

WINDHAM HIGH SCHOOL PLANNING GUIDE

2017-18

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INTRODUCTION

The 2017-2018 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, 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. You should complete or update your 4-year plan through Naviance.

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
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Educational Goals after High School:

- | | |
|---|--|
| <input type="checkbox"/> Unsure: What is available? | <input type="checkbox"/> Work Force: On the job Training, Apprenticeship |
| <input type="checkbox"/> 4-Year College or University | <input type="checkbox"/> Military Service |
| <input type="checkbox"/> 2-Year Community College | <input type="checkbox"/> Certificate Program (i.e.: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 by appointment after school. 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 892-1810, ext 2163 or ext 2167

Throughout their 4 years of high school, students will be exploring their options for post-secondary career training. Naviance is a comprehensive college and career readiness program that helps students create a plan for their future. Students will explore career options based on their individual strengths and learning styles. Naviance provides students with tools to search for college programs based on their interests, determine which courses they need to reach their goals, identify areas of interest and apply directly to colleges and scholarships. There are many helpful links to internet resources posted on your Naviance home page. 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 .5 credit
- E. Mathematics 4 credits
- F. Science 3 credits*
- * must be three different science courses to receive the 3 credits
- G. Fine Arts, which may include art, music, forensics (debate), 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 & Senior Capstone Project

- Class of 2018 Students must complete Community Service requirements as stated in Exhibit A

- Beginning with the class of 2019 the Community Service requirement will be replaced by a Senior Capstone project.

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) - Additional Information page 6

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.**

- Approved summer school program
- Approved adult education program (reference Policy FILE: IGEA) (see age and course limitations)
- Approved correspondence courses and Virtual High School 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 Student Services. 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.
- Approved alternative education program as determined appropriate by the High School Principal.
- Approved college courses

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:

- Students considering early graduation must apply in the spring of their sophomore year.
- Students must have a B average and have a plan for continued education after graduation, or a work plan.
- Students must have a meeting with their school counselor and the Principal for the approval of the plan, and
- 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 – Class of 2018 ONLY

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.

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 students' progress.

Beginning with the class of 2019 the Community Service requirement will be replaced by a Senior Capstone project.

Senior Capstone Overview

The Senior Capstone is an opportunity for students to independently design, implement, and exhibit their learning on a topic or subject that they are passionate about or deeply interested in. The project also provides an opportunity for students to identify and tackle an issue in their local or global communities. The project stresses the importance of making a connection from local mentors and uses learning experiences that occur outside of the four walls of Windham High School. Students will need to present their project in front of a panel which will assess whether or not the student has demonstrated that he or she has mastered the school-wide academic expectations.

Rationale for Senior Capstone

Senior Capstone:

- Are an in-depth, student-directed inquiry project.
- Allow students to demonstrate independent achievement of the Windham High School School-wide Academic Expectations that students are "Creative and Practical Problem Solvers", "Clear and Effective Communicators", and that they are "Responsible and Involved Citizens" in their community.
- Are appropriate, realistic, and achievable for all students.
- Focus on public sharing and celebration of new learning.
- Demand a level of creativity, rigor, and student investment.
- Promote both depth of learning and student choice.
- Promote community involvement with and support for learning.

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.

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. **Odysseyware** – Credit may be earned through Odysseyware Learning, self-paced on-line courses for credit recovery and first time course credit. Teacher and Counselor permission is required.
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 Courses** - Juniors and seniors may be eligible to take courses at USM, St. Joseph's, SMCC or Husson University or one of the community colleges. Students who qualify will be able to get free, or 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. Additional information can be found on page 9 and on our website under the Student Services section.

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.

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.

February	Planning Guide is available on our website. Students review 4-year plan. Meetings will be held with all with juniors, sophomores and freshmen in advisory and in Middle School classes with incoming eighth graders. Students should talk with their present teachers to get recommendations for courses and levels for the following year
March	Upper class requests must be entered in Infinite Campus in by March 15 th . 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. 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. 8 th grade students will submit requests by March 15 th
April	The Master Schedule will be built.
April – May	The Master Schedule will be reviewed by department heads for accuracy.
June	Students will receive confirmation of enrolled classes 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. A one week add/drop period for changes in electives is available to students. Students must make an appointment with their counselor for add/drop.

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	

Further information is available through *Naviance*, our on line Career and Post-Secondary planning tool

Date:

As you plan your classes over four years consider your goals for after high school. Consult the Windham High School Planning Guide to review all of the courses available for their content and recommendations.

Subjects	Windham HS Requirements	College Requirements	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English/Lang Arts	4 credits	4 years	English I (1 credit)	English II (1 credit)	English III (1 credit)	English IV (1 credit)
Social Studies	1.5 (US History) 1.5 (World History) .5 (Civics / Economics)	3 years	Foundations of History (1 credit)			Personal Finance & Citizenship .5
Mathematics	4 credits	3+ years including Alg II and higher				
Science	3 years	3+ years of lab science				
Fine Arts	1 credit	Varies based on major				
Health	1 credit	None	Health and Wellness (1c)			
Phys. Ed	1 credit	None				
Electives	4.5	Minimum of 2 years of same foreign language	Freshman Focus (.25 c)			
Min. Credits Req.	22 credits		6	6	5	5
My Total Credits						
Testing Requirements			ReadiStep	PSAT	PSAT or Accuplacer, SAT	ACT, SAT, SAT subject tests

Notes:

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.

BUSINESS, CAREER AND 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 courses:

Year Long	Semester	Quarter (choose 2 of the following)
Business Operations Accounting I	Intro to Business	Keyboarding Word Processing Spreadsheets Database Management Media Presentations
Elective Courses (choose one semester course)		
	Internet Website Development College Survival Skills Accounting II Computerized Accounting College Communications	

Students must maintain a minimum 85 grade average in each course

BUSINESS & CAREER COURSES:

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.

COMPUTERIZED ACCOUNTING

see Technology course listings

BUSINESS OPERATIONS

Grades 10-12 Full Year One Credit

Business Operations 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. Students will participate in 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, office administration. School store training will be incorporated into this course.

COLLEGE SURVIVAL SKILLS

Grades 9-12 Semester 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

Grades 9-12 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!

HOW TO INCREASE YOUR READING SPEED

Grades 9-12 One Quarter Credit

Do you ever feel overwhelmed by the amount of reading you must do in preparation for your class discussions, homework assignments, and assessments? Would you like to read more in less time? Would you like to learn how to become a skilled, active reader and increase your reading speed? Are you college-bound? If you answered "yes" to any of these questions, then you must sign up for this course!

INTRODUCTION TO BUSINESS

Grades 9-12 Semester 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.

SPORTS/ENTERTAINMENT MARKETING

Grades 9-12 Semester Half Credit

Sports and Entertainment Marketing is a unique and innovative course designed for students with an interest in the sports and entertainment industry. This course stresses the utilization of fundamental marketing concepts and will include an orientation to the sports and entertainment industry. Marketing strategies along with topics in sponsorship, pricing, marketing research, endorsements, and promotions will be part of this course.

SPORTS INFORMATION AND PUBLIC RELATIONS

Grades 9-12 Semester Half Credit

This course is designed to allow the learner to:

- Use a relevant software system to develop a media guide
- Write basic press releases, fact sheets, and press kits
- Use methodology common to a Sports Information Director's position to plan a contest, beginning with the pre-event, the event itself, and the post-event
- Control a press conference
- Report news and work with appropriate personnel
- Create and maintain an athletic department web site
- Recognize the importance of public relations in the world of sport management.

The intent of this course is to provide students with real life applications through the cooperation with the Windham High School Athletic Department.

JMG (Jobs for Maine's Graduates)

Grades 9-12 Full Year One Credit

This course focuses on career exploration, leadership skills, community service and critical thinking skills through a fun, hands-on classroom experience. Students in JMG will have job shadowing, guest speaker, regional and state-wide event opportunities. JMG is a group dependent on the mutual respect, creative thinking, and thoughtful opinions and ideas of the students. Students will develop and expand their comfort level in the areas of public speaking and presenting ideas to a group. Students will be challenged to develop skills and habits that will support them as successful learners in high school and beyond. Open to all grade levels. An informal interview to begin the course is required.

TECHNOLOGY COURSES

Want to start college with three free credits? Students who achieve a GPA of .85 or better in Database Management, Keyboarding, Presentations, Spreadsheets and Word Processing 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: Keyboarding, Word Processing, Database Management, Spreadsheets, Internet/Telecommunications and Media Presentations. Students may meet this requirement by successfully completing four quarters of the above-mentioned courses.

College Communications

Grade 12 One Quarter Credit

According to recent research, one of the most important skills a college student can have is the ability to communicate effectively. This online course will give you numerous opportunities to communicate the way college students communicate with their professors...via email, blogging, responding to writing prompts, etc. If you are college-bound and you would like to strengthen your written communication skills, see your counselor in Student Services to sign up today!

Database Management

Grades 9-12 One Quarter Credit

In DBM, you will learn basic database applications to organize vast amounts of information. You will acquire an understanding of how to effectively plan, organize, and build databases. You will learn how to efficiently use menus and toolbars to sort, search, and filter databases. You will be able to utilize your knowledge and skills for personal application, while in school, or in the workplace.

Internet Web Site Development

Grades 9-12 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.)

Keyboarding

Grades 9-12 One Quarter Credit

Increasingly, high school teachers and college professors are requiring that your assignments be typed. Would you like to be able to type up your documents 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!

Media Presentations

Grades 9-12 One Quarter Credit

Would you like to impress your teachers and your classmates with your slideshow presentations? You will learn how to prepare dynamic and active 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!

Spreadsheets

Grades 9-12 One Quarter Credits

In Spreadsheets, you will learn how to use worksheets to sort, manipulate, and represent numerical data. You will use basic math functions, formulas, and notations to create charts and graphs. You will be able to utilize your knowledge and skills in many of your high school and college courses.

