

# Curriculum Guide

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## Overview

The design of Maine Coast Semester's curriculum is guided by our mission and goals for graduates, which encourage students to take ownership of their education and develop a deeper awareness of their place in the natural world. Our curriculum draws from best practices in place-based and experiential education. Course content and themes directly intersect with all that we can observe in the natural world and what there is to learn from the history of midcoast Maine. As a result, students begin to make connections that promote critical reasoning and deeper learning, as they become increasingly independent thinkers.

## Our Mission

Chewonki inspires transformative growth, teaches appreciation and stewardship of the natural world, and challenges people to build thriving, sustainable communities throughout their lives.

## Goals for Graduates

Over the course of the semester, students develop the following dispositions:

- ***Intellectual Engagement*** - Taking ownership for their learning, approaching challenging problems with curiosity, critical thinking, and creativity, and integrating their learning into a cohesive whole.
- ***Community Involvement*** - Living a life of integrity and intention, taking initiative to improve their communities through individual and collective action while understanding that we live in an interconnected world of limited resources.
- ***Articulate Expression*** - Forming intelligent thoughts and incisive questions in verbal and written form, as well as mindfully listening to the thoughts of others.
- ***Sense of Place*** - Striving for a deeper understanding of the natural world and their place within it through focused observation of details, patterns, and connections.
- ***Sense of Self*** - Possessing a heightened understanding and acceptance of their individual talents and limits.

# Courses Offered for 2020 - 2021

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## Required Courses

<b>Science:</b>	Natural History and Ecology of the Maine Coast
<b>English:</b>	Literature and the Land
<b>Interdisciplinary:</b>	Human Ecology Capstone Sustainability Seminar (NC)
<b>Physical Education:</b>	Wilderness Trips and Outdoor Education
<b>Community Service and Work Program (NC)</b>	

All students are required to complete a self-designed **Human Ecology Capstone** over the course of the semester. Through their participation in Maine Coast Semester's **Sustainability Seminar** (Farm and Food Systems and Energy Systems) and with guidance from their advisor, students research a human ecology challenge currently facing their home-community and design a solution, which is presented to both the Chewonki Foundation and relevant stakeholders from their home community.

## Sequential Courses

<b>History/Social Science:</b>	Honors United States History A.P. United States History
<b>Mathematics:</b>	Algebra II Precalculus Intro to Calculus (offered during the spring semester only) A.P. Calculus AB and BC
<b>World Languages:</b>	Intermediate French Advanced French Spanish Level III - V Chinese Level III - V Latin Level III - V

## Elective Courses

<b>Science/Social Science:</b>	Environmental Issues (may be taken for a Science or Social Science credit)
<b>English/Social Science:</b>	World Religions and the Wilderness (may be taken for an English or Social Science credit)
<b>Studio Art:</b>	Art and the Natural World

## **Curriculum Notes**

1. All courses are taught at the honors or advanced level.
2. All credit-bearing courses receive a 1 semester credit (equivalent to a half-academic year credit).
3. Level V world language courses are equivalent to Advanced Placement courses and are designed to prepare students for taking the Advanced Placement exam in May.
4. Every student is expected to enroll in a minimum of five courses, along with the completion of a Human Ecology Capstone. Natural History of the Maine Coast (Science) and Literature and the Land (English) are required core courses.
5. U.S. History, Mathematics, and World Languages courses enable students to begin or complete a year-long course of study that aligns with their sending school's curriculum. In Mathematics and World Languages, significant effort is devoted to gathering course information from each student's sending school, which is used for placement decisions. Because of our small class size, students generally return to their sending school prepared for or ahead of their classmates.
6. Students may elect to register for one of the following elective courses: Environmental Issues (Science or Social Science credit), World Religions and the Wilderness (English or Social Science credit), or Art and the Natural World (Studio Art).
7. All classes meet for a minimum of 220 minutes per week, usually in four 55-minute sessions. Science meets weekly for approximately nine hours, including weekly field labs.

## **Wilderness Trips & Outdoor Education**

All students participate in a wilderness trip (5-day Fall Semester and 4-day Spring Semester), as well as our Outdoor Leadership Program, which includes a wilderness first aid course taught by Wilderness Medical Associates. Lastly, students complete a 48-hour solo on Chewonki Neck, during which they are able to demonstrate mastery of the wilderness and outdoor skills they have learned.

