Aquaculture in Maine

A curriculum guide for secondary school teachers

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# AQUACULTURE IN MAINE
A Curriculum Guide for Secondary School Teachers

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A Note on
MAINE'S LEARNING RESULTS
Determining What Students Should Know and Be Able to Do

Each chapter in the *Aquaculture in Maine* curriculum guide includes a section describing how the various activities incorporate the *State of Maine Learning Results*. Letters and numbers appearing below each of the activities refer to the Science and Technology content standards and the secondary school level of performance indicators, respectively, and coincide with those indexed in Appendix I.

Maine's Learning Results offers three levels of descriptive language which articulate, by grade span, the knowledge and skills that children should acquire through their K-12 public school experience.

- Guiding Principles (Level 1) — Articulates a broad description of an "educated person."
- Content Standards (Level 2) — Organizes the Learning Results by content areas or disciplines.
- Performance Indicators (Level 3) — Informs the development of assessment measures and daily instruction.

Guiding Principles
Each Maine student will leave school as:
a clear and effective communicator.
a self-directed and lifelong learner.
a creative and practical problem solver.
a responsible and involved citizen.
a collaborative and involved citizen.
a collaborative and quality worker.
an integrative and informed thinker.

Science and Technology Content Area
The rapid changes to our understanding of the world demand that students learn to access, understand, and evaluate up-to-date information through the study of science and technology. While science is concerned with understanding the natural world, technology deals with human-made solutions. Science and technology impact and are impacted by all other content areas, and this interconnectedness must be a significant part of all learning.

Developing curiosity and excitement in science and technology, while gaining essential knowledge and skills, is best achieved by engaging students as active learners who experience and apply science rather than absorb and parrot it. Standards J-L describe essential skills that should run throughout the curriculum. Standards A-I encompass the subject matter conventionally referred to as biology, physics, chemistry, and earth science.

Maine Department of Education, 1996