Word Processing

Grades 9-12 One Quarter Credit

In this introductory course, you will have numerous opportunities to develop documents that communicate specific information using a word processing program. You will learn how to evaluate web sites for authenticity. You will create and format an MLA research paper with citations and references. 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 research paper for review.

iLife

Grades 9-12 Semester One Half Credit

In this course, you will learn important components of the three Apple Creativity Apps...a suite of software applications for organizing, editing, and publishing photos, movies, and music. With iPhoto, you will learn incredibly easy ways to edit, organize, and manage your photos. You will see your perfect shots come to life by creating entertaining slideshows that you will be excited to share with your friends and family. iMovie will allow you to transform your video clips into movies or trailers. You will want to watch them over and over again and share them with everyone! Creating incredible music with GarageBand will be easy and fun! From music lessons to mastering tools, GarageBand has everything you will need to make and share great music.

TECHNOLOGY: COMPUTER SCIENCE COURSES

"Everybody in this country should learn how to program a computer... because it teaches you how to think." --Steve Jobs

Intro to Computer Science—4 sequenced semesters for grades 10-12

COMPUTER SCIENCE, Level 1

Grades 9-12 Semester One half credit

Computer Science courses are designed to meet individual student needs and/or goals. Students begin by learning basic programming and computer science skills using a variety of simple programming languages. The first semester is designed for the absolute beginner high-school programmer. Students will also learn more about the field of computer science and the many career opportunities available in this field. The course is structured to inspire students to learn more than what's offered... there is built in time for creative and individual learning.

COMPUTER SCIENCE, Level 2

Grades 9-12 Semester One half credit

The second semester in an intermediate tutorial focused on building Graphical User Interfaces. Students will develop computer programming skills and, using a simply programming language, will develop a non-violent game as their end-product. Students will begin to explore more challenging programming languages such as C++, C# and/or Python, to name a few. Students will also learn more about the field of computer science and the many career opportunities available in this field. The course is structured to inspire students to learn more than what's offered... there is built in time for creative and individual learning.

COMPUTER SCIENCE, Level 3

Grades 10-12 Semester One half credit

Prerequisite: Student has passed 1 of the first year courses

The third computer science semester has an advanced focus on programming games using the skills learned in the first two semesters. Students will challenge their programming skills with more difficult programming concepts using languages such as C++, C# and/or Python, to name a few. Students will also learn more about the field of computer science and the many career opportunities available in this field. The course is structured to inspire students to learn more than what's offered... there is built in time for creative and individual learning.

COMPUTER SCIENCE, Level 4

Grades 10-12 Semester One half credit

Prerequisite: Student has passed 1 of the first year courses

The fourth semester is designed for the student to develop and implement a computer program such as a game or application. Students may work in teams or individually. The goal for students is to utilize higher order thinking skills as they apply their computer programming languages to their final project. Students will also learn more about the field of computer science and the many career opportunities available in this field. The course is structured to inspire students to learn more than what's offered... there is built in time for creative and individual learning.

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. Curricula for the required English courses are aligned to the Common Core State Standards.

ENGLISH I

Full year, one credit

All freshmen 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 oral presentations.

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 standards 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 who read above grade level and who practice good study habits. Honors students also have a curiosity of mind that allows them to self-monitor and self-assess their achievement throughout the year.

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% on the first quarter grade.

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.

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 standards 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 who read above grade level and who practice good study habits. Honors students also have a curiosity of mind that allows them to self-monitor and self-assess their achievement throughout the year.

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% on the first quarter grade.

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.

ENGLISH FUNDAMENTALS III

Traditionally Standard English 3, this course is the first year of a two-year course for juniors and seniors who may be interested in college or vocational college some day. English Fundamentals is a co-taught class with a specific emphasis on reading and literacy. Co-teaching is an approach that involves two teachers teaching the same class together to meet the diverse needs of students—from students who may need some extra support to those who may need extra challenges to stay engaged. There will be times when we divide the class into two or more groups so that students can have greater opportunities for participation and individualization. During the first year of this class, students will study parts of speech, grammar usage, and sentence construction. Students will focus on developing their writing skills by practicing writing the narrative and persuasive essay. The literature used for this course varies from short, nonfiction pieces to novels. This course is designed to prepare students for either entering the workplace, the armed forces, or college. Enrollment in this course is based on teacher recommendation only.

Academic English III & IV Semester Courses

Academic level Juniors and Seniors will choose their English courses for the 2017/18 school year. These semester-long, half-credit courses will focus on developing and assessing the required junior and senior standards.

- These semester courses are grouped based on the required graduation standards, or skills, assessed.
- Students will choose 3 courses from **EACH** of the 2 categories: a first choice and two alternative courses.
- Students taking a standard, honors, or AP level course will be placed in the appropriate year-long course.
- Academic students will be required to take a different course from **Group A** and **Group B** during their junior **and** senior year.

<p>Courses Group A: These courses will focus on developing and assessing the following skills -</p> <p style="text-align: center;"><i>Reading Literary Text</i> <i>Argumentative Writing</i> <i>Speaking/Listening</i> <i>Language Usage</i></p>	<p>Course Group B: These courses will focus on developing and assessing the following skills -</p> <p style="text-align: center;"><i>Reading Informational Text</i> <i>Research</i> <i>Informative & Explanatory Writing</i> <i>Language usage</i></p>
<ul style="list-style-type: none"> • Dystopian Literature • Gothic & Horror Literature: Our Twisted Reflection • Maine Writers • Mythology and the Modern Hero • Public Speaking • Satire: Comedy & Culture • One Drop: Civil Rights Literature 	<ul style="list-style-type: none"> • Good –vs– Evil: Cultural Ethics • Philosophy: Who, What, How, Why (Am I)? • Gender Studies • The Holocaust • Inside the Criminal Mind • The Arthurian Legend • Research and Debate

Group A Course Descriptions

Satire: Comedy & Culture

This course focuses on satire, both modern and classical. Students will analyze a variety of satirical works, including short stories, novels, plays, documentaries, graphic texts, films, and television. Students will understand and appreciate the purpose of satire, and evaluate its effectiveness in shaping and shifting societal and cultural opinion. Students will study types of satire and the use of satirical devices in various formats. As well, students will create original satire and complete a research project focused on the satire of a particular historical time period. The most important prerequisite for this class is a sense of humor.

Maine Writers

In this course, students will read and analyze works by Maine authors, from Longfellow to King, with special emphasis on contemporary texts. The course will include a wide variety of texts, including poetry, plays, short stories, novels, humorous essays, and works of nonfiction. Students will consider the particular history and culture of Maine and ways in which these have produced a distinct body of literature. Students will write a variety of responses to the literature, and each student will complete a research project on an author of his or her choosing.

Dystopian Literature

This course will explore the human tendency to desire a better future and to achieve a perfect society in which all citizens are happy. We will explore these themes in utopian and dystopian fiction, analyzing the issues the authors raise in their literature. We will also research a contemporary issue or problem that applies to these central themes. Readings will be drawn from, but not necessarily limited to: *Utopia*, *1984*, *Fahrenheit 451*, *A Handmaid's Tale*, *Brave New World*, *Ella Minnow Pea*, and, *Alas, Babylon*.

One Drop: Civil rights Literature

Nobody speak, nobody get choked: the words of New York based hip hop group Run the Jewels ring just as true today as the words of Langston Hughes when he said, "There's never been equality for me, Nor freedom in this "homeland of the free" back in the early 1900s. Now that there is a 24-hour news cycle available to all of us, constantly alerting us to the social inequalities that are and always have been intertwined in the American consciousness, we take a look at the works that helped to shape life for equality movements from the Civil War to Civil Rights. Authors include, but are not limited to, James Baldwin, Jesmyn Ward, Langston Hughes, W.E.B. Dubois, Maya Angelou, Richard Wright, and many of today's hip hop poets who preach with a microphone.

Gothic & Horror Literature: Our Twisted Reflection

Why are we so entertained by that which terrifies and disturbs us? Since the Gothic era, readers have been drawn to specters, ghouls, vampires, and ghosts, seeking thrills and chills, willingly subjecting themselves to sleepless nights of jumps and starts, cowering beneath covers at the slightest of sounds. This course will focus on major themes in Gothic and Horror literature, including an exploration of the many forms in which these horrors appear: What do these supernatural apparitions represent? To what degree can we recognize our own twisted reflections in these images of monsters and ghouls? Throughout the course, we will analyze the works of individual authors (Walpole, LeFanu, Stoker, Poe, Rampo, King) and approach concepts of 'the abject', 'the uncanny', and 'the monstrous feminine', from various critical perspectives.

Mythology and the Modern Hero

Myths are traditional stories that have endured over many centuries. We still see evidence of classic mythology in modern literature, like *The Hunger Games*, *The Harry Potter Series*, and even the universe of *Star Wars*. Some myths tell of great events, such as the founding of a nation. Others tell the stories of great heroes and heroines and their exploits and courage in the face of adversity. Still others are simple tales about otherwise unremarkable people who get into trouble or do some great deed. This course will focus on the reading, interpretation, and modern application of ancient Greek and Roman myths. Why are they still so powerful? How do they differ from legends and fairy tales? Who told them and what purpose did they serve? What is the connection between the classic hero journey and the heroes in modern literature? By reading modern translations of the original text, analyzing ancient works of art, and participating in Socratic debates, students will explore some of these fascinating tales from the past and evaluate various ways in which authors have applied various archetypes to modern stories.

Public Speaking

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:

- 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
- To explain how visual and sound effects influence message in various media.
- To fluently and accurately read text using appropriate pacing, intonation, phrasing and expression
- To 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
- To locate, summarize, and synthesize information from primary and secondary sources

Group B Course Descriptions

Good –vs– Evil: Cultural Ethics

Why do good people do evil things? Why are humans reluctant to confront those with power? What does it mean to be an ethical, morally upright person? In this course, students will seek answers to these questions through literature, articles, real-life situations, class discussions, films, and their own writing. Through the lens of psychology and ethics, students will analyze both literature and nonfiction, delving into the very nature of humanity. This course will culminate in a project in which students actively search for a way to improve the world; students will raise awareness on an issue they deem important, ultimately making their world a better place.

Philosophy: Who, What, How, Why (Am I)?

What does it mean to think philosophically? What does it mean to be human? As a human, how do I measure the coordinates of my reality and how and when am I content with my place in it? These are some of the many questions we will approach in this introduction to philosophy. From the earliest ponderings of the Greeks to the complex dilemmas of our technological era, we will look at how some of the greatest minds have addressed what it is at the core of the human experience. During our exploration of these texts, we will think, discuss, and write extensively about our own notions of being.

