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MISSION STATEMENT & EXPECTATIONS FOR STUDENT LEARNING

MISSION STATEMENT

The mission of Calais High School is to provide a positive learning environment where a student develops the skills, knowledge, and attitudes necessary to become a responsible and productive citizen.

ACADEMIC EXPECTATIONS

The Calais High School student will:

- Read, write, speak, and think critically
- Accurately define problems, frame questions, collect data, use technology and analyze problems objectively
- Assess individual interests, aptitudes, skills, and values in relationship to career plans
- Create a career/educational plan that reflects personal goals, interests and skills, and available resources

CIVIC EXPECTATIONS

The Calais High School student will:

- Recognize the power of personal participation to affect the community and demonstrate participation skills
- Understand and respect the diverse nature of society

SOCIAL EXPECTATIONS

The Calais High School student will:

- Accept responsibility for personal decisions and actions
- Achieve personal and community health and well-being

Calais High School ensures equal educational/employment opportunities regardless of race, sex, color, religion, national origin, marital status, age, or handicap.

MAINE GUIDING PRINCIPLES

THE BUILDING BLOCKS FOR SUCCESSFUL AND FULFILLED ADULTHOOD IN THE 21ST CENTURY

EACH MAINE STUDENT MUST LEAVE SCHOOL AS:

1. A CLEAR AND EFFECTIVE COMMUNICATOR WHO

- uses oral, written, visual, artistic, and technological modes of expression;
- reads, listens to and interprets messages from multiple sources; and
- uses English and at least one other language

2. A SELF DIRECTED AND LIFE-LONG LEARNER WHO

- creates career and education plans that reflect personal goals, interests and skills, and available resources
- demonstrates the capacity to undertake independent study and
- finds and uses information from libraries, electronic data bases, and other resources.

3. A CREATIVE AND PRACTICAL PROBLEM SOLVER WHO

- observes situations objectively to clearly and accurately define problems;
- frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
- identifies patterns, trends, and relationships that apply to problems; and
- generates a variety of solutions, builds a case for the best response, and critically evaluates its effectiveness.

4. A RESPONSIBLE AND INVOLVED CITIZEN WHO

- recognizes the power of personal participation to affect the community and demonstrates participation skills;
- understands the importance of accepting responsibility for personal decisions and actions;
- knows the means of achieving personal and community health and well –being; and
- recognizes and understands the diverse nature of society

5. A COLLABORATIVE AND QUALITY WORKER WHO

- knows the structure and functions of the labor market
- assesses individual interests, aptitudes, skills, and values in relation to demands of the workplace; and
- demonstrates reliability, flexibility, and concern for quality

6. AN INTEGRATIVE AND INFORMED THINKER WHO

- applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science, social studies, and career preparation; and
- comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

GRADUATION REQUIREMENTS

To be eligible for graduation every student must successfully complete a minimum of 24 credits. **One credit equals one full school year of study.**

4 credits of English

3 credits of Mathematics

3 credits of Social Studies

History of Civilization

U. S. History

Government

2 credits of Science

One must be a Biology

1 credit of Physical Education

1 credit of Fine Arts:

Art, or

Music, or

Technical Drawing

1 credit of Health

1 credit of Career Prep (beginning with the graduating class of **2013**)

½ credit of Computer Literacy

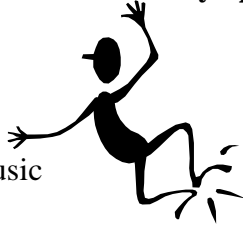
Under special circumstances determined by the administration, credit may be earned outside the regular school day program and applied toward graduation requirements. Outside credits may be granted through the Adult Education Department and/or Summer School classes. A **maximum of two outside credits total** from Adult Education, Online courses (with administrative approval only), and/or Summer School may be applied toward a Calais High School diploma.

HOW DO YOU KNOW WHICH CAREER AREA TO CHOOSE?

A QUICK INTEREST SURVEY

Careers in Arts/Communications may appeal to people who:

Have artistic ability
Have musical ability
Enjoy creative work
Listen to all types of music

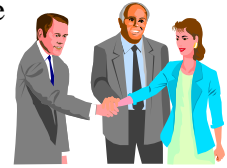


Enjoy oral communication and debate
Like to write stories, poetry, keep a journal
Enjoy performing in front of people
Have a good imagination

Careers in Business/Marketing/Economics may appeal to people who:

Are enthusiastic and self-confident
Have ability to work under pressure
Enjoy planning & directing activities
Ambitious & achievement oriented
Like working with computers

Enjoy working with people
Enjoy meeting new people
Like to solve problems
Prefer being the boss
Organized and efficient



Careers in Health/Human Services may appeal to people who:

Are interested in life sciences
Like to analyze, develop, & solve problems
Have good eye & hand coordination
Enjoy sharing ideas with others
Get along with a variety of people
Genuine concern for well being of others

Enjoy providing service to people
Giving information, seeing to people's comfort
Interested in the operation of the body & mind

Careers in Science/Natural Resources may appeal to people whom:

Like to work outdoors
Enjoy traveling
Like wildlife
Like to sometimes work alone
Want to work with animals



Enjoy science
Want to be physically active
Like a flexible work schedule
Want to grow or care for plants
Concerned about the environment

Careers in Industrial Technology/Engineering may appeal to people who:

Like working with computers
Like working with machines & equipment
Enjoy completing building projects
Ability to work with tools
Like to design, create, build

Like to assemble or repair things
Have aptitude for mathematics
Work accurately & precisely
Enjoy problem solving, using facts, & figuring things out



ADVISOR/ADVISEE PROGRAM

The Advisor/Advisee program serves as the connection that pulls together the positive learning environment where students develop the skills, knowledge, and attitudes necessary to become responsible and productive citizens. Students meet once per week, in a mentoring process, to decide who they are as individuals, where they fit into school and society, what they need to excel academically and in life, and how best to move forward on a path that meets those needs. Students are assigned an advisor at the beginning of grade nine and continue with that same advisor until graduation, providing a four-year relationship to promote and enhance student learning in academic, career, and personal/social areas. Some Grade Level Group Developmental Seminars are provided in formats such as SAT and PSAT preparation, individual personality assessment, the college application process, and career searches. Students receive $\frac{1}{4}$ credit per year for a total of one credit upon graduation.

FULL TIME STUDENTS AT CALAIS HIGH SCHOOL

All students are expected to enroll in a minimum of 6 classes per year to be considered full-time students at Calais High School. Only full-time students are allowed to participate in school activities and senior events. Exceptions can be considered in cases of extenuating circumstances. Students are encouraged to take more than 6 courses.

GRADING SYSTEM

A=	93-100	D=	70-76
B=	85-92	F=	Below-70
C=	77-84		

Any adjustments or corrections to a grade normally must be made within 30 days before the close of the marking period.

