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INTRODUCTION

The 2012-2013 Planning Guide for Windham High School is written to assist you, the student, to plan your program of studies. We encourage you to begin a series of conversations with others (parents, teachers, counselors, and peers) about your future, your aspirations and your goals.

FOUR-YEAR PLAN

We want you to complete a four-year plan of your program, recognizing that each year you will need to update and reassess your plan. A four-year plan will give you focus and a better understanding of the educational foundation you are building for your future plans—in the work force, college or technical college (pages 8-12), military service, etc. Your four-year plan will be based on one of the career paths that will lead you to a broad career field. The four-year plan also gives you a means to keep track of your graduation.

For those of you who already have begun studies at Windham High School, the Planning Guide is a resource to help you choose your academic courses and priorities – academic, goal setting and achievement does not happen without recognition of what you have already accomplished, as well as reassessment of your future goals, career path and plans.

Your four-year plan should be based on a realistic picture of your abilities, motivation, and pace of learning as demonstrated by prior grades and achievement test results. Your interests and aspirations should also be considered. Self-assessment is critical to this process. Ask yourself, “What do I want to be ready to do when I graduate from Windham High School?” If you have no idea yet, schedule an appointment to talk with your school counselor. There are career interest inventories, which may help you clarify your interests and goals.

Please complete the following self-assessment. Share your insights with your school counselor, parents and teachers. You may have different answers for some of the different subjects or courses you take; however, try to come up with an overall picture.

SELF-ASSESSMENT

Motivation (Consider as indicators your grades and how you do on homework assignments)

Low Motivation Uninvolved: Why am I doing this?	Only Do What Is Required	Good Efforts & Grades May have some lower grades	Involved & mostly high grades	All high grades
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Achievement Test Results (Notice if there is a wide discrepancy between one subject and others)

Behind More Than one grade	Inconsistent Some low scores	Average Scores (40-75%ile)	Above Average (Above 75%ile)	Top 90%ile+
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Learning Pace

Need daily review & learn slowly	Need frequent review to recall	Need some repetition of content	Like to move along with new ideas moderate pace	Fast pace Don't need to review often
-------------------------------------	-----------------------------------	------------------------------------	---	---

Educational Goals after High School:

- | | |
|---|---|
| <input type="checkbox"/> Unsure: What is available?

<input type="checkbox"/> 4-Year College or University
<input type="checkbox"/> 2-Year Community College | <input type="checkbox"/> Work Force: On the job Training, Apprenticeship

<input type="checkbox"/> Military Service
<input type="checkbox"/> Certificate Program (Cosmetology) |
|---|---|

STUDENT SERVICES

The Windham High School Student Services Department believes that each student is unique in his/her intellectual, social, emotional, physical and aesthetic development. We are committed to providing services in academic planning, career education, consultation and support, parental involvement, personal development and human relationships, management of information, and evaluation. We believe that guidance services provided in individual, small groups, and classroom settings are beneficial for all students. For example, small groups are held to discuss career planning, post-secondary planning, and course selections.

A counselor is available to meet with students and with parents from 7:05 a.m. to 2:40 p.m. any school day or until 5:30 p.m. on Tuesdays. Appointments should be made in advance. You should feel free to enlist the help of your counselor whenever you need any information or assistance. The counselors work with students throughout the four years, and encourage parents to call or visit. The Student Services Department's telephone number is 892-1814, ext 456.

Students have access to a web based information system, BRIDGES. The program helps you to explore occupations that interest you and allows you to look for specific career fields. There is a college search program that will list specific colleges according to your criteria. The program also has a list of scholarships that may be especially useful to juniors and seniors. The Student Services office maintains a library of catalogues, files and reference books dealing with colleges, technical schools, business schools, financial aid, etc. A file of summer enrichment programs is also available.

GRADUATION REQUIREMENTS

With the implementation of the Maine Learning Results, local assessment systems to measure student progress toward achievement of the content standards of the Learning Results, the phasing-in of standards-based diploma requirements, and heightened community expectations for student learning, the RSU # 14 Board of Directors recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations.

Students, parents, and staff need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal. The Superintendent, through the High School Principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all students at the time of course selection and registration. This policy will also be included in every edition of the High School Planning Guide and referenced in the Student Handbook

Credit Requirements

As a minimum for graduation from high school, the prospective graduate must have successfully completed a total of 22 credits at the secondary level (grades 9 through 12), including the twelve and one-half (12 ½) credits required by the State of Maine.

The RSU # 14 Board of Directors requires each student to complete the following:

A. English / Language Arts 4 credits

B. U.S. History 1.5 credits

C. World History 1.5 credits

D. Civics/Economics ½ credit

E. Mathematics 4 credits*

*Beginning with the Class of 2014

F. Science (must be three different science courses to receive the 3 credits) 3 credits*

G. Fine Arts, which may include art, music, forensics, or drama 1 credit

H. Health 1 credit

I. Physical Education 1 credit

J. Computer Proficiency (required by State)

Students must also demonstrate knowledge of computer skills according to the RSU # 14's standards for computer literacy, proficiency, and performance.

L. Community Service

Students must complete Community Service requirements as stated in Exhibit A

Class of 2013 and thereafter

As a minimum for graduation from high school, the prospective graduate must have successfully completed a total of 22 credits at the secondary level (grades 9 through 12), including the twelve and one-half (12 ½) credits required by the State of Maine.

In addition to attaining the credits listed above, students will be required to meet the Learning Results Standards in English/Language Arts, Mathematics, Health/Phys Ed, Science, and Social Studies, as defined in the RSU # 14's Comprehensive Local Assessment System.

Students will additionally be required to meet the standards in Career Preparation, Modern and Classical Languages, and Visual and Performing Arts, contingent upon funding of essential programs and services.

Alternate Credit Options (reference Policies: IGEA, IHEDA)

Students may earn graduation credits outside the regular school program, contingent upon evidence that applicable Learning Results content standards have been met. The means for a student obtaining additional credits toward a diploma may include experiences outside the regular programs of Windham High School. **No credits may be awarded without prior approval of the Principal.**

A. Approved summer school program

B. Approved adult education program (reference Policy FILE: IGEA) (see age and course limitations)

C. Approved correspondence courses and on-line classes. This requires written approval by the Principal or his/her designee. All correspondence work must be taken through an accredited correspondence school and the final exam must be taken under the supervision of the Guidance Department. In order to count toward graduation in the senior year, correspondence course grades must be received by the High School no later than June 1.

D. Approved alternative education program as determined appropriate by the High School Principal.

Transfer Students

For students who transfer to Windham High School from another state or from an educational program that is not required to meet the content standards of the system of Learning Results, the High School Principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with the School District's Comprehensive Local Assessment Plan and applicable Board of Directors' policies.

Early Awarding of Diplomas

A student who has met the State's and the RSU # 14 Board of Directors' diploma requirements in fewer than four years of high school may be awarded a diploma based on the following requirements:

A. Students considering early graduation must apply in the spring of their sophomore year.

B. Students must have a B average and have a plan for continued education after graduation, or a work plan.

C. Students must have a meeting with their school counselor and the Principal for the approval of the plan, and

D. It must be approved by the parent/guardian.

Delayed Awarding of Diplomas

A post-secondary student who has satisfactorily completed the freshman year in an accredited degree granting institution of higher education may receive a Windham High School diploma provided Windham High School is the school the student last attended. A diploma may be awarded even though the student does not meet all the Windham High School diploma requirements. Such decision shall be at the discretion of the Superintendent, in accordance with the policies of the RSU # 14's Board of Directors.

Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

Participation in Graduation Ceremony

A student must complete all requirements for a high school diploma in order to participate in commencement exercises.

EXHIBIT A
Windham High School
Community Service Graduation Requirement

Purpose

It is the intent of the RSU # 14 Board of Directors, and in keeping with the Maine Learning Results, to foster a sense of citizenship in our students. To that end, a Community Service prerequisite shall be required of all students in order to receive a diploma from the Windham Raymond School District – RSU # 14. Learning by doing is an effective way to instill a sense of service to others and is a laudable goal for a community to instill in its young people. It is the intent of this community service graduation requirement to acclimate students to a regular routine in their life of serving others.

Requirements

Students in Grade 9 through Grade 12 will be required to complete a total of 40 hours for the four-year period. This requirement will be phased-in over a four-year period, beginning with the Class of 2009.

Graduating Year Cumulative Hours of Service Required

Class of 2011 30 hours of community service

Class of 2012 & 40 hours of community service

all future Classes

Description of Community Service

Service to others without monetary compensation or gift-in-kind compensation. A Community Service Coordinator will establish a system to solicit requests for service work from the community and disseminate the information to students through a variety of communications.

Recordkeeping

Each student will be provided a form to record the following information:

1. Date service was provided
2. Type of service completed
3. Number of hours completed
4. Signature of person receiving the service
5. Student signature
6. Parent signature

It will be the responsibility of the student to turn the forms in to the Student Services Department by the end of each school year. It will be the School Counselor's responsibility to keep the student, parents, and Administration informed of compliance.

DEFINITION OF TERMS

Computer Proficiency: Students are required to attain competency in six areas: Fundamentals/Keyboarding, Word Processing, Database/Information Management, Spreadsheet/Analysis & Functions, Media Presentations and Internet/telecommunications. Information on how to meet this requirement is explained in the computer section of the planning guide.

Elective: Courses which a student may choose to take

Phase: The level of courses offered, ST.- Standard, AC – Academic, H - Honors, and A.P. - Advanced Placement.

Prerequisites: A course which must be taken before taking another related course; a standard of achievement needed prior to next course in sequence. For example, English I is required before taking English II.

Required Subjects: Courses required by the State Department of Education and/or the local school system.

This term also applies to requirements of specific courses of study. An example is the two years of foreign language required in the college preparatory program.

COURSE PHASES

Each phase of course, H, and A.P., indicates the degree of difficulty a student should expect to encounter in the class. Students should talk with their current teacher or guidance counselor if they have questions about a phase of a course.

ST. - Standard The standard level is designed to improve basic skills for students who are currently working below grade level. A strong emphasis on literacy across the curriculum and direct skill instruction will comprise the course structure.

AC. - Academic The Academic level is college preparatory instruction for students who are working near or at grade level and have an interest in pursuing some form of post-secondary study. Students will be expected to work independently outside of class.

H - Honors The Honors level courses are for students who are reading above grade level and who have moved beyond acquisition of basic skills and would benefit from a rigorous and highly independent course of study. Students will be recommended by their teachers for these advanced and faster-paced courses.

A.P. - Advanced Placement Students must be selected to enter the advanced placement program through a department selection committee. In each content area, there is a selection process, which may be based on standardized tests, teacher recommendation and self-nomination. Each year, students will take the Advanced Placement Exam at the end of the course. The AP program is a highly challenging academic program, which is recognized by colleges and universities around the country. It is possible to earn college credit or advanced standing by scoring within a certain range of the AP exam. However, the strongest advantage of the AP program is the strength of the preparation, which a student will undergo, preparation that will prepare a student well for the level of work which is expected at the college level. Exam or credit from USM offered for Calculus and Statistics.

INDEPENDENT STUDY PROGRAM

The independent study program provides an opportunity for advanced study in an area of interest to the students. This program is designed for those students who wish to concentrate on a certain topic that is **not covered in the program of studies**. The Independent study program is available for juniors and seniors. Permission to apply may be given to freshmen and sophomores on a case by case basis.

1. Prior evidence of ability to work independently is required.
2. An Independent study course may be applied to the elective credits required for graduation but may not supplant required courses.
3. No more than two credits may be earned in four years.
4. The student must secure a faculty advisor for his/her program.
5. The student must submit a written plan – available from Student Services
 - A. What the program is
 - B. What the objectives are
 - C. The date of completion
 - D. The amount of credit desired
6. If the student does not complete the program or does not reach the objectives he/she has indicated, a course failure will be recorded for the program.
7. The program will be on a pass/fail or graded basis. Additional criteria are required to receive a grade.
8. Programs proposed for consideration must be submitted for approval prior to the beginning of the semester in which the program is to be pursued.
9. The independent study program must have approval by the faculty advisor, counselor, department head involved, parent, and the principal.

No exceptions to the above conditions will be allowed.

GRADUATION CREDITS EARNED OUTSIDE THE SCHOOL PROGRAM

Graduation credits may be earned outside of the [regular school program]in the following ways.

1. Students may earn credits for remediation of failed courses by attending and passing an approved high school summer school program, successfully completing twenty hours of tutoring for a one credit course with a certified teacher or completing and passing an approved correspondence course.
2. Two credits may be earned by students through correspondence courses if the student requires more elective credits to graduate than he/she can schedule during his or her graduation year.
3. This completion of approved Adult Education class must be approved in the spring of junior year. Students who want to look at this option for U.S. History, for example, must meet with their school counselor and get approval in advance for this option. During the senior year, students must be passing all of their courses at the semester and meet the requirements for the Adult Education program to be eligible to take a course the second half of their senior year. These courses are offered at night, have a strict attendance policy, and often have no cost to the student.
4. **PLATO** – Credit may be earned through PLATO Learning , self-paced on-line courses for credit recovery and first time course credit.
5. **Credit Recovery** - Windham High School offers an opportunity for a student to recover credit in classes they have failed from the previous year during the school day. In small groups, selected teachers will develop units of study and a contract for a student to complete work to restore a credit from a failed class. Students are eligible to take one credit recovery class in each content area – ie. English, math, science, social studies, etc. The class will be graded on a pass/fail basis. Students who failed a class with a 65-69 average are eligible and must have permission from their previous teacher, the department head and their school counselor to participate. Any student who has a failing grade at progress report time in a credit recovery class, will be removed from the class and have their schedule adjusted. Teachers will submit a list of names of student eligible for the program in June and school counselors will notify students that they can take advantage of this program for the following year.
6. **Virtual High School** – Offers over 200 full semester courses in Arts, Business, English, Foreign Language, Life Skills, Math, Science, Social Studies and Technology! In addition, VHS offers Advanced Placement Full Year courses and pre-advanced placement Semester length courses.
7. **Early College for Me** - Juniors and seniors may be eligible to take courses at USM, St. Joseph's or one of the community colleges. Students who qualify will be able to get tuition free, or for reduced tuition. Students and/or families are responsible for all additional fees and textbook costs. Students should discuss their options for this early studies program with their school counselor. Prior permission is required.

There are guidelines set by the colleges for admissions. More information can be found on our website under the Student Services section.

THE SCHEDULING PROCESS

The Scheduling Process and building of the Master Schedule is driven by student requests for courses. This is why it is so important to us that students and parents take time to look at the Planning Guide and ask questions of teachers, school counselors or administrators during the scheduling process. A timeline for the scheduling process is below.

January and February	Planning Guide is available on our website. Students review, 4-year plan and schedule request sheet. Meetings will be held with all students, either in large groups with juniors, sophomores and freshmen and in classes with incoming eighth graders. Students should talk with their present teachers to get recommendations for courses and levels for the following year
February vacation	Upper class requests must be entered in Infinite Campus in by February 16. Students who do not select electives have them selected by Student Services or Administration. A final decision must be made at this point for staffing and budget implications for the following year.
February and March	Numbers will be reviewed by the administration, curriculum leaders and Student Services. Courses that do not have enough student requests will be deleted. Students will be consulted if there are conflicts.
March – April	8 th grade students will submit requests by March 16. The Master Schedule will be built.
April – May	The Master Schedule will be reviewed by department heads for accuracy. Students with schedule conflicts will be meeting with school counselors to look at solutions.
Mid-May	All students should get their schedules, minus study halls. We will have an add/drop period through the end of the year. <u>Students must make changes in their schedule before the beginning of the school year.</u>
June	School counselors will make any changes in schedules to reflect any student failures and send information to parents about summer school options.
August	High school counselors are available a week before school starts to make any last minute changes to schedules.
1 st day of school in the fall	All students will receive a copy of their schedules with study halls in place. Students with errors on their schedule should see their counselor immediately to make corrections.

GENERAL POLICIES

The registration process includes presentations by the counselors and advisors about the typical requirements for each grade and an overview of the four-year plan. If there is disagreement about the phase or course selection, a notice will be sent to the counselor and either a phone contact or conferences held with parents or guardians. Parents will review course selections through the Infinite Campus website.

Course selection should be completed carefully according to grades, interests, and aspirations. The career pathways will be helpful in this process. While it may be necessary to change a course selection at the end of the year because of low achievement or failure, changes will be rare.

Schedule Changes

Any and all schedule changes must be made by the end of the fifth full day of school. Second semester courses must be added or dropped by the last day of the second quarter. Only in extreme circumstances, will a student be allowed to drop a course after the add/drop deadline. If a course is dropped, for any reason, after the first five weeks, it will remain listed on the transcript with a "WF" (withdraw-fail) or a "WP" (withdraw-pass).

Level changes are allowed if a teacher advises it or the student requests it and the change is supported by the teacher and parent/guardian.

If a senior drops a course after a transcript is sent to colleges, he/she will be required to write a statement to explain the change in his/her schedule. That statement will be forwarded to the colleges.

At the discretion of the teacher, students may be required to make up time/assignments missed if adding a course after the start of the semester.

If unusual circumstances make it necessary to discuss changes after the end of the registration period, a new registration form must be completed and signed by the parent. Changes are made only with sufficient cause and require the approval of the parent, teachers involved, and counselor. Any requests for change in schedule must be in writing. Due to the need to project enrollments for courses, students and parents should not plan to make changes in their schedules in September.

CAREER PATHWAYS

Each Student will select a broad career path. The selection of a career path will provide:

- *a program of studies which results in specific preparation for further training
- *a guided approach to course selection
- *an opportunity for career awareness and exploration

The two main educational career pathways are:

1-2 years technical education: Courses are designed to expand knowledge and skill levels and prepare you for 2 or 4 year post secondary programs or for entering the world of work, apprenticeships, military or other training programs. Decision making, problem solving, communication and reasoning will be stressed.

Requires at least a 4 year college degree: Courses are created to expose you to a college preparatory sequence of studies. Critical thinking skills, written and oral communication, research techniques, and problem-solving are emphasized. Also keep in mind that most four-year colleges require the following high school courses as the very minimum accepted for admission. More selective colleges require a greater number of academic courses and encourage the completion of advanced placement and weighted courses.