Gender Studies

Am I, as Lady Gaga puts it, "Born this way?" Or, is this simply just a role I play? In this class, we will examine some major concepts of gender and sexuality that exist now and at various times throughout history. Topics that we will trace in detail include the institutional history of lesbian and gay studies and queer theory; the rise of feminism as a political force and school of thought; and, the application of theories of sexuality to literary and/or cultural analysis. Canonical texts of both the mainstream and from the feminist/queer tradition will be critiqued using various theoretical methods.

Holocaust and Genocide: Betrayal of Humanity

This course will look at the history and literature of the Holocaust – the period between 1939 and 1945 during which 6 million European Jews and millions of others were murdered by the Nazi regime. In addition to the mid-twentieth century European Holocaust, we will examine other genocidal events in modern history and the nature of human behavior that allows such events to occur. If possible, students will meet with a survivor of the Holocaust, and will participate in a field trip to the Maine Holocaust and Human Rights Center in Augusta. Due to the nature of the subject, this course may include mature/graphic content.

The Arthurian Legend

The stories of King Arthur and his Knights of the Round Table have been the focus of literature and culture for centuries. In this course, we will explore the various appearances of Arthur's story throughout history. Are these tales based on fact or fiction? We will examine medieval works, such as "Gawain and the Green Knight," as well as the novel *A Connecticut Yankee in King Arthur's Court*, written by the American author, Mark Twain. We will also view modern films, like Disney's *The Sword and the Stone*. The classical and modern ideas of chivalry and romantic love, as well as the political usage of the Camelot concept, will be analyzed and discussed.

Research and Debate

"Research is formalized curiosity. It is poking and prying with a purpose."

~Zora Neale Hurston (American novelist & anthropologist 1891-1960)

- Students will take part in Socratic seminars about controversial research topics after they find, read, and analyze informational texts pertinent to the topic of the week. Possible topics: dietary deficiencies in teens, gun control, same-sex marriage, the death penalty, physician-assisted suicide, abortion, global warming, home schooling, cloning, television violence, etc. Remember, these are sample topics; you will choose a topic that YOU are passionate about!
- Students will complete an independent research project following the Big 6 (task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation). Students will be encouraged to choose a topic of great interest/passion as this will be their main focus throughout the semester, and they will write a research paper with parenthetical citations and a works cited page, utilizing MLA format. Students will also present their findings to the class as a final exam grade.

Inside the Criminal Mind

Is killing ever justified? Do people always have control over their actions? Is our justice system fair? In this class, we will read real life accounts of some of the world's most heinous crimes, analyze court cases and laws, and debate the outcomes of current investigations. We will explore the motivations of criminals, the pros and cons of our justice system, and compare real and fictional accounts of crimes. Due to the nature of the subject, this course may include mature/graphic content.

Honors – Teacher recommendation is required.

The Honors course is designed for students reading above grade level that possess excellent study habits, as well as 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.

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. Students are responsible for AP Exam fee.

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).

ENGLISH FUNDAMENTALS IV

Traditionally Standard English 4, this course is the second year of a two-year course for juniors and seniors. This course will use the same co-teaching model used in English Fundamentals 3. Students will continue to study parts of speech, grammar usage, and sentence structure. Students will continue to develop their writing skills while writing argumentative and informative essays. Speaking and listening skills will also be practiced with a variety of oral presentations. The literature used for this course varies from short, nonfiction pieces to novels. Every other week, "College and Career Wednesdays" will be conducted to guide students in making informed decisions regarding their post-secondary options. Enrollment in this course is based on teacher recommendation only.

ACADEMIC - SEE PRIOR SECTION "ACADEMIC ENGLISH III & IV SEMESTER COURSES"

Honors – Teacher recommendation is required.

English IV Honors is designed to prepare students for the challenges of college level academic reading and writing. Students need to be reading above grade level and should possess excellent study skills and intellectual curiosity.

PREREQUISITES: A recommended grade of 93 or above in previous year's English class and teacher recommendation.

* Honors students are expected to complete a summer reading assignment that must be received electronically or by mail on or before the required due date (ordinarily August 15). If summer work is not completed and submitted by the due date, the student will be docked 12% of the first quarter grade.

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. Students are responsible for AP Exam fee.

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

PREREQUISITE:

- A recommended score of a 3 on WHS's HOW rubric

This course fulfills 1/2 of the Fine Art requirement.

This course will offer an introductory overview of theatrical styles, from Ancient Greece to the modern Broadway musical, important plays from each time period, and the universal practices that have made a lasting impression on the theatrical world. Students will develop an appreciation of drama and stagecraft, as well as acting skills that are applicable to everyday life.

ADVANCED THEATRE

One semester, half credit

PREREQUISITES:

- A passing grade in English I and a completion of Theatre with a grade 85 or greater.
- A recommended score of a 3 on WHS's HOW rubric

This course fulfills 1/2 of the Fine Art requirement.

Students in Advanced Theater complete an in-depth examination of the information presented in the introductory course. Students will work independently to research a specific play and author from the time periods reviewed in the introductory course, and then make presentations to the class.

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

PREREQUISITES:

- A passing grade in English I and II.
- A recommended score of a 3 on WHS's HOW rubric

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:

- A recommended score of a 3 on WHS's HOW rubric

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

PREREQUISITES

- : A passing grade in English I and II, and a completion of Journalism with a grade of no less than 85.
- A recommended score of a 3 on WHS's HOW rubric

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 data 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.

SHAKESPEARE

One Semester, half credit

Grades 10 – 12

PREREQUISITES:

- Passing grade in English I
- A recommended score of a 3 on WHS's HOW rubric

This semester course is designed for college-bound students who wish to widen their literary experience with one of English 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. 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

Grades 9-12

PREREQUISITES:

- A passing grade in English
- A recommended score of a Meets or Exceeds on WHS's HOW rubric

This course will focus on writing that involves the imagination and invention in form and content. Creative writing will include units on nonfiction, fiction, and poetry. The course will ask students to explore and incorporate the fundamental literary elements in an each genre. The basic techniques for handling point of view, tone, description, dialogue and imagery will also be discussed. Students will be required to share their writing in small group and whole class workshops, and a working draft of an assignment will be due each week. Periodically, students will be asked to revisit drafts, consider feedback, and revise based on feedback and instruction. The course's final product and assessment will be a portfolio of student-selected pieces, reflection of its contents and a presentation of the work.

POETRY

One semester, half credit

Grades 10-12

PREREQUISITES:

- A passing grade in English I.
- A recommended score of a Meets or Exceeds on WHS's HOW rubric

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

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.

ART

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 One Semester Half Credit

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 One Semester Half Credit

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 & PHOTOGRAPHY I

Grades 9-12 One Semester Half Credit

Prerequisite: In order to fully participate in the class you must have access to a camera or cell phone with a camera that has at least 8mp, along with the USB cable or SD card that comes with the device.

In this one semester art course you will be learning to use Adobe Photoshop to edit photographs and create original works of art on the computer. If you enjoy photography, learning new skills and manipulating your own photos you will enjoy this hands-on digital studio process.

DIGITAL ART & PHOTOGRAPHY II

Grades 9-12 One Semester Half Credit

Prerequisite: Digital Art I

Do you ever wonder how artists create strong and professional looking graphics, books, brochures, illustrations and animations? In this course you will learn the basics of industry- standard Adobe Design Premium software including Illustrator, InDesign and Flash to create projects that demonstrate an understanding of 2-d design. If you are thinking about a career in design, animation or game art, this class may be for you!

Digital Art for Studio Artists

Grades 10-12 One Semester Half Credit

Prerequisites: Students must have completed a combination of two of the following classes: Painting, Printmaking, Drawing or Digital Art

Digital Meets Traditional art in this advanced class. You will use a combination of traditional and digital processes to create original

art works that incorporate drawing, painting, printmaking and photography. Students comfortable working with their own creative imagery are encouraged to participate.

Students will need to have access to a digital camera or a cell phone with a camera 8mp or higher, as well as the USB cord or SD card that accompanies the device.

DRAWING I

Grades 9-12 One Semester Half Credit
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 One Semester Half Credit
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 One Semester Half Credit
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 One Semester Half Credit
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 One Semester Half Credit
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

Grades 9-12 One Semester Half Credit **There will be a \$50.00 lab fee**
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 One Semester Half Credit

Prerequisite: Student must have completed Drawing I

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 One Semester Half Credit

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 Full Year One Credit

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.

WOODWORKING AS SCULPTURE

Grades 10-12 One Semester Half Credit

As an introduction to woodworking from a 3-D, sculptural point of view, students will learn a variety of design, joinery, construction, finishing, and sealing techniques by working with both hand tools and power tools in a safe and creative environment. The theories and methods integral to the design and creation of sculpture will be taught so that the students will develop the skills and experience necessary to shape space and form in wood.

ENGLISH COURSES – FINE ART OPTIONS

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

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

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

Orchestra is a string ensemble for students with several years of playing experience. While much of the class emphasizes the preparation and performance of literature from various eras and cultures, students will also have the opportunity to compose their own original works, listen and write analytically about music, and advance their technical skills. Orchestra is a year long class, and students will be expected to perform publicly at several concerts.

Prerequisite: Student must have completed at least one to two years of orchestra experience prior to high school, or must receive permission of instructor.

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

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 9-12 Full Year One Credit

French 1 is an introductory course in which students will learn the four basic skills of reading, writing, listening, and speaking. The course stresses real-life situations and conversations. Students will also focus on grammar and sentence structure. Cultural topics and geography of the French-speaking world will be explored. At the end of the year, students will have acquired practical vocabulary necessary for communication.

FRENCH 1A

Grades 9-12 Full Year One Credit

Prerequisite: *Partially meets/does not meet* in 8th grade English, 76 or below in high school English or teacher recommendation
French 1A is for students who need a slower pace in the study of language. Students will benefit from more time to study grammar, acquire vocabulary and will receive more in class support on assessments such as quarter projects and memorizations. This course will cover the first half of French 1.

FRENCH 1B

Grades 9-12 Full Year One Credit

Prerequisite: Teacher Recommendation

French 1B is for students who need a slower pace in the study of language. Students will benefit from more time to study grammar, acquire vocabulary and will receive more in class support on assessments such as quarter projects and memorizations. This course will cover the second half of French 1. At the successful completion of French 1B students are encouraged to enroll in French 2.