# Course Descriptions

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## **Science at Maine Coast Semester**

The discipline of Natural History is embedded within much of our work and daily life at Maine Coast Semester. Our work in the classroom and on field lab is supported by our community's culture of observation, which is evidenced by the experiential nature of our outdoor skills curriculum and English students sensory writing exercises informed by place. For those students taking Environmental Issues or Art and the Natural World electives, many of the ecosystem analysis and scientific illustration skills taught in Natural History complement the content and scope of these courses.

### **Natural History and Ecology of the Maine Coast**

**Required, Prerequisite:** None

In this hands-on, place-based science course, students learn about marine and terrestrial ecology through immersion in the varied ecosystems found on the Maine coast. Chewonki Neck is located where the rivers meet the sea, along an estuary, with proximity to rocky coasts, sandy beaches, freshwater streams, bogs, beaver ponds and forests. During the semester students hone their powers of observation and description, and develop an in-depth understanding of the natural history of the Maine coast.

Students attend three class meetings per week, as well as a weekly five-hour field lab. Additionally, students record observations of the natural world at their unique phenology site for one hour per week.

A variety of assessments during the semester are used as a means for providing feedback to students regarding their mastery of essential knowledge, concepts, and skills. This can include weekly species quizzes to build familiarity with the organisms present in each ecosystem we study; review reading checks; weekly field journal entries; phenology observation sites and a field final exam.

Students will work with a variety of texts in this course, including field guides, peer-reviewed research articles, and classic natural history texts that focus on description and interpretation of the natural world. Supplemental texts for this course reflect recent developments in natural sciences.

Core texts include:

- *Winter World and Summer World*, Bernd Heinrich
- *North Woods*, Peter J. Marchand
- *A Field Guide to the Birds of Eastern North America*, Roger Tory Peterson
- *A Naturalist's Guide to the Atlantic Seashore*, Scott W. Shumway
- *Reading the Forested Landscape*, Tom Wessels

## **Environmental Issues**

**Elective, Prerequisites:** none (can be taken for Science or Social Science credit)

This course examines environmental issues by building an understanding of the ecological, economic and cultural forces that emerge at the intersection of human and natural systems. The course begins with an exploration of the evolution of the modern environmental movement in the United States and extends to study two or three current environmental issues including Climate Change, along with other units that vary based on relevance and interest. Environmental Issues is taught in a seminar style, integrating information from variable sources through in-depth analytical discussion. Students are assessed based on their ability to contribute to discussions, formal writings, and presentations. The course emphasizes the importance of determining our own biases and values, forming coherent arguments, listening to other points of view, and learning to articulately and respectfully express our opinions.

Texts used include selected readings from:

- *A Sand County Almanac*, Aldo Leopold (1949)
- *Tragedy of the Commons*, Garrett Hardin (1968)
- *Silent Spring*, Rachel Carson (1962)
- *Staying Alive: Women, Ecology, and Survival*, Vandana Shiva (1988)
- *Green Collar Economy*, Van Jones (2008)

Additional readings include selections from Paul Hawken, Majora Carter, Terry Tempest Williams, Elizabeth Kolbert, and others. We also gather information from the current news cycle, various film and digital media, peer reviewed journals, and occasional guest speakers or field trips.

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## **English at Maine Coast Semester**

Our English curriculum fosters active engagement with a wide variety of literature that explores the relationship between people and the natural world. More specifically, students practice the skills of reading and responding to texts that ask: What is nature? What are our obligations to the natural world, and how do those obligations inform - or conflict with - our obligations to one another? What constitutes a sense of place, and what role does this concept play in developing a sustainable relationship with the land? As we consider the way writers have viewed nature, we examine and shape our own attitudes and beliefs about the relationship between the written word and the world around us. Analytical and creative writing assignments provide opportunities both for analysis of the readings and for introspection.

### **Literature and the Land**

**Required, Prerequisite:** none

Writer, philosopher, and small farmer Wendell Berry boldly asserts, "If you don't know where you are, you don't know who you are." During our semester together, we will

explore this idea of a fundamental connection between self, community, and place. To what degree are we shaped by the places we come from? How does this connection reflect differing eras and voices? Given the complex challenges our world faces, it is more essential than ever that we live in the right relationship with nature, but what would such a relationship look like? Are we 21<sup>st</sup> century humans part of, or apart from, the natural world? What role can “sense of place” play in forging a just ethic with regard to our communities, both human and beyond? We will reflect, too, on personal and immediate topics: what is happening here at Maine Coast Semester, and how do our individual experiences relate to larger issues? Whether it involves harvesting potatoes at the farm, waking up in a tent in the North Woods, or investigating each of the five points on our peninsula, daily life at Chewonki will provide context to help us examine our own relationships with the land.