4 years of English	2 years of Lab Science
2 years of Algebra	2-3 years of a Foreign Language
1 year of Geometry	Computer Proficiency
3 years of Social Studies	

ARTS AND COMMUNICATION CAREER CLUSTER

CAREERS IN THE ARTS OR COMMUNICATIONS APPEAL TO PEOPLE WHO:

- *enjoy oral communication and debate
- *like to write stories or poetry or keep a journal
- *seek opportunities for self-expression
- * have musical or artistic ability
- *enjoy performing in front of people
- *have a good imagination
- *enjoy being independent
- *enjoy creative work
- *listen to different types of music

EXAMPLES OF CAREER OPPORTUNITIES:

Careers (on the job training): floral designer - bookbinder - sales clerk - press operator - merchandise displayer - hairdresser/cosmetologist – painter/paper hanger – short order cook

Careers (1-2 years technical education): artist - camera technician - chef - disc jockey - drafter - stage technician - travel agent – paralegal – graphic designer – photographer

Careers (require at least a 4 year college degree): TV announcer - interior designer - advertising - editor - journalist - lawyer - politician –non-math teacher – music director – architect – actor/actress - teacher

Grade	English	Math	Science	Social Studies	Foreign Language	Electives Diploma Req.
9 th	English I	-Applied Math I xAlgebra I *Geometry +Algebra II	#Earth Science \$Biology(H)	Foundations of Social Studies/ Intro to World History	Foreign Language I or II	Health/Wellness Computer Courses
10 th	English II	-Applied Math II xGeometry *Algebra II +FST	#Biology \$Chemistry (H) (plus 1 semester of Earth Science (H))	World History Options US History A NationEmerges	Foreign Language I, II or III	Phys. Ed. Fine Arts
11 th	English III	-Applied Math III xAlgebra II *FST *Senior Topics +Pre-Calculus xAlgebra II A	#Intro Chem/Physics #Chemistry \$Physics #Environmental Science	US History American Identity & Foreign Policy	Foreign Language II, III or IV	Co-op Program Vocational Health
12 th	English IV	-Consumer Math xFST xSenior Topics *Pre-Calculus +Calculus (AP) +Statistics (AP) X Algebra II B	#Physics Science See Electives	Social Studies See Electives	Foreign Language IV or V	Co-op Program Vocational

Same symbols indicate the order in which courses will be taken.

DIPLOMA REQUIREMENTS FOR ALL PROGRAMS: Fine arts, Computer Proficiency, Physical Education and Health

SPECIALTY ELECTIVES:

- | | | | | |
|------------------------|-------------------|-------------------------------|---------------------|-----------------------------|
| Photography | Fiber Arts | Psychology | Law & You | College Survival Skills |
| Creative Writing | Journalism I-II | Sociology | Sculpture | Audio Visual Communications |
| Ceramics | Theatre | Music Theory I-II | Poetry | Fiber Art and Design |
| Public Speaking | Fiber Arts I & II | Concert Band/Chorus/Orchestra | | |
| Digital Art/Guitar Lab | Piano Lab | AP Studio Art | | |
| Concert Choir | Band | Orchestra | Tech Theater I & II | |
- PATHS – Architectural Drafting, Communication Design, Dance, Graphic Design & Printing, Music
WRVC – Architectural Drafting

See pages 47-51 for further information regarding vocational programs.

BUSINESS AND TECHNOLOGY CAREER CLUSTER

CAREERS IN BUSINESS AND TECHNOLOGY APPEAL TO PEOPLE WHO:

- *find it easy to meet and talk with new people
- *have the ability to work under pressure
- *enjoy working with people
- *enjoy planning and directing activities
- *like working with computers
- *like to solve problems and make decisions
- *are enthusiastic and self confident
- *are organized, efficient, and can do detail work with numbers or words
- *prefer directing the work of others to having others direct your work
- *are ambitious and achievement oriented

EXAMPLES OF CAREER OPPORTUNITIES:

Careers (on the job training): bank teller, receptionist, salesperson data entry clerk, customer service representative

Careers (1-2 years technical education): appraiser, secretary, bookkeeper, claims adjuster, property manager, travel agent, mortgage broker, claims adjuster, administrative assistant (legal/medical)

Careers (require at least a 4 year college degree): accountant, auditor, economist, teacher, loan officer, human resource officer, administrator, hotel and restaurant manager, statistician, database administrator, computer system analyst, network systems analyst, data communication analyst, business management, entrepreneur (business owner)

Grade	English	Math	Science	Social Studies	Foreign Language	Electives Diploma Req.
9 th	English I	-Applied Math I xAlgebra I *Geometry +Algebra II	#Earth Science \$Biology(H)	Foundations of Social Studies/ Intro to World History	Foreign Language I or II	Health/Wellness Computer Courses
10 th	English II	-Applied Math II xGeometry *Algebra II +FST	#Biology \$Chemistry (H) (plus 1 semester of Earth Science (H))	World History Options US History: A Nation Emerges	Foreign Language I, II or III	Phys. Ed. Fine Arts
11 th	English III	-Applied Math III xAlgebra II *FST *Senior Topics +Pre-Calculus X Algebra II A	#Intro Chem/Physics #Chemistry \$Physics #Environmental Science	US History American Identity & Foreign Policy	Foreign Language II, III or IV	Co-op Program Vocational Health
12 th	English IV	-Consumer Math xFST xSenior Topics *Pre-Calculus +Calculus (AP) +Statistics (AP) X Algebra II B -Accounting	#Physics Science See Electives	Social Studies See Electives	Foreign Language IV or V	Co-op Program Vocational

Same symbols indicate the order in which courses will be taken.

DIPLOMA REQUIREMENTS FOR ALL PROGRAMS: Fine arts, Computer Proficiency, Physical Education and Health

SPECIALTY ELECTIVES:

Accounting I	Business Simulation	Public Speaking	College Survival Skills
Sociology	Entrepreneurship	Intro. to Business	Advanced ICT/IEA
Electronic Portfolio	Internet Web Site Development	Psychology	Law & You

*ICT (Information & Communication Technology)

*IEA (Intro to Excel and Access)

PATHS: Marketing Education, Hospitality WRVC: Automated Business Careers, Marketing, Business Management, Computer Repair, Computer Science

See pages 47-51 for further information regarding vocational programs.

ENVIRONMENTAL AND NATURAL RESOURCES CAREER CLUSTER

CAREERS IN THE ENVIRONMENTAL AND NATURAL RESOURCES APPEAL TO PEOPLE WHO:

- *would like a flexible work schedule *enjoy Science *like to work alone *enjoy a variety of tasks
- *are concerned about the environment *enjoy travel *want to be physically active
- *want to grow a care for plant *like wildlife *like to work outdoors *want to work with animals

EXAMPLES OF CAREER OPPORTUNITIES:

Careers (*on the job training*): animal caretaker - dairy worker - grounds keeper - gardener – logger – pest control worker

Careers (*1-2 years technical education*): veterinary technician - fish hatchery - waste management - landscaping - plant and soil technician – animal trainer

Careers (*require at least a 4 year college degree*): environmentalist - geologist - fish and game warden - biologist - meteorologist - ecologist - park ranger – astronomer – microbiologist – zoologist – horticulturist – marine biologist - teacher

Grade	English	Math	Science	Social Studies	Foreign Language	Electives Diploma Req.
9 th	English I	-Applied Math I xAlgebra I *Geometry +Algebra II	#Earth Science \$Biology(H)	Foundations of Social Studies/ Intro to World History	Foreign Language I or II	Health/Wellness Computer Courses
10 th	English II	-Applied Math II xGeometry *Algebra II +FST	#Biology \$Chemistry (H) (plus 1 semester of Earth Science (H))	World History Options US History: A Nation Emerges	Foreign Language I, II or III	Phys. Ed. Fine Arts
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12 th	English IV	-Consumer Math xFST xSenior Topics *Pre-Calculus +Calculus (AP) +Statistics (AP) x Algebra II A	#Physics Science See Electives	Social Studies See Electives	Foreign Language IV or V	Co-op Program Vocational

Same symbols indicate the order in which courses will be taken.

DIPLOMA REQUIREMENTS FOR ALL PROGRAMS: Fine arts, Computer Proficiency, Physical Education and Health

SPECIALTY ELECTIVES

- | | | | | |
|--------------------|----------------------|-----------------|-------------------------|--------------|
| Psychology | Journalism | Public Speaking | Maine Studies | Env. Science |
| Modular Technology | Adv. In the Outdoors | Sociology | College Survival Skills | Law & You |

WRVC / PATHS: Horticulture

See pages 47-51 for further information regarding vocational programs.

HEALTH AND HUMAN SERVICES CAREER CLUSTER

CAREERS IN THE HEALTH AND HUMAN SERVICES APPEAL TO PEOPLE WHO:

- *are interested in Life Sciences *like to analyze situation, develop solutions and solve problems
- *have good eye and hand coordination *get along with a wide variety of people
- *enjoy sharing ideas with others *are interested in the human body or mind
- *enjoy providing service to other people: giving information, seeing to their comfort or enhancing their appearance
- *have a genuine concern for the health and well-being of others

EXAMPLES OF CAREER OPPORTUNITIES:

Careers (*on the job training*): home health aide - personal care attendant - tour guide - child care worker - security guard – waitress – guard – prep. cook – dental assistant – nanny – security guard

Careers (*1-2 years technical education*): EMT - registered nurse - medical secretary - teacher's aide - occupational therapy assistant - police officer - veterinary technician – radiological technician – chef – fire fighter – flight attendant

Careers (*require at least a 4 year college degree*): athletic trainer - nurse - teacher - pharmacist - speech pathologist - dietitian - lawyer - dentist - clergy - optometrist - doctor - physical therapist – nurse – psychologist – social worker – urban planner – pre-med – pre-vet

Grade	English	Math	Science	Social Studies	Foreign Language	Electives Diploma Req.
9 th	English I	-Applied Math I xAlgebra I *Geometry +Algebra II	#Earth Science \$Biology(H)	Foundations of Social Studies/ Intro to World History	Foreign Language I or II	Health/Wellness Computer Courses
10 th	English II	-Applied Math II xGeometry *Algebra II +FST	#Biology \$Chemistry (H) (plus 1 semester of Earth Science (H))	World History Options US History: A NationEmerges	Foreign Language I, II or III	Phys. Ed. Fine Arts
11 th	English III	-Applied Math III xAlgebra II *FST *Senior Topics +Pre-Calculus +Algebra IIA	#Intro Chem/Physics #Chemistry \$Physics #Environmental Science	US History American Identity & Foreign Policy	Foreign Language II, III or IV	Co-op Program Vocational Health
12 th	English IV	-Consumer Math xFST xSenior Topics *Pre-Calculus +Calculus (AP) +Statistics (AP) +Algebra IIA	#Physics Science See Electives	Social Studies See Electives	Foreign Language IV or V	Co-op Program Vocational

Same symbols indicate the order in which courses will be taken.

DIPLOMA REQUIREMENTS FOR ALL PROGRAMS: Fine arts, Computer Proficiency, Physical Education and Health

SPECIALTY ELECTIVES:

Anatomy & Physiology	Public Speaking	Computer courses	Parenting and Child Development
Psychology	Law and You	College Survival Skills	Sociology Law & You
Foods and Wellness	Home Chef	PE Electives	Health II Life After High School

WRVC / PATHS: Child Care, Health Occupations, Hospitality, Medical Occupations
See pages 47-51 for further information regarding vocational programs.

INDUSTRIAL TECHNOLOGY AND ENGINEERING CAREER CLUSTER

CAREERS IN INDUSTRIAL TECHNOLOGY AND ENGINEERING APPEAL TO PEOPLE WHO:

- *work well with others
- *are comfortable working with computers, machines and equipment
- *have ability to work with tools
- *like or create, design, assemble, build or repair things
- *use good observational skills
- *enjoy problem solving using facts and judgments
- *ability to work accurately and precisely
- *have aptitude for math and/or science

EXAMPLES OF CAREER OPPORTUNITIES:

Careers (*on the job training*): sheet rock installer - iron worker - junior drafter - stock clerk - custodian - machine shop assistant

Careers (*1-2 years technical education*): auto technician - computer technician - electronics technician - mason - drafter - parts manager - surveyor - HVAC - heavy equipment operator – electrician – carpenter – plumber – welder – auto body repair

Careers (*require at least a 4 year college degree*): airplane pilot - automotive instructor - mechanical engineer - architect - civil engineer – math teacher – landscape architect – air traffic controller – electrical engineer – biomedical engineer

Grade	English	Math	Science	Social Studies	Foreign Language	Electives Diploma Req.
9 th	English I	-Applied Math I xAlgebra I *Geometry +Algebra II	#Earth Science \$Biology(H)	Foundations of Social Studies Intro to World History	Foreign Language I or II	Health/Wellness Computer Courses
10 th	English II	-Applied Math II xGeometry *Algebra II +FST	#Biology \$Chemistry (H) (plus 1 semester of Earth Science (H))	World History II US History A Nation Emerges	Foreign Language I, II or III	Phys. Ed. Fine Arts
11 th	English III	-Applied Math III xAlgebra II *FST *Senior Topics +Pre-Calculus	#Intro Chem/Physics #Chemistry \$Physics #Environmental Science	US History American Identify & Foreign Policy	Foreign Language II, III or IV	Co-op Program Vocational Health
12 th	English IV	-Consumer Math xFST xSenior Topics *Pre-Calculus +Calculus (AP) +Statistics (AP)	#Physics Science See Electives	Social Studies See Electives	Foreign Language IV or V	Co-op Program Vocational

Same symbols indicate the order in which courses will be taken.

DIPLOMA REQUIREMENTS FOR ALL PROGRAMS: Fine arts, Computer Proficiency, Physical Education and Health

SPECIALITY ELECTIVES:

Modular Technology CAD Pre-Engineering Technical Theater I & II

WRVC / PATHS: Architectural Design and Drafting, Electricity, Masonry, Computer Technology, Plumbing and Heating, Carpentry, Auto Collision Tech., Welding/Metal Fabrication, Mechanical Tool, Recreational and Marine Repair

See pages 47-51 for further information regarding vocational programs.

ART AND FINE ART COURSES

All students need 1 fine art credit to graduate. (2 semester long classes or 1 year long course) Fine Arts Classes, which fulfill the graduation requirement, include: all visual arts classes, all music classes, Drama, Journalism, Technical Theater I and II, Fashion Techniques and Fiber Arts.

ART CONCEPTS AND IDEAS

Art Concepts will no longer be offered in the Visual Arts Department. Instead, students may choose their area(s) of interest from the following list of visual arts courses:

CERAMICS I

Grades 9-12 .5 cr / 1 semester

No Prerequisite required

In this introduction to ceramics, students will learn the basic techniques of hand-building and wheel-throwing. Studio projects can range from creating three-dimensional creatures to crafting utilitarian wares such as bowls, mugs and serving plates. Several firing techniques, including "raku," an ancient Japanese process, will be explored.

CERAMICS II

Grades 9-12 .5 cr / 1 semester

Prerequisite: Successful completion of Ceramics I

A continuation of Ceramics I, but with an emphasis on advanced glazing and firing techniques such as micro-crystalline glazes, horse-hair pottery and outdoor smoke firings. Independent projects will also be encouraged as the student/artist explores a more personal vision with this exciting medium.

DIGITAL ART I

Grades 9-12 .5 cr/1 semester

No prerequisite needed

Equipment needed: Students should have semester-long access to a digital camera or a cell phone that has, at the minimum, a 5 megapixel camera.

Art meets technology in this semester class. Students will learn and use Adobe Photoshop CS4 and will work from digital photography, scans and hand drawn images to create amazing works of art. Please bring to class: an open mind, your imagination and a willingness to learn a non-traditional way to create art and design.

DIGITAL ART II

Grades 9-12 .5 cr/1 semester

Prerequisite: Successful completion of Digital Art 1

Equipment needed: Students should have semester-long access to a digital camera or a cell phone that has, at a minimum, a 5 megapixel camera.

Building on the skills and understanding learned in Digital Art 1, Digital Art 2 will encourage students to progress to a higher level of digital art-making using Adobe CS4. Students will be able to concentrate on more independent projects that reflect personal and creative interests. The combination of digital art with other art forms will also be developed throughout the course.

DRAWING I

Grades 9-12 .5 cr/1 semester

No Prerequisite needed

In Drawing I we will learn the fundamentals of non-symbol (realistic) drawing as well as drawing from imagination. Students will be encouraged to find meaning in their own art work through various studio activities and reflections designed to teach the technical skills of drawing as well as foster critical and creative thinking. Whether or not you consider yourself an "artist" is irrelevant! Students of all skills and abilities are encouraged to sign up!

DRAWING 2

Grades 9-12 .5 cr/1 semester

Prerequisite: Successful completion of Drawing I

Drawing 2 will encourage students to continue to discover their own mark making and personal voices as artists. The continuation of skill development will be addressed as students work to become fluent in the language of drawing. Experimental Drawing techniques with a variety of art media will also be explored as we become more comfortable using our own skills and personal imagery to create relevant and meaningful art work.

MEDIA TECHNOLOGY & DEVELOPMENT

Grades 11-12 .5 cr / 1 semester

No prerequisite needed

This creative and fast-paced course is designed to help the student understand new technologies in the media today. Using the latest editing software, each student will attain the knowledge and tools to create a variety of videos to share with their friends, family and community. Students will explore a range of exciting video projects including: outdoor/adventure such as skateboarding, rock climbing, skiing, mountain biking, and fishing; 3-D claymation using oil-based clays and skeletal armatures; 2-D animation using sand, paper, paint and water; dramatic and other film genres such as mystery, action and comedy; videos relating to school and community events; music videos and lastly creative art films using mix media such as spray paint, charcoal and even recyclables. Students will work in groups and independently throughout the semester. Cameras and equipment, tapes and DVD's will be provided.

PAINTING I

Grades 9-12 .5 cr/ 1 semester

No prerequisite needed

In Painting I we will learn the fundamentals of painting including color, design, composition and different ways to use brushes and paints in expressive ways. The class will provide a supportive and creative environment in which to explore painting styles, ideas and personal stories. No experience needed. Bring your enthusiasm and love of color!

PAINTING II

Grades 9-12 .5 cr/ 1 semester

Prerequisite: Successful completion of Painting I

Painting 2 is for students who have a desire to continue to explore the creative process in paint. As students better understand color, painting techniques and design, they will use their paintings to express their own personal stories and identities through paint and mixed media art. Bring your enthusiasm and creativity!

PHOTOGRAPHY I & II

Grades 10-12 .5 cr / 1 semester

There will be a \$50.00 lab fee for each course

Prerequisite: Photography 1: none

Prerequisite: Photography 2: successful completion of Photography I

This course will explore the idea of the photographic image as art. Students will be given initial instruction of the functions of the camera and darkroom as they apply to black and white photography. After acquiring competent camera and darkroom skills, students will work on their creative problem solving skills through the lenses of the camera exploring new ways of "seeing" the photographic image as art.

Photography II will be an extension of semester I where students will be asked to combine their skills with more challenging projects with alternative techniques.