FRENCH II

Grades 9-12 Full Year One Credit

Prerequisite: Teacher Recommendation

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: Teacher Recommendation

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 cultural articles may also be required. A basic text is used and it is supplemented with a variety of audiovisual materials.

FRENCH III Honors

Grades 10-12 Full Year One Credit

Prerequisite: Teacher Recommendation

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

FRENCH IV Honors

Grades 11 or 12 Full Year One Credit

Prerequisite: 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. Use of a variety of websites is incorporated to add variety and improve comprehension.

FRENCH V Honors

Grade 12 Full Year One Credit

Prerequisite: 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; CD's 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 IA

Grades 9-12 Full Year One Credit

Prerequisite: Partially meets/does not meet in 8th grade English, 76 or below in high school English or teacher recommendation
Spanish 1A is for students who need a slower pace in the study of language. Students will benefit from more time to study grammar, acquire vocabulary and will receive more in class support on assessment such as quarter projects and memorizations. This course will cover the first half of Spanish 1.

SPANISH IB

Grades 9-12 Full Year One Credit

Prerequisite: Teacher Recommendation
Spanish 1B is for students who need a slower pace in the study of language. Students will benefit from more time to study grammar, acquire vocabulary and will receive more in class support on assessments such as quarter projects and memorizations. This course will cover the second half of Spanish 1. At the successful completion of Spanish 1B students are encouraged to enroll in Spanish 2. Completion of both Spanish 1A and 1B will be equal to Spanish I.

SPANISH II

Grades 9-12 Full Year One Credit

Prerequisite: Teacher Recommendation
Spanish II begins with a review of the materials studied 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 CD's, workbooks, videos and teacher made materials. Increased use of Spanish is encouraged and expected.

Spanish II Standard

Grades 9-12 Full year One credit

Prerequisite: 70-77 in Spanish 1 or teacher recommendation
Spanish 2 Standard covers the same curriculum as Spanish 2, however at a slower and more in-class supported pace. Students will benefit from time to study grammar, acquire vocabulary and break project assessments into smaller pieces in this level of instruction.

SPANISH II Honors

Grades 9-12 Full Year One Credit

Prerequisite: Teacher Recommendation
Honors Spanish II is designed for those students who have a strong interest and an exceptional ability in Spanish. The course covers most of the same material as academic Spanish II but in more depth and at a more rapid pace. The text is supplemented with skill building materials that 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. Students will read a Spanish novella, present orally, and write in the target language in an effort to meet the standard.

SPANISH III

Grades 10-12 Full Year One Credit

Prerequisite: Teacher Recommendation
The emphasis of level three is on greater self-expression. Students will take the study of grammar to greater depths and will greatly increase their vocabulary. This course is for the student who truly wishes to become fluent. The workload is significantly greater than that of levels one and two as students should have a good foundation of the language at this stage. Students will read authentic texts, present orally, and write in the target language to increase their comfort with the language and move toward proficiency

SPANISH III Honors

Grades 10-12 Full Year One Credit

Prerequisite: Teacher Recommendation

Honors Spanish III is for students who have been extremely successful in levels one and two. While the curriculum is the same as the academic course, the grammar, vocabulary, and culture are studied at a more rapid pace and in greater depth. Students will read two authentic texts, converse, and write in the target language with greater frequency to work toward greater proficiency and meet the standard.

SPANISH IV Honors

Grades 11or 12 Full Year One Credit

Prerequisite: Teacher Recommendation

This course emphasizes increased oral proficiency in Spanish through continuous conversation, vocabulary development, and increased capability with grammatical structures. Authentic cultural assessments are an integral part of meeting standards and becoming proficient. Students will read two authentic texts and watch an accompanying video series. 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: Teacher Recommendation

This course emphasizes increased oral, written, and reading proficiency through extended conversation, vocabulary development, and mastery of grammatical structures. Authentic cultural assessments are an integral part of meeting standards and reaching proficiency. At the completion of level five students should be prepared for intermediate to advanced placement in college Spanish.

INTRODUCTION TO LATIN COURSES

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 1A

Grades 9-12 Full Year One Credit

Prerequisite: Partially meets / Does not meet in 8th grade English, Teacher Recommendation

Latin 1A is for students who need a slower pace in the study of language. Students will benefit from more time to study grammar, acquire vocabulary and will receive more in class support on assessments such as quarter projects and memorizations. This course will cover the first half of Latin 1.

LATIN 1B

Grades 9-12 Full Year One Credit

Prerequisite: Teacher Recommendation

Latin 1A is for students who need a slower pace in the study of language. Students will benefit from more time to study grammar, acquire vocabulary and will receive more in class support on assessments such as quarter projects and memorizations. This course will cover the second half of Latin 1. At the successful completion of Latin 1B students are encouraged to enroll in Latin 2.

LATIN II

Grades 10-12 Full Year One Credit

Prerequisite: Teacher Recommendation

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: Teacher Recommendation

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: Teacher Recommendation

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: Teacher Recommendation

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.

Latin IV AP

Grade 12 Full Year One Credit

Prerequisites:

1. A minimum of 90 in Latin III Honors
2. Completion of 3 years of high school Latin
3. Permission of the instructor
4. Completion of summer work (reading and related writing assignment in English)

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

MATHEMATICS COURSES

The Math Department recommends that any student who plans to attend a four year college take an absolute minimum: Algebra I, Geometry, Algebra II and either Functions-Statistics-Trigonometry or College Math. Pre-Calculus, AP Calculus and AP Statistics are offered for qualified and interested upperclassmen. Honors courses are offered in Geometry, Algebra II, Functions-Statistics-Trigonometry and Pre-Calculus. A teacher recommendation is required for Honors courses. To receive honors credit a student must be in an honors class and earn a B or better for the course. Students may not 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 that they plan to learn. Math requirements for trades can vary. Many vocational schools require Algebra I, Geometry, Algebra II concepts and a computer course.

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.

MATH 1

Grades: 9-12 Full Year One Credit

Prerequisite: Successful completion of Pre-Algebra

This course is for the student who needs help reading, interpreting or solving problems abstractly. This course includes lab work and is designed for students heading for vocational-technical careers. The course includes a review of Pre-Algebra concepts and introduces Algebra I concepts. Mathematical topics include: operations, expression and equations, measurement, solving equations, coordinates, slopes, linear graphing, and writing linear equations. This course is not open to students who have earned a credit in Algebra I. A scientific calculator is recommended.

MATH 2

Grades: 10-12 Full Year One Credit

Prerequisite: successful completion of Math 1 (previously Applied 1)

This Math sequence is designed for students planning to attend vocational or technical colleges. This course includes lab work and includes a review of linear concepts and graphing, and introduces geometry concepts. Mathematical topics include: review of solving linear equations, graphing, laws of exponents, Pythagorean Theorem, probability, statistics, angles and basic figures, isometries, congruence, triangle congruence and polygons and quadrilaterals. A scientific calculator is recommended.

MATH 3

Grades 10-12 Full Year One Credit

Prerequisite: successful completion of Math 2 (previously Applied 2) or Algebra 1

This Math sequence is designed for students planning to attend vocational or technical colleges. This course includes Geometry and Algebra 2 concepts. Mathematical topics include: parallel and perpendicular lines, similarity, trigonometry, polyhedrons, surface area and volume, circles, functions, variation and graphs, linear functions, systems, and sequences. A scientific calculator is recommended.

MATH 4

Grade 12 Full Year One Credit

Prerequisite: successful completion of Math 3 (previously Applied 3)

This Math sequence is designed for students planning to attend vocational or technical colleges. Students will become proficient in the use of a variety of models and graphs to solve problems in real-world situations. Mathematical topics include: statistics, probability, linear functions and sequences, systems of equations and inequalities, functions, exponents, quadratic functions, exponential functions, surface area, volume and trigonometry. A scientific calculator is recommended.

Algebra I

Grades: 9-12 Full Year One Credit

Prerequisite: successful completion of Pre-Algebra

This course is based on applications and includes some work with statistics, probability and geometry. Topics covered in this course are simplifying expressions, linear sentences, lines, distances, slopes, exponents and polynomials. If time permits, systems of equations, quadratic expressions and functions will be studied. A scientific calculator is recommended.

Geometry

Grades: 9-12 Full Year One Credit

Prerequisite: successful completion of Algebra I

This course covers basic Euclidian Geometry. It reinforces and extends knowledge of algebra and introduces the development of mathematical proof. Topics in Geometry include parallel and perpendicular lines, polygons and quadrilaterals, triangles, circles, area, surface area, volume and three-dimensional figures. A scientific calculator is recommended.

Honors Geometry

Grades: 9-12 Full Year One Credit

Prerequisite: B or higher in Algebra I and teacher recommendation

Instruction integrates synthetic, coordinate and transformational approaches to geometry. The course 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 and at a faster pace than the college-prep Geometry course. A scientific calculator is recommended.

Algebra II

Grades: 9-12 Full Year One Credit

Prerequisite: successful completion of Geometry

Students will learn 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. A scientific calculator is recommended.

Honors Algebra II

Grades: 9-12 Full Year One Credit

Prerequisite: B or higher in Geometry and teacher recommendation

Students will learn 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 material in greater depth and at a faster pace than the college-prep Algebra 2 course. A scientific calculator is recommended.

Algebra IIB

Grades: 10-12 Full Year One Credit

Prerequisite: successful completion of Algebra IIA and teacher recommendation

Students will learn the use of a variety of functions and graphs to model real-world situations. This course includes work in exponential, logarithmic and trigonometric functions, matrices, probability, statistics and finance. A scientific calculator is recommended.

Functions, Statistics and Trigonometry

Grades 10-12 Full Year One Credit

Prerequisite: successful completion of Algebra II or Algebra IIB

This course 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. A graphing calculator with statistical capabilities is suggested. Teachers will be modeling with a TI-83+ or TI-84 graphing calculator.

Honors Functions Statistics and Trigonometry

Grades 10-12 Full Year One Credit

Prerequisite: B or higher in Algebra II and teacher recommendation

This course 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 course covers more material and in greater depth. The pace of this course is faster than a college-prep functions, statistics and trigonometry course. A graphing calculator with statistical capabilities is recommended. Teachers will be modeling with a TI-83, TI-83+ or TI-84 graphing calculator.