WEIGHTED GRADING

All course levels are weighted for determining class rank only. GPA (Grade Point Average) is not weighted.

Grade	Advanced Placement/ Accelerated	Level 1	Level 2	Level 3
A	7	6	5	4
B	6	5	4	3
C	5	4	3	2
D	4	3	2	1
F	0	0	0	0

HONOR ROLL

High Honors	93 average, No grade below 93
Honors	85 average, No grade below 85

ADD/DROP

The add/drop period for each semester concludes at the close of the second week of classes. Students wishing to add/drop after this period must have the Principal's approval. The scheduling process begins with students receiving placement recommendation from current teachers in English. Talk with your current instructors about the best courses for you to take in mathematics and science.

After all students have made their current course requests, a course request count is made which provides individual class enrollment figures. From these figures, the high school office staff determines the number of class sections needed, prepares the master schedule, assigns teachers, orders textbooks and supplies, etc. Therefore, it is essential that the student and his/her parents carefully select a program of study that best meets the students' abilities and career plans. **The Master Schedule class placement is built upon spring student course requests. Students who choose to use the Drop/Add process in the fall will find getting new course requests difficult!**

A program selected after careful study and consultation should require no changes. Current teachers, Advisors, and the Guidance counselor are important resources students can utilize to make this process successful.

We ask that all students/parents examine the information in the curriculum handbook. Any questions may be directed to the Guidance Office, Thomas Robb, 454-2591. Calais High School will make every effort to give students the courses they select. Students may choose an alternate course that may be substituted if a conflict arises. Conflicts may occur when (1) a course must be cancelled due to insufficient enrollment, (2) if a student selects two courses that are offered at the same time, or (3) if the school is not able to offer a particular course.

Acceptable Reasons for Add/Drop:

- 1.) Course has been canceled
- 2.) Student is scheduled for two courses meeting at the same time
- 3.) A student is changing a level of English, Mathematics, or Science.
- 4.) Student does not have a least 6 courses on the current schedule
- 5.) Administrative Decision

EARLY GRADUATION

Early graduation is possible in less than four years. If interested, consult with the high school Guidance Counselor **no later than** the end of your Sophomore (second) year.

ADULT EDUCATION/SUMMER SCHOOL

Under special circumstances determined by the administration, credit earned outside the regular school day program applied toward graduation requirement may be granted through the Adult Education department and/or Summer School classes. A maximum of two credits total from Adult Education and/or Summer School may be applied toward a Calais High School diploma. **Please be advised that Summer School does not take place every year.**

Student Assistance Team (SAT)/Response to Intervention (RTI)

SAT/RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and interventions for students experiencing trouble with classroom performance. SAT/RTI is also a tool to help identify possible learning disabilities in extreme cases. Parents, students, administrators, and teachers may refer students who are having academic difficulty to this program by notifying the middle/high school guidance counselor (Mr. Robb at 454-2591).

STUDENTS WHO HAVE FALLEN BEHIND

“Don’t give up the ship.” If you have fallen behind due to failures you can elect to make up the credits by taking extra courses during the next school year.

COURSE DESCRIPTIONS

ART DEPARTMENT

Art 1

Year

1 Credit

Grades 9-12

Art is created to connect us to the sensing dimension of ourselves. It allows us to express thoughts and feelings, which are otherwise inexpressible.

Students in this course will develop visual and manual art skills as a means to self-exploration and expression. Students will also learn how to appreciate art from various cultures and time periods. They will learn to make distinctions between such qualities as beauty and ugliness.

Art 1 is a beginner's course; it includes many structured drawing and painting lessons, a few sculpture and craft lessons, and complementary art vocabulary and appreciation lessons. To benefit from this course, students must have the ability to experiment, focus their imaginations, work with care, and organize an art portfolio.

Art 2, 3, 4

Year

1 Credit

Grades 10-12

The course provides for additional experiences in making art and responding to the art of others. The emphasis of this course is in developing each student's personal motivation for creating art. To benefit from this course, students must be able to draw from observation, draw from imagination, blend colors and compose in both 2 and 3 dimensional space. Students in this course are expected to have a genuine interest in art and to have completed the Art 1 course.

World Crafts

Semester or Year

½ or 1 Credit

Grades 10-12

The spirit of craft objects varies around the world depending on construction methods, availability of raw materials, and decorative motifs that are culturally derived. Students in this course will discover crafts within the context of world cultures and use this knowledge to create works of their own. Paper, fiber and clay will be the primary materials used. Learning about the cultures of India, China, and Africa relative to their art is an essential part of this class.

BUSINESS DEPARTMENT

Accounting 1

Year **1 Credit** **Grades 11-12**

This class will provide students with the opportunity to gain a broad knowledge of business operations. Upon successful completion, students will be equipped with the basic skills needed to keep financial records for sales and support occupations as well as their own personal business records. Students will work hands-on with journals, ledgers, and financial statements. This class is highly recommended for students pursuing a career in accounting, business management, business administration, etc. Accounting provides a foundation for future studies in business. Successful completion counts as one credit toward Mathematics requirement.

Expectations: Basic understanding and application of mathematical concepts.

Accounting 2

Year **1 Credit** **Grade 12**

This follow-up to Accounting 1 is vocational and career-oriented. It is designed for students who desire to go directly into the work force as a bookkeeper or accounting assistant, or who desire to prepare for advanced studies at the college level in accounting, marketing or business management. This class offers hands-on experience integrating accounting practices and related computer skills.

Expectations: Successful completion of Accounting 1.

Desktop Publishing

1st Semester or Year **½ or 1 Credit** **Grades 10-12**

This class will provide students with the opportunity to learn the use of desktop publishing techniques to enhance business and personal documents. Using Microsoft Office Suite Software and PageMaker 6.5, students will complete hands-on tasks producing professional documents such as resumes, programs, brochures, newsletters, etc. Class members will publish school programs for musical and sports events; print and bind school publications, such as the handbook and curriculum guide; and design forms as needed for various school departments. Students may not begin this class 2nd semester.

Expectations: Successful completion of Word Processing 1 or permission of instructor.

Word Processing 1

Year

1 Credit

Grades 9-12

Word Processing is one of the most valuable courses offered to students. Learning how to key properly is an important skill. Students are taught to touch key (without looking) and to produce business-correct documents needed for virtually every workplace. Students have limited access to the Internet and will be taught how to prevent repetitive stress and carpal tunnel syndrome. In addition, students will have “hands on” experience using Microsoft Office applications. They will format, create and edit personal and business letter, memorandums, tables, reports, etc. using word processing. They will prepare spreadsheets, including writing basic formulas for analyses and graphing of numerical data. And students will create and enhance visual presentations using PowerPoint by adding text and objects and applying transitions, sound, timing, and animation. CHS has an articulation agreement with Washington County Community College to receive college credit for successful completion of this course while still in high school. Fulfills Computer Literacy requirement.