PRINTMAKING

Grades 9-12 .5 cr/1 semester

No prerequisite needed

Printmaking is a fun, sculptural process. Printing plates are created from different materials and methods and then inked and printed on a press. The results are expressive works of art that can be produced in multiples. In this class students will experiment with monoprinting, engraving, relief printing and collagraphs. This a fun and active studio class for those who like to experiment with different artistic processes and materials. No prior experience is necessary to create some very interesting works of art.

SCULPTURE

Grades 9-12 .5 cr / 1 semester

No prerequisite required

This course will introduce the student to basic 3-D design and sculptural techniques using both additive and subtractive processes. Students will use materials such as plaster, clay, wood, paper, stone and found objects.

ADVANCED PLACEMENT STUDIO ART-DRAWING, 2-D DESIGN, 3-D DESIGN

Grades 11-12 1 credit / full year

Prerequisite: Successful completion of two art electives

This studio courses is for those students who plan to study or major in an art related field after high school. Emphasis will be placed upon meeting the high demands of the required advanced placement portfolio consisting of 27 major works within a variety of media.

ADVANCED ART

Grades 11-12 Full Year One Credit

Prerequisite: Successful completion of two art electives.

This course is for those students who would like to study or major in an art field after high school. Classes are a balance between instruction and independent projects. Time is spent on developing and organizing a portfolio.

BUSINESS/TECHNOLOGY COURSES

Business & Technology Certificate

Today's job market is extremely competitive. Employers have high expectations of prospective employees. The Business & Technology department is offering certificates for students who have focused their studies in the areas of business and technology. This certificate will be valuable for students continuing their business and/or technology education as well as for those entering the workforce.

Certificate Course Requirements: To earn the Business & Technology Certificate, students must take the following core courses: Intro to Business, ICT, IEA, Business Simulation 1, Accounting 1, plus one of the following electives: Web Design, College Survival Skills, Business Simulation 2, or Accounting 2

Students must maintain a minimum 85% grade average in each course.

INTRODUCTION TO BUSINESS

Grades 9-12 Half Year Half Credit

This course will introduce students to the world of business and help prepare them for the economic roles of consumer, worker, and citizen. This course will serve as a background for other business courses students may take in high school and in college, assist with consumer decision making, prepare for future employment, and help students effectively perform their responsibilities as a citizen. This course is highly recommended to all students who plan to get a job after high school or go on to college.

ACCOUNTING I

Grades 9-12 Full Year One Credit

This course qualifies as a required math credit

This course introduces students to the basic accounting principles. The importance of keeping good financial records is stressed throughout the course. Students will learn how to analyze business transactions, journalize and prepare financial statements for both a sole proprietorship and a partnership. The students will be asked to put to use the knowledge they learned through problems and business simulations. This course is highly recommended to all students who plan to get a job after high school or go on to a college majoring in business or accounting.

ACCOUNTING II

Grades 10-12 Full Year One Credit

Prerequisite: Accounting I

The Accounting II course is a follow-up to Accounting I. College bound students are strongly urged to take this course. Due to the speed that accounting courses are taught at the college level, this course will allow students to keep pace and not to feel the burden that so many college students experience without a proper accounting background. The course will take the student through analysis of departmental systems, partnerships, and corporations. It will also introduce students to computerized worksheets and other application software.

COLLEGE SURVIVAL SKILLS

Grades 9-12 Half Year Half Credit

This course is designed to improve the college-bound student's study skills. Students will learn how to take an active approach to their education and find their own formula for academic success. Students learn to set goals, establish priorities and develop strategies to meet their personal goals. They will have an opportunity to broaden their knowledge of career opportunities by participating in a job shadow experience. Students will learn time-management techniques, skills for effective listening, note taking and test taking strategies, how to read efficiently and deliver oral presentations.

EXPLORING CAREERS FOR THE 21ST CENTURY

Grade level 9-12 1 Semester Half Credit

Do you know what your next step will be? You have a multitude of options and some crucial choices to make. Maybe you'll attend a two-year, four-year, technical college or join the military. Or perhaps, you'll go right into the workplace with a full-time job. In this course, you will learn more about yourself and match your individual interests with possible career options. You will investigate careers, education, and work opportunities. You will learn how to write a resume and interview for a job. And, you will also have an opportunity to participate in a job shadow experience. This course will give you a jumpstart on planning the future that's right for you!

BUSINESS SIMULATION (aka Buşim)

Grades 10-12 Full Year 1 Credit

Business Simulation is designed to strengthen and broaden understanding and knowledge of the nature of business operations. Students will develop fundamental concepts, principles, and ideas needed to understand how businesses are operated and managed. They will gain an awareness of the many activities, problems, and decisions involved in successfully operating a business. An application process that includes how to create a letter of application, a resume, and proper interviewing techniques are also included. The computer will be used for operating the business as well as other classroom projects. Students will experience working in various capacities such as management, sales, personnel, shipping, accounting, secretarial, and banking with the Buşim challenge – multiple businesses created and run by the students.

BUSINESS SIMULATION (aka Buşim) 2

Grades 11-12 Full Year One Credit

Prerequisite: Teacher permission

Business Simulation 2 is designed to prepare students for management level positions. Students will improve principles, and ideas needed to understand how businesses are managed. They will gain an awareness of the many activities, problems, and decisions involved in successfully operating a business at management level. They will prepare and interview the first year students for hire into the Buşim organization. The computer will be used for operating the business as well as other projects. Students will experience communicating with community members and businesses in their daily work managing the Buşim organization.

COMPUTERIZED ACCOUNTING FOR FUTURE BUSINESS OWNERS/MANAGERS

Grades 9-12 1 Semester Half Credit

Prerequisite: Enrolled in or have successfully completed Accounting 1.

This course will provide an opportunity for you to see the value of the computer as a tool in keeping accounting records. With the increasing use of computers in business today, you need to learn to maintain accounting records electronically. Today, simply understanding accounting concepts and being able to apply them manually are not enough. You will use simulations to learn QuickBooks and Peachtree Accounting software, two of the more popular accounting software to complete the accounting cycles for a merchandising business. Completion of this simulation will help you to become familiar with computer software and help you appreciate the speedy advantage of computerized accounting over manual accounting. Today very few businesses use manual accounting, so students who plan to own businesses or have accounting careers will definitely need to learn how to use computer software and how to analyze information to make successful decisions about the business.

COOPERATIVE EDUCATION

Grades 11-12 Full year 2 credits

A cooperative arrangement is made between the school, employer, and student whereby the student will receive instruction in both academic subjects and in a vocation. The COOP instructor will be both in the classroom and at the training station as agreed upon by the parties involved. The student typically spends one-half day in school and one-half day in supervised employment. It is designed to assure the student an opportunity to learn and develop an employable skill. Co-op students are required to take *Skills & Competencies required for the 21st Century Careers*.

To be eligible for enrollment in the program a student must be a junior or senior who is at least 16 years of age and demonstrate aptitude for and interest in acquiring skills in a particular job as preparation for employment. A written agreement, called a training plan, between the parents, the student must work at least 12 hours and no more than 15 hours during any school week. (2 credits) (Maximum refers to time during school hours.) Demand for the cooperative program is great; THEREFORE, IT IS NECESSARY FOR YOU TO REGISTER FOR A FULL SCHOOL PROGRAM IN CASE YOU ARE UNABLE TO PROCUR A JOB. Students who are not placed in the program by the end of the current school year will be assigned to a regular program for September; therefore, the student must complete a regular schedule at the time of registration. For further information contact the Cooperative Education Office. There is an application to be completed for the program

SKILLS & COMPETENCIES REQUIRED FOR THE 21ST CENTURY

Grades 10-12 Full year One credit

Any student completing this course of study will be eligible to enroll in Co-op. This class allows students opportunity to see how career choices affect your lifestyle. Students will look at themselves to determine their interests, values, and ideal lifestyle and consider how they will influence career choices. Next, students will develop an individual career plan and will look at the type of education needed, and how to find, apply, and interview for a job. From there, students will take a good look at the skills needed on the job and gain valuable insight into how to develop these professional skills. Students will also take an in-depth look at what to expect when you live on your own. Money management, making wise consumer purchases, and meeting your adult responsibilities will be topics covered. Finally focus will be on the importance of being a life long learning. Students will get valuable advice on how to get ahead on the job and how to put your career on the fast track. The course offers tips on how to balance your work and personal life to achieve

career and personal success. Access to internships and business mentoring in the community can also be used for fulfilling community service hours.

Features: Career labs, mentoring opportunities, business visitations, business leaders presentation, career business practices, career checklists, ethics and diversity, internet research, and developing the winning resume.

COMPUTER COURSES

Want to start college with three free credits? Students who achieve an 85% or better in BOTH ICT and IEA may earn three (3) college credits at St. Joseph's College, SMCC, and USM (Lewiston-Auburn Campus, pending final approval)

The graduation requirement for computer proficiency requires students to attain competency in six areas: Fundamentals/Keyboarding, Word Processing, Database/Information Management, Spreadsheet/Analysis and Functions, Internet/Telecommunications and Media Presentations. Students may meet this requirement by successfully completing two semesters of ICT and IEA. In addition, computer teachers in grades 6-8 may certify a student as proficient in ICT as determined by a common set of criteria developed by the high school and middle school computer teachers.

ICT (INFORMATION & COMMUNICATION TECHNOLOGY)

Grades 9-12 Semester Half Credit Fulfills half of the Computer Proficiency Requirement
Meets computer proficiency: Fundamentals/Keyboarding, word processing and Internet/telecommunications and media presentations
Do you know how to set up an MLA research paper with internal citations and a works cited page? In this course, you will learn how to use a browser to access web sites and use search engines to conduct on-line searches. You will learn how to evaluate these web sites for authenticity and format a research paper. Do you know that many of your high school teachers and college professors use a program to check your paper for plagiarism? You will learn about this software and how you can submit your paper for review. Would you like to be able to type up your paper in record time? In this course, you will learn how to touch-type and improve your speed and accuracy on the keyboard. You will be able to type so fast that your fingers will "fly" across the keyboard! Would you like to impress your teachers and your classmates with your oral presentations? You will learn how to prepare dynamic and active PowerPoint presentations with customized features. Do you want to learn skills that will be invaluable to you in high school and college? Then, you must sign up for this course!

INTRODUCTION TO EXCEL & ACCESS

Grades 9-12 Semester Half Credit Fulfills half of the Computer Proficiency Requirement
Meets computer proficiency: Database/information technology and spreadsheet/analysis and functions
In this introductory-level course, you will master basic database and spreadsheet applications using a powerful Windows-based program, MS Office. With Excel, you will use worksheets to sort, manipulate, and represent numerical data. You will use basic math functions, formulas, and notations to create charts and graphs. With Access, you will learn how to use relational database tools to organize vast amounts of information. You will learn how to build, organize, sort, search, and filter databases. You will be able to utilize your knowledge and skills in many of your high school and college courses.

INTERNET WEB SITE DEVELOPMENT

Grades 9-12 1 Semester Half Credit
This course develops a basic understanding and skill in the design, development, and maintenance of Internet web sites. Topics include web site design methods, Internet fundamentals, HTML, and web-based multimedia. Students will develop sample web documents and design a web site. (It is assumed that students taking this course have a working knowledge of personal computers.)

ENGLISH COURSES

English classes are designed to refine and improve the grammar, writing, and literacy skills that students have acquired, as well as instruct the students in the mastery of skills for each grade level. Four credits of English (English I, II, III and IV) are required for graduation. A course failure at any level of English must be made up through repetition of the course (eligible students can make up credit through credit recovery, summer school and/or summer academy, or an approved alternative program). All English courses (other than electives) are full year, one credit courses.

ENGLISH I

Full year, one credit

All Freshman are required to take Standard, Academic, or Honors English.

Instruction will focus on reading and writing in preparation for showing mastery on all skills assessed at the freshman level . Students will explore units designed around (but not limited to): the short story, poetry, nonfiction, novel elements, mythology, and drama. In all courses, students are required to do an oral report.

Freshman Skills:

- apply a variety of reading strategies to understand the author's meaning
- relate knowledge of word parts and their meanings to understanding new words in context
- examine the effect(s) of internal and external conflict(s) on characters in a literary text
- identify and evaluate the elements of plot in a literary text
- determine the effect of point of view on a literary text
- distinguish between direct and indirect characterization; be familiar with character types
- use the steps of the writing process to edit and correct for grammar and create legible final drafts
- select and apply research methods appropriate to suit topic and purpose
- create and present oral presentations appropriate to audience and purpose

Standard –

The Standard course is designed for students who read below grade level and benefit from guided instruction on each skill. The course's main objective is to prepare students for the reading and writing skills necessary for meeting the standard on the common assessments.

Academic –

The Academic course is designed to prepare students for college. Students are expected to already possess or quickly acquire good study habits, as well as habits of work that will prepare them for the expectations of college level courses.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Honors – Teacher recommendation is required.

The Honors course is designed for students reading above grade level that possess good study habits, as well a curiosity of mind that will allow them to self-monitor and self-assess their achievement throughout the year. Also included will be an in-depth study of the units listed in the course description.

PREREQUISITE: A recommended grade of 93 or higher in previous year's English course and teacher's recommendation.

*Honors students are expected to complete a summer reading assignment that must be received by mail on or before the required due date (ordinarily August 15), or the student will be docked 12% of their first quarter grade.

*New students to RSU 14 and/or transfers from Academic or Standard English will have two weeks to complete the summer reading assignment.

ENGLISH II

Full year, one credit

All Sophomores are required to take Standard, Academic, or Honors English.

Instruction will focus on reading and writing in preparation for showing mastery on all skills assessed at the sophomore level (skills below). Literature study will focus on World Literature, including (but not limited to) units on: vocabulary, drama, poetry, outside reading, literary analyses, and oral reports. In all courses, research projects are required.

Sophomore Skills:

- define words in various contexts
- compare and contrast theme(s) in literary works
- identify the cultural context of a literary text and discuss its implications
- evaluate the effects of literary elements/devices on the style and tone of a text (Personal Vignette project)
- construct valid thesis statements and identify textual support to create literary analyses
- organize ideas in writing using a logical sequence and effective transitions
- evaluate the credibility/reliability of a print or non-print source/identify valid sources by making judgments about conflicting sources
- compare and contrast messages in print and non-print sources
- explain how visual and sound effects influence message in various media

Standard –

The Standard course is designed for students who read below grade level and benefit from guided instruction on each skill. The course's main objective is to prepare students for the reading and writing skills necessary for meeting the standard on the common assessments.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Academic –

The Academic course is designed to prepare the student for 2 or 4 year post secondary options. Students are expected to already possess or quickly acquire good study habits, as well as habits of work that will prepare them for the expectations of college level courses.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Honors – Teacher recommendation is required.

The Honors course is designed for students reading above grade level that possess good study habits, as well a curiosity of mind that will allow them to self-monitor and self-assess their achievement throughout the year. Also included will be an in-depth study of the units listed in the course description.

PREREQUISITE: A recommended grade of 93 or higher in previous year's English course and teacher's recommendation.

*Honors students are expected to complete a summer reading assignment that must be received by mail on or before the required due date (ordinarily August 15), or the student will be docked 12% of their first quarter grade.

*New students to RSU 14 and/or transfers from Academic or Standard English will have two weeks to complete the summer reading assignment.

ENGLISH III

Full year, one credit

All Juniors are required to take Standard, Academic, Honors, or Advanced Placement English.

Instruction will focus on reading and writing in preparation for showing mastery on all skills assessed at the junior level (skills below). A variety of American literature will be explored in depth, including (but not limited to) units on: research projects, grammar, vocabulary, drama, poetry, and literary analyses. In addition, all students will receive SAT prep during their course of study. Honors and Advanced Placement students are required to do the summer writing assignment(s) by the established deadline or they will be removed from the class.

Junior Skills:

- analyze how meaning is conveyed in poetry through the use of various literary devices
- evaluate informational texts for an author's conclusions, rhetorical devices, and the overall effectiveness of the piece (while citing instances of ambiguity, overstatement, etc)
- evaluate the data contained in tables, charts, graphics, etc.
- locate, summarize, and synthesize information from primary and secondary sources

Standard –

The Standard course is designed for students who read below grade level and benefit from guided instruction on each skill. The course's main objective is to prepare students for the reading and writing skills necessary for meeting the standard on the common assessments.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Academic –

The Academic course is designed to prepare the student for 2 or 4 year post secondary options. Students are expected to have mastered good study habits, as well as habits of work that will prepare them for the expectations of college level courses.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Honors – Teacher recommendation is required.

The Honors course is designed for students reading above grade level that possess excellent study habits, as well a curiosity of mind that will allow them to self-monitor and self-assess their achievement throughout the year. Also included will be an in-depth study of the units listed in the course description.

PREREQUISITE: A recommended grade of 93 or higher in previous year's English course and teacher's recommendation.

*Honors students are expected to complete a summer reading assignment that must be received by mail on or before the required due date (ordinarily August 15), or the student will be docked 12% of their first quarter grade.

*New students to RSU 14 and/or transfers from Academic or Standard English will have two weeks to complete the summer reading assignment.

ENGLISH III AP

Full year, one credit

PREREQUISITES:

1. A minimum of 90 in an Honors level course (or 85 if the student has achieved success at a 95 percentile on some standardized language arts test – SAT, PSAT, Iowa, etc).
2. Recommendation of the sophomore English Instructor.
3. Approval of the Instructor
4. Successful completion of an AP-type writing prompt (scored by at least 2 members of the instructional staff prior to acceptance into the course).
5. Successful completion of all summer reading assignments and assessments.
6. To remain in the course, the student would need to achieve a grade of 85 or higher for each semester enrolled in AP (or year grade).
7. Where applicable – students MUST participate in required speech contests – e.g. Lions Club, Kiwanis, etc.

Students will study major and minor American literary works, including short stories, essays, poetry, drama, and novels. Students will focus on critical analysis through classroom discussion, frequent writing assignments, a persuasive research paper, and varied oral presentations. The course will cover the elements of grammatical and stylistic structure and essay writing, sentence and paragraph analysis, parallel structure, diction, tone, style and will help develop a more sophisticated understanding of grammar, punctuation, usage and mechanics. Students will take the AP English Language and Composition Test at the end of the course.

*Advanced Placement students are required to do the summer writing assignment(s) by the established deadline or they will be removed from the class.

ENGLISH IV

All Seniors are required to take Standard, Academic, Honors, or Advanced Placement English.

Instruction will focus on reading and writing in preparation for showing mastery on all skills assessed at the senior level (skills below). The focus of literature study in senior English is British literature. Honors and Advanced Placement students are required to do the summer writing assignment(s) by the established deadline or they will be removed from the class.