Pre-Calculus

Grades 11-12 Full Year One Credit

Prerequisite: B or higher in Functions, Statistics and Trigonometry

Pre-Calculus prepares students for Calculus, which is required for scientific professions; such as engineering and computer science. Topics covered in this course are analysis of functions, notions of limits, analytic geometry and trigonometry. An

introduction to calculus and discrete mathematics is included in the course. A graphing calculator is recommended, a TI-83, TI-83+ or TI-84 is suggested.

Honors Pre-Calculus

Grades: 11-12 Full Year One Credit

Prerequisite: B or higher in Functions, Statistics and Trigonometry and teacher recommendation.

Pre-Calculus prepares students for Calculus which is a required for scientific progressions 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 this course. The honors course covers more topics often in greater depth than the college-prep Pre-Calculus course. The pace of this course is faster than a Pre-Calculus course. A graphing calculator is recommended, a TI-83, TI-83+ or TI-84 is suggested.

College Math

Grades: 12 Full Year One Credit

Prerequisite: Algebra II and teacher recommendation

The course is a dual-enrollment course with the Thomas College course MS205 – College Math. It is designed for seniors who want/need 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, logic, geometry, set theory, and problem solving. A scientific calculator is needed.

AP Statistics

Grades 11-12 Full Year One Credit

Prerequisite: B or higher in Algebra II and successful completion of Functions-Statistics- Trigonometry

This course may be taken the same year as Pre-Calculus or AP 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. This course will examine data collection, data analysis, probability and statistical inference. Students 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 the Project Aspire Statistics continues with USM, students can register with and 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. A TI-83+ graphing calculator is recommended. Students must complete summer work; see teacher in the spring for details. Students have the option of taking the AP exam or USM credit.

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 of Mathematics of the Advanced Placement Program and the University of Southern Maine Calculus program. As long as the Project Aspire Calculus program continues with USM, students may choose to receive four college credits from USM for successful completion of this course. Not all colleges or universities accept credits from other institutions. Topics covered by this text meet the requirement set forth in the syllabus of the College Entrance Examination board for the Advanced placement Calculus AB examination. A TI-83+ graphing calculator is recommended. Students have the option of taking the AP exam or USM credit.

Consumer Math

Grades 11-12 Full Year One Credit

Prerequisite: Students have earned at least two math credits.

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, 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. A basic calculator that has at least one memory location is recommended.

Accounting I

Grades: 11-12 Full Year One Cred

THIS IS A BUSINESS CREDIT AND NOT A 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 business college. The credit earned in this class may count towards the four required math credits needed for graduation.

Accounting II

Grades: 11-12 Full Year One Credit

Prerequisite: Accounting I – **this is a Business Credit and NOT a Math Credit**

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 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. The credit earned in this class will not count towards the four required math credits needed for graduation. It may count towards your elective credit requirement.

Accuplacer Prep

Grades 11 and 12 Qtr 2 & Qtr 4 Quarter Credit

This is a quarter class offered to students who will be taking the accuplacer exam for their post-secondary schooling. The course will include test taking strategies, practice exams and targeted lessons on concepts that students generally have difficulty with.

SAT Prep

Grades 11 and 12 Qtr 1 & Qtr 3 Quarter Credit

This is a quarter class offered to students who will be taking the SAT exam for their post-secondary schooling. The course will include test taking strategies, practice exams and targeted lesson on concepts that students generally have difficulty with.

PHYSICAL EDUCATION and HEALTH EDUCATION



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 has been implemented over the past six 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 five knowledge and skill Graduation Standards listed below.

The ten content areas in Health Education 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 Five Knowledge and Skill Graduation Standards in Health are as follows:

- A. Health Concepts
- B. Health Information, Services and Products/ Influences on Health
- C. Health Promotion and Risk Reduction
- D. Communication and Advocacy Skills
- E. Decision Making and Goal Setting

The three Knowledge and Skill Graduation Standards in Physical Education are as follows:

- G. Movement/Motor Skills & Knowledge
- H. Physical Fitness Activities & Knowledge
- I. Personal & Social Skills & Knowledge

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

-or-

Option 2 – A combination of the following two Health 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.

FOODS AND HEALTH

Grades 10-12

One Semester

One Quarter Credit Health/
One Quarter Elective Credit

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

One Quarter Credit Health/
One Quarter Elective Credit

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.

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).

ELECTIVES

Team Sports I

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. Activities that may be offered include: Ultimate Frisbee, Flag Football, Outdoor Speedball, etc....

Aerobics

Grades 10-12

Various movement activities that increase total body fitness and improve cardiovascular endurance will be explored. Examples include but are not limited to Pilates, step aerobics, stability ball, Latin rhythm and kickboxing.

Yoga

Grades 10-12

Students will be taught different yoga sequence to address different body parts. Using the poses (asana) and breathing (prana) techniques students will learn healthy ways to manage stress in their lives and gain strength and flexibility at the same time! Meditation and mindfulness skills will also be introduced to manage stress.

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 OFFERED Q3 ONLY

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 is the instructor.

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

OFFERED Q1 ONLY

Grades 10-11-12

Period 8 only

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

This quarter 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.

PE Leadership

Grades 11-12 Only

Designed for students who are prospective coaches and/or physical educators. Students will learn to develop a coaching/teaching philosophy and put it to work over the course of 9 weeks. Students will also participate in a "coach/teacher-shadow" project where they will go out and participate in a coaching/teaching practicum. Students will get a chance to meet successful and established coaches and teachers from around New England. Guest speakers and field trips will be part of the overall experience.

Lifetime Activities

This course will include a wide range of activities. These activities include but are not limited to Bocce ball, croquet, fishing, geocaching, rag ball, tennis and more. Most activities involve individual as well as team strategies in an outdoor setting.

In-Line Skating

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.

Team Sports II

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. Activities that may be offered include: Speedball, Floor Hockey, Volleyball, Tchoukball, etc....

Rock Climbing 101

Grades: 10-12

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.

Adventures in the Outdoors Winter Snowshoeing, Nordic Skiing, Alpine Skiing/Boarding (if weather permits), Rock Climbing)

OFFERED Q3 ONLY

Grades 10-12 Limit: 12 Students

This 1/4 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.

Individual Sports I

Students will be taught the rules and regulations of each individual sport. Students will also learn to score and run an event and participate in a competitive setting. Skills and strategies will be emphasized. Activities that may be offered include: Badminton, Pickleball, Speedminton, Ping Pong, etc....

Archers & Anglers No Child Left Inside -

OFFERED Q4 ONLY

Grades 11 & 12 Only

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 Fishing. Come learn the basics of spin-casting & 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.

Individual Sports II

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. Activities that may be offered include: Golf, Tennis, and Outdoor Pickleball

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.

Advanced Rock Climbing

Grades 11-12

Prerequisite: Completion of Rock Climbing 101.

Students will use their basic climbing skills mastered on our rock wall from their time in Rock Climbing 101 to then safely engage with their classmates to take their climbing skills to the next level. Students will continue with their mastery of knot tying and be introduced to several other trusted knots, they will learn other rappelling techniques, hone rope management skills, be introduced to lead climbing techniques, spend time learning how to build safe and effective anchors, boulder, cross train for strength and conditioning, design climbing routes for others to use, and research then design their ultimate climbing expedition. If possible, students will go on a rock climbing field trip to a local "crag" to use their new skills to safely climb on real rock. This elective is for students who want to actively participate in the sport of climbing while safely engaging with their classmates.

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 & SPACE SCIENCE

Grades 9 Full Year One Credit

Prerequisite: Passing Grade in 8th grade science course. Should be concurrently enrolled in either Pre-Algebra or Applied Math I and Standard English.

This course is for the student who needs support reading, interpreting or solving problems abstractly. Standard Earth and Space Science is designed to help students develop an understanding of the three disciplinary core ideas in Earth and Space Sciences through the development and engagement in scientific inquiry and science skills and practices. The general topics of investigation will be Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity.

ACADEMIC EARTH AND SPACE SCIENCE LAB

Grade 9 Full Year One and One Half Credits

Prerequisite: Passing Grade in 8th grade science course and 8th grade Science Teacher recommendation, should be concurrently enrolled in or have completed Algebra I, recommended to at least be enrolled in Academic English.

This course requires a higher level of reading, writing and math skills. Academic Earth and Space Science Lab is designed to help students develop an understanding of the three disciplinary core ideas in Earth and Space Sciences through the development and engagement in scientific inquiry and reasoning. The general topics of investigation will be Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity. Students will acquire skills through lab practices to support a better understanding of how scientific knowledge is produced and how solutions are developed. The actual doing of science or engineering through lab experiences will pique students' curiosity, capture their interest, and motivate their continued study while cultivating critical consumers of scientific information.

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.

AP BIOLOGY II (AP)

Grades 11-12 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.

AP 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.

AP Physics I

Grades 11-12 Full Year One & one half credits

Prerequisite: No prior course work in physics is necessary. Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP Physics II

Grade 11-12 Full year One & one half credits

Prerequisite Students should have had AP Physics 1 or a comparable introductory course. Students should have taken or be concurrently taking pre-calculus or an equivalent course.

AP Physics 2 is an Algebra-based, introductory college-level Physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

AP: MECHANICS C

Grades 11-12 Full Year One and a half Credits

Prerequisites: Functions, Statistics, and Trigonometry (grade of 85 or higher), Approval from the Instructor
Co-requisites: Honors or AP Chemistry (grade of 85 or higher), AP Calculus or AP Statistics, or Pre Calculus (with permission of the instructor)

AP Physics Mechanics C is an intensive, calculus-based course that is equivalent to the first semester of a college-level physics course for science majors. It is designed for students who are interested in pursuing college degrees in engineering or the physical sciences, or for college-bound students who are motivated to challenge themselves academically. This is an intensive laboratory course that emphasizes the development of problem-solving skills, data collection and analysis, and the application of mathematical techniques for modeling real world problems. While the course is calculus-based, any calculus that is used in the course will be taught as part of the curriculum, so students will not need to have a background in calculus in order to succeed in the course. Topics studied include: force and motion, energy and momentum, rotation and torque, simple harmonic oscillation, and gravity.