It is our goal for this course that students will make progress in skillful communication and articulate expression by writing with clarity, speaking with purpose, and listening with empathy. Students will improve critical and active reading and discussion skills through thoughtful consideration of a variety of texts. Students will have an increased awareness and understanding of both a sense of place and a sense of self.

We will read from a variety of genres, although most of the readings will be from 19th, 20th and 21st century American authors. Major texts include:

- *Wade in the Water*, Tracy K. Smith
- *O Pioneers!*, Willa Cather
- *Nature and Walking*, Ralph Waldo Emerson and Henry David Thoreau

In addition, students will read selections from writers including Wendell Berry, N. Scott Momaday, Terry Tempest Williams, Sarah Orne Jewett, Edward Abbey, Wallace Stegner, Walt Whitman, Annie Dillard, Edna St. Vincent Millay, and others.

## **World Religions and the Wilderness**

**Elective, Prerequisite:** none (can be taken for English or Social Science credit)

This course is an introduction to World Religions that explores the role that wilderness plays in various faith traditions and in our lives today. The course begins by investigating basic theological and religious frameworks and by exploring the concept of wilderness as a construct. This introductory unit and its core questions guide students through the rest of the class as they investigate the role that wilderness plays in the history, sacred texts, and tenets of four of the world’s major religions: Buddhism, Christianity, Islam, and Judaism. The course will conclude with a culminating research project that asks students to choose an element of the natural world and investigate its symbolism across a variety of traditions, and in their own lives.

This course integrates three strands of engagement with the class material: academic, experiential, and reflective. Each unit includes scholarly readings that orient students to the structures and history of the tradition it engages, gives opportunities for students to engage in a contemplative practice on Chewonki Neck that is aligned with the unit, and

provides the opportunity to reflect on what resonates (or doesn't) with their own lives. As these three strands (academic, experiential, and reflective) intertwine, students will obtain a lens through which to understand their own and others' belief systems, a capacity to communicate comfortably and fluently about religion and spirituality, and a layered experience of the wilderness.

This class will be taught as a seminar with a rigorous workload. It will emphasize the analysis and reflection of readings and experiences using discussion, analytical essays, written reflections, and group projects.

Texts Include:

- *The Illustrated World's Religions*, Huston Smith
- *World Religions*, Alfred Warren Matthews
- *Siddhartha*, Hermann Hesse
- *Quest For the Living God*, Elizabeth Johnson
- *The Trouble with Wilderness*, William Cronon
- Other central voices include: Karen Armstrong, Paul Williams, Sallie McFague, Rabbi Jamie Korngold, Donald S. Lopez Jr., and Robert Frazer.

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## **Human Ecology at Maine Coast Semester**

Human Ecology is the study of the relationship between humans and the natural world. Students at Maine Coast Semester complete an independent research capstone project grounded in this discipline because we believe this area of study is a meaningful framework to understand the ways in which we as individuals and communities interact with and change the natural world, and vice versa.

### **Human Ecology Capstone**

**Required, Prerequisites:** none

Every student at Maine Coast Semester completes an independent research project that culminates in a presentation and concrete action taken in their home community. This practical inquiry-based project is rooted in the investigation of a topic relevant to human ecology and strives to improve some aspect of that community's relationship to the natural world. Research for the project is independently executed and strongly based on direct interviews with individuals in the community of study. Students are guided through the process of question development, research, and action plan development by their advisor. Thematic support and modeling for the project are provided by two seminars (outlined below) that all students attend once each week: Farm and Food Systems and Energy Solutions.

**Farm and Food Systems** is a holistic seminar that uses Chewonki's farm and food system as a means of investigating the larger implications and opportunities in making day-to-day choices about the food we eat and farms we support through that process. e

We explore our farm as an ecosystem, focusing on agricultural practices related to livestock and pasture management, diversified vegetable production, and forestry management. The arc of the course includes exploration of food and farm economics, labor and social justice issues, food policy and regulation, and food ethics. The course culminates in each student writing a personal statement of belief about their relationship to food and engaging in a dialogue around how to apply what they know about food systems back in their home environments as empowered and thoughtful consumers. We read a wide variety of sources for this course, including current articles about farming and food systems and essays and articles written by farmers. Many of our course materials are resources and records generated on our farm, including economic overviews of cost versus value of different livestock and vegetable systems.