Senior Skills:

- fluently and accurately read text using appropriate pacing, intonation, phrasing and expression
- compare and contrast types of poetry
- identify, compare, and analyze recurring themes across works
- employ a variety of persuasive techniques in writing to influence the position of others
- construct a written editorial
- compare the role of print and non-print sources in shaping public opinion
- select media relevant to audience and purpose to support and enhance oral, written, and visual communication

Standard – 1

The Standard course is designed for students who read below grade level and benefit from guided instruction on each skill. The course's main objective is to prepare students for the reading and writing skills necessary for meeting the standard on the common assessments.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Academic –

The Academic course is designed to prepare the student for 2 or 4 year post secondary options. Students are expected to have mastered good study habits, as well as habits of work that will prepare them for the expectations of college level courses.

PREREQUISITE: A passing grade in previous year's English course and teacher's recommendation.

Honors – Teacher recommendation is required.

The Honors course is designed for students reading above grade level that possess excellent study habits, as well a curiosity of mind that will allow them to self-monitor and self-assess their achievement throughout the year. Also included will be an in-depth study of the units listed in the course description.

PREREQUISITE: A recommended grade of 93 or higher in previous year's English course and teacher's recommendation.

*Honors students are expected to complete a summer reading assignment that must be received by mail on or before the required due date (ordinarily August 15), or the student will be docked 12% of their first quarter grade.

*New students to RSU 14 and/or transfers from Academic or Standard English will have two weeks to complete the summer reading assignment.

ENGLISH IV AP

English IV AP follows a detailed syllabus approved by The College Board and prepares students for the AP exam in English Literature and Composition. Students will develop skills in critical reading and in literary analysis by closely examining, discussing and writing about a wide variety of texts from British and American literature. Various approaches to literary interpretation will be utilized.

PREREQUISITES: To enroll in AP, a student must achieve a minimum of 90 in an Honors level course, complete successfully an AP-style writing prompt to be scored by at least 2 members of the instructional staff, and gain the approval of the instructor. Successful completion of all summer reading assignments and assessments is expected. To remain in the course, a student must maintain a grade of 85 or higher for each semester enrolled in AP. Students will take the Advanced Placement Literature exam in May.

*Advanced Placement students are required to do the summer writing assignment(s) by the established deadline or they will be removed from the class.

ENGLISH ELECTIVES

English electives are intended for enrichment and in some instances to fulfill the Fine Arts requirement. None may be substituted for the required English classes. All electives are one semester, half credit courses.

THEATRE

One semester, half credit, satisfies half of FA requirements

PREREQUISITE: None

Drama class provides the inexperienced student with an introduction to the basic aspects of theater. The course begins with a brief history of theater and moves on to fundamental acting techniques, theatre craft, script analysis, make-up, set and costume design and lighting. Classes will be supplemented with outside readings. This course fulfills 1/2 of the Fine Art requirement. Instruction and assessment will revolve around practice and mastery of the following skills:

Theatre Skills:

- create and present oral presentations appropriate to suit audience and purpose
- fluently and accurately read text using appropriate pacing, intonation, phrasing, and expression

ADVANCED THEATRE

One semester, half credit, satisfies half of FA requirements

PREREQUISITE: A passing grade in English I and II, and a completion of Theatre with a grade of no less than 85.

This will be a course which takes the basic information from the introductory course to a more intense, in-depth level. Theatre history will focus on specific authors and plays of each period. Acting instruction will include the study of various techniques, including Stanislavsky, Strasberg, and the Method. Each student will also write, produce, direct, act and critique tests as well as techniques and results. The class will present two separate plays for the school. Numerous scenes and monologues will also be presented in class and on the stage. This course will count as 1/2 credit for the Fine Arts requirement. Instruction and assessment will revolve around practice and mastery of the following skills:

Advanced Theatre Skills:

- create and present oral presentations appropriate to suit audience and purpose
- fluently and accurately read text using appropriate pacing, intonation, phrasing, and expression

MOVIES AND LITERATURE

One semester, half credit

PREREQUISITE: A passing grade in English I and II.

This course is designed to introduce students to the study of the relationship between various genres of literature and film. Units will explore the novel, the short story and film, theatre and film, poetry and film, while examining the issues and elements pertaining to the genres. Students will also study the elements of film and film-making, as well as, read various criticisms related to the films viewed. All students will be expected to complete various writing tasks in response to both the literature and the movies. Instruction and assessment will revolve around practice and mastery of the following skills:

Movies and Literature Skills:

- apply a variety of reading strategies to understand the author's meaning
- identify and evaluate the elements of plot in a literary work
- determine the effect of point of view on a literary text
- distinguish between direct and indirect characterization; be familiar with character types
- compare and contrast themes in literary works
- evaluate the effects of literary elements/devices on the style and tone of a text
- evaluate the credibility/reliability of a print or non-print source/identify valid sources by making judgments about conflicting sources
- explain how visual and sound effects influence message in various media
- evaluate informational texts for an author's conclusions, rhetorical devices, and the overall effectiveness of the piece (while citing instances of ambiguity, overstatement, etc.)

READING

One semester, half credit

PREREQUISITE: Teacher recommendation. All students are welcome, but priority will be given to literacy challenged students.

This course is designed to improve the reading ability of students. Reading is a complex skill and the instruction will take many different forms on an individually student-designed basis. Instruction will include, but will not be limited to, working with words in context, making meaning as the sole basis for reading, previewing, organizing and summarizing, note taking, structured overviews. The only real assessment of the instruction's value will be each individual student's reading improvement. This course may be taken for more than one semester, depending upon individual student's improvement and assessment. The following skills will be the basis for instruction and assessment in reading class:

Reading Skills:

- Apply a variety of reading strategies to understand the author's meaning
- Relate knowledge of word parts and their meaning to understand new words in context
- Determine the effect of point of view on a literary text
- Select and apply research methods appropriate to suit topic and purpose
- Define words in various contexts
- Evaluate the effects of literary elements/devices on the style and tone of a text

JOURNALISM

One semester, half credit

PREREQUISITE: None

The goal of this course is to introduce students to print journalism; to acquaint them with techniques required in all facets of newspaper production, and ultimately to produce a student newspaper for circulation to the students of Windham High School. This course will count as 1/2 credit for Fine Arts requirement. Instruction and assessment will revolve around practice and mastery of the following skills:

Journalism Skills:

- select and apply research methods appropriate to suit topic and purpose
- organize ideas in writing using a logical sequence and effective transitions
- evaluate the credibility/reliability of a print or non-print source/identify valid sources by making judgments about conflicting sources
- compare and contrast messages in print and non-print sources
- evaluate information texts for an author's conclusions, rhetorical devices, and the overall effectiveness of the piece
 - evaluate the date contained in tables, charts, graphics, etc.
 - locate, summarize, and synthesize information from primary and secondary sources
 - employ a variety of persuasive techniques in writing to influence the position of others
 - construct a written editorial
 - compare the role of print and non-print sources in shaping public opinion
 - select media relevant to audience and purpose to support and enhance oral, written, and visual communication

ADVANCED JOURNALISM

One semester, half credit

PREREQUISITE: A passing grade in English I and II, and a completion of Journalism with a grade of no less than 85.

Students in the Advanced Journalism course continue to build upon skills acquired in the regular journalism course. Special attention is paid to computer-assisted layout and design of the school newspaper. The course will count as 1/2 credit for Fine Arts requirement.

Instruction and assessment will revolve around practice and mastery of the following skills:

Advanced Journalism Skills:

- select and apply research methods appropriate to suit topic and purpose
- organize ideas in writing using a logical sequence and effective transitions
- evaluate the credibility/reliability of a print or non-print source/identify valid sources by making judgments about conflicting sources
- compare and contrast messages in print and non-print sources
- evaluate information texts for an author's conclusions, rhetorical devices, and the overall effectiveness of the piece
 - evaluate the date contained in tables, charts, graphics, etc.
 - locate, summarize, and synthesize information from primary and secondary sources
 - employ a variety of persuasive techniques in writing to influence the position of others
 - construct a written editorial
 - compare the role of print and non-print sources in shaping public opinion
 - select media relevant to audience and purpose to support and enhance oral, written, and visual communication

THE HOLOCAUST

One semester, half credit

PREREQUISITE: A passing grade in English I and II. Instructor permission is required, students must have taken U.S. History CP or above, or must be enrolled in U.S. History.

This course examines issues surrounding the Holocaust and its aftermath. Students will consider the experiences of victims, survivors, by-standers, rescuers, and perpetrators. We will study non-fiction and fiction texts, films, and works of art, and will attend presentations by Holocaust survivors. Some of the material is very graphic, so parental permission to take the course is required. This class requires the ability to critically read and analyze a variety of texts. Instruction and assessment will revolve around practice and mastery of the following skills:

Holocaust Skills:

- Select and apply appropriate research methods to suit topic and purpose
- Identify the cultural context of a literary text and discuss its implications
- Define various words in various contexts
- To evaluate the credibility/reliability of a print or non-print source/identify valid sources by making judgments about conflicting sources
- Evaluate informational texts for an author's conclusions, rhetorical devices and the overall effectiveness of the pieces while citing instances of ambiguity, overstatement, etc.
- Evaluate . data contained in tables, charts, graphics, etc.
- Locate, summarize, and synthesize information from primary and secondary sources
- Compare the role of print and non-print sources in shaping public opinion – select media relevant to audience and purpose to support and enhance oral, written, and visual communication
- Identify, compare, and analyze recurring themes across works

PUBLIC SPEAKING

One semester, half credit

PREREQUISITE: A passing grade in English I.

This course focuses on developing skills in effective speaking and listening. Students will practice planning, organizing, delivering, and evaluating oral presentations for a variety of purposes and a variety of audiences. Students will develop a sense of self- confidence as they better understand communication processes. The relationship between verbal and nonverbal communication will also be explored. Instruction and assessment will revolve around practice and mastery of the following skills:

Public Speaking Skills:

- To create and present oral presentations appropriate to audience and purpose
- To evaluate the credibility/reliability of a print or non-print source/identify valid sources by making judgments about conflicting sources
- Explain how visual and sound effects influence message in various media.
- To fluently and accurately read text using appropriate pacing, intonation, phrasing and expression
- Compare the role of print and non-print sources in shaping public opinion – select media relevant to audience and purpose to support and enhance oral, written, and visual communication
- Locate, summarize, and synthesize information from primary and secondary sources

SHAKESPEARE

One semester, half credit

PREREQUISITE: None

This semester course is designed for college-bound students who wish to widen their literary experience with one of English's literature's most revered writers, William Shakespeare. In addition to sonnets, students will read a variety of plays from Shakespeare's tragedies, comedies, and histories which are not covered in the core English curriculum. Class discussions will help students understand the history, politics, culture, and language of Shakespeare's time, as well as the literary techniques he used. Formal and informal writing assignments will help students to think critically, to write clearly, and to appreciate the Bard's humor and timeless wisdom. Some oral interpretation and literary criticism will be explored. This course is open only to students in grades ten to twelve. Instruction and assessment will revolve around practice and mastery of the following skills:

Shakespeare Skills:

- Apply a variety of reading strategies to understand the author's meaning
- Examine the effect(s) of internal and external conflict (s) on characters in a literary text
- Use the steps of the writing process to edit and correct for grammar and create legible final drafts
- Compare and contrast theme(s) in literary works
- Identify the cultural context of a literary text and discuss its implications
- Analyze how meaning is conveyed in poetry through the use of various literary devices
- Fluently and accurately read text using appropriate pacing, intonation, phrasing and expression
- Identify, compare, and analyze recurring themes across works

CREATIVE WRITING

One semester, half credit

PREREQUISITE: A strong command of standard English conventions and a desire to be challenged as a writer.

This will be a course focusing on writing that involves the imagination and invention in form and content. Creative writing may include the short story, poetry, and drama. The course will discuss the fundamental elements in a piece of creative writing – theme, setting, characters, and plot. The basic techniques for handling point of view, tone, description, dialogue and imagery will also be discussed. Students will be asked to share their writing in an introductory workshop and be required to revise every piece of writing. Instruction and assessment will revolve around practice and mastery of the following skills:

Creative Writing Skills:

- use the steps of the writing process to edit and correct for grammar and create legible final draft
- identify and evaluate the elements of plot in a literary text
- determine the effect of point of view on a literary text
- organize ideas in writing using a logical sequence and effective transitions

POETRY

One semester, half credit

PREREQUISITE: A passing grade in English I.

This course will explore a wide variety of poets and diverse poetic styles. Poems will be drawn from various eras and cultures, and at least two poets will be studied in depth. Students will also have the opportunity to do independent study on poets, eras or styles that especially interest them, and to engage their personal creative muse and to share some of their own poetry.

Poetry Skills:

- Apply a variety of reading strategies to understand author's meaning
- Select and apply research methods appropriate to audience and purpose
- Create and present oral presentations appropriate to audience and purpose
- Identify the cultural context of literary text and discuss its implications
- Evaluate the effects of literary elements/devices on the style and tone of a text
- Analyze how meaning is conveyed in poetry through the use of various literary devices
- Fluently and accurately read text using appropriate pacing, intonation, phrasing and expression
- Compare and contrast types of poetry

INDUSTRIAL TECHNOLOGY EDUCATION COURSES

TECHNICAL THEATER I

Grades 9-12 One Semester Half Credit, meets half of the fine arts requirement

This introductory course gives students a foundation in the basics of play production. Class time includes formal instruction in the use of scenery and prop production. Theory will be balanced with a wealth of hands on experience.

TECHNICAL THEATER II

Grades 9-12 One Semester Half Credit, meets half of the fine arts requirement

Designed to follow Technical Theater I, this course is for more serious techies. In addition to work on school productions, students will focus on the theory and practice of lighting the stage and sound production, in particular learning the mechanics of operating the WHS lighting and sound systems in the Performing Arts Center.

MODULAR TECHNOLOGY

Grades 9-12 One Semester Half Credit

Modular Technology Lab is a computer & hands-on based learning program. Students will be randomly assigned to 2 or the 4 modules in one semester. The Modules are Robotics & Automation, Construction Technology, Environmental Technology & Architectural Design. To be successful in this class you should be a self directed learner that can work well alone or in a group setting.

MODULAR TECHNOLOGY II

Grades 10-12 One Semester Half Credit

In Technology Education 2, students will continue their exploration of technology. Students will work individually and in small groups to maximize the skills learned in the Modular Technology Lab. Projects could range in the areas covering transportation, energy and power and communications. Students will be able to cover two modules in one semester and the modules are randomly assigned. You must be willing to be a self directed learner & keep yourself on task.

Preference will be given to upper class students at the time of course registration.

PRE-ENGINEERING

Grades 10-12 Half year Half credit

Prerequisite: Permission of the instructor is required along with a note of recommendation from a math or science teacher. Preference will be given to upper class students at the time of course registration. There are no prerequisites for the class.

Pre-Engineering is designed with the highly motivated student in mind who wishes to pursue a career in some form of engineering. This course is intended to give students a broad background in a variety of areas that will help them prepare for their journey towards college. There are some very common practices that are a must for success in today's job market. Students who choose to take this course will be exposed to the areas of research and development, drafting, blueprint reading, fluid power, electricity, material testing and properties, automation and other areas of engineering as time permits.

COMPUTER AIDED DRAFTING (CAD)

Grades 9-12 One Semester Half Credit

This course is an introduction to computer-aided drafting and design systems and their relationship to design, drafting, production, and documentation processes. Emphasis is on understanding and utilizing computer-aided design (CAD) hardware and software. The course focuses on basic 2D and 3D functions as they generally apply to computer-aided design applications. Students taking this course should be self-directed learners. Prerequisites: Computer literacy

LATIN AND MODERN FOREIGN LANGUAGE COURSES

The major goals of French and Spanish are to enable students to attain a measurable degree of communicative competency in the language, and to develop an awareness of the background, daily life, customs, and traditions of the people in the world who speak these languages. Any foreign language should be studied for at least two years and most colleges recommend that a foreign language be taken for at least three years.

FRENCH 1

Grades 9-11 or permission of instructor (seniors only) Full Year One Credit

French I is an introductory language course which will enable students to attain a measurable degree of competency in the basic four skill areas: listening, speaking, reading, and writing. The basic text, which stresses real life situations encountered in the target language, is supplemented by workbooks, transparencies, tapes, and teacher-made material. The study of culture is an integral part of the French program. At the end of the course, the student will have acquired a practical vocabulary and a basic knowledge of French sentence structure necessary for communication.

FRENCH II

Grades 9-12 Full Year One Credit

Prerequisite: Minimum grade of 77 in French I

The second year of French begins with a review of the materials covered in French I and continues with the approach used in the first year. Emphasis is on developing greater proficiency in the four skill areas in culturally authentic situations. Students are expected to speak in French more frequently than in French I.

FRENCH III

Grades 10-12 Full Year One Credit

Prerequisite: Minimum grade of 77 in French II

The emphasis in the third year of French is on greater self-expression. Skills stressed at the elementary level are expanded. Students are expected to speak more frequently in French. Cultural reading selections on materials are discussed. Short essays, oral reports, and reading a novel may also be required. A basic text is used and it is supplemented with workbooks, tapes, and a variety of audiovisual materials.

FRENCH III Honors

Grades 10-12 Full Year One Credit

Prerequisite: Minimum grade of 85 in French II plus teacher recommendation

French III Honors covers the French III curriculum more in-depth and at a faster pace. Students will read two short novels as well as be expected to speak French on a daily basis.

FRENCH IV Honors

Grades 11 or 12 Full Year One Credit

Prerequisite: Minimum grade of 85 in French III or French III Honors plus teacher recommendation

In French IV all skills acquired in the first three years are reviewed and further developed. The primary topic of readings and discussions is French history. There is an extensive review of the concepts of French I, II, and III along with the introduction of more advanced grammatical concepts. Classes are conducted in the language with the aid of current, authentic, cultural materials. Several books each emphasizing a variety of skills are used. Newspapers, magazines and video programs are incorporated to keep material current and discussions lively and relevant.

FRENCH V Honors

Grade 12 Full Year One Credit

Prerequisite: Minimum grade of 85 in French IV plus teacher recommendation

In French V students are required to actively and comfortably use the language on a daily basis. French V is designed to build the confidence of the student in the use of the language in all skill areas: listening, speaking, reading, and writing. Grammatical concepts are extensively reviewed and are expanded upon and there is a focus on vocabulary building. History, current events, and culture are used to encourage and develop language acquisition and expression. Students express themselves in oral presentations, essays, and projects.

SPANISH I

Grades 9-12 Full Year One Credit

Spanish I is an introductory course designed for the student who wishes to be able to speak and understand the Spanish language. This class focuses on competency in the four basic areas: listening, speaking, reading and writing. The text stresses real life situations encountered in the target language and is supplemented by workbook transparencies; tapes and teacher made materials. The study of culture is an integral part of the Spanish program. At the end of the course, students should have acquired a practical vocabulary and a basic knowledge of Spanish sentence structure necessary for communication.