ENGLISH DEPARTMENT

The Calais High School English Department curriculum stresses the important role the English language plays in students' lives. Based upon the adage that "one size does not fit all", the English Department offers the courses by levels taking into consideration the needs of the students. In addition to the three levels listed below, Advanced Placement and Accelerated English are also offered to students seeking honors level courses. In selecting a level, it is strongly recommended that you consider past grades in English classes, MEA scores, SRA scores, and teacher or guidance counselor recommendation.

The rule of thumb for in-coming freshmen students is that they are required during the spring of their 8th grade year to write a placement essay that will be evaluated by the high school English faculty and used as a mechanism for appropriate placement in 9th grade English classes. The placement essay will be used in conjunction with standardized reading test scores, if available. Late-entering transfer students will be placed in an English class at the discretion and recommendation of high school faculty.

The placement essay which 8th graders take will be an SAT prompt. They are scored holistically by the high school English faculty, using the College Board SAT scoring rubric. Each essay has two readers; if there is a discrepancy of more than one point in the scores, a third reader evaluates the essay. The combined scores of two readers result in a score range from 2-12 points. Once student placements are recommended, a parent-teacher-administrator conference will take place prior to any changes.

Recommendations:

To be recommended for Accelerated English, a student will write an essay that has a combined score of 10-12.

To be recommended for Level 1 (College Prep) English, a student will write an essay that has a combined score of 7-9.

To be recommended for Level 2 English, a student will write an essay that has a combined score of 5-7.

To be recommended for Level 3 (English 9-10), a student will have a combined score of 2-4.

Level 1: writing and reading instruction are aligned to the Performance Indicators for secondary English Language Arts.

Level 2: some assistance is necessary to help students develop literacy strategies necessary to successfully achieve mastery of the Secondary English Language Arts Performance Indicators by graduation.

Level 3: a supported learning environment that provides systematic instruction in basic reading and writing skills leading to a student's readiness to meet the Secondary Level English Language Arts Performance Indicators.

Movement from one level to another during the school years is possible, after careful consideration and consultation with your teacher, guidance counselor, and parents. Students who fail any English class during first three years of high school may “double-up” on makeup classes only during their senior year.

Honors English

Year **1 Credit** **Grades 9 & 10**

This is a two-year course that develops the skills necessary to analyze various literary genres, such as fiction, nonfiction, drama, and poetry. An in-depth study of the elements of fiction, character development, theme, point of view, and the use of stylistic devices provides the foundation necessary for analysis of the theme, symbolism, and cultural context of these literary works. Critical thinking and problem solving skills are used within written and spoken English assignments that necessitate the analysis, synthesis, and evaluation of rigorous, lengthy selections while embracing the conventions of written and spoken English. Required reading includes a minimum of one comedic and one tragic Elizabethan drama. Writing assignments include writing a summary, paraphrasing, précis writing, referencing, evaluating sources, and researching. Self-reflective journal writings are also required. These require the student to make an abstract connection between his/her own life and the characters, events, and circumstances represented within various works inherent within the curriculum.

Advanced Placement English: Literature and Composition

Year **1 Credit** **Grades 11-12**

This course has been developed as a two-year program open to 11th and 12th grade students with careful consideration of the stated goals presented by the College Board in its Course Description booklet while addressing the Performance Indicators set forth in the Maine Learning Results. Engaging the “students in careful reading and critical analysis of imaginative literature,” the course also requires that the students write for a variety of purposes and audiences. Thoughtful discussion (through spoken and written forms) of the students’ interpretation and evaluation of literature is required. “Because the course depends on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication,” students are encouraged to write the AP English Literature and Composition in their senior year. The curriculum for this class is annually approved through the College Board audit.

Advanced Placement English: Language and Composition (ELECTIVE)

Year **1 Credit** **Grade 12**

This course has been developed as a one-year program open to seniors. Developed with careful consideration of the stated goals presented by the College Board in its Course Description booklet, the course curriculum provides the student with ample opportunities to write a variety of subjects and to demonstrate an awareness of audience and purpose. As a composition class, AP Language and Composition allows the students to explore expository, analytical, and argumentative writing in addition to personal and reflective forms of composition. Students will also be taught to read primary and secondary sources carefully to synthesize material from these texts in their own compositions. MLA, APA, and CMS methods of documentation will be reviewed. The curriculum for this course has been approved through the College Board audit and is reviewed annually.

English 9

Year **1 Credit** **Grade 9**

Students in Freshman English will explore types of expository writing essential to success in high school, college, and their careers, including: analysis; synthesis; cause and effect; persuasion and argument; comparison and contrast. The course will also cover techniques for narration and description, as well as an introduction to methods of research and documentation. The assignments and class discussions will encourage critical thinking and problem solving, in addition to attentive reading. The course will introduce students to literary genres, offering readings in fiction, non-fiction, drama and poetry. Students will read a novel and a play. Analysis of readings by the students will be an essential part of the course. Vocabulary study, based on the reading assignments, will complement the literature study. Emphasis throughout the course will be on the improvement of student writing, critical thinking, understanding of literature, and oral expression.

English 10

Year **1 Credit** **Grade 10**

Sophomore English requires applying strategies to lengthy adult level selections of fiction, nonfiction, drama, and poetry that are mature in terms of character, plot, theme, structure, dialogue, style, point of view, and use of literary devices. Emphasis is placed on analysis of the author's purpose, character development, figurative language, universal themes, and stylistic devices inherent within these genres. Although often based on reading assignments, vocabulary study will also include the application of context clues as well as the analysis of affixes, base words, and Greek and Latin roots. Continued emphasis is placed on becoming an effective communicator who can correctly use the conventions of written and spoken English. Assignments require the application of skills and strategies within the writing process to develop analysis, synthesis, comparison and contrast essays as well as research papers. These assignments require making an abstract

connection between the student's own life and the characters, events, and circumstances represented within these various works.

English 11

Year

1 Credit

Grade 11

Junior year English is a survey of American Literature from the pre-Colonial era to the present. Throughout the course students will be encountering major works of American Literature and themes in American history and life. Critical reading, writing, thinking, research skills, and oral communication will be applied to discussion and written assignments about the American experience. Students will continue to develop their expository writing skills. Readings will include non-fiction, fiction, poetry and drama. Vocabulary study, based on the readings, and the most frequently encountered SAT words, will complement the literature study. The course will also offer SAT Preparation, Portfolio, and résumé preparation.