**Energy Systems** discusses the current state of energy production, use, and efficiency in the United States and globally as we investigate technological and behavioral solutions to our most pressing challenges in sustainability. The course surveys fundamental concepts in the sustainability movement, new techniques and challenges within the conventional energy industry, and emerging technologies in renewable energy and how those are adopted by society at large and implemented on a small scale at Chewonki. We take a look at our personal energy use and environmental impact through ecological footprinting and take inspiration from developing innovations in the field of biomimicry, electric and autonomous vehicles, and green city design.

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## **History and Social Sciences at Maine Coast Semester**

We believe the study of history helps students grapple with the context and developments crucial to understanding the present. The experiences of those in the past are taken as case studies to guide contemporary decision-making while acknowledging diverse viewpoints and perspectives. Above all, history offers students the chance to hone their own values and see themselves in the stories of their nation and community. Maine Coast Semester offers two history courses, Honors U.S. History and Advanced Placement U.S. History (APUSH). While the honors course offers a closer examination of the role of coastal Maine in American history in accordance with Maine Coast Semester's "place-based" pedagogy, APUSH is taught in a more traditional approach as to better align with the College Board's national frameworks and sending schools' syllabi.

### **Honors U.S. History**

**Elective, Prerequisite:** none

This U.S. History course examines the social, economic, political, and cultural forces that have influenced the development of the United States through the dual lenses of Northern New England and Midcoast Maine. Particular attention is paid to the different ways that history can be constructed and the role of perspective. Students have the chance to work with a variety of sources—both primary and secondary—while developing the critical thinking skills necessary to "connect the dots" between past and

current events. Additionally, history students will steadily develop their research skills, written and oral expression, and the ability to form a persuasive argument supported by their analysis of diverse evidence.

U.S. History has class meetings four times per week. Students can expect nightly homework. Assignments include close-readings, essays, Socratic seminars, and a personal journal to record responses and reactions to prompts relevant to course material. Additional assignments have included a mock trial, Congressional simulation, and an oral history project. Students will also have the opportunity to participate in one or more field trips to connect the history of the classroom to local communities and histories. History students also have the responsibility of reporting on the news to the Chewonki community. While there is no textbook, previous semesters have drawn from resources like the Gilder Lehrman Foundation, the Stanford History Education Group, and Brown University's "Choices" curriculum.

### **A.P. U.S. History**

**Elective, Prerequisite:** Students must be enrolled, or plan to enroll upon their return, in their sending schools' AP U.S. History (APUSH) course. All students taking APUSH must also be registered to sit for the College Board exam in May.

The AP U.S. History course adheres to the criteria established by the College Board, focusing on the development of students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. (Source: College Board, AP U.S. History Description, 2019)

AP U.S. History meets four times per week. The course is taught at a fast pace, and students must be capable of self-direction in following a reading and review calendar. While some prescriptive instruction is given in reading and writing, students enrolling in APUSH are expected to be able to read a college-level textbook and write expository essays that are structurally and grammatically correct. Students will have daily "reading checks," participate in text-based seminars and debates, and complete unit tests that are based based on published exam materials.

Texts used include:

- *America: A Narrative History*, 10th Edition, David E. Shi and George B. Tindall (2016)
- *The American Spirit*, edited by David M. Kennedy and Thomas A. Bailey
- *For the Record*, edited by David E. Shi and George B. Tindall
- Published exam materials from the College Board

## Environmental Issues

**Elective, Prerequisites:** none (can be taken for Social Science or Science credit)

This course examines environmental issues by building an understanding of the ecological, economic and cultural forces that emerge at the intersection of human and natural systems. The course begins with an exploration of the evolution of the modern environmental movement in the United States and extends to study two or three current environmental issues including Climate Change, along with other units that vary based on relevance and interest.

Environmental Issues is taught in a seminar style, integrating information from variable sources through in-depth analytical discussion. Students are assessed based on their ability to contribute to discussions, formal writings, and presentations. The course emphasizes the importance of determining our own biases and values, forming coherent arguments, listening to other points of view, and learning to articulately and respectfully express our opinions.

