorus
Student Government
Jazz Choir
National Honor Society
Gay-Straight Alliance
Drama Club
One Act Play Festival
Spring Drama
All State Band/Chorus
After School Tutoring

SPORTS:

Boys' Soccer
Girls' Soccer
Volleyball
Spring Track
Boys' Freshman Basketball
Boys' JV Basketball
Boys' Varsity Basketball
JV Baseball
Varsity Baseball
JV Softball
Varsity Softball
Tennis
Cross Country
Golf
Cheering
Girls' Freshmen Basketball
Girls' JV Basketball
Girls' Varsity Basketball
Indoor Track

Home of the Tigers