English 12

Year

1 Credit

Grade 12

Grade 12 English is designed to build upon the knowledge and skills acquired for the study and appreciation of the English language and literature in addition to honing the communication skills necessary to succeed at the university level. All genres of literature are covered through a survey of British and world authors. In the first term students will also review how to find a topic and create a dominant theme and image for the college application essay. The course will also require a research paper to be completed in the second semester.

Writing Workshop

Semester/Year

½ or 1 Credit

Grades 10-12

Writing Workshop is designed for students of all levels who are interested in exploring different genres of writing while developing their writing skills. Writing Workshop consists of two one-semester courses; students may take one semester or both. Semester one covers narration, description, poetry, analysis, and synthesis based on sources. Semester two covers additional analysis, persuasion and argument, and fiction. The process of writing will be stressed throughout the course in drafts, revision, peer evaluation, and editing. Students in both courses will develop personal voice, awareness of audience, and work on language control and style. **Prerequisites for the course are interest in writing, a C average in the student's most recent English class, and permission of the instructor.**

FOREIGN LANGUAGE DEPARTMENT

Language is the instrument giving us potential to connect to every other person's understanding of the multi-lingual world in which we must all live. If we are to know other's wisdom with respect to their experience and reflections upon the world, knowledge of their language is critical. To this end, Calais High School strives to offer exposure to multiple foreign languages, basic understanding of these languages, and insight into the culture they reflect. Our program focuses on communication and culture. Communication requires the student to know what to say (vocabulary), how to say it (grammar and syntax), when to say it (chronological comprehension), and to whom it must be said (situation comprehension). Culture requires a student to register a sensitivity and appropriate response to the similarities and differences between his-her own culture, and the culture of the studied language. Such skills are achieved through listening, reading, speaking, viewing, and writing the foreign language.

Spanish 1

Year **1 Credit** **Grades 9-12**

This is an introduction to basic Spanish concepts. The focus will be on learning and building grammar and vocabulary skills. Some minor reading will also be done. The language will be used as much as possible. All activities are used to help facilitate the use of language through repetition.

Spanish 2

Year **1 Credit** **Grades 10-12**

This is a continuation of the language with added emphasis on writing and reading skills. There is also a focus on more complex grammar concepts. The language will continue to be used as much as possible.

Expectations: A grade of C or better in Spanish 1 is recommended for successful completion of Spanish 2 or beyond.

Spanish 3-4

Year **1 Credit** **Grades 11-12**

Continuation of the Spanish language advances a student's skills in reading, writing, and speaking. There will be an increase in the volume of required reading and writing in these courses.

Expectations: Grade of C or better in Spanish 2 or 3 or permission of instructor.

JOBS FOR MAINE'S GRADUATES (JMG)

School-To-Work (STW)

Year **1 Credit** **Grade 12**

School-to-Work assists students in graduating from high school and preparing them for the world of work. This is a competency-based curriculum in which students will learn basic skills, career development, job attainment, and retention. Students will learn how to write powerful résumés and cover letters to better their chances of getting a job. Aside from in-class tasks, students will be asked to actively participate in community services. After graduation, the job specialist will follow-up on the STW students for 12 months to make sure they all achieve a positive outcome (full-time job, technical school, college, part-time job, etc.). Students must be willing and able to participate in every phase of the program.

Career Prep

Year **1 Credit** **Grade 11**

Beginning the 2011-2012 school year *all juniors* will be required to take **Career Prep**. This class was designed and developed to provide a successful transition from school to career for all students at Calais High School. Students will be heavily involved in career development. As a part of our Mission Statement, students will be introduced to all of the high school (9-12) **Career Prep**, Maine Learning Results 2007. Through **Career Prep** students should be able to demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies to improve those skills to aid them in making successful career and life decisions.

Career Prep will be taught through the JMG program and will carry forward some of the fundamental principles of the program:

1. Students will be expected to participate in community service projects and will be required to log a minimum number of community service hours as set by the teacher at the start of each school year (usually 10 hours).
2. Students will be involved in leadership development throughout the community as well as inside the classroom.
3. Students will participate in various projects that represent the JMG program.

MATHEMATICS

Integrated ALGEBRA One Level Two

Year

2 Credits

Grades 9-12

An integrated mathematics program consists of topics from a wide variety of mathematical fields that emphasize the relationship among topics within mathematics and other disciplines. Integrated Algebra One concentrates on the knowledge and understanding that students need to become mathematically literate citizens, while providing the necessary foundation for those who wish to pursue careers involving mathematics and science. Contexts for the preparation of mathematics include the properties of reflected light, population growth, and the manufacture of cardboard containers. Mathematical content, while focusing primarily on algebra, includes data collection, presentation and interpretation, introduction to linear, exponential and power equations, and three-dimensional geometry, including surface area and volume.

Integrated Algebra One Level One (CP)

This course takes Integrated Algebra One and supplements this program with **additional topics** not covered in Level Two. This program is taught at a **more rigorous pace** and includes such topics as solving inequalities and their absolute values, probability, and exponential equations involving decrease as well as increase.

Note: Eighth Grade students showing an appropriate level of mastery of eighth grade mathematics skills at the end of seventh grade, as well as exemplary organizational skills, are invited to take Integrated Algebra One Level One while in the eighth grade.

Students entering ninth grade taking Integrated Algebra One are in NOT hindered from taking Advanced Placement Calculus as a senior.

Technical Math

Year

1 Credit

Grades 10-12

This course is being offered to provide practical knowledge of mathematics as it applies to living in a technical world. Estimating materials, costs, measurements, and geometric shapes will be studied and applied to various problems found in technology. ***This course is recommended for students in any of the vocational programs.***

Prerequisite: Students in this class must have successfully completed Integrated Algebra One (Level One or Two), or its equivalent. **Students must also be enrolled in a course at St. Croix Regional Technical Center.**

Integrated Geometry

Year

1 Credit

Grades 9-12

This course completes the knowledge and understanding that students need to become mathematically literate citizens, while providing the necessary foundation for those who wish to pursue careers in mathematics and science. This course includes Euclidean Geometry topics, as well as probability, statistics, and linear programming.

Prerequisite: Successful completion of Integrated Algebra One, or Integrated Algebra One **non-credit Clep Exam**. (The Clep Exam is given once in May and scored by CHS Math Department staff. Students are responsible for contacting the Guidance Department to take Clep Exam.) However, students entering ninth grade taking Integrated Algebra One are in no way hindered from being able to eventually take Advanced Placement Calculus as a Senior.

Integrated Algebra Two

Year

1 Credit

Grades 11-12

This math class is the third year of mathematics and continues where Integrated Geometry left off. This year will cover geometry topics involving circles. Traditional algebra topics covered include: operations on polynomial functions, finding roots of polynomials including quadratics by factoring, completing the square, and using the quadratic formula and the fundamental theorem of algebra, radical functions and rational exponents, exponential and logarithmic functions, and solving three by three systems of equations.