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## World Religions and the Wilderness

**Elective, Prerequisite:** none (can be taken for Social Science or English credit)

This course is an introduction to World Religions that explores the role that wilderness plays in various faith traditions and in our lives today. The course begins by investigating basic theological and religious frameworks and by exploring the concept of wilderness as a construct. This introductory unit and its core questions guide students through the rest of the class as they investigate the role that wilderness plays in the history, sacred texts, and tenets of four of the world's major religions: Buddhism, Christianity, Islam, and Judaism. The course will conclude with a culminating research project that asks students to choose an element of the natural world and investigate its symbolism across a variety of traditions, and in their own lives.

This course integrates three strands of engagement with the class material: academic, experiential, and reflective. Each unit includes scholarly readings that orient students to the structures and history of the tradition it engages, gives opportunities for students to engage in a contemplative practice on Chewonki Neck that is aligned with the unit, and

provides the opportunity to reflect on what resonates (or doesn't) with their own lives. As these three strands (academic, experiential, and reflective) intertwine, students will obtain a lens through which to understand their own and others' belief systems, a capacity to communicate comfortably and fluently about religion and spirituality, and a layered experience of the wilderness.

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## **Mathematics at Maine Coast Semester**

Our experience indicates that small, intimate classes and meaningful collaboration naturally lead students to discuss, present, and debate mathematics. Consistent with the greater Maine Coast Semester at Chewonki philosophy, students are expected to engage in serious intellectual challenge, to become adept at using a variety of mathematical techniques, to think critically, to learn how to attack math problems individually and collaboratively, and to ask questions. In addition, we utilize real world math applications, especially in relation to the natural world on Chewonki Neck. This approach results in strengthened problem-solving skills, a better fundamental understanding of mathematics, and important connections to our mission.

Mathematics courses are offered in Algebra II, Precalculus, Intro to Calculus, AB and BC Calculus. Each class meets four times a week for 55-minutes. Typical classes include a mix of discussion, written work, board work, presentations, projects, and lectures. Our classes provide opportunities to appreciate, discuss, practice, and learn math every day.

The mathematics programs of our sending schools play a large part in planning the specific topics covered in each of our classes offered. Classes are designed to prepare students to re-enter their sending school math program when they leave MCS.

\*All classes require use of a TI-83/84/89/Nspire calculator.

## **Algebra II**

**Elective, Prerequisite:** Algebra I

Algebra II is designed to strengthen and reinforce students' algebraic skills through a rigorous analysis of functions. Topics emphasized both semesters include simplifying expressions, solving equations, and modeling functions. Students will use their graphing calculator and Desmos extensively throughout the course. Specific content covered each semester will shift depending on the curricular needs of the students enrolled.

Typical Fall Semester topics: Introduction to functions; Simplifying expressions; Linear equations and inequalities; Factoring; Quadratic functions; Function transformations

Typical Spring Semester topics: Function review and transformations; Polynomial Functions; Rational Functions; Exponential and Logarithmic functions; Trigonometric functions; Conics

Texts used: *Algebra and Trigonometry* by Paul Foerster and the *Chewonki Math Textbook* act as guides for this course; most classes deviate from the texts to allow more hands-on and interactive lessons.

## **Precalculus**

**Elective, Prerequisite:** Algebra II

The underlying goal of this course is to develop a deep and enduring understanding of a wide range of mathematical topics before entering Calculus. We hope to foster intellectual curiosity and mathematical sophistication that is inherently valuable as well as preparing students for future math courses. We do this through experiential place-based learning whenever possible. The mathematical concepts are often taught in connection with our forest, intertidal, and ocean ecosystems on and around Chewonki Neck. For example, monitoring the water level changes at our tidal waterfront allows us to explore trigonometric functions. We study vectors by canoe, determining how different current speeds influence our paddling. Sending school teachers are asked to fill out a detailed questionnaire and provide a syllabus to help inform our topics of instruction. This course is designed for students planning to enroll in AB Calculus in the fall.