STEAM PHYSICS 1

Grade 11 or 12 Full Year One credit Prerequisite: passing grade in Earth Science and Biology

STEAM (Science, Technology, Engineering, Art, and Mathematics) Physics is available as a 1.0 or 1.5 credit course. **STEAM Physics 1** is a 1.0 credit course that's designed to meet the needs of students who plan to attend a technical college or directly enter the work force after graduation. Topics to be covered include Newtonian mechanics, energy, electricity, magnetism, and waves. This course will follow a rigorous hands-on learning format and there will be a strong expectation that each student will work individually and as part of a team throughout the year. Several self-directed projects and experiments will be assigned and students will be expected to work on these projects during class and on their own time outside of class. Instruction in the use of hand and power tools and test and measurement devices will be provided and these tools will be available for use during classes. Strong writing and organizational skills are needed for this course and they will be developed further throughout the year. This course will follow a conceptual approach and basic math applications such as algebra 1 and graphing will be used to solve problems and to report results.

STEAM PHYSICS 2

Grade 10, 11, or 12 Full Year 1.5 credits Prerequisite: grade of 80 or above in Biology and Algebra

STEAM (Science, Technology, Engineering, Art, and Mathematics) Physics is available as a 1.0 or 1.5 credit course. **STEAM Physics 2** is a 1.5 credit lab course that's designed to meet the needs of students who plan to attend a two or four year program of college study and it's especially suited for students who wish to enter the fields of Engineering Technology or Composites, two fields that provide a high rate of job openings and career growth.

STEAM Physics 2 is a hands-on learning course and students in this program can expect to work with hand and power tools as well as test and measurement equipment on a regular basis to design, invent, construct, test, repair, and optimize a variety of contraptions that demonstrate the physics principles that we study throughout the year. Further, students will develop strong digital design and CAD experience as they design and 3D print components for their projects. Additional opportunities will be available to explore the integration of microcontrollers and electronics into your projects. The problems, assignments, projects, and labs are challenging and self-designed and students will be expected to meet a level of rigor that's appropriate for college preparation and placement. Traditional physics topics that are covered include methods of measurement, linear and rotational motion and their relationship to force and mass, momentum and impulse, energy and work, electricity, magnetism, and waves. But the main focus of this course will be the actual application of these topics through the design, construction, and testing of integrated systems that utilize and demonstrate these physics topics. For example, a considerable amount of time will be spent on technologies related to energy production such as wind turbines, solar collectors and arrays, and the energy storage and distribution systems that are required to support these technologies. Other related topics include the construction and analysis of stationary and mobile structures, including the design and integration of propulsion systems to make them "go". And still other topics such as wireless energy transfer, communication technologies, and emerging topics in the applications of quantum theory will be explored.

STEAM Chemistry I

Grades 11-12 Full Year One Credit

Prerequisite: Students who have a passing grade (70 or better) in Earth and Space Science and Biology

This is a 1 credit project-based approach to Chemistry.

Topics covered but not limited to: Periodic table, classification of elements and MSDS sheets, how elements bond, how bonds come apart and the energy involved, Fuels such as alcohols, esthers, and Bio-diesel, Epoxies and resins and how they are used for laminates, processes of distillation and purification, materials science, and other topics as requested by the class. Some independent work will be required as well as writing scientific reports on projects.

STEAM Chemistry II

Grades 11-12 Full Year One and One Half Credits

Prerequisite: Students who have an 80 or better in Earth and Space Science , Biology and Algebra I

This is a 1.5 credit research and project-based approach to Chemistry.

Topics covered but not limited to: Periodic table, classification of elements and MSDS sheets, how elements bond, how bonds come apart and the energy involved, Fuels such as alcohols, esthers, and Bio-diesel, Epoxies and resins and how they are used for laminates, processes of distillation and purification, materials science, and other topics as requested by the class. This class will involve working independently on projects and reports as well as a final project that will involve presenting findings to a panel of scientists and science teachers.

HUMAN ANATOMY & PHYSIOLOGY

Grades 11 – 12 Full Year One Credit

Prerequisites: Passing grade in biology, must have passed chemistry or STEAM Chem OR taking concurrently.

This is an advanced science elective. Students requesting this course should have a strong interest in the science of the human body, and may be considering post-secondary studies and/or career paths in the health sciences. Course objectives include:

- Become more scientifically literate in matters related to human biology in health and disease.
- Critically analyze information about human biology in the popular press/media.
- Gain a more scientifically complete understanding of our bodies that will influence healthy decision-making skills.

HONORS HUMAN ANATOMY & PHYSIOLOGY

Grades 11 – 12 Full Year One Credit

Prerequisites: 93 or higher in academic biology, 85 or higher in honors biology; 93 or higher in academic chemistry or 85 or higher in honors chemistry

Honors Anatomy & Physiology is an accelerated and more intense study of human anatomy & physiology. It includes dissections, and is designed for the student who knows they are going on to post-secondary studies to prepare for a career in the medical field.

MAINE ECOLOGY

Grades 11-12 Full Year One Credit

Prerequisite: Passing grade in= Chemistry or STEAM Chem or STEAM Phys (taken concurrently) and 77 in Biology

Maine Ecology 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.

AP ENVIRONMENTAL SCIENCE (APES)

Grades 11-12

Full Year course: *One & One Half Credits*

Prerequisites: To enroll in this college level educational experience students need to have earned an 85 or better in Academic or Honors Biology and Chemistry and students need approval of the Instructor. Due to the quantitative analysis that is required in the course students should have earned an 85 or better in an Algebra I class. Students should demonstrate a high degree of autonomy, excellent work ethic, be able to engage in peer collaboration and design, and have interest in immersion/study in outdoor classrooms/environments in Maine.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The goal of the AP Environmental Science course (APES) is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. This will be accomplished through class discussions, labs, lectures, field trips, student directed research and peer collaboration designs within nature. Students will benefit from the unique outdoor laboratories; a river, wetlands, forests, fields, and man-made structures including our waste water treatment system all located on our Windham Campus. *Students are encouraged to take the A.P. exam at the conclusion of the course.*

ASTRONOMY

Grades 11 & 12 Full Year – One Credit

Prerequisites: Completion of Chemistry or STEAM Chem or STEAM Phys (may be taken concurrently) and a 77 or better in Geometry and Biology.

The Astronomy course will consist of the study of the planets and the solar system, the formation and structure of the universe, the history of the field of astronomy and some practical experiences with telescopes and the night sky. Topics will include lunar phases, eclipses, seasons, and the formation of the solar system, asteroids, meteors and comets. The history of astronomy will include the early astronomers like Galileo, Brahe and Kepler. Students will learn many constellations and stars including the location of deep sky objects such as galaxies. Students will learn the history of space exploration as well as how to build and use telescopes. Basic science topics such as scaling, measurements, scientific notation, gravity, light and SI units will be covered to support the understanding of astronomy. Because of the mathematical nature of astronomy, students should be willing to work with math concepts such as trigonometry, geometry, basic algebra, cube and cube roots. The course will include, if possible, several star viewing experiences.

SOCIAL STUDIES

Social Studies Curriculum

Students will go from 9th Grade Foundations to:

10th Grade: World History semester 1 & US History: A Nation Emerges Semester 2/Revolutionary Ideas (St)

11th Grade: US History – choice of US classes – full year classes

12th Grade: Senior Personal Finance and Citizenship (semester required)

Phases:

The Social Studies curriculum emphasizes reading, writing, and research skills in addition to historical analysis and interpretation. Carefully consider a student's skills in these areas when selecting the phase. In most cases, a student will be in the same phase for both English and Social Studies. Exceptions to this should be submitted for teacher approval.

Advanced Placement: A.P. courses give students the ability to earn college credit while in high school. College policies regarding the awarding of credit or advanced standing vary but having an A.P. course on a student's transcript shows the college that the student has the ability to do college level work. There is a required exam in May administered at school and scored by the College Board. A.P. teachers must have their curriculum syllabus certified by the College Board for the course to be designated A.P. on the transcript.

Honors: Students are expected to possess a strong work ethic, the ability and interest to analyze and evaluate information from diverse sources, as well as a superior ability to express their ideas clearly both orally and in writing. Honors students should have excellent study skills and be able to learn independently.

Academic: Students are expected to be reading on grade level. These students will be prepared for post-secondary schools or training experiences. Most students will be in this phase.

Standard: For students who are reading below grade level. These classes focus on teaching the content as well as skills in literacy.

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 – 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 & Honors U.S. History with A.P. Option One Year One Credit

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

This course is offered to each student's college level historical analysis and writing. Students are expected to be highly motivated, responsible, and independent learners. The honors class is as rigorous as the A.P. class but starts with a slower pace and includes more instruction of skills. Students may choose to take the A.P. exam in May.

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 or Teacher Permission

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.

Sociology: Thomas College/Dual Enrollment

One semester Half credit Grade 12 Only

Students must have experience in honors/AP level English and Social Studies classes. This is a rigorous course where students, who successfully meet the requirements, can earn credits from Thomas College. The syllabus will mirror the course taught at Thomas College. Students will be required to complete group and independent learning activities that take place in class and outside the classroom. 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.

Advanced 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

Prerequisite: AC Level or above

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. Students will role play realistic trial proceedings and have the opportunity to participate in the interscholastic Mock Trial competition conducted in Maine courtrooms. The class will also discuss the legal rights and duties of citizens both as adults and minors.

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.

Leadership Education:

One Quarter Credit Grades 10/11,12

Teacher permission is required.

Students should be able to read and write at grade level and be willing to participate in discussions.

Leadership education will prepare students for leadership roles in the community and in their future professions. The course will provide students with the knowledge, skills, and foundation in Leadership necessary to be effective in a variety of settings. Students will develop an understanding of the components that make leadership successful. Students will gain theoretical and practical skills necessary for success in both their personal and professional lives.

This course is an exploration of the complex concept of leadership. We will consider leadership theories and approaches, delve into research on leadership, examine leadership themes in historical and modern texts, and consider how this applies to real world situations.