Prerequisite: Successful completion of Integrated Geometry or equivalent.

Integrated Trigonometry

Year

1 Credit

Grades 11-12

This is the fourth year of integrated mathematics building on Integrated Algebra Two. Algebra topics of rational functions, operations on functions, an introduction to limits, and sequences and series will be covered. Trigonometry topics include solving triangles, working with vectors, and working with circles including graphs of all six trigonometric functions.

Prerequisite: Successful completion of Integrated Algebra Two or equivalent.

MUSIC DEPARTMENT

Chorus

Year **1 Credit** **Grades 9-12**

Chorus is open to all students. Choral activities include a minimum of two department concerts each year. Participation in choral festivals and community performances may be required. Emphasis will be placed on fundamentals of vocal production, including breath control and intonation, elementary music theory, and ear training. An open mind and a willingness to try something new are important qualities for prospective students.

Concert Band

Year **1 Credit** **Grades 9-12**

The concert band is open to all students who have played instruments and are sufficiently advanced to benefit from this course. The emphasis of the course is on rehearsing and performing music in a creative manner. The band participates in many school and community activities such as concerts, festivals, basketball games, and parades.

Jazz Combo

Year **1 Credit** **Grades 9-12**

Brass, percussion and woodwind members of concert band may enroll. This course will offer training in the performances of jazz and popular music. There will be heavy emphasis on technique and improvisation. Guitar players who wish to enroll must know how to read music, understand chord structure or be able to read chord symbols. The jazz combo participates in school concerts as well as district and state jazz festivals.

PHYSICAL EDUCATION AND HEALTH

Physical Education

Year **1 Credit** **Grade 9**

All students are required to take physical education for one year. The classes are conducted on a co-educational basis with emphasis placed upon achieving individual fitness goals and team skills. Activities range from team sports to recreation, individual, dual and lifetime sports, and personal fitness.

Physical Education Aide

Semester **½ Credit** **Grades 11-12**

This program is designed for students in grades 11-12 who display leadership and basic skills taught in the physical education department. The aide program has helped immensely with locker room supervision and also helps the seniors make career choices in recreation and physical education. Aides are also asked to help in attendance, officiate activities, demonstrate and encourage appropriate behavior and act as role models. They are expected to take a Midterm/Final exam. One half credit will be given each year, with a maximum of one credit to be used toward graduation. **These students must have successfully completed Physical Education (PE) and MUST fill out an application to be approved by the instructor.**

Health

Year **1 Credit** **Grades 10-12**

Health education is the provision of a combination of learning experiences designed to promote voluntary adaptation of healthy behaviors. The goal is to position the student to take in information and make responsible decisions regarding his/her own health practices. Teaching strategies include many cooperative learning techniques such as teamwork, peer-to-peer teaching, self-directed experiences, and role-playing. Students are encouraged to be participatory learners through non-threatening activities. A high emphasis is always placed on increasing self-confidence and self-responsibility.

Health Science

Year

1 Credit

Grade 10-12

Health Science provides students with biology-based information in order to promote a healthy lifestyle. Students will review body systems in conjunction with learning about emotional & social health, physical health, drug use and abuse, disease prevention, the life cycle (including prevention of HIV, STDs, & pregnancy, and first aid. Students will have the opportunity to work in small groups & role-play as part of self-directed learning experiences. Instructional emphasis is placed on increasing self-responsibility. A community service requirement is part of this class.

SCIENCE DEPARTMENT

Physical Science

Year

1 Credit

Grade 9

This course is designed to provide a general background in the physical sciences. Students will participate in laboratory experiments in order to develop scientific thinking and problem-solving skills. These labs are an important part of the class. Topics included in this course are the scientific method, nature, and classes of matter, atomic structure, the periodic table, chemical bonding and reactions, solutions, acids and bases, energy, motion, forces, machines, waves, light, and sound. Students should have a solid background in mathematics to be successful in science classes. However, there are no prerequisites for this required course.

Biology with Lab

Year

1 Credit

Grade 10

Biology is the science of life. Students in this course will learn the basic principles of and be introduced to the advanced topics of biology. Students will study biological concepts such as ecology, classification of organisms, fossils, cell structure, anatomy and physiology of humans and that of other organisms as well. Also studied will be concepts from biochemistry, plant physiology, and genetics. A variety of methods, which include hands-on learning and laboratory exercises, will be incorporated into the classes. Biology is motivating and fun as it explains concepts that are all around us. This course satisfies the requirement for the second year of high school science as well as providing students a solid academic background that could be used to pursue additional studies in science. Students must have successfully completed Physical Science class.

Applied Biology

Year

1 Credit

Grade 10

Applied biology students will actively learn about life. Different units to be covered include a continuity of life, animal life processes, plant growth and reproduction, community of life, nutrition, and disease and wellness. This course includes many laboratory experiments, and participation in these will be an important part of the course. Students must have successfully completed Physical Science class.

Chemistry with Lab

Year

1 Credit

Grades 11-12

This is a laboratory-oriented course designed to provide foundation chemistry for students who plan to attend a four-year college. Emphasis is placed upon lab experiments from which students derive general chemical principles and strengthen problem-solving skills, and develop an understanding of research procedures. A good working knowledge of algebra is necessary, as students must regularly apply scientific formulas to solve problems. Topics include the scientific method, nature and properties of matter, atomic structure and quantum theory, chemical reactions and equations, the periodic table, families of elements, molar relationships, stoichiometry, chemical bonding, gases, acids and bases, and organic chemistry. Students taking this class must have successfully completed two years of high school level science.

Organic and Biological Chemistry

Year

1 Credit

Grades 12

This is an elective, advanced chemistry course with an emphasis on the chemistry of carbon compounds and biochemistry. It is designed for students who are interested in majoring in a science at the college level. Topics covered in this course include saturated and unsaturated hydrocarbons, alcohols, phenols, and ethers, aldehydes and ketones, carboxylic acids and esters, amines and amides, carbohydrates, lipids, proteins, nucleic acids, enzymes, vitamins and hormones, biological energy and metabolism.

Prerequisite: Successful completion of Chemistry I or permission of the instructor.

This course will be offered as an independent study. Students will be responsible for completing all reading/work on their own, with supervision from the instructor. Grades will be based on: tests (40%), homework/quizzes (25%), labs/projects/reports (25%) and notebook (10%).

Honors Explorations in Science

Year

1 Credit

Grades 11-12

This is an elective, advanced science course that emphasizes independent, student-driven research. Topics covered will include areas of interest in biology and chemistry; the actual research will be designed by the student and the teacher. Students will have the opportunity to experience the process of scientific inquiry and research. Science journals and online research, as well as lab experiments, will be required to complete independent projects during the year. This course will help students who are interested in majoring in science in college.