Typical Fall Semester topics: Functions (Transformations/Composites/Inverses); Polynomial functions; Exponential & Logarithmic functions; Trigonometric functions

Typical Spring Semester topics: Analytic trigonometry; Trigonometry applications (vectors, polar and parametric equations); Sequences and series; Limits

Texts used: *Precalculus with Limits*, 2nd Edition, Ron Larson (2011) and *Chewonki Math Textbook*

## **Intro to Calculus**

**Elective, Prerequisite:** Algebra II; current enrollment in a Precalculus course or higher level math course.

**Note:** This course is only offered in the spring semester.

This course is designed for students planning to enroll in BC Calculus in the fall. This course will begin with an exploration of the applications of trigonometry, including vectors, parametrics, and polar functions. This applied aspect of the course will be place-based as much as possible, utilizing Chewonki's natural resources to model mathematical phenomena. About midway through the semester we will transition to the introductory calculus topics of limits, continuity, and derivatives.

## **A.P. Calculus: AB**

**Elective, Prerequisite:** The fall semester course is suitable for students who have completed Precalculus. The spring semester course is appropriate for students having studied differential calculus in the fall.

This course is designed to prepare students for the AP<sup>®</sup> Calculus AB exam in the spring but may also be taken by students enrolled in non-AP<sup>®</sup> Calculus at home. The course covers a traditional AP<sup>®</sup> curriculum, although slight modifications are made each semester to best suit the students in the class. In the fall, the course begins with a study of limits and derivatives, and typically covers all of differential calculus and introduces integral calculus through antidifferentiation and the First Fundamental Theorem of Calculus. In the spring, the course begins with a review of antidifferentiation, and moves into an in-depth study of integration and its applications, with significant time set aside for AP exam review.

Fall Semester: Limits and continuity; Derivatives; Applications of derivatives.

Spring semester: Definite integral; Differential equations and modeling; Applications of definite integrals; AP exam review.

Text used: *Calculus for AP: A Complete Course*, James Stewart and Stephen Kokoska (2019)

## **A.P. Calculus: BC**

**Elective, Prerequisite:** Fall semester students should have completed either Calculus AB or an advanced Precalculus course including topics of limits, continuity and derivatives. Spring semester students should have completed one semester of BC Calculus.

This is a fast-paced and rigorous course, designed to prepare students for the AP<sup>®</sup> Calculus BC exam in the spring. The class is typically small, and covers a traditional AP<sup>®</sup> curriculum, although slight modifications are made each semester to best suit the students in the class. The course is not restricted to students taking an AP class at home.

Fall Semester: Review of derivatives and applications of derivatives; Integrals; Applications of integrals; and Advanced techniques of integration.

Spring Semester: Topics vary depending on student needs, but typically include Differential equations; Sequences and series; Derivatives and integrals of parametric, polar, and vector functions; and Polynomial approximations, as well as AP Exam Review.

Text used: *Calculus for AP: A Complete Course*, James Stewart and Stephen Kokoska (2019)

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## **World Languages at Maine Coast Semester**

World language courses are offered at intermediate and advanced levels. The world language programs of our sending schools play a large part in the planning of the curricula. Information provided by the student's sending school, as well as level of ability, helps to determine placement. Classes are designed to fully prepare students to re-enter their sending school language program when they leave Maine Coast Semester.

World language courses aim to provide quotidian, local, national and international contexts for language acquisition and application. Classes are conducted in the target language and take both a local and a global focus. Students learn vocabulary relevant to their experiences at Maine Coast Semester such as farm work or sustainable practices and use writing assignments to practice target language writing skills as they reflect on their experiences. Students learn about current events and issues from around the globe by reading articles or texts from a variety of sources and listening to current music. Due to small class sizes, the students have the opportunity to focus on speaking ability and their individual language needs.

Goals:

- To increase students' understanding of grammatical structures and their ability to apply them through the study of literature, current events, music, oral exercises and listening comprehension.
- To inspire a love of language by exposing students to global cultures and promoting further exploration.
- To create a safe environment where students gain confidence with the language through immersion.
- To inspire interest in current events and issues in the nations in which their language of study is spoken.