This course is built on the foundational principle that *Leadership is a process*. With that in mind, students will create a tentative definition of leadership and then will turn to analysis of existing theories and approaches on leadership. We will read research papers and literary texts and discuss hypothetical scenarios as we strive to understand the process of leadership. Ultimately students will synthesize their learning into a coherent philosophy of leadership to serve as a foundation upon which to build and improve their own personal leadership style.

The History of Rock: Defining Youth & Rebellion through Music

One Semester Half credit

Grades 11/12

Students should have a minimum final grade of 85 if in AC level Social Studies classes and a minimum final grade of 80 if in Honors or AP Social Studies classes for the prior year. Students should have a genuine appreciation for, or interest in, many styles of music including a willingness to listen with open ears and an open mind.

The History of Rock will trace the birth, development and cultural significance of rock and roll from its first emergence during the 1950s through to modern times. Throughout the course, the impact of historical events, social movements, and changes in technology will be closely examined. Additionally, a wide range of influential artists and their catalogues of work will be studied. This course will rely heavily on material found online. Ability to access the internet outside of class is important.

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 Individual Education Plan 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 determinations of an Individual Education Plan Meeting (IEP). Special education students are integrated into regular education classes to the fullest extent possible as recommended by the IEP.

CAREER AND TECHNICAL EDUCATION PROGRAMS

Career and Technical Education (CTE) programs are available on a part-time basis in Portland and Westbrook. The mission of CTE, as part of the educational system in Maine, is to ensure that students acquire the high-quality technical skills that will prepare them for post-secondary education and entry into an ever-changing workplace and society and meet the rigorous academic standards of Maine's Learning Results. CTE programs are open to students in grades 11 and 12.

Procedure for interested students:

- 1) Complete a "Request for WRVC/PATHS Program Visit" form available in Student Services.
- 2) A half-day visit will be arranged and students will be given a bus pass to visit the program. Students are responsible for any work they miss in their regular classes.
- 3) At the end of the visit, students will be given an application that must be completed and returned to their school counselor. The school counselor will then review the application and complete a credit check to ensure that all WHS graduation requirements will fit into their schedule. Turning in an application is not a guarantee that you will be accepted to the program. Acceptance into a program is on a first-come, first-served basis as well as the number of openings available to each of the regional schools that partner with the CTE schools. Students will be notified of the final decision at the end of May/beginning of June.

The school provides transportation to and from the vocational centers as part of the regular school day. Because of the time involved in transportation between schools, it is not possible to earn more than seven credits per year while participating in these programs. Therefore, a student who plans to take advantage of the CTE 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 as soon as possible to see if these are a viable option for you. In some cases, integrated credits are approved by the principal to allow for all WHS graduation requirements to be met.

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Westbrook Regional Vocational Center (WRVC)

Note: WRVC is designated as our primary CTE center so when programs are offered at both WRVC and PATHS, Windham students will attend Westbrook.

For questions about programs at WRVC you can email Sanford Peabody; peabodys@westbrookschoools.org, Patty Amico; amicop@westbrookschoools.org or Todd Fields; fieldst@westbrookschoools.org

Automotive Technology: is a challenging and exciting program that explores the intricacies of repairing and diagnosing complex modern automobiles. Our program is certified by the National Automotive Technical Educational Foundation (NATEF) and Automotive Youth Education Systems (AYES). In the first year, students will spend half of their class time in the classroom learning theory and the other half demonstrating shop-based skills. Students will need to keep a notebook for each quarter and write a work order for each shop day. The first quarter is focused on safety and how to operate shop equipment. Second and third quarters cover brake systems and steering and suspension systems. The last quarter covers engine performance, which includes ignition, fuel, and emission systems. Instructors;

In the second year, students begin to do more hands-on work with includes diagnostic skills. Students will create and present hands-on projects to classmates about how and why they fixed a particular system. Students will keep a portfolio to document each day's work in the shop. We encourage students to prepare for and take national and state sponsored exam.

Building Trades: Participation in this program provides a first-hand experience in the construction of a house. The program constructs a super insulated home over two years. Students participate in the following activities; site planning, rough framing, roofing, exterior finish, interior finish and cabinetry, to name a few, of the topics covered. Safety in the use and operation of; hand tools, portable and stationary power tools are also addressed. Students will learn about the latest technology in building materials and processes used in the residential construction industry.

Business: The Business program is designed to equip students with the business skills and knowledge needed to become an invaluable member of an organization and introduce them to post-secondary education opportunities in business, management, and accounting. Westbrook is a Microsoft Testing Center; therefore, students have the opportunity to become Microsoft Office Certified in Word, Excel, Access, and PowerPoint.

The organization of the program over a two-year period is as follows:

	Semester 1	Semester 2
TECH I	Keyboarding	Computer Applications
	Business Operations Management	Human Resource Management
TECH II	Accounting	
	Financial Management	Advanced Computer Applications & Microsoft Certifications

Commercial Driver's License (Truck Driving): Students who complete this program will be eligible to earn a class B driver's license at the end of year one and a Class A driver's license at the end of year two. This program will concentrate on state devised curriculum for Commercial Truck driving examination completion. In addition to classroom instructions, students will complete the required range and road time necessary for licensure. General Truck components and general maintenance will be covered. In addition to the CDL license requirements students will have the opportunity to receive the 10-hour OSHA safety certificate. Prerequisites for participation: Students must hold a valid Maine driver's license and have a clean driving record. Additionally, a drug test will be required upon acceptance to the program.

Computer Repair and Networking:

Computer Repair and Networking 1: This is an introductory course covering the basics of computer hardware, software and networking for home or small business. No experience or prerequisites are required. The course prepares students to repair and upgrade personal computers including laptops and is ideal for students wishing to enhance their computer knowledge. The networking portion prepares students to setup and manage both wired and wireless local networks and each student will have the opportunity to sit for the Cisco Networking Academy course completion exam at the end of the year. Students will be assigned lab computers to use for the duration of the course.

Computer Repair and Networking 2: A continuation of Computer Repair and Networking focusing on learning the skills necessary to pass the CompTIA A+ certification exams (801/802). Students interested in taking this course should have completed Computer Repair and Networking 1 or a similar program. Emphasis will be on advance troubleshooting techniques including hardware and software issues (XP pro/Win 7 pro). Motivated students will have an opportunity to sit for the nationally recognized CompTIA A+ certification exam at the end of the year.

Culinary Arts: In this foundation course, first year students will learn basic dining room & beverage service, kitchen safety & sanitation, knife skills including care and maintenance, stocks, Grande Sauces, egg cookery, classical techniques which include roasting, braising, poaching, frying, grilling, sauté, and basic baking methods. This program incorporates a number of diversified, flexible food modules: short order cooking, preparing and serving meals, quantity cooking, bakeshop, table service, catering for community organizations, cake decorating and dessert preparation, cook's helper sequence and orientation to the food industry. Sandwiches, appetizers, meat & poultry identification and cookery including culinary math, are taught. These modules are designed to meet individual needs for skill development and preparation for the food service industry.

The second year student's curriculum sequence includes: more classical techniques for roasting, sauté, braise, poach, grill and frying, advanced cooking techniques of various proteins, gravies, sauces, seafood and vegetables, and the curriculum for national ServSafe® sanitation certification. Tech II students also prepare lunch served in the Culinary Learning Center dining room for weekly Rotary luncheons in addition to a variety of other functions. Some evening events are held in order for students to gain experience in service training both in the front and back of the house. Each student is required to work a minimum of one evening function per year.

Interest in food and ability in skill acquisition are determining factors in student progress.

Drafting: Computer Aided Design (CAD)/DRAFTING: Drafting is a two-year sequential program that explores the concept of Engineering, Mechanical and Architectural drafting through sketches and CAD (Computer Aided Design). The first year is a "hands-on" approach where students study both mechanical and architectural drafting by designing, drawing and creating projects using their own prints as the basis for their creativity. Students will build and test their prototype designs and construct 3D model structures. *Activities in which students participate:* model building, designing residential and commercial projects, proto types made from machinable wax and a 3D printer. *Skills practiced in this trade:* math, communication skills, science, design skills and science applications

Tech 1: Mechanical and Architectural Design: In the first semester, this course will introduce students to the mechanical engineering field utilizing computer Aided Design (CAD). This course will cover areas of sketching, basic design, manufacturing, how to draw using CAD and creating different kinds of 2D drawings. The culminating project will incorporate a student designed item, designed drawn and created using a 3D printer. During the second semester, students will learn about architectural design, framing technique, building codes and construction practices. Students will create a 2D and 3D drawing of a residential dwelling. The class will draw a complete set of plans for a one story home utilizing CAD. There are no prerequisites.

Tech 2: Mechanical or Architectural and 3D Modeling: The second year of drafting consists of designing projects in either mechanical or architectural areas. Emphasis will be in developing advanced skills using CAD and 3D modeling. Skills students will acquire; Engineering practices, Drawing Technique, Manufacturing Practices, Building Construction Techniques, Drawing and Architectural 3D Modeling. Additionally, WRVC's drafting program has Articulation Agreements with Southern Maine Community College (SMCC).

Early Childhood Occupation Education: The Early Childhood Occupations Education Program is a program designed for students preparing for careers involving children. Students should love children, have good communication skills, be responsible, be dependable, work well independently, and read to grade level. Tech I students will participate in nursery school four days per week, working with 3 ½ to 5 year olds. While working in the nursery school, students will work within teams, planning and implementing activities according to a curriculum theme. Tech II students will participate in nursery school three days per week in one semester working with 3 to 3 ½ year olds. They will also intern for one semester at a community based program or class appropriate to career goal.

Electricity: This program is 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. Students work on safety at all times in the course. Students will wire splices, low voltage systems, non-metallic and metallic cables and wiring in conduits. Ohms Law calculations are used frequently. A vast amount of time is spent practicing switching circuits. Students are exposed to real world situations every day. Moral business practices and finances are discussed frequently

Heavy Equipment Operation: This program will include basic construction safety, introduction to site work and roadwork layout, identification of heavy equipment and use, and proper operation and preventative maintenance. Operation skill development will be performed on excavation simulators. Additionally, students will learn basic skid steer, excavator, dozer, front end loader operation and can receive the 10-hour OSHA safety certificate. The student text book will be from the National Center for Construction Education and Research. Class and lab work will be supplemented with field trips to job sites, local mining (gravel) pits and dealerships. A drug test will be required upon acceptance to the program.