SOCIAL STUDIES DEPARTMENT

History of Civilization

Year **1 Credit** **Grade 9**

The people of history have told their story through their deeds, their words, and the things they have made and built. History of Civilization is a one-year survey course, which follows the parts of this unfolding human story, from ancient times to our own day.

U.S. History

Year **1 Credit** **Grade 10 or 11 (11 preferred)**

This course begins with the early struggle among European nations for global supremacy and England's colonization of the New World. From the U.S. fight for independence, the study proceeds to modern times with emphasis upon various wars, conflicts, and national crises that have taken place. The administration of all U.S. presidents will be examined chronologically. Students will be required to simulate various important historical events to gain insight into the reason why these events occurred.

American History through Film

Two half semester classes **½ Credit Each** **Grades 11-12**

Using a variety of different types of movies, this class examines the full scope of American History from the colonial times to the present. Students will be expected to compare and contrast the views presented in these films with the actual events as they have been recorded in print. Methods will include essay, class discussion, and oral and/or audio-visual presentation. Students should have completed a yearlong U.S. History class with a grade of at least a C to be eligible to take the course.

Early 20th Century American History

Semester **½ Credit** **Grades 11-12**

This class is essentially a more in-depth look at the first half of the twentieth century. Major topics of study will include: The Progressive Era, Imperialism, World War I, the Roaring Twenties, the Depression, World War II, and the beginnings of the Cold War. Students must have completed the required full-year survey course to be eligible for Early 20th Century American History. However, **students who were unable to receive credit in the full year class may use this class and Modern American History to fulfill their graduation requirement.**

Modern American History

Semester **½ Credit** **Grades 11-12**

Modern American History picks up where Early 20th Century American History ends. Major topics of study include: The 1950's, The Cold War, The War in Korea, The 1960's, Vietnam, Watergate, the Reagan Administration, Global Conflicts and the War on Terrorism. Students must have completed the full year survey course to be eligible for Modern American History. **(See note above concerning graduation requirements.)**

Government

Year **1 Credit** **Grade 12**

This course begins with the American Revolutionary period, the ideas and principles of our Founding Fathers when they wrote the Constitution, and the successive growth, modification and innovation as it changes from year to year. The Executive, Legislative, and Judicial branches of government will be thoroughly studied via role-model simulations by students in such areas as judicial review, lobbyist and pressure groups, and the Congress. Much analytical thinking will be required to promote inquiry and discovery by students. In addition, students will read and discuss several major works in the area of political science as well as write several research papers assigned over related topics. Through discussions, students will discover how government keeps pace with social changes and demands.

Psychology

Semester **½ Credit** **Grades 10-12**

Psychology is a course designed to study human behavior. It will attempt to apply psychological ideas to many contemporary concerns such as crimes, drug use and abuse, sexual behavior and misbehavior, etc. The course will be discussion-oriented with textbooks and supplemental readings for background material. Students will gain a better understanding of society and themselves via lecture, discussions, and simulations.

Street Law

Semester **½ Credit** **Grades 10-12**

Street Law is a course designed to study the purpose, principles, and doctrines of criminal law. The course will present most of the basic principles of criminal liability including requisite of an act, defenses of excuse, and material elements for most major categories of offenses. Students will gain an understanding of past value judgments that have shaped American criminal law and apply their own values to evaluate them.

Current Events

Semester or Full Year

½ Credit

Grades 10-12

This class is intended to motivate students to become more aware of the events, issues, and people affecting their world today. The course emphasizes group discussion, the reading of major media concerning current issues and events, and major writing projects. This class is recommended to anyone who desires to learn more about the world and its effects on everyday life.

TECHNOLOGY EDUCATION DEPARTMENT

Formerly known as Industrial Arts, the Technology Education Department has evolved with our changing times and now offers more hands-on/minds-on design projects than the traditional woodworking and drafting classes of the past. While still primarily project-based, “Tech Ed” courses expect students to understand the interrelationships of technology and other core classes in the school to the sciences, math, English, social studies, and the fine arts. Students continue to design and build traditional Industrial Arts projects, but are also required to immerse themselves in the design and problem-solving processes used by engineers and designers. Any students, male or female, college bound or vocational, are encouraged to enroll in Technology Education courses to explore the world of technology and its materials, processes, products, history, and impact on our global future. Students interested in any career related to engineering, architecture, and any other technical field are particularly encouraged to enroll in Tech Ed classes.

Technology Education 1

Year

1 Credit

Grades 9-12

While still doing projects based on the Woods Lab, this course affords the opportunity for students to also experiment in the fields of technical drawing and CAD (Computer-aided-Drafting), mechanisms, architecture, flight and robotics while participating in various design challenges. Students not only learn the safe and proper use of hand and stationary power tools, they also work in teams to solve problems, which may include: bridge and tower design, construction and destructive testing: the Young America’s Cup Sailing Challenge: the Washington County Robotics’ Design Engineering Challenge: magnetic levitation vehicles: airfoils in the wind tunnels; the Rube Goldberg Contraption Design Project; and community service projects. The major woodworking projects involve the student in the design and manufacture of a “Custom Box” and in a class mass-production. Students will use the Tech Lab computers to learn basic computer literacy, CAD, basic Web Page portfolio design; digital photography and to explore our numerous technological simulation programs. Emphasis is on creative thinking, safety, and teamwork in a responsible and cooperative leaning environment. All students must enroll in this first year course before taking any Independent Study Tech Ed courses. Please refer to the prerequisites for Independent Study Courses below.

Technology Education 2

Year

1 Credit

Grades 10-12

Tech Ed2 is a follow-up to Tech Ed 1 and continues the study of technology and its role in society. Problems will be solved using a “real world” approach. Students are presented with problem guidelines and are expected to use critical thinking skills and machine tool knowledge to create solutions. Project work will include cabinet making, model making and screen printing with usual emphasis on safety in a cooperative environment. Prerequisite: Successful completion of Technology Education 1.

Technical Drawing & Design

Semester or Year

½ or 1 Credit

Grades 10-12

This course fulfills the school's Computer Literacy and Fine Arts requirement. Students will be introduced to the methods used to communicate visual ideas through technical drawings. Emphasis is placed on visualizing objects in three dimensions and then representing them on paper. Topics include: basic geometry review; sketching; use of drafting tools; the elements of design; the projection of objects; T-shirt screen printing; Web page electronic portfolio design and CAD (Computer-aided Design). Students will create a portfolio of their work to include sketches, board drawing; paper developments; Web pages; and digital photographs of their scale models and projects. Design challenges include the construction of bridges and towers followed by destructive testing. Several CAD programs and other design software packages will be introduced, as will the proper use of a variety of digital hardware devices to include still cameras, video cameras, scanners, document cameras, and portable data storage media. Emphasis is on creativity, attention to detail, and responsibility in a diverse atmosphere that **requires self-motivation**.