### **Intermediate French**

**Elective, Prerequisite:** French I & II

French at Maine Coast semester is place-based and focuses on North American French. Students will learn of the historical roots of French in Maine by exploring the stories of French Canadian immigrants who came to work in mill towns in New England. A field

trip to the Franco-Center in Lewiston, Maine happens every semester and provides students the opportunity to communicate with native French speakers. Students of Intermediate French are required to have a foundation in many of the grammatical aspects of the language before their arrival at Maine Coast Semester. All students should be proficient in their use of: présent, imparfait, passé composé, and futur proche. For the spring semester, students should have at least an introduction to the conditional mood. Students will engage with authentic course materials to support their study and mastery of key grammatical concepts. Classroom conversation and oral presentations are used to both build confidence in the spoken language and assess the progress of students. Additionally, this course uses the natural world, our day to day lives and the unique systems of Chewonki Neck to provide context for learning and relevant application of the language. Each semester incorporates units related to life at Chewonki, the five senses and natural observation, current events and the expression of thoughts and opinions, introduction to film and/or literary analysis.

Students of Intermediate French will:

- Grow in their abilities and confidence to communicate in the target language through writing and reading.
- Hone and refine the foundations of French and use them in context.
- Build awareness and investigate themes and topics relevant to the French speaking world.

Each semester, students engage with a variety of texts to support their learning. Short stories, songs, poetry, and news articles in French accompany students' investigation of current events and culture and provide material to building reading comprehension in the target language.

## **Advanced French**

**Elective, Prerequisite:** Intermediate French

French at Maine Coast semester is place-based and focuses on North American French. Students will learn of the historical roots of French in Maine by exploring the stories of French Canadian immigrants who came to work in mill towns in New England. A field trip to the Franco-Center in Lewiston Maine happens every semester and provides students the opportunity to communicate with native French speakers. To be prepared for Advanced French at Maine Coast Semester, students are required to enter with a firm understanding of all verb tenses and a good grasp of most grammatical elements of the French language. Students should feel comfortable engaging in complex texts such as news articles, short stories, opinion pieces and novels. This class is conducted entirely in target language, drawing on skills and proficiency of the students in class. Students of Advanced French will also have the opportunity to build leadership skills in the classroom, by facilitating and guiding student conversations around current events and other relevant themes. Possible units covered in this course include, but are not limited to: daily life on Chewonki Neck, food systems and environmental issues as well as Québec culture and history.

Students of Advanced French will:

- Build confidence and competency through daily classroom conversations and discussions around relevant texts.
- Develop critical analysis skills in the target language.
- Explore themes and topics relevant to the French speaking world: locally and internationally.

Each semester students engage in a variety of texts from French language periodicals and editorial to poetry, short stories, songs and other literature. Students will read the novel *Ru* by Kim Thuy.

## **Spanish III**

**Elective, Prerequisite:** Spanish II

Students of Spanish III are required to have a foundation in many of the grammatical aspects of the language before their arrival at Maine Coast Semester. All students should be proficient in their use of: the present simple, imperfect and preterite past tenses, superlatives and comparatives, direct and indirect object pronouns, “gustar-like” verbs and demonstrative adjectives. For the spring semester, students should have at least an introduction to the subjunctive mood. Students will engage with authentic course materials to support their study and mastery of key grammatical concepts. Classroom conversation and oral presentations are used to both build confidence in the spoken language and to assess the progress of those students. Additionally, Spanish III uses the natural world, our day to day lives and the unique systems and phenomena of Chewonki Neck to provide context for learning and relevant application of the language. Each semester incorporates units related to life at Chewonki, the five senses and natural observation, current events and the expression of thoughts and opinions, introduction to film and/or literary analysis.

Students of Spanish III will:

- Grow in their abilities and confidence to communicate in the target language through writing and reading.
- Hone and refine the foundations of Spanish grammar and use them in context.
- Build awareness and investigate themes and topics relevant to the Spanish speaking world.

Each semester, students engage with a variety of texts to support their learning. Short stories and new articles in Spanish accompany students’ investigation of current events and culture and provide material to building reading comprehension in the target language. Some examples include *Cajas de cartón* by Francisco Jiménez and *El eclipse* by Augusto Monterroso. Additionally, grammar exercises are pulled from a multitude of sources.

## Spanish IV

**Elective, Prerequisite:** Spanish III

To be prepared for Spanish IV at Maine Coast Semester, students are required to enter with a firm understanding and near mastery of the following grammatical elements: the present indicative and subjunctive, the imperfect and preterite past tenses, the use of indirect and direct object pronouns, the future tense, and the perfect tenses with an introduction to the conditional and imperfect subjunctive. Building on this knowledge, students will use authentic materials to explore themes and events relating to the Spanish-speaking world locally, nationally and internationally. Students of Spanish IV will apply their Spanish to daily classroom conversations entirely in the target language. Grammar will be taught in context, and feedback will be provided through written and oral assignments. Spanish IV will also utilize the natural world and their daily lives to build unique vocabulary to Chewonki Neck. Each semester incorporates units relating to life on Chewonki Neck, current events, literary and/or film analysis, immigration in the United States and abroad and social justice in Latin America.