SPANISH II

Grades 9-12 Full Year One Credit

Prerequisite: Minimum grade of 77 in Spanish I Spanish II begins with a review of the materials studies in Spanish I and continues to build on these skills. Emphasis is on developing greater proficiency in all four areas: speaking, listening, reading and writing. The basic text is supplemented with tapes, workbooks, films and teacher made materials. Increased use of Spanish is encouraged and expected.

SPANISH II Honors

Grades 9-12 Full Year One Credit

Prerequisite: Minimum grade of 85 in Spanish I or permission of instructor.

Advanced Spanish II is designed for those students who have a strong interest and an exceptional ability in Spanish. The course covers the same material as a regular Spanish II class but in more depth and at a more rapid pace. The text is supplemented with skill building materials which emphasize the four basic skills of reading, writing, listening and speaking. A study of the Spanish speaking countries and their cultures is an integral part of this course. Advanced Spanish II along with sequential Spanish classes prepares students to take the Spanish Achievement section of the SAT's.

SPANISH III

Grades 10-12 Full Year One Credit

Prerequisite: Minimum grade of 77 in Spanish 2

The emphasis of level 3 is on greater self-expression. Students will take grammar to greater depths and will increase their vocabulary immensely. This course is for the student who truly desires becoming fluent and working hard to get there. There are quarterly cultural projects along with song memorizations. Students will read books, present show-n-tells and use technology throughout the year.

SPANISH III Honors

Grades 10-12 Full Year One Credit

Prerequisite: Minimum grade of 85 in Spanish 2

Spanish 3 Honors is for students who have been highly successful in levels 1 and 2. While the curriculum is the same as basic level 3, the grammar and vocabulary are studied at a more rapid pace and in greater depth.

SPANISH IV Honors

Grades 11 or 12 Full Year One Credit

Prerequisite: Minimum grade of 85 in Spanish III

This course emphasizes increased oral proficiency in Spanish through continued conversation, vocabulary development and mastery of grammatical structures. During semester one students will complete a project focusing on Internet based research of Spanish-speaking countries. The semester two project focuses on Spanish and Latin American artists. Students will study five artists in depth and will reproduce several pieces of artwork. Students will read two novels and watch a video series that goes along with novels. By the end of level four students should feel very comfortable with all aspects of the language.

SPANISH V Honors

Grades 12 Full Year One Credit

Prerequisite: Minimum of 85 in Spanish IV

This course emphasizes increased oral proficiency in Spanish through extended conversation, vocabulary development and mastery of grammatical structures. During semester one, students will create a magazine focusing on a topic of their own choice/interest. In semester two, there will be a major video project, which will be written by class members, memorized and acted out while being video taped. Finishing five years of language successfully will prepare students for intermediate to advanced levels in college.

INTRODUCTION TO LATIN

Latin students focus their attention on the language of the ancient Romans. All Latin courses are reading intensive, with a keen focus on grammar and vocabulary. Also, students become aware of the history, mythology, and culture of ancient Rome. Unlike modern language courses, spoken Latin is not emphasized, although students learn to pronounce the language effectively. The Latin program also stresses English etymology and grammar, as well as the fundamental concepts and institutions, which we have inherited from the ancient world.

LATIN I

Grades 9-12 Full Year One Credit

In Latin I students will begin to learn the forms and syntax of the Latin language. They will master a vocabulary of about 600 words. Readings in simple Latin impart cultural information about the ancient world. Readings in English will introduce students to aspects of Roman mythology, history, religion, family life, and a slave-based economy. Through varied and careful analysis of grammar, students will become aware of fundamental processes of language.

LATIN II

Grades 10-12 Full Year One Credit

Prerequisite: 85 average in Latin I

In Latin II students will continue the study of the forms and syntax of Latin. They will study all fundamental Latin sentence structures, except for those found in subordinate clauses in complex sentences. Readings in English will introduce the students to aspects of Roman urban and rural life, history, government, education, and law. By the end of the second year, students will read selections of unadulterated Latin from several different authors such as Julius Caesar.

Latin II Honors

Grades 10-12 Full Year One Credit

Prerequisite: Successful completion of Latin II (or equivalent) with a minimum grade of C

Latin II Honors is designed for those students who have a strong interest and an exceptional ability in Latin. The course covers the same material as academic Latin II, but in more depth and at a more rapid pace. The text is supplemented with skill building materials and more emphasis on preparation to translate unadulterated Latin prose and poetry.

LATIN III Honors

Grades 11-12 Full Year One Credit

Prerequisite: Successful completion of Latin II (or equivalent) with a minimum grade of C

The first quarter is dedicated to a thorough review of all Latin vocabulary, paradigms and syntax already studied, as well as an intense study of the remaining grammar not yet learned. Accompanying this review will be a translation of Petronius' Satyricon. In the second, third, and fourth quarters, students will turn to close reading and examination of Latin prose and poetry. The second quarter is devoted to prose authors, including the father of the Latin language, Cicero. In the third quarter, students will be introduced to the alluring world of Latin poetry, with the poets Catullus and Horace. Fourth quarter will be dedicated to the study of the works of Ovid. Translation of these literary greats will be accompanied by vocabulary study and extensive derivative work as well as a periodic review of grammar.

LATIN IV Honors

Grade 12 Full Year One Credit

Prerequisite: Successful completion of Latin III (or equivalent) with a minimum grade average of 85.

This course is devoted to reading the epic poem of Rome, Vergil's *Aeneid*. Class work will entail regular translation, close reading, intense discussion of Vergil's techniques, and examination of the poem within the historical framework of the incipient stages of the Roman Empire. Furthermore, the course will also focus on vocabulary, grammar review, mythology, politics, and ancient philosophy. Finally, the class will probe the similarities and differences among and between different Latin poets with regard to their style, message, and background.

MATHEMATICS COURSES

The Math Department recommends that any student who plans to attend a four year college take as an absolute minimum: Algebra I, Geometry, Algebra II, Functions-Statistics-Trigonometry, or Senior Topics in Mathematics; and strongly suggests the student take Pre-calculus and Calculus. Any student planning to further his/her education after high school should take a math course during his/her senior year of high school. Honors courses are offered in Algebra II, Functions-Statistics-Trigonometry, and Pre-calculus. Teacher recommendation is required. To receive honors credit the student must be in the honors class. You cannot do extra work in a regular class and earn honors credit.

Students planning to attend a vocational school or college should check the math requirements for the school and for the trade they plan to learn. Many vocational or technical courses require Algebra I, Geometry, Algebra II, and a computer course. Students planning to take FST, Pre-calculus and/or AP Calculus should have a TI-83 plus or TI-84 graphing calculator.

ACCOUNTING I

Grades 9-12 Full Year One Credit

This course introduces students to the basic accounting principles. The importance of keeping good financial records is stressed throughout the course. Students will learn how to analyze business transactions, journalize and prepare financial statements for both a sole proprietorship and a partnership. The students will be asked to put to use the knowledge they learned through problems and business simulations. This course is highly recommended to all students who plan to get a job after high school or go on to a business college.

PRE ALGEBRA

Grades 9-11 Full Year One Credit

This course is designed for students who have a solid foundation in basic math skills. Students will be introduced to Pre-Algebra and Pre-Geometry topics. A scientific calculator is needed.

APPLIED MATH I

Grades 9-11 Full Year One Credit

Prerequisite: Pre-Algebra

This course is for the student who needs help reading, interpreting and solving problems abstractly. This course includes lab work. It is designed for students heading for vocational-technical careers. Mathematical topics include: number sense, estimation, conversion, matrices, functions, linear and non-linear, variation, slope, introduction to Pythagorean Theorem, perimeter, area of two-dimensional and volume of three-dimensional shapes. This course is not open to students who have earned a credit in Algebra I. A scientific calculator is suggested.

APPLIED MATH II

Grades 10-12 Full Year One Credit

Prerequisite: Applied Math I

This course uses the same approach as Applied Math I. The Applied Math sequence is designed for students planning to attend vocational or technical colleges. Vocational or technical colleges will usually consider the completion of Applied Math I and Applied Math II as the equivalent of an Algebra I course. This course includes lab work. The course covers basic probability, statistics, linear systems, linear graphing, inequalities, Pythagorean Theorem, special right triangles, monomial factors, exponents, quadratics and factoring. This course is not open to students who have earned a credit in Algebra I. A scientific calculator is suggested.

APPLIED MATH III

Grades 11-12 Full Year One Credit

Prerequisite: Applied Math II

This course uses the same approach as Applied Math I. The Applied Math sequence is designed for students planning to attend vocational or technical colleges. The course covers solving, quadrilaterals, congruence, similarity, circles, measurement, area, perimeter and volume of two-dimensional and three-dimensional figures, trigonometric functions, inverse trigonometric functions, experimental probability. A scientific calculator is needed.

APPLIED MATH IV

Grade 12 Full Year One Credit

This course uses the same approach as Applied Math I. Students will become proficient in the use of a variety of models and graphs to solve problems in real-world situations. The course includes topics such as: graphing, quadratics, factoring & unit circle, exponential, logarithmic, and trigonometric functions, matrices, probability, statistics, and finance. A scientific calculator is needed.

ALGEBRA I

Grades 9-12 Full Year One Credit

Algebra I is taught from the University of Chicago School Mathematics Project textbook. The course is based on applications and includes some work with Statistics, Probability, and Geometry. Students need a scientific calculator for the course. Topics covered in this course are simplifying expressions, linear sentences, lines, distances, slopes, exponents, and polynomials. If time permits, systems of equations, quadratic equations, and functions will be studied.

GEOMETRY

Grades 9-12 Full Year One Credit

Prerequisite: Successful completion of Algebra I

Geometry is taught from the University of Chicago School Mathematics Project textbook. Instruction integrates synthetic, coordinate, and transformation approaches to geometry; reinforces and extends knowledge of algebra; and carefully develops an understanding of proof. Area, volume and three-dimensional work are studied. A scientific calculator is needed.

HONORS GEOMETRY

Grade 9 Full Year – 1 credit

Prerequisite: Recommendation by Algebra I teacher

Geometry is taught from the University of Chicago School Mathematics Project textbook. Instruction integrates synthetic, coordinate, and transformation approaches to geometry; reinforces and extends knowledge of algebra; and carefully develops an understanding of proof. Area, volume, and three-dimensional work are studied. The honors class covers more material in greater depth. A scientific calculator is needed.

ALGEBRA II OR ALGEBRA II HONORS

Grades 9-12 Full Year One Credit

Prerequisite: Successful completion of Geometry.

Algebra II is taught from the University of Chicago School Mathematics Project textbook. Students will become proficient in the use of Algebraic expressions and sentences to model real-world situations. The course includes work in linear, quadratic, exponential, logarithmic, trigonometric, and polynomial functions as well as matrices. The honors class covers more materials in great depth. A graphing TI-83 Plus or TI-84 calculator is suggested.

ALGEBRA II - PART A

Grades 10-12 Full Year One Credit

Prerequisite: successful completion of Geometry or Applied Math III **and** recommendation by teacher. Students will become proficient in the use of algebraic expressions and sentences to model real-world situations. This course includes topics such as: simplifying expressions, linear sentences, lines, distances, slopes, exponents, graphing, polynomials, variation, systems of equations, and quadratic equations. This course will prepare students to take Algebra II part B. A graphing TI-83 Plus or TI-84 calculator is suggested.

ALGEBRA II - PART B

Grades 10-12 Full Year One Credit

Prerequisite: successful completion of Algebra II part A **and** recommendation by teacher.

Students will become proficient in the use of a variety of functions and graphs to model real-world situations. This course includes topics such as: exponential, logarithmic, and trigonometric functions, matrices, probability, statistics, and finance. A graphing TI-83 Plus or TI-84 calculator is suggested.

FUNCTIONS, STATISTICS, AND TRIGONOMETRY OR FST HONORS

Grades 10-12 Full Year One Credit

Prerequisite: Successful completion of Algebra II

Functions, Statistics, and Trigonometry will enable students to display, describe, transform, and interpret numerical information represented as data, graphs, or equations. Statistical and algebraic concepts will be integrated. The use of functions and statistics to model real-world situations is a major theme of the course. The honors class covers more material in greater depth. Students need a graphing calculator with statistical capabilities, A TI-83 Plus or TI-84 is suggested.

CONSUMER MATH

Grades 10-12 Full Year One Credit

Prerequisite: One credit in mathematics

Consumer Math is a course designed for the student who wishes to become proficient in solving consumer-related problems. The course covers the following topics: banking services, wages, taxes, consumer and retail buying, insurance investments, stocks and bonds, home ownership, special business and farm problems, the metric system, independent living expenses and the electronic pocket calculator. Consumer Math is not considered a fourth year math course for students planning to attend college. Students should have a basic calculator that has at least one memory location.

MATHEMATICS SAT PREP

Grade 12 Fall Semester

Grade 11 Spring Semester Half Credit

This course should be taken concurrently with a full year math class. The course will focus on reviewing math skills and testing strategies needed to be successful on standardized tests. Individual test taking needs will be assessed. Students will prepare for the SAT and other tests such as the Accuplacer, ACT, and college entrance placement exams.

PRE CALCULUS

Grade 12 Full Year One Credit

Prerequisite: Successful completion of FST

This course places greater emphasis on Trigonometry than the honors course. Fewer topics are covered compared to the honors section of the course. This course will give the student necessary preparation to take college Calculus. Students need a graphing calculator; a TI-83 Plus or TI-84 is suggested.

PRE CALCULUS (Honors)

Grades 11-12 Full Year One Credit

Prerequisite: B or higher in FST

Pre-calculus prepares students for Calculus, which is required for any scientific profession; such as engineering, and computer science. Topics covered in this course are analysis of functions, notions of limit, analytic geometry, and trigonometry. An introduction to calculus and discrete mathematics is included in the course. Students need to have a graphing calculator; TI-83 Plus or TI-84 is suggested.

AP CALCULUS AB

Grade 12 Full Year One Credit

Prerequisite: B or higher in Pre-Calculus

Calculus is offered as an advanced course in mathematics for students who have successfully completed a course in Pre-Calculus with a B or higher. The course will examine the characteristics of algebraic, trigonometric, transcendental, and hyperbolic functions. Applications of the derivative and the definite integral will be used to solve problems of motion and change. The textbook used will closely follow the recommendations of the committee on Mathematics of the Advanced Placement Program and the University of Southern Maine Calculus program. As long as Project ASPIRE Calculus continues with USM, students will receive four college credits from USM for successful completion of this course. Only C grades or better are transferable to other colleges and universities. Not all colleges or universities accept credits from other institutions. Topics covered by this text meet the requirements set forth in the syllabus of the College Entrance Examination board for the Advanced Placement AB Examination. Students need a graphing calculator; a TI-83 Plus is recommended.

SENIOR TOPICS IN MATHEMATICS

Grades 12 Full year One credit

Prerequisite: teacher recommendation and successful completion of Algebra 2.

This course is designed for seniors who want a 4th year of mathematics and want to be better prepared for required math courses at colleges and community colleges. This course includes work in linear, quadratic, exponential, and trigonometric functions, probability and statistics, finance problems, using formulas, and problem solving. Minimum calculator requirement is a scientific calculator; preferred is a TI-83 plus graphing calculator.

AP STATISTICS

Grades 11 or 12 Full Year One Credit

Prerequisite: B or higher in Alg 2 and successful completion of FST

This course may be taken the same year as Pre-calculus or Calculus.

AP Statistics is offered as an advanced course in mathematics for students who plan to study social sciences in College. Most of these majors require a statistics course. The course will examine data collection, data analysis, probability and statistical inference. Student will use graphs and numerical summaries to study and analyze data and study proper methods for data collection. Probability topics include chance, variation and risk. Also, different methods of statistical inference will be studied. The textbook used will closely follow the recommendations of the committee on Mathematics of the Advanced Placement Program and the University of Southern Maine Introduction to Statistics program. As long as Project Aspire Statistics continues with USM, students will receive four college credits from USM for successful completion of this course. Only grades of C or higher are transferable to other colleges and universities. Not all colleges or universities accept credits from other institutions. Topics covered in this course meet the requirements set forth in the syllabus of the College Entrance Examination board for the Advanced Placement Statistics Examination. Student must have a graphing calculator; a TI-83 Plus is recommended. Students must complete summer work; see teacher in the spring for details.

MUSIC COURSES

Note: All music courses satisfy the Fine Arts requirement for graduation.

CONCERT CHOIR

Grades 9-12 Full Year One Credit

The Concert Choir emphasizes vocal techniques and the exploration and interpretation of various periods and styles of choral literature. The repertoire varies from year to year so that the course covers a considerable range of literature over a four year span. Concert Choir is open to all students without an audition.

CONCERT BAND

Grades 9-12 Full Year One Credit

Concert Band is designed to provide a major outlet for instrumental music students on all brass, reed, and percussion instruments. An exposure to many areas of band music literature from the classics to the present will be included. The band works for a finished product applying musical terms and expressions as they relate to the literature.

ORCHESTRA

Grades 9-12 Full Year One Credit

High School Orchestra is a string ensemble for students with several years of playing experience. Class emphasis is on the preparation of music from many different eras and styles. Students will have an opportunity to advance specific skills and techniques.

Students who chose band, choir, or orchestra are required to participate in many public performances after school throughout the year in order to complete the requirements for the course and receive a grade.

BASIC PIANO LAB

Grades 9-12 Half Year Half Credit

Students will learn note reading, rhythm interpretations, correct keyboard technique, basics of composition and improvisation, how to interpret presets and learn to use MIDI technology. The student will learn to provide simple accompaniments, to play "by ear" simple melodies and will produce a finished composition as a final product. This course will be taught on a Yamaha keyboard and will use Piano Discovery and Score Writer

ADVANCED PIANO LAB

Grades 9-12 Half Year Half Credit Prerequisite: Basic Piano Lab

Advanced piano lab will be a continuation of Basic Piano Lab. Skills will continue to be developed, as well as broadening the student's repertoire. Improvisation and jazz reading will be introduced. Students will have a listening/research project, as well as a final recital performance. The method book used will be Adult Piano Adventures, Book 2, as well as supplementary materials.

MUSIC THEORY I

Grades 10-12 Half Year Half Credit

Music Theory I begins with the basic language of music and the symbols used to read and study music. Students will progress to harmonic analysis and 4-part writing. Sight singing, ear training, and rhythmic dictation will be stressed.

MUSIC THEORY II

Grades 10-12 Half Year Half Credit Prerequisite: Successful completion of Music Theory I

Music Theory II is a continuation of Music Theory I. The course will begin with a brief review of basic technology and terminology. Work on advanced skills and the use of them in music analysis, arranging and composition will follow. The course will also contain sections dealing with music history.