Technology Education Independent Study Course Offerings

Semester and/or Year

½ or 1 Credit

Grades 10-12

The CHS Technology Education Department offers several Independent Study course to students with specific interests, personal motivation and who meet the required prerequisites.

Courses are offered to meet the student's schedule within the regular Tech Ed course schedule. Students can enroll in one course each quarter, one course for a semester, or maintain one independent study course enrollment for the entire year.

Prerequisites:

- Permission of the instructor
- Priority to juniors and seniors
- Successful completion of Tech Ed I and II, or
- Successful completion of Tech Ed 1 and Technical Drawing & Design

Course Requirements:

- Personal motivation to learn
- Ability to maintain focus
- Ability to learn on one's own using reference books, online and DVD tutorials
- Willingness to share new-found knowledge
- Willingness to maintain a daily log of work accomplished

- Understanding that the course **offers a privilege** that must be respected to maintain enrollment status

Offerings:

- ❖ Advanced Architectural and/or Mechanical CAD
 - Google SketchUp, 3d Home Architect, Chief Architect, AutoCAD, etc. (one full year of Technical Drawing & Design is required)
 - This course offers WCCC college credit for minimal cost
- ❖ Robotics
 - both Lego RCX and NXT
- ❖ Digital Video Editing
 - Windows MovieMaker, iMovie and Adobe Premiere
 - Use of several video camcorder platforms
- ❖ Digital Audio Recording
 - Garage Band, Audacity, Adobe Audition and ProTools
 - Use of recording studio and portable recording devices
- ❖ Computer Graphics
 - Photoshop, Illustrator, etc.
- ❖ Website Design
 - Google sites, Kompozer, Dreamweaver, etc.
- ❖ Basic Woodworking/Cabinetmaking
 - Tech Ed I and II required
- ❖ Mechanical/Structural Engineering
 - West Point Bridge Design, ModelSmart 3D, SketchyPhysics, scale model bridges and towers

MISCELLANEOUS PROGRAMS

Skills for Success Study Hall

Semester/Year

½ to 1 Credit

Grades 9-12

Calais High School strives to prepare all students to be productive members of our global society. Each student has diverse, unique, and challenging needs. Only as students begin to understand their learning strengths and weaknesses and how they affect their academic performance, can they begin to make informed decisions about matters that will affect their future lives.

This course is available only to identified students with Special Needs. This course will address the following areas:

- Disability Awareness
- Self-Advocacy Skills
- Participation in the PET Process
- Study Skills
- Literacy Strategies
- Transition Issues including post-secondary education and career preparation
- Targeted academic assistance in written language, math, and reading

Upward Bound

Summer Semester

½ Credit

Grades 11-12

Classroom teachers nominate student participants for this program. Students accepted into the Upward Bound program spend six weeks of the summer at Bowdoin College working on improving academics skills and preparing for college life in the future.

Students successfully attending UB at Bowdoin are awarded .5 elective credits. See Mr. Robb for more information

Student Mentoring

Fall and Spring

½ to 1 Credit

Grades 11-12

Student Mentoring is a program for high school students interested in careers in education, medical, or any related field with particular interest in working with children. Student Mentors tutor middle school students during one class period under the supervision of a teacher during the regular school day. To receive credit for the course, students may also be asked to keep a journal or to teach a class of students via a self-written lesson plan covering one or two class periods. See Mr. Robb for details.

ST. CROIX REGIONAL TECHNICAL CENTER
VOCATIONAL PROGRAMS OF STUDY

The St. Croix Regional Technical Center offers high school students an opportunity to gain entry level, sellable skills in several employment areas while still in high school. A student can complete a vocational program while gaining strong academic preparation. For example, a student planning to enter a health field profession such as nursing or x-ray technology can take algebra, chemistry, and other required admission courses in the morning (if the schedule allows) and still have time to take the Certified Nursing Assistant course. This would provide a student with first-hand exposure to the hospital setting.

Skills gained in all of our trade areas could be used in pursuit of a life-long career, as a skill to help you find work to pay for other educational endeavors, or simply as knowledge to use in doing work for yourself or your family.

Students must complete an application process for enrollment in one of the Vocational School programs.

Early Childhood Education

Year	4 Credits (Full Time p.m. classes)	Grades 11-12
	2 Credits (White day a.m. classes)	
	½ Credit (Semester Blue Day offerings)	

Students successfully completing this program will be eligible for up to six credits toward their field experience in Early Childhood Education at WCCC. Students will combine the study of child development with practical parenting skills, working with children from infancy to age nine.

The focus will be on developing positive guidance tactics, safe environments, and appropriate early childhood curriculum, which will be utilized in our on-site children's center. Students must be healthy, energetic, enthusiastic, chemical free, have excellent attendance, and a genuine interest in the young children. Students will be involved in the planning, preparation, and presentation of art, music, story time, science, snacks, and circle time. Enrollment is limited. To apply, students must fill out an enrollment form and provide two personal recommendations.

Auto Mechanics 1 and 2

Year

4 Credits

Grades 10-12

This two-year program prepares undergraduates to service and repair automobiles. This program includes classroom instruction with the majority of time in the shop where students get hands-on experience. All shop work is done with safety being a prominent factor. Instruction in diagnostic procedures with the use of flow charts helps the learner to locate malfunctions before making repairs. Engine operation and rebuilding are covered. Electrical theory with emphasis on battery, engine, starter, and alternators is taught by demonstration and student participation. Students are exposed to the different types of braking systems and proper repairs necessary for a quality job.

The second year stresses practical application of first year basics plus instruction in the following topics: computerized systems, fuel injection, service manuals, automatic transmissions, trans-axles, and differentials. Accessories such as air conditioning, heaters, power seats and windows are presented with the student encouraged to learn by actually performing the procedures involved.

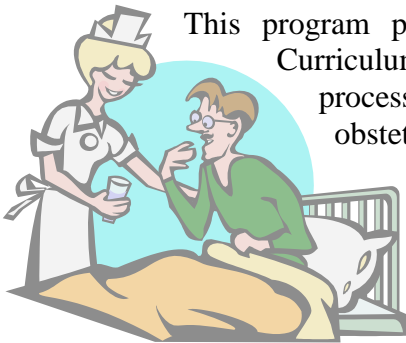
Related career possibilities include auto body, gas pump attendant, auto sales, auto parts, fleet maintenance, after market repair mechanics, tune-up and diagnostic specialists, front end and brake specialists, service maintenance and heavy equipment mechanical repair

Certified Nursing Assistant

Year

4 Credits

Grades 11-12



This program provides classroom and clinical experience each week. Curriculum content includes basic anatomy and physiology, nursing process, personal care skills, medical/surgical care, geriatrics, obstetrics, newborn, pediatrics, and rehabilitation. Clinical experience occurs at Atlantic Rehabilitation and Nursing Center during the first semester and at the Calais Regional Hospital during the second half of the year. Through both the classroom and clinical experiences, the students will gain knowledge and skills leading to state certification as a CNA. CNA graduates are prepared for either immediate employment or post-secondary education in the health occupations. Students planning to continue their education in nursing, x-ray technician, medical lab technology, physical therapy, or health fields after high school can gain first hand health care experience and strengthen their applications to college.