Students of Spanish IV will:

- Build confidence and competency through daily classroom conversations and discussions around relevant texts.
- Develop critical analysis skills in the target language.
- Explore themes and topics relevant to the Spanish speaking world: locally and internationally.

Texts used: Each semester students engage in a variety of texts from Spanish language periodicals and editorial to poetry, short stories and other literature. Some examples of text used include: *Continuidad de los parques* by Julio Cortázar; *Mr. Taylor* by Augusto Monterroso; *La United Fruit Co.* by Pablo Neruda; and *Cajas de cartón* by Francisco Jiménez.

## Spanish V

**Elective, Prerequisite:** Spanish IV

Students of Spanish V will arrive to campus with a thorough knowledge of most if not all the grammatical elements of the Spanish language. Students should feel comfortable engaging in complex texts such as new articles, short stories, opinion pieces and short novels. This class is conducted entirely in target language, drawing on skills and proficiency of the students in class. Spanish V is taught as a college-level seminar emphasizing discussion, debate and critical analysis. Students of Spanish V will also have the opportunity to build leadership skills in the classroom, by facilitating and guiding student conversations around current events and other relevant themes. Possible units covered in this course include, but are not limited to: daily life on Chewonki Neck, immigration in the United States and abroad, food systems and environmental issues, social justice and social movements, as well as film and literary analysis. Students will develop their skills in the four core areas of language

acquisitions: reading, writing, listening and speaking focusing on objective, persuasive and analytical language.

Students of Spanish V will:

- Build confidence and competency through daily classroom conversations and discussions around relevant texts.
- Develop critical analysis skills in the target language.
- Explore themes and topics relevant to the Spanish speaking world: locally and internationally.

Texts used: Each semester students engage with a variety of texts from Spanish-language periodicals and editorials to poetry, short stories and other literature. Some examples include: *Continuidad de los parques* by Julio Cortázar; *Mr. Taylor* by Augusto Monterroso; *El árbol* by María Luisa Bombal and *La United Fruit Co.* by Pablo Neruda.

## **Chinese and Latin**

Both Chinese and Latin classes make heavy use of the sending school's curriculum to ensure that language students are fully prepared to make a successful return to their studies following their MCS semester. Building strong teaching partnerships with Chinese and Latin teachers from our students' respective sending schools is the cornerstone of this work.

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## **Studio Art at Maine Coast Semester**

Students of all levels have the opportunity to learn habits of creative expression while mastering fundamental skills and techniques. As a result, while exploring their sense of self and sense of place, they gain an increased sense of confidence in expressing ideas visually and develop a deeper awareness of how artists work.

### **Art and the Natural World**

**Elective, Prerequisite:** None

Art projects are often preceded by an immersive experience suitable to the season which provides rich fodder for self-expression. For example—fall semester students may float for a short distance in the tide during class, then play with ink, text, and watercolor skills for the following week to create an accordion book about their experience. Spring semester students may visit our marine touch tank, observing and handling the starfish, crabs, and sea anemones before creating a graphic strip that tells a visual story.

Assignments progress from shorter projects that build skills to longer, more independent work, primarily with drawing, painting, and printmaking. In addition to viewing artists' work that relates to each project, local artists are invited to visit, show their work and answer questions.

This course is inclusive of all, whether a beginner or quite advanced artist. Each student comes with a different set of skills, knowledge, and experiences in art and in life; no matter where they are, they have much to offer others in this class. For example, when artwork is partially finished, students ask critique questions of their peers to gain perspective and support. While beginners develop basic skills, those with more experience are offered added challenges.

Throughout the course, students choose and practice elements from the eight “studio habits of mind”—develop craft, engage and persist, envision, express, observe, reflect, stretch and explore, understand art worlds (Harvard University’s Project Zero). Students are expected to complete weekly homework assignments and participate in class discussions and oral critiques. When projects are finished, a written assessment, artist statement, critique, and/or presentation provide reflection and closure. Students are assessed on the quality of their art making process and their finished artwork as well as effort and participation in class and with visiting artists.