GUITAR LAB

Grades 9-12 Half Year Half Credit

Students will learn how to tune and string a guitar, the basics of note reading, guitar tablature, chord symbols, chord change patterns, basic finger picking styles, strumming styles and will learn a variety of music. The student will learn to accompany a basic 12 bar blues melody in different keys and produce a finished composition as a final product. This course will be taught on a 6 string acoustic guitar and will use the Hal Leonard method book plus supplementary materials. Students must supply their own 6 string acoustic guitar or have access to one for the class.

ADVANCED GUITAR LAB

Grades 9-12 Half Year Half Credit Prerequisite: Guitar Lab

Advanced guitar lab will be a continuation of Basic Guitar Lab. Skills will continue to be developed, as well as broadening the student's use of styles and chords. Improvised solos and jazz reading will be introduced. Students will have a listening/research project, as well as a final recital performance.

MUSIC HISTORY

Grades 10-12 Half Year Half Credit

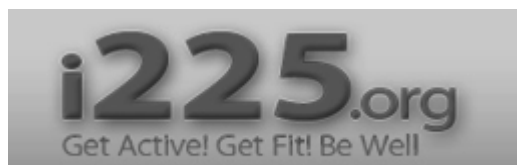
In this course, students will cover a brief overview of music history, emphasizing the impact on current music by past masters. The student will learn some of the basic forms and styles of the periods of music history – ancient, medieval, Renaissance, Baroque, classical, romantic, and modern and how their influences have affected popular music of the 20th century. Music styles that have developed since 1900 in serious and popular music will also be studied, as well as the influence of musical theater.

MUSIC INDUSTRY

Grades 9-12 Half Year Half Credit

Music Industry will explore the various non-performance careers available in the field of music, such as music therapy, recording engineering, instrument repair, retail music business, artist management, music publishing, and more. Class will involve research, guest speakers and a final project focusing on one of the available careers. Additional opportunities for job shadowing and field trips may be available

**PHYSICAL EDUCATION/HEALTH EDUCATION
and
FAMILY AND CONSUMER SCIENCE COURSES**



In 2009, RSU #14 Windham Raymond School District was awarded the Carol M. White Physical Education Program (PEP) grant to expand current physical education, nutrition, and wellness initiatives. The nearly \$1 million federal grant will be used over three years towards creating various Centers of Wellness to increase the opportunities for students to be physically active.

PEP-funded projects throughout the schools will be marketed with the brand "i225". The National Association of Sport and Physical Education (NASPE) recommends that students receive at least 225 minutes of moderate to vigorous physical education during the school week. The Centers of Wellness will provide increased opportunities for students to do just that through the creation and expansion of the weight room, cardio room, rock wall, outdoor adventure program and a modern digital wellness lab. Go to our www.i225.org website for more information.

HEALTH AND WELLNESS

Grade 9 Full Year One Credit

One half credit of Physical Education (Wellness) and one half credit of Health Education are required for freshman students. Students in grade nine will take Health and Wellness, which is an interdisciplinary course that satisfies the required credit.

In Physical Education (Wellness), skills in lifetime and team sports are taught as well as a fitness program which emphasizes cardiovascular endurance, flexibility, muscular strength/endurance and body composition. If for medical reasons, a student's participation is questioned, a doctor's certificate must be presented to the school nurse. An appropriate program will be developed with the PE teacher or the student will be rescheduled for a later time.

In Health Education, students are assessed in the ten Health Education Content Areas (listed below individually). The Health Content Areas Covered in Health and Wellness will be Personal Health, Nutritional Health, Prevention and Control of Diseases and Disorders, Growth and Development, Substance Abuse and Prevention, Safety and Accident Prevention and Community Health. Students will also be assessed in the six knowledge and skill standards listed below.

The ten content areas are:

- | | |
|--|----------------------------|
| *Community Health | **Consumer Health |
| **Environmental Health | **Family Life |
| ***Growth and Development | ***Nutritional Health |
| ***Personal Health | ***Substance Use and Abuse |
| *Prevention and control of disease and disorders | *Safety and Accident Prev. |
| *Covered in Health and Wellness | **Covered in Level II |
| ***Covered in both | |

The six Knowledge and Skill Standards are as follows:

- Health Concepts
- Health Information, Services and Products
- Health Promotion and Risk Reduction
- Influences on Health
- Communication and Advocacy Skills
- Decision Making and Goal Setting

LEVEL TWO HEALTH EDUCATION OPTIONS

Students may choose one of the following options to meet the second ½ credit of health education.

Option 1 - Health II

Option 2 - Life after High School (Family and Consumer Science Course)

Option 3 – A combination of two of the following Family and Consumer Science Courses:

- A.) Parenting and Child Development *and*
- B.) Foods and Health

HEALTH II

Grade 11-12

One Semester

Half Credit Health

Pre-requisite – Health and Wellness

Health Education II is an activity based semester course to meet all the health education standards and content areas. Topics will include wellness concepts, nutritional health, personal health, adolescence growth and development, family life, safety and accident prevention and consumer health.

LIFE AFTER HIGH SCHOOL

Grades 11-12

One Semester

Half Credit Health

Pre-requisite – Health and Wellness

“Life after High School” is a practical course designed to help prepare students for living on their own. This course offers students the opportunity to receive Level II health credit through hands-on coursework. The content areas and activities encourage wise consumerism. Students practice informed decision-making related to health, housing, and relationships. The class is enhanced with class lessons online to help student’s access current and reliable information

FOODS AND HEALTH

Grades 10-12

One Semester

Half Credit Health

Pre-requisite – Health and Wellness

(Credit toward Health requirement by combining with the Parenting and Child Development class)

Explore the dimensions of wellness in the foods lab! This course gives you practical information and skills for daily life. Coursework includes nutritional meal planning, safety and sanitation, healthy food preparation, personal wellness, and informed consumerism. Students work in groups with an emphasis on collaboration, organization, and management.

PARENTING AND CHILD DEVELOPMENT

Grades 10-12

One Semester

Half Credit Health

Pre-requisite – Health and Wellness

(Credit toward Health requirement by combining with the Foods and Health class)

Physical, emotional, social and intellectual development and how it relates to family is the framework of this course. Students explore the rewards and responsibilities of parenting and practice strategies to foster healthy relationships and strong families. School and community service is an integral part of the curriculum.

PHYSICAL EDUCATION ELECTIVES

Grades 10-11

One Quarter

One Quarter Credit

Prerequisite: Freshman Health and Wellness

Students must take 2 quarters to meet graduation requirements in their sophomore or junior year. Each nine-week course will include two activities plus a fitness component including fitness testing. Students can choose activities based on their interest, however, they may not repeat an activity if it is offered a second time in the semester (unless it is a level change).

Quarter 1**Archers & Anglers No Child Left Inside**

What is physical activity in the 21st century? This is a course designed for all skill levels which will offer students the opportunities to enjoy the Maine outdoors through Archery and Fly Fishing. Come learn the basics of fly-casting, fly tying, conservation & fish habitat, and basic archery skills. Students will learn how to organize a fishing trip and a successful archery competition. Through the efforts of the Future Fishermen Foundation and the National Archery in the Schools Program students will be learning on state of the art equipment from L.L. Bean. Field trips along the Pleasant River and other Maine destinations will be designed to provide a final assessment of student learning. Come join us in the pursuit of achieving lifelong wellness.

Ultimate Frisbee/Flag Football

Students will be taught the rules and regulations of each sport. Students will also learn to score and referee each event and participate in a competitive setting. Skills and strategies will be emphasized. Remember to dress warm.

Golf/Tennis

This outdoor course is designed for all skill levels. Students will learn the importance of patience and concentration in a non-competitive setting. Students will learn various aspects of each sport including techniques, course management, rules and regulations, and equipment care.

Climbing and Casting: Kayak Fishing, Fly Fishing, and Rock Climbing

Grades 11 – 12

Period 7 only

Join us as we share time engaging in technical rock climbing and master the basics of fishing. Climb on our comprehensive climbing walls, fly fish the Pleasant River, and fish out of our sit-on-top fishing kayaks. Students will take 3 mini- on-water field trips to master kayak fishing skills and then 2 full day kayak fishing trips, one on freshwater and one on the ocean.

Aerobics

Various movement activities that increase total body fitness will be explored. Examples include: step aerobics, stability ball, Latin rhythm/Zumba and kickboxing/Tae Bo. Relaxation and stress reduction will be addressed through yoga and Pilates, while kettle bells, medicine balls, bands and P90X will address muscular strength. A new "State of the Art" Training program called HopSports will be available for the students as well. So bring it and come improve your level of fitness.

Weight Training

Let us set up a weight training program for your individual needs! This course will be for the students interested in serious weight training.

Ballroom Dance

Students will learn the basic waltz, fox-trot, Cha-cha, Jitterbug(swing), Polka and Disco. Jonathan Miele from the Maine State School for the Performing Arts will be instructing the classes.

Adventure in the Outdoors, Fall: Sea Kayaking, Rock Climbing & Cycling!

Grades 10-11-12

Period 8 only

A team taught course integrating the natural sciences with physical education.

This ¼ long physical education course will work to give you the knowledge needed to safely engage in outdoor activities as well as focus on sea kayaking, rock climbing, and cycling skills. Join us to learn, or to enhance your existing outdoor skills through many hands-on outdoor experiences. During this quarter you will go on mini-field trips as well as a day long adventure, touring the coast of Maine, in a sea kayak.

Leisure Activities

This course includes a plethora of lifetime activities. Students will have the opportunity to enjoy games such as Bocce Ball, Horseshoes and croquet. Fly-fishing will be an outdoor activity introduced within the quarter. Most activities involve individual as well as team strategies in an outdoor setting

In-Line Street Hockey

As part of the Carol M. White PEP grant, Windham physical education is offering an exciting new activity. In-Line street hockey is growing in popularity and is proven to provide students with a high intensity-calorie burning exercise that is safe. Students will first learn the basics of skating and progress to a sport-model approach to the game of hockey including refereeing, media specialist, sports information director, team captain, etc.. Students will engage in all aspects of hockey and learn to work socially within a team atmosphere.

Quarter 2

Physical Education Leadership 1

Grades 11-12

Pre-requisite – Permission from instructor

This class will be for the junior and senior students who are interested in pursuing a career in teaching, coaching or officiating. Students will mentor the physical education staff in the elementary, middle and high schools. Students will work with the head teacher teaching skills to students and officiating a variety of team sports. An interview is mandatory before acceptance into class.

Aerobics

Various movement activities that increase total body fitness will be explored. Examples include: step aerobics, stability ball, Latin rhythm/Zumba and kickboxing/Tae Bo. Relaxation and stress reduction will be addressed through yoga and Pilates, while kettle bells, medicine balls, bands and P90X will address muscular strength. A new "State of the Art" Training program called HopSports will be available for the students as well. So bring it and come improve your level of fitness.

Speedball/Floor Hockey/Roller Hockey

If you like action and a fast-paced team environment then this is the course for you! Speedball is a sport which combines the skills of soccer, football, basketball, and ultimate Frisbee. Roller Hockey is an exciting new addition to our inline program which is progressive of our Floor Hockey activity.

Ballroom Dance

Students will learn the basic waltz, fox-trot, Cha-cha, Jitterbug(swing), Polka and Disco. Jonathan Miele from the Maine State School for the Performing Arts will be instructing the classes.

Weight Training

Let us set up a weight training program for your individual needs! Students will lift three days a week and on the off days play a variety of games and activities. This course will be for the students interested in serious weight training.

Rock Climbing 101

Grades: 10-11-12

Students will learn the basic skills needed to safely rock climb. Come learn the basics of knot tying, route setting, rappelling, rope management, belaying, and top rope climbing to then master the skills needed to safely experience the vertical challenges of rock climbing.

Quarter 3**Volleyball/Racquet Sports**

A course where you crave more than just recreation. Emphasis will be placed on the power game of volleyball. Also enjoy the competitive atmosphere of badminton, pickleball, and ping pong. Students will have the opportunity to play in a tournament within the class.

Aerobics

Various movement activities that increase total body fitness will be explored. Examples include: step aerobics, stability ball, Latin rhythm/Zumba and kickboxing/Tae Bo. Relaxation and stress reduction will be addressed through yoga and Pilates, while kettle bells, medicine balls, bands and P90X will address muscular strength. A new "State of the Art" Training program called HopSports will be available for the students as well. So bring it and come improve your level of fitness.

Speedball/Floor Hockey/ Roller Hockey

If you like action and a fast-paced team environment then this is the course for you! Speedball is a sport which combines the skills of soccer, football, basketball, and ultimate Frisbee. Roller Hockey is an exciting new addition to our inline program which is progressive of our Floor Hockey activity.

Weight Training

Let us set up a weight training program for your individual needs! Students will lift three days a week and on the off days play a variety of games and activities. This course will be for the students interested in serious weight training.

Advanced Weight Training

Pre-requisite Weight training

This class is an upper level weight training class for students who have already taken weight training.

Adventures in the Outdoors, Winter: Snowshoeing, Nordic Skiing, Alpine Skiing/Boarding, Rock Climbing

Grades 10-11-12 12 Students Max period 8 only

This ¼ long adventure physical education course will work to give you the knowledge needed to safely engage in outdoor activities with a focus on winter adventure and rock climbing skills. Join us to learn, or to enhance your existing outdoor skills through many hands-on outdoor experiences. During this quarter you will go on mini field trips as well as a daylong adventure, alpine skiing or snowboarding, at a local ski resort

Rock Climbing 101

Grades: 10-11-12

Students will learn the basic skills needed to safely rock climb. Come learn the basics of knot tying, route setting, rappelling, rope management, belaying, and top rope climbing to then master the skills needed to safely experience the vertical challenges of rock climbing.

Quarter 4**Ultimate Frisbee/Flag Football**

Students will be taught the rules and regulations of each sport. Students will also learn to score and referee each event and participate in a competitive setting. Skills and strategies will be emphasized. Remember to dress warm

Physical Management

This class is designed for the non-athletic student who needs to work on skills and fitness in non-competitive situations. Emphasis will be placed on lifelong fitness through lab experiences that are geared for improvement rather than achievement. Regular assessments will be given as individual program goals are met.

Athletic Conditioning

Are you in need of off-season training or do you demand more from yourself physically? This higher level class will prepare you for the athletic excellence you strive for. Weight training, aerobic and anaerobic training, flexibility and nutrition will be the foundation of this class. Your specific goals, hard work and willingness to try new challenges will make your plan successful. Approval from the Department Chair will be required.

Aerobics

Various movement activities that increase total body fitness will be explored. Examples include: step aerobics, stability ball, Latin rhythm/Zumba and kickboxing/Tae Bo. Relaxation and stress reduction will be addressed through yoga and Pilates, while kettle bells, medicine balls, bands and P90X will address muscular strength. A new "State of the Art" Training program called HopSports will be available for the students as well. So bring it and come improve your level of fitness.

Leisure Activities

This course includes a plethora of lifetime activities. Students will have the opportunity to enjoy games such as Bocce Ball, Horseshoes and croquet. Fly-fishing will be an outdoor activity introduced within the quarter. Most activities involve individual as well as team strategies in an outdoor setting.

Rock Climbing 101**Grades: 10-11-12**

Students will learn the basic skills needed to safely rock climb. Come learn the basics of knot tying, route setting, rappelling, rope management, belaying, and top rope climbing to then master the skills needed to safely experience the vertical challenges of rock climbing.

In-Line Street Hockey

As part of the Carol M. White PEP grant, Windham physical education is offering an exciting new activity. In-Line street hockey is growing in popularity and is proven to provide students with a high intensity-calorie burning exercise that is safe. Students will first learn the basics of skating and progress to a sport-model approach to the game of hockey including refereeing, media specialist, sports information director, team captain, etc.. Students will engage in all aspects of hockey and learn to work socially within a team atmosphere.

FAMILY AND CONSUMER SCIENCE

Meet your required Fine Arts and Health credits in a fun, hands-on environment! Courses in the Family and Consumer Science Department provide diverse options for building lifelong skills. Exposure to practical science, art, and career-related experiences offers students meaningful opportunities to develop the knowledge, skills, and attitudes needed to become responsible family and community members. Students participate in team and individualized learning experiences in which they develop and practice skills in critical thinking, communication, decision making, and time management that allow them to "...wonder, explore, and achieve."

LIFE AFTER HIGH SCHOOL

Grades 11-12 One Semester Half Health Credit

Pre-requisite – Health and Wellness

"Life after High School" is a practical course designed to help prepare students for living on their own. This course offers students the opportunity to receive Level II health credit through hands-on coursework. The content areas and activities encourage wise consumerism. Students practice informed decision-making related to health, housing, and relationships. The class is enhanced with class lessons online to help student's access current and reliable information

FOODS AND HEALTH

Grades 10-12 One Semester Half Credit

Pre-requisite – Health and Wellness

(One quarter Credit toward Health

requirement by combining with the Parenting and Child Development class)

Explore the dimensions of wellness in the foods lab! This course gives you practical information and skills for daily life. Coursework includes nutritional meal planning, safety and sanitation, healthy food preparation, personal wellness, and informed consumerism. Students work in groups with an emphasis on collaboration, organization, and management.

PARENTING AND CHILD DEVELOPMENT

Grades 10-12 One Semester Half Credit Health

Pre-requisite – Health and Wellness

(One Credit toward Health requirement by combining with the Foods and Wellness class)

Physical, emotional, social and intellectual development and how it relates to family is the framework of this course. Students explore the rewards and responsibilities of parenting and practice strategies to foster healthy relationships and strong families. School and community service is an integral part of the curriculum.

HOME CHEFS

Grades 10-12 One Semester Half Credit

Impress your friends and family with your food preparation skills. Learn from one another and from visiting chefs. Students will work in teams to prepare a variety of foods such as yeast breads, poultry, meats, vegetables, vegetarian dishes, and baked products. Students will also explore foods and cooking techniques from other cultures in an independent International Foods project. Throughout the course emphasis will be on healthful eating and food preparation methods and responsible environmental habits.

FIBER ARTS

These art courses are designed for students who want to express their creativity by doing their own sewing and design while earning art credit. Students develop skills that can be applied in their daily lives and in careers such as fashion design, fashion merchandising, and interior decorating.

FIBER ART I

Grades 9-12 One semester Half Credit Fine Arts

Fiber Art I is an introductory art course in which the element and principles of design are incorporated in textile projects. Students who prefer hands-on work will enjoy this class. Coursework includes: selection and care of fabrics, reading and following pattern directions, and safe use of tools and equipment. Students will express themselves in Fiber Art I as they demonstrate a variety of skills through individual performance and projects.

FIBER ART II

Grades 9-12 One semester Half Credit Fine Arts

Fiber Art II encourages students to apply the characteristics of art and practice skills through the design and construction of fiber and textile art. Students continue to work independently and to express themselves through art projects. Some projects include clothing items, home decorating items, and accessories.