Marketing Education: The first year of Marketing introduces students to Retail/Marketing Operations and Applied Commercial Graphics. In Retail/Marketing Operations, students will learn the business functions involved in running a successful school based enterprise, as well as gain the skills and attitudes required in any job. This is an introductory course that provides students with basic understanding of general merchandising and retail store operations. Upon satisfactory completion, the students will be able to apply techniques of selling, promotion, inventory control, conduct and analyze customer surveys, merchandising, and create visual displays. Students will complete cash, check, and credit sales transactions using "state of the art" Point of Sale (cash register) systems. Students will translate knowledge into a successful store operation. On-the-job training in the School Store is integrated into class instruction. Students taking retail marketing operations will have the opportunity to participate in DECA (student marketing leadership organization).

In Applied Commercial Graphics, students will be introduced to basic graphic design using industry accepted software. Students will apply technical knowledge and skills to plan, prepare, and execute commercial and industrial visual images and print products, using mechanical, electronic, and digital graphic printing equipment. Students will apply their knowledge on a variety of community projects as well as produce merchandise for sale in the school store. Students will learn the basics of screen-printing, embroidery, engraving, vinyl cutting, sublimation and large format printing.

Students returning for the second year will participate in Retail/Marketing Management and Sports and Entertainment Marketing Management. In Retail/Marketing Management, students will learn the management functions involved in managing a successful school based enterprise. This course will provide students with a deeper understanding of economics, promotion, selling and management. Students will continue to participate in the daily operation of the school store while performing management duties such as; training, scheduling, buying, pricing, inventory control, planning promotional activities and order fulfillment through the E-Store. On-the-job training in the school store is integrated into the class instruction component. Students taking retail marketing management will have the opportunity to participate in DECA (student marketing leadership organization).

In Sports and Entertainment Marketing Management students will participate in an introductory course which will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment marketing. Students will learn about basic marketing concepts, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and sports and entertainment marketing plans. Students will explore how the Sports and Entertainment industry has evolved and continues to evolve in the global economy. Students will examine the many products and services offered

and the career opportunities they provide. Students taking sports and entertainment will have the opportunity to participate in DECA (student marketing leadership organization).

Medical Occupations: The Medical Occupations is a program that introduces students to the medical field. Students are able to investigate and learn about different professions within the healthcare system. Students spend a great deal of time learning medical terminology as well as anatomy and physiology of the human body and basic health care skills. Students in the first year program will have the option to obtain their Personal Support Specialist Certificate (PSS) at the end of the program. This allows students to work in the assisted living setting and home setting assisting clients with basic health care needs. Students receive American Red Cross and First Aid certification. Second year students have the opportunity to obtain their Certified Nurse's Assistant (CNA) training. Students that opt to take part in the CNA program must perform 70 hours in the clinical setting and pass a state exam to be put on the State of Maine CAN Registry. Additionally, students can obtain Phlebotomy certification after successful completion of course work and live sticks. Second year students continue to explore careers in health care and focus at more in-depth knowledge of anatomy and physiology of the human body. Health care skills continue to be taught and practiced in the lab setting as well as some basic science experiments and dissections.

Public Safety: Tech I students explore opportunities available in Fire Fighting. Upon successful completion of this curriculum you will qualify to test for and receive your nationally recognized Fire Fighter I & II certification. Many colleges that offer Fire Science award 6 college credit hours for this certification. Tech I students are also introduced to the philosophy of a para-military career choice and learn the importance of staying fit, both mentally and physically. Maturity and responsibility are two words that are heavily stressed in this program.

Tech II: Semester 1 is dedicated to studying the EMT-basic curriculum. Successful completion of this curriculum and its associated State practical examination will certify the student in EMT-basic, which will qualify them to take their "National Registry Exam" and secure their State license. Many colleges (SMCC, NMCC, etc.) will award students with this license 5 credit hours. The Semester II is an Introduction to Law Enforcement. You will study subjects such as use of force, search and seizure as they apply to our Constitution. Forensic Science and Crime scene processing are a few of the more than 40 subject areas of Law Enforcement that you will explore. The culminating experience for Tech II students is to receive an introduction to police weaponry. During this module, students receive training from State of Maine certified firearms instructors in the identification, uses, and deployment of police weapons and use of force such as take down techniques and self-defense.

Web Page Design: Web Design and Multi Media

Do you have interest in how the web works, how to create digital images and crave to see how digital video makes things come to life? If so, than this is the class for you. Tech I students in Web Design and Multimedia work with many areas of the new media revolution. They work with the basic framework of web design, graphic design, web programming, video editing and digital effects. The course follows the Adobe curriculum for web and multimedia. Students gain skills using HTML5 and CSS. The skills in web design and media creators are varied covering many and varied skills of computer programming, project management, animation effects and graphic design. It is an ever changing and exciting field that has grown exponentially over the last decade. We focus on Adobe Photoshop, Dreamweaver, Premiere and After Effects but we cover many other technical areas in the industry, including python, JavaScript, and animation.

Tech II students work on more advanced coding and design projects. Student's work on mobile web environments, internship web projects, video programming, and client directed projects. Students will work with JavaScript and dabble with python for web. Focusing on the programming and design certification curriculum students will focus on the client-based skills needed to succeed to take the final certificate exam. As a Certiport testing facility we can offer students the opportunity to try the associate certification exams in Web communications (Dreamweaver, HTML), Video production (Premiere), and Visual communication (Photoshop). We have agreements with SMCC and CMCC for articulation and dual enrollment after completing the two-year program.

Portland Arts and Technology High School (PATHS)

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.

Automotive Technology- (Year 1: John Carmichael: carmij@portlandschools.org)
(Year 2: Paul Fearon: fearop@portlandschools.org)

The Automotive Technology course provides students with skills to develop a thorough understanding of the design, construction, and operation of automotive systems. During their two-year involvement with this program, students are taught how to troubleshoot, service, and repair modern automobiles. Using the most up-to-date technology available, these students are prepared to face the challenges of today's automotive industry needs. National affiliations with the Ford Skills Competition, AYES, and ongoing placement opportunities with local dealerships provide practical skill development. Preparation of students for employment and post-secondary education are major goals. **Certification Opportunities:** NATEF, Maine State Police, Valvoline Oil, and SP2 Safety. **Career Opportunities:** Mechanic, Diesel Mechanic, Brake Specialist, Service Writer, and Parts Specialist.

Carpentry – (Frank Kehoe: kehoef@portlandschools.org)

The Carpentry Program has been designed to instruct students in all types of house construction and remodeling. Students are involved in foundation layout work, house framing, and exterior and interior finish carpentry work. The students work with a variety of building and finishing materials, and become familiar with modern methods and styles of commercial and residential construction. Carpenters are the largest group of building trade workers. They usually have greater opportunities than most other construction workers to become general construction supervisors, since they are involved with the entire construction process.

Throughout the program, strong emphasis is placed on employment with a union shop or general contractor. The carpentry program is an excellent foundation for those going on to post-secondary education. **Certification Opportunities:** OSHA 10 Card and NCCER Carpentry. **Career Opportunities:** Framing Carpenter, General Contractor, Sub Contractor, Apprentice Carpenter, Lumber & House Salesperson, Mill Worker, Carpenter Helper, and Finish Carpenter.

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 artwork, create business cards, artists' statements and career applications. The curriculum also provides the opportunity to earn AP art certification for college. Art ability assessment test required at time of visit. **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, which includes sanitation equipment, menu planning, purchasing, selection and 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 and general cooking with specialized preparation in meats, vegetables, seafood, baking, and management. **Certification Opportunities:** ServeSafe and ServePro. **Career Opportunities:** Cook, Baker, Chef, Pastry Chef, Restaurant Manager, Food Buyer, Food Sale, and Butcher.

Dance (Session 2 Only) - (Lisa Hicks: hicks1@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.

Early Childhood Occupations – (Eva Rodd: roddev@portlandschools.org)

This course is designed for students who are preparing for careers in teaching and caring for young children, birth through age eight. The course provides a foundation in child development, family systems, childcare management, and teaching at the early elementary level. Students plan and manage a campus child development lab program, and intern in community-based programs and area elementary schools. The course has been designed with multiple entry and exit points so that students may enroll for one to four semesters, choosing work that matches their needs and future teaching plans. **Certification Opportunities:** Child Development Associate. **Career Opportunities:** Preschool Teacher, Elementary Teacher, Childcare Provider, Educational Technician.

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 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

Food Services - (Phil Divinsky: divinp@portlandschools.org)

The 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, and 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. To enter this program you must be at least 16 years old and you will take a test to ensure 9th grade reading and writing level. **Certification Opportunities:** Certified Nursing Assistant, CPR, and First Aid. **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 - (Kathy Tarpo: tarpok@portlandschools.org)

This exciting supported program, **formerly called Horticulture**, 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, and Parks Department

Manufacturing Technology – (Tim Lippert- lippet@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 after-school Robotics Team, which takes part in area robotic competitions. Articulation agreements with SMCC and CMCC. **Certification Opportunities:** NIMS. **Career Opportunities:** Machine & CNC Operators, Inspectors, Layout and Set-up Technicians.

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. **Certification Opportunities:** OSHA, Forklift, and NOCTI. **Career Opportunities:** Mason, Mason tender, Bricklayer, Contractor, and Tile Setter.

Music - (Victoria Stubbs: stubby@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. Must return for a second visit for an audition as well as turning in a short essay and a teacher recommendation. **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. **Certification Opportunities:** AVD User Certification and Maine Broadcasters Association. **Career Opportunities:** Video Tape Editor, Production Assistant, and Video Production.

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. **Certification Opportunities:** OSHA 10-Hour Safety, Home Builders Institute, National Oil Heat Research Alliance, and NOCTI. **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.

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, then 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. You will also do fiberglass repair projects on boats, as well as preparing small engines for winter storage. **Certification Opportunities:** EETC, Valvoline Lubrication, and ABYC. **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 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. **Certification Opportunities:** American Welding Association. **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 - (Jill Irving: irvinj@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. **Career Opportunities:** Job entry level in Carpentry, Cabinetry, Woodworking, Mill Work, Building Supplies Store, and post-secondary schools (2 and 4-year).