FIBER ART AND DESIGN

Grades 10-12

One semester

Half Credit Fine Arts

Prerequisite: Fiber Arts I and II or permission of teacher

Fiber Art and Design is a study of fibers, fabrics and interior spaces as an art form. Students explore their own creativity as they identify strategies they may use to plan and design projects and creates appealing surroundings. Students will plan projects based on their particular interests and skill levels. Through their projects they apply the principles and elements of design to improve their apparel and surroundings.

SCIENCE COURSES

The science curriculum is a course of study designed to meet the individual student's educational needs as they relate to science. Emphasis is placed on the process of scientific inquiry by the students so they can discover and interpret scientific knowledge, develop desirable attitudes, interests and appreciation related to science, the work of scientists, and the relationship of science to our society. The student is encouraged to develop behaviors that can be applied to the solution of current and future problems of the scientific age in which they live. Inquiry is stimulated through various means, using the laboratory as a focal point for learning. Individual laboratory experiences as well as small group projects are the main focus of most science classes. With block schedules, all science courses are lab courses.

STANDARD EARTH SCIENCE

Grades 9

Full Year

One Credit

Prerequisite: Passing Grade in 8th grade science course.

Earth Science is designed to help students develop an understanding of the planet Earth and its place in space. The general topics of investigation will be geology, meteorology, astronomy and oceanography. Students will study the impact of human and other activities on the type of pace of change in ecosystems and learn the importance of resource management, controlling environmental impacts and maintaining natural ecosystems in our community, in the state and in the world.

ACADEMIC EARTH SCIENCE

Grades 9

Full Year

One Credit

Prerequisite: Passing Grade in 8th grade science course, recommendation of 8th grade Science Teacher.

This course requires a higher level of reading, writing and math skills than the Standard level.

Earth Science is designed to help students develop an understanding of the planet Earth and its place in space. The general topics of investigation will be geology, meteorology, astronomy and oceanography. Students will study the impact of human and other activities on the type of pace of change in ecosystems and learn the importance of resource management, controlling environmental impacts and maintaining natural ecosystems in our community, in the state and in the world.

HONORS EARTH SCIENCE

Grade 10-12

One Semester

Half Credit

Prerequisite: This Earth science course is designed for students who enter high school taking the honors Biology class. These students will benefit by getting exposure to the earth science curriculum. It is an intense study of Earth Science designed for the honors student only.

Honors Earth Science is a unique and in depth course for students who want an applied earth science experience. Many students who take honors science classes do so with the intention of pursuing science related careers. To excel in Honors classes, students first must have the disciplined work ethic to keep up with the coursework. Also needed is maturity, intrinsic motivation, and a disciplined work ethic to independently and through group work, take full advantage of all learning opportunities. Strong organizational skills and effective communication skills are also an invaluable asset to the Honors student. These skills can be mastered and then used by the student to effectively engage in homework and other work outside the scheduled class time.

Material covered will include the full spectrum of our dynamic earth, to many interrelated topics including ecology, science technology & society, and fundamental concepts in chemistry and physics. This investigative journey will dissect our dynamic planet from its inner core to its outer atmosphere and its place in the Milky Way Galaxy. While on this academic journey students will engage in an intense applied earth science experience. Together students will design, from the ground up, their environmental consulting firm which will work at a local wetland, guided by our website, to apply what is learned in the classroom to then present their findings to professionals in the field and/or middle school students. This unique learning experience along with in-classroom labs, demonstrations, book work, research, and more will effectively inform these students about our dynamic earth.

Essential Questions: What is earth and where is it located in space? Why does earth change over time?

Holistic topics covered: Geologic Time, Geology, Oceanography, Earth's atmosphere, and Environmental Issues

STANDARD BIOLOGY I

Grades 10-12 Full Year One Credit

Prerequisite: passing grade in Earth Science

Biology is designed to meet the acceptance requirements for a post secondary technical school. Most standard biological concepts will be covered with some lab activities. Topics covered will include: classification, ecology, evolution, cells, disease, plant and animal reproduction, human biology, and genetics.

ACADEMIC BIOLOGY I

Grades 10-12 Full Year One and One Half Credits

Prerequisite: 80 average in Earth Science and Science Teacher recommendation

This course is designed to meet the lab science requirement for most colleges. This is a course will include use of microscopes and dissection. Other topics may include genetics, microbiology, anatomy, physiology, conservation, ecology and botany.

HONORS BIOLOGY I

Grades 9-12 Full Year One and One Half Credits

Prerequisite: 93 average in 8th and 9th grade science, teacher recommendation and a recommended Reading score of at least 238 and a recommended Math score. (Students must demonstrate not only honors level ability, but also proper attitude and work ethic).

Honors Biology is a fast-paced, in depth Biology course for students who want to get the most out of their high school science experience. Many students who take Honors Biology do so with the intention of pursuing biologically related careers. Honors Biology also serves as a Pre-A.P. Biology course for students planning on taking Advanced Placement Biology in their junior or senior year. To excel in Honors Biology, students must have not only the academic ability to keep up with the coursework, but must also have the maturity, motivation, and discipline to work independently and take full advantage of all learning opportunities offered. Strong organizational skills are also an invaluable asset to the Honors Biology student. Material covered will include the full spectrum of biology from biochemistry to ecology.

ADVANCED PLACEMENT BIOLOGY II (AP)

Grades 10-12 Full Year One and One Half Credits

Prerequisites: : A grade of 85 or better in Honors Biology I or 93 or better in Academic Biology I, an 85 or better in Academic or Honors Chemistry I, and approval of the Instructor. (Students should demonstrate a high degree of autonomy, excellent work ethic, and above average math skills.)

Biology II is designed for those students who are considering a career in the Biological sciences or health field. Students who are taking this class will develop an understanding of the molecular basis of life, the workings of biological systems, and the process of scientific inquiry. This will be accomplished through class discussions, labs, lectures, student designed research and peer critiques of research designs. Major topics will include molecules and cells, heredity and evolution, and organisms and population.- Students are encouraged to take the A.P. exam at the conclusion of the course.

ACADEMIC CHEMISTRY I

Grades 10-12 Full Year One and One Half Credits

Prerequisite: A grade of 80 or better in Earth Science, Biology and Algebra I

This course will provide solid training in working with chemical equations, chemical reactions, problem solving and atomic structure. This is integrated with laboratory experiments that illustrate and make practical application of the theory. Students learn to use laboratory equipment and have an opportunity to practice laboratory techniques.

HONORS CHEMISTRY I

Grades 10-12 Full Year One and One Half Credits

Prerequisite: A grade of 85 or better in Earth Science, Biology and Algebra I, and Teacher recommendation.

This is a very demanding, theoretical chemistry course. The course uses a college text, which incorporates an algebraic approach to all topics that are covered. Laboratory experiments that illustrate theories and demonstrate important laboratory techniques are incorporated in the course. This course prepares students for A.P. Chemistry.

ADVANCED PLACEMENT CHEMISTRY II (AP)

Grades 11-12 Full Year One and One Half Credits

Prerequisite: A grade of 85 or better in Biology at the Academic or Honors level, an 85 or better in Honors Chemistry I and approval of the Instructor. Completion of Academic or Honors Physics or taken concurrently.

A.P. Chemistry covers the same material as a college chemistry course for students interested in majoring in a science or engineering. The topics of Chemistry I are reviewed, and additional topics in reaction rates, equilibrium, spontaneity of reactions, electrochemistry and organic chemistry are covered. Demanding, theoretical laboratory experiments illustrate topics throughout the course.

STANDARD INTRODUCTION TO CHEMISTRY AND PHYSICS

Grade 11 Full Year One Credit

Prerequisite: passing Grade in Earth Science and Biology

Standard Introduction to Chemistry and Physics is a course designed to meet the needs of students that are planning on going to a technical college or going directly into the work force. It will meet the graduation requirement for a course in Chemistry and Physics. This course will acquaint the students with the basics in these two areas of science. In chemistry, the structure of the atom, basic chemical processes, and applications of chemistry to everyday life will be studied. In physics, Newtonian mechanics, work, waves and electricity will be among the topics considered. (This course will use a conceptual approach with basic of math applications)

ACADEMIC INTRODUCTION TO CHEMISTRY AND PHYSICS

Grade 11 Full Year One and One Half Credits

Prerequisite: passing Grade in Earth Science, Biology and Algebra I (or equivalent)

Academic Introduction to Chemistry and Physics is a course designed to meet the needs of students that are planning on going to college but not majoring in a science. It will meet the graduation requirement for a course in Chemistry and Physics. This course will acquaint the students with the basics in these two areas of science. In chemistry, the structure of the atom, chemical processes, and applications of chemistry to everyday life will be studied. In physics, Newtonian mechanics, work, waves and electricity will be among the topics considered. (This course will use a conceptual approach with math applications.)

ACADEMIC PHYSICS I

Grades 11-12 Full Year One and One Half Credits

Prerequisite: A grade of 80 or better in Chemistry and Algebra II

Physics is concerned with two basic ideas: matter and energy. The laws of physics are basic to all other sciences. Specific topics covered include methods of measurement, motion and its relationship to force and mass, properties of materials such as density, heat expansion, electrical conductivity, energy and work, electromagnetism, relativity and current areas of research in the field. Problem solving is an part of this course. important

HONORS PHYSICS I

Grades 11-12 Full Year One and One Half Credits

Prerequisite: A grade of 85 or better in Chemistry and Algebra II, and Teacher recommendation. Honors Physics covers the same topics as Academic Physics I. The problems and assignments are more rigorous. It is recommended that a student entering this course also be taking a high-level math course (FST or Pre-Calculus) to compliment this advanced level of Physics.

ADVANCED PLACEMENT PHYSICS II (AP)

Grades 11-12 Full Year One and One Half Credits

Prerequisites: Completion of AP application, a grade of 85 or better in Biology, Chemistry and Physics (all at the Academic or Honors level); and approval of the instructor.

Physics II is an advanced study course intended for students interested in careers in engineering, Chemistry or Physics. The curriculum in the course is enhanced with concepts in rotational kinematics and dynamics, kinetic theory, thermodynamics, magnetism, particles and waves, nuclear physics, alternating current, heat transfer and transformers.

HUMAN ANATOMY AND PHYSIOLOGY

Grades 11-12 Full Year One Credit

Prerequisites: An 85 or better in Biology, and Chemistry and Physics (Physics may be taken concurrently) or Academic Chemistry/Physics. Permission of the instructor.

This course is devoted to a study of the structures and functions of the systems of the human body. The basics of medical terminology will be introduced. Human Anatomy and Physiology is highly recommended for those students who are entering health related fields.

ENVIRONMENTAL SCIENCE

Grades 11-12 Full Year One Credit

Prerequisite: Completion of Chemistry or Chem/Phys (taken concurrently) and 77 in Biology

Environmental Science is an ecological approach to understanding the environment. It encourages the exploration of the complex relationship between the living and non-living world. A focus will be on the unique ecosystems found in Maine, including both marine and terrestrial environments. Secondary focus will be looking at the impact of human beings on the environment. This course is a rigorous course open to students of all ability levels.

ASTRONOMY

Grades 11 & 12 Full Year – One Credit

The Astronomy course would consist of basic science topics such as scaling, measurements, scientific notation, gravity, light and SI units as well as wide variety of astronomy topics. Astronomy topics covered will include the study of planetary and solar system, lunar phases, eclipses, the history of astronomy, constellations, Keplers' laws, stars, galaxies, distances to stars, asteroids, meteors and comets.

Students will learn the history of space exploration as well as how to build and use telescopes. The course will include if possible several star viewing experiences.

SOCIAL STUDIES

9th Grade:

Foundations of History

One Year One Credit Honors, Academic & Standard Phases

This course focuses on building understanding of major historical themes including power and authority, religion and ethics, science and technology, economics and revolution while exploring a variety of world history content. Emphasis is placed on geography skills and knowledge.

10th Grade:

Revolutionary Ideas - Grade 10 Standard phase: One Year One Credit

Students will study a variety of topics including the Renaissance, Enlightenment, Global Exploration and Colonization, Revolution, Development of Democracy, Concepts of Nationalism, Militarism, Socialism, Communism, Capitalism, Imperialism. There will be a focus on improving literacy skills.

Academic & Honors Choices for Grade 10: Students should choose one of the World History options for first semester and **all students** will take the second semester U.S. History course.

World Humanities

One semester Half Credit

Topics will focus on religions, philosophies, scientific & cultural developments and economics.

World Politics and Foreign Policy

One semester Half Credit

Topics will focus on development and interaction of modern nations.

Academic & Honors Grade 10 Semester 2:

U.S. History: A Nation Emerges

One semester Half Credit All Sophomores

This course will include a brief review of exploration & colonization, an emphasis on the formation of the U.S. government from the Revolution through the implementation of the Constitution, and then continue through the Civil War & Reconstruction.

11th Grade

Standard U.S. History: One Year One Credit

This course will take a thematic approach to U.S. history after 1877 while emphasizing literacy skills.

Academic and Honors – Choose 1 full year class – Both classes will include a major writing project on U.S. policy either foreign or domestic.

The U.S. in the Modern World: One Year One Credit

This course will focus on the development of the U.S. as a world power. Political and military history is the emphasis. Topics will include world conflicts from the Spanish-American War through present day.

The U.S. at Home: One Year One Credit

This course will focus on social and economic developments in the U.S. from the 1880s to the present. Topics will include the transition from agriculture to industry, the effects of urbanization and immigration, and the extension of civil rights to women and minorities.

A.P. U.S. History One Year One Credit

Prerequisites: Teacher permission – Students who wish to accept this challenge should submit an application form and may need to meet with the teacher prior to enrolling.

This course is offered to teach students college level historical analysis and writing. Students are expected to be highly motivated, responsible, and independent learners.

12th Grade

Senior Personal Finance and Citizenship

One Semester Half Credit **Grade 12 Only**

Using real-world simulations and hands-on activities, this course will help students maneuver the bumpy road to financial and civic responsibility. Students will analyze potential careers, set financial goals, create a budget, investigate the advantages and disadvantages of living independently, practice money management, explore financial services (insurances etc.), learn the skills to protect themselves financially and be responsible, involved citizens. Students will explore opportunities for volunteerism and service learning. This will be an ACTIVE course where students will be expected to research and follow through with projects related to key topics.

Electives

A.P. European History

One year 1 credit **Grades 11 & 12**

The Advanced Placement course and exam in European History since 1450 are intended for students who wish to complete classes in high school which are equivalent to college introduction courses in European History.

AP European History since 1450 will introduce students to cultural, economic, political and social developments which have played a part in shaping today's world. Students will develop an understanding of the context of development of contemporary institutions, the roles of continuity and change in modern society and politics, and the growth of current forms of artistic impression and intellectual discourse.

Economics – with A.P. option

One year 1 credit

Prerequisite: Grades 11/12 with strong math skills

This course is designed as an introduction to the study of economics. Microeconomics and Macroeconomics are both studied with a heavy emphasis on practical application and theory. This course will look at economics on an international, national, state and local level and connect to the level of personal impact. Topics include supply and demand, opportunity cost, comparative advantage, fiscal and monetary policy among others. The course will include a variety of assessments including a local business case study, investigation into federal budgets, an international trade simulation and a public policy paper. **Students will have the option to contract for this to be at the A.P. level.**

Contemporary Issues

One semester Half credit **Grades 11/12 **Requires Parental Permission**

Prerequisites: Success in Social Studies Courses at the AC or H level AND instructor permission

The goal of this course is to enhance students' knowledge of the world around them. The course will engage students in inquiry, research, debate, and public speaking. Critical thinking, essay writing and class discussion skills are vital to success in this class.

Sociology

One semester Half credit **Grades 11/12 & a minimum of an 80 average in previous AC or H Social Studies courses.**

Sociology is the study of groups of people and their laws, customs, morals and institutions. Critical reading, essay writing and class discussion skills are vital to success in this course.

Psychology

One semester Half credit **Grades 11/12 & a minimum of an 80 average in previous AC or H Social Studies courses**

This course is designed to provide an overview of general psychology with an introduction to vocabulary, research methods, brain development and learning, and mental health issues. Critical reading, essay writing and class discussion skills are vital to success in this course.

Advance Placement Psychology

Full Year Grades 11/12

Pre-Requisite: Recommendation of current Social Studies or English teacher

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students may earn college credit for an introductory college psychology course.

Maine Studies

One semester Half credit Grades 11/12

An in-depth study of Maine's past and its direct impact on the Maine we know today. Geographical features, economic opportunities, cultural and social events will be discussed. Mapping, video analysis and teamwork are featured in this class. Outside speakers and field trips will be utilized to gain a deeper understanding of Maine history.

Law & You

One semester Half credit Grades 10/11/12

This one semester course serves a dual function. The early part of the course is designed to give students an understanding of the law and how our legal system functions. It will also discuss the legal rights and duties of citizens both as adults and minors. The second part of the course focuses on issues that are of importance to the students.

Contemporary Issues In Sports

One semester Half credit Grades 11/12 – strong discussion & writing skills

Students will be actively engaged in this discussion-centered class, which will simulate a first year college seminar experience. Topics to be discussed include the sociology and psychology of sport, Sport deviance, Sport Logic, race and gender issues and Title IX. The class is designed to improve students' critical thinking, discussion, research and writing skills in preparation for college. Students will be required to develop a portfolio that will contain but not be limited to: one page responses from mandatory attendance at athletic events, outlines and reflections from leading the class in panel discussion, a final assessment research paper related to a topic of the student's choice.

SPECIAL EDUCATION DEPARTMENT

The Special Education program at Windham High School offers a continuum of services for students with special needs as determined by the pupil evaluation team. These special needs include: Intellectual Disability, hard of hearing, deaf, speech and language impairment, visual impairment, behavioral impairment, orthopedic impairment, other health impairment, specific learning disabilities, deaf/blind, multi handicapped, autism or traumatic brain injury. All services are provided based upon the results of a pupil evaluation team meeting. Special education students are integrated into regular education classes to the fullest extent possible as recommended by the IEP. Special education teachers within the classroom provide services.

LEARNING LAB

Grades 9-12 Quarter, Half or Full Year Quarter, Half or Full Credit

This course is offered to students through the I.E.P. team. It is specifically designed for those students who are mainstreamed without the support of special education staff in the regular classroom. The student will receive help in the area of his/her academic need(s). Student's goals and objectives which are developed at the I.E.P. meeting, are monitored in the Learning Lab.

FUNCTIONAL LIVING SKILLS

Grades 9-12 Half or Full Year Half or Full Credit

The functional living skills program is offered to those students who are referred by the IEP. This program is designed to meet individual needs and to increase each student's ability to function independently. The curriculum focuses on career choices, functional academics, money management, healthy life styles and the responsibility of citizenship.

BASIC COMPUTER TECHNOLOGY

Grades 9-12 Full Year One Credit

Admission to this class is by IEP only. This course is a brief introduction to the six components of the computer proficiency requirements, which are: Fundamentals/Keyboarding, Word Processing, Database/Information Management, Spreadsheet/Analysis and Functions, Internet/Telecommunications and Media Presentations. Modifications will be made based on the individual needs of the student.

RESOURCE ROOM COURSES

The Special Education Department will offer courses in the resource room as deemed necessary per recommendation by the IEP.

SUPPORTED LEARNING PROGRAM (SLP)

Grades 9-12 Full Year One Credit

Admission to this class is by IEP only. This class is designed to provide direct specialized instruction in communication skills (to those whose social communication deficits directly impact their education, anxiety management skills for those who experience anxiety related to academic performance to a marked degree), impulsivity management strategies, time management skills, focusing strategies, and organizational skills that reinforce those types of skills taught in the general education setting to students with emotional disabilities/OHI. SLP also provides time for these students to apply the aforementioned skills to complete work and follow up with assignments as needed. Additionally, SLP provides a "cool down" space for these students, when demonstrating escalated behavior related to their disability, to process the antecedent events and teach/reinforce positive coping strategies in the moment.

PARTICIPATION IN THE VOCATIONAL CENTER PROGRAMS

Vocational and technical education programs are available on a part-time basis in Portland and Westbrook. These are excellent electives for students not only entering the work force but those going on to post-secondary programs as well. Vocational centers are established by the state to extend the program offerings of the schools in areas where only limited vocational and technical programs are available. They have as their primary purpose the provision of vocational and technical training for students in grades 11 and 12 who are planning to enter the workforce upon graduation from high school as well as for post-secondary educational programs. Students must complete a separate application to attend either school.

Arrangements are made through Ms. Bubier in the student services office, who will work with interested students to work out the best program. Because of the time involved in transportation between schools, it is not possible to earn more than 7 credits per year while participating in these regional programs. Therefore, a student who plans to take advantage of regional centers' offerings should have a minimum of ten credits at the end of his/her sophomore year. If you have an interest in any of the programs listed below, you should talk with your counselor.

The school provides transportation to and from the vocational centers

Westbrook Regional Vocational Center provides the following programs to student attending from surrounding high schools. It is our primary center, when programs are offered at both WRVC and PATHS, Windham students will attend Westbrook. Each course is designed to provide the necessary knowledge and skills for successful entry into the occupational field of choice, as well as background for education and training beyond high school. All students who participate in Westbrook programs will earn one or two additional credits with options in Math, English, and US History or School-to-Work transition.

Automotive Technology: challenging and exciting program that explores the intricacies of diagnosing and repairing complex modern automobiles. Our program is certified by the National Automotive Technical Educational Foundation (NATEF) and Automotive Youth Education Systems (AYES).

Building Trades: designed for students who are interested in preparing for a career in carpentry or related fields. Students will receive training in the skills, knowledge and attitudes necessary to gain employment as an entry-level carpenter.

Business: The goal of this program is to introduce students to the various software applications used today in business and provide an opportunity for them to acquire the knowledge, skills and abilities for entry-level office positions and obtain Microsoft Office Certifications.

Commercial Driver's License (Truck Driving): a two-year program open to all students who are/or will be 17 years of age or older. Students must hold a valid Maine driver's license and have a clean driving record. Upon successful completion, students will be eligible to test for a Class B license or Class A after the second year.

Computer Repair and Networking: the first year of this program introduces students to basic computer repair and networking skills congruent with the CompTIAA+ Essentials exam. During the second year, students focus on Networking Technologies and preparing for the CompTIAA+ Technician exam. Students develop skills in the challenging and rewarding field of information and computer technology. Upgrade and repair computers or create your own network in our Cisco certified Networking Academy lab.

Culinary Arts: provides the student the opportunity to gain vocational emphasis during their school years in such food areas as industry, school lunch programs, restaurants, hospitals, motels and catering services. Provides students with experience, preparation, service and presentation of meals, quantity food production, bakeshop, table service, catering for community organizations, cake decoration and orientation to the foodservice industry.

Drafting: two-year sequential program that explores the concepts of Mechanical and Architectural drafting through sketches and CAD – Computer Aided Drafting.

Early Childhood Occupation Education: program designed for students preparing for careers involving children. Students should love children, have good communication skills, be responsible, dependable, work well independently and read to grade level.

Electricity: designed to provide entry-level skills into the electrical field. Students learn to install wiring systems from blueprints and according to the National Electrical Code. Participants will learn to wire residential and commercial projects.

Heavy Equipment Operation: includes basic construction safety, introduction to site and road layout and basic operation and maintenance of heavy equipment, skid steer dozer, front end load and excavator.

Marketing Education: designed to prepare students for continuing education and entry-level employment in marketing and retail-related fields. Emphasis is on product or service retailing, entrepreneurship and management.

Medical Occupations: students are able to investigate and learn about different professions within the healthcare system. Students will learn medical terminology as well as anatomy and physiology of the human body and basic health care skills. Second year students have the opportunity to obtain their Certified Nurses Assistant (CAN) certification.

Public Safety: program is geared to the student interested in exploring opportunities in the Fire, Police, and Emergency Medicine fields.

Web Page Design: links together areas of computer programming, graphic design, Multi-media and project management. Introduces areas of XHTML, Graphic Design, Flash (animation and multi-media), javascript, and project concepts.

PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS)

GENERAL INFORMATION

Portland Arts & Technology High School (PATHS) is open to all students in grades 9-12. PATHS courses are designed for all students who are serious about gaining new skills and knowledge through applied “**minds-on/hands-on learning**”.

These classes are designed for career bound and college (post-secondary) bound students and are an extension of their high school schedule. PATHS classes count toward graduation as any other high school class. Classroom theory and instruction, extensive labs, shop projects and community-based internships combine to give students real life experience in career directions. **Although all PATHS classes are two years in length, most PATHS classes offer introductory “Semester Classes” or one year opportunities (see last page of this catalogue).**

PATHS follows the Portland Public Schools calendar and offers two sessions a day:
Session 1 (8:00 - 10:25 AM) and Session 2 (11:00 AM – 1:30 PM). Students are bussed to and from PATHS by their sending school.

Students successfully completing a sequence (semester, 1 year or 2 year) of an approved program may be eligible for Integrated Studies credit. Sending schools can award an Integrated Credit (Math, Science, Fine Arts) as part of the elective credit - not as additional credit. Students interested in receiving integrated credits should talk with their PATHS teacher and sending school Guidance Counselor.

NOTE: All PATHS programs follow national curricula standards and have been aligned with the Maine Learning Results (MLR).

VISITOR & APPLICATION PROCESS

Sending school Guidance Counselor arranges for student to visit PATHS.

Contact : Brian Britting (Assistant Principal) - brittb@portlandschools.org.

Student visits a specific program and with the help of the PATHS teacher decide whether to enroll in the class for the following year (or semester). Student is placed on a preliminary class list.

It's as simple as that !!!

**Parents, Guidance Counselors, and Teachers are always welcome to visit PATHS.
Call 874-8165 to schedule a visit.**

PATHS Course Descriptions

Auto Collision Technology - (Mark Law: lawm@portlandschools.org)

From damaged to dynamic! Learn the skills necessary to bring that automobile back to showroom condition. Students will learn the skills necessary to use a frame machine, spray guns, and some of the state-of-the-art techniques like adhesive panel replacement, paint blending and specialty paintwork like striping and flaming. Basics in welding, wiring, front end alignment and basic mechanics will also be covered. Through their affiliations with national paint companies and curriculum developers students will have the opportunity attend seminars and workshops. **Career Opportunities:** Auto Collision Technician, Frames Specialist, Refinish technician, Refinish Prep Specialist, Insurance Estimating, and Paint Mixing Specialist.

Commercial Art - (Diane Manzi: manzid@portlandschools.org)

This course is for art students who want to make income from their art and create a strong portfolio for college or work. Students learn to prepare and set up their art work, create business cards, artists' statements and career applications. **Career Opportunities:** Designer, Illustration, art shows, and graphic artist.

Culinary Concepts - (Chef Armstrong: armstd@portlandschools.org)

This course is designed to educate students for a career in commercial food service. From production to management to live work experience, you'll do it all! There will be an emphasis on catering. This includes sanitation equipment, menu planning, purchasing, selection & storage of food, inventory, preparation, serving, and fundamentals of restaurant management. Students are introduced to career specialties within the food service industry such as short order cooking, general cooking, specialized preparation in meats, vegetables, seafood, baking and management. **Career Opportunities:** Cook, baker, chef, pastry chef, restaurant manager, food buyer, food sales, butcher. (Articulation Agreement with CMCC)

Dance (Session 2 Only) - (Lisa Hicks: hicksl@portlandschools.org)

The Arts Academy Dance program is a modern dance based program. Students study modern dance technique which includes choreography, improvisation, and dance composition. Students are exposed to a wide range of professional guest artists and other styles of dance including African dance, hip hop, ballet, ballroom dance as well as weekly classes in yoga, Pilates, and conditioning for dancers. Students perform at the end of each semester and at the PATHS Spring Fashion Show. Students in the program attend a number of concerts and workshops with professional touring companies through a partnership with Portland Ovations. Dancers of all levels may apply to the program. After an initial first visit, potential students must participate in an audition/class. The audition class is scheduled in May or dancers may audition individually by setting up a date with the instructor.

Fashion Marketing - (Jane Krasnow: krasnj@portlandschools.org)

Fashion Marketing offers an introduction to the "business" of Fashion. Learn the components of customer service, designing fashion displays, composing effective advertising, the basics in fashion design and garment construction. Students will present seasonal sales promotions and will manage a new school store. Students also present a fashion show each year. Students are encouraged to be involved in a national marketing organization called DECA. Students may participate in a hands-on internship and will have the opportunity to intern in a local business, to gain experience and knowledge about the field of fashion merchandising and marketing.

Career Opportunities: Advertising, Visual Merchandising, Store Management, Fashion Buying, Retail Merchandising and Fashion Designer.

Fast Foods - (Phil Divinsky: divinp@portlandschools.org)

The Fast Food Service Program prepares students for entry-level employment in the food service industry. This supported program offers real life experiences through the operation of a student run café. Students receive a varied hands-on education in food preparation, equipment usage, sanitation, personal hygiene, customer relations, teamwork, attitude, initiative and independence. **Career**

Opportunities: Prep Cook, Wait Person, Dishwasher, Cashier, Clerk, Sandwich Prep, Fast Foods Worker

Health Science Careers - (Amber Richard: richia@portlandschools.org)

The first year introduces the students to careers in health sciences. Students study anatomy, physiology, nutrition, diet therapy, and complete a medical research project through field trips, demonstrations, and classroom instruction. The second year prepares the student in basic health science skills, body mechanics, aseptic techniques, and medical terminology. Students are placed in clinical experiences of their choice during the second semester. The Health Science Careers Program also serves as a foundation for further education in a technical school or college. Health Occupations Students of America (HOSA) is an integral part of the program. Articulation Agreement with SMCC. **Career Opportunities:** Personal Support Specialist (P.S.S.), Certified Nursing Assistant (C.N.A.), Dental Aide, Veterinary Aide, Physical Therapy Aide, Rehabilitation Aide, and many other health science careers. **This class meets the State Requirement for certification as a Nurse Assistant.**

Landscapes and Gardens - (Jill Irving: irvinj@portlandschools.org)

This exciting supported program provides students the opportunity to work in PATHS largest classroom – 40 acres. You get to experience retail and wholesale marketing techniques through the management of our 3,000 sq. ft. greenhouse. Students will work in our display beds, the arboretum, our community perennial garden and the extensive grounds of our campus. Landscape design, equipment use, turf management and greenhouse management are emphasized. Floral Students learn to identify, grow, and care for trees, shrubs, and flowering plants. **Career opportunities:** Greenhouse or Nursery Worker, Garden Work, Golf Course, Landscaping Design, Parks Department.

Masonry - (Matt Wentworth: wentwm@portlandschools.org)

Fireplaces, Barbecue pits, steps, planters and columns for lighting applications are only a few of the projects you'll undertake in this exciting program. Design and layout of projects using brick, block, dry stone (wall construction), decorative pre-cast concrete and repair of existing masonry structures are all part of the skills you'll acquire. Students are instructed in shop and job safety practices and procedures. Students receive related instruction in blueprint reading, layout work, measurement, sketching and estimating. **Career Opportunities:** Mason, Mason tender, Bricklayer, Contractor, Tile Setter.

Music - (Victoria Stubbs: stubbv@portlandschools.org)

The music program is designed to offer student musicians a diverse experience in the music industry. There are 3 main components of the music program at PATHS. Students study the Theory and Ear/Rhythm training of music, they practice their solo and ensemble performing skills in our 'classroom theater', and they learn Audio recording, editing and mixing in our Recording Studio. Some other examples of work we do here are: Song writing, the Business of Music, and Music History. This program requires a student audition, essay, and teacher recommendation prior to enrolling. **Career Opportunities:** Performer, Music Educator, Composer, Song Writer, Music Producer, Audio Engineer, Recording Engineer, Sound Mixer, Digital Workstation Editor, Post Production Engineer, Mastering Engineer, MIDI Engineer, Music Scoring (Studio Manager, Music Video Production, Special Event Lighting/Sound Presentation, Digital Video, Sound Design).

New Media – (David Beane: beaned@portlandschools.org)

Our world is moving faster every day and media production for the Web or TV is a powerful force within it. From PHP & Flash to Panasonic & Sony, the New Media Program at PATHS introduces students to the basics that all new media producers need. Students are prepared for career or college with an individualized curriculum. Every student will master the basics of graphic design, project design and management, shooting and editing video, and PhotoShop. Then each student, working with teacher David Beane, will create a customized program for more advanced study. Whether a student is planning on a college career, an apprenticeship, immediate entry into the workforce, or a combination of those, the New Media Program will prepare that student to be successful. Topics in New Media include PhotoShop, Concepts in Graphic Design, Project Design and Management, Introduction to Video Creation and Editing, Broadcast Programming, Script Writing, and Animation. For a detailed listing of curriculum options, please see the Web site at <http://blogs.portlandschools.org/newmedia>.

Plumbing and Heating Technology - (Ed Huggins: huggie@portlandschools.org)

Plumbing & Heating is a two year program providing instruction in all phases of repair, maintenance and installation of plumbing and heating equipment. The first year of the program is spent in the plumbing lab learning to work with all types of pipes, joints, traps, fixtures, tanks and pumps. In the second year, students study three types of oil heating systems: warm air, steam and hot water. Students will be involved in the practice of installation, maintenance, and adjustment of equipment, as well as the wiring of the electrical components of oil burners, including trouble shooting, testing and adjusting. Both years use a nationally recognized curriculum with national registry for qualified students. Graduates have basic entry level skills to enter the work force or attend technical schools in HVAC, Plumbing and Heating.

Career Opportunities plumbing and heating contractors, maintenance workers, plumbing and heating warehouse workers and salespersons. Additional training and licenses may provide opportunities as supervisors or operators of related businesses.

Precision Machining and Robotics - (Tim Lippert: lippit@portlandschools.org)

This course offers knowledge, skills, and experience in the production of precision metal products. Students learn how to manufacture and measure a variety of metals used to produce metal products. By making specified products, students learn how to read blueprints, do shop math, layout their work, select, set-up, and safely operate lathes, milling machines, drill presses, and grinding machines. Advanced students learn how to program, set-up, and operate CNC lathes and milling machines. Computer Aided drafting (Auto Cad) is also covered.

Robotics will include the designing, AutoCAD drawing, programming, manufacturing, and testing of robots. Several local and regional robotic competitions should make this an exciting class. If time permits, solar systems, pneumatics (air), and composites will be integrated. This class will offer a variety of disciplines that will help prepare students for college and many different careers in Robotics, Engineering, Mechanical or Electrical currently offered at colleges throughout the United States. Students can join an afterschool Robotics Team which takes part in area robotic competitions. **Articulation Agreements with SMCC and CMCC.**

Career Opportunities: Machine & CNC Operators, Inspectors, Layout and Set-up Technicians.

Recreation/Marine Repair - (Gerald Gherardi: gherag@portlandschools.org)

If you like the thrill of hearing a finely tuned marine engine run or troubleshooting why a 4-wheeler is skipping, than this program is for you. Students will learn all about small engines and how they operate. You will diagnose and repair small engines for all marine and recreational equipment including motorcycles, inboard/outboard boat motors, snowmobiles, lawnmowers, snow blowers, ATV's and more. Students will also do fiberglass repair projects on boats, as well as preparing all small engines for winter storage. **Career**

Opportunities: Small engine mechanic in motorcycle, snowmobile, ATV or boat businesses; general work in boat yard; fiberglass boat repair.

Welding and Metal Fabrication - (Bill Presby: presbb@portlandschools.org)

This course includes instruction in the safe operation of oxygen/acetylene gas welding, brazing and cutting. The first year students will be taught Shielded Metal Arc Welding (S.M.A.W.), Flux Core Arc Welding (F.C.A.W.), and Gas Metal Arc Welding (G.M.A.W.). Second year students will be involved in projects that will include but will not be limited to: utility trailers, snowmobile trailers, landscape trailers, various metal craft projects by your own design, and outside projects for individuals or schools. First and second year students will have the opportunity to attempt the structural plate test limited to $\frac{3}{4}$ inch thickness after they have proven their basic proficiency in the S.M.A.W. process. Pipefitting and pipe welding techniques will be taught, which will include Gas Tungsten Arc Welding (T.I.G.), 5P root and 7018 to cover. Carbon Arc Cutting, Plasma Arc Cutting and Aluminum Welding will also be introduced. Basic math computations including addition and subtraction of fractions, converting decimals to fractions and basic Geometry will be taught. Blueprint reading and sketching will be practiced regularly. Articulation Agreements and dual enrollments with SMCC and EMCC. **Career Opportunities:** Certified Welder, Welder's Helper, Pipe Fitter, Fabrication Shop Specialist operating automated cutting and welding equipment, owner/ operator of welding/metal fabrication shop, Quality Control Weld Inspector. The opportunities in the steel trades are endless.

Woodworking - (Joseph Robinson: robinjo@portlandschools.org)

Make a Shaker-style table, CD holder, speaker boxes and a host of other interesting projects produced in this program. Woodworking is a supported program where students will learn about tools, joinery, turning, fasteners, abrasives, finishes, and computerized CNC routing. Students make individual, group, and class projects from a variety of woods. Part of this program is called Basic Woodworking which is designed for a wider range of students. All students will be exposed to community service, artistic techniques, manufacturing, and custom craftsmanship through field trips and shop projects. Math is covered through the use of the PLATO lab and individual classroom instruction. **Career Opportunities:** Job entry level in Carpentry, Cabinetry, Woodworking, Mill Work, Building Supplies Store, and post secondary schools (2 and 4-year).

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