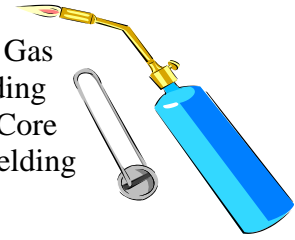
Welding

Year

4 Credits

Grades 10-12

This program is intended to give students entry level skills in OxyFuel Gas Cutting (OFC), Plasma Arc Cutting (PAC), Shielded Metal Arc Welding (SMAW) or stick, Gas Metal Arc Welding (GMAW) or mig, and Flux Core Arc Welding (FCAW) or flux core mig, and Gas Tungsten Arc Welding (GTAW) or tig as described by the American Welding Society.



The course includes theory and science related to the welding field. This encompasses blueprint symbols, mathematics, and metal layout. Major goals of the program are to develop both employable skills and desirable work attitudes, plus becoming an AWS Certified Welder.

A certificate of skill competency is awarded each student who successfully completes the course. Employment outlook is good. Possible related jobs are construction welder, shipbuilding welder, steel fabrication shops, maintenance or boilermaker positions.

Computer/Electronics Vocations

Year

4 Credits

Grades 10-12

This program surveys a range of computer/electronics vocations: computer programming, robotics, computer graphics (illustration and photography), basic electronics, troubleshooting and repair on a modular level, local area networking, and Internet technology. Building on core skills in computer and electronics technology, each student chooses one of these areas for focused vocational training and practice aimed at preparation for the job market with entry-level skills or better.

Working in our modern laboratory with state-of-the-art equipment, students gain theoretical and hands-on experience with advanced computers and software, test equipment, electronic components, and diagnostic tools and procedures. Student course work may include, as appropriate to the focus area: building robotic machines, writing programs, computer photography and illustration, digital darkroom techniques, 3D animation, digital video, constructing electronic circuits, assembling and testing working computers, designing and constructing a working network, and maintaining an Internet server. In all of these subject areas, a strong emphasis is placed on self-motivation, problem-solving, documentation research, numeracy and literacy, preparation for optional post-secondary education, interpersonal communications skills, safety, and creative inventiveness.



Related career/job possibilities include computer repairperson, programmer, electronics technician, network technician, computer graphics technician, and **computer video** technician.

Building Trades 1 and 2

Year

4 Credits

Grades 10-12

The Building Trades Carpentry course teaches students the knowledge and skills used to construct and maintain residential buildings. Students receive classroom training and hands-on experience in a live work environment. Proper and safe work methods are stressed throughout the course. Students can use the skills learned as a foundation for higher education, to gain employment, or for maintaining their own home.

Entrepreneurship

Year

1 Credit

Grades 10-12

This course is designed to begin the development to become an entrepreneur. The course begins by discussing the characteristics and personality of successful entrepreneurs, then provides information on becoming an entrepreneur, selecting a type of ownership, developing a business plan, marketing your business, hiring and managing a staff, and financing your business. Entrepreneurship class members will consider business-planning, self-assessment, idea generation, and operating strategies required to setup small businesses. The business planning process includes opportunity recognition, concept development, feasibility analysis, and the Business Plan. Students will gain the knowledge, skills, and strategies relevant for start-up and early-stage entrepreneur endeavors. Students in this course are dually enrolled at Washington County Community College. Upon successful completion of the course, WCCC will award three college credits.

Introduction to Culinary Arts (Elective)

Semester

½ Credit

Grades 9-12

This beginning course of study will focus on the ingredients, procedures, equipment, and tools involved in food production. Students will use recipes including measurement skills and techniques necessary to produce goods. Students will learn safety and sanitation procedures necessary in all food production. This introductory semester will give students a brief insight into the full two or four-credit career Culinary Arts vocational class.

Culinary Arts (Career Oriented Program)

Year

4 Credits

Grade 10-12

This program prepares students for a career in cooking, baking, and food service. Students learn basic food preparation and proper serving techniques by running a restaurant. Skills acquired include the following: select, purchase and prepare food in quantity; preserve nutritive value of foods; follow standard recipes; use commercial

equipment; observe safety precautions and sanitation regulations; maintain clean food preparation and service areas; and take inventories. Students enrolling for a second year will acquire a broader scope of entry-level skills with opportunities to increase confidence and skill level. Additional skills will be taught in management and meat cutting. Opportunities give students a first hand look and experience at possible careers: short-order cooks; baker; host/hostess; waiter/waitress; food service manager; prep cooks; and caterer. Employment potential is excellent. *Students can earn up to 3 college credits.*

**Commercial Truck Driving
Class A License**

Year **4 Credits** **Grade 12**

This program provides the classroom theory and driving experience required by the Maine State Department of Motor Vehicles and the Professional Truck Drivers Institute (PTDI) to qualify a driver to sit for the Commercial Truck Driver - Class A License (CDL).

ADDITIONAL VOCATIONAL PROGRAMS OF STUDY

Fire Science Work Study Program

Year **4 Credits** **Grade 12**

The City of Calais Work-Study Program offered at the Calais Fire Department is designed to give students a working knowledge of all the functions of a Fire Department. Students will learn many different skills about firefighting, emergency medical care, rescue, dispatching, apparatus operations, and equipment maintenance and testing. The curriculum is from Maine Fire Training and Education, which uses performance-based training giving credit for ability demonstrated. Performance objectives are classified as Support Personnel, NOT Front Line Personnel. Students help with all aspects of an emergency by supporting the Emergency Personnel on the scene.

This program is NOT offered through the St. Croix Regional Technical Center. See Mr. Robb if you are interested.



The Community Year

A partnership between Calais High School and Cobscook Community Learning Center

Ninth – twelfth grade students enrolled in AOS 77 are invited to enroll in The Community Year Program (TCY) for one year of their high school career. The Community Year is an experiential, expedition and placed-based education program for high school students looking for a unique, inspiring and life-changing educational experience. This program is based at the Cobscook Community Learning Center campus in Trescott, ME (40 miles from Calais). TCY blends the benefits of individualized and small group instruction with year-round field trips throughout the Down East region which allow students to learn from local people, explore the various landscapes, and examine issues that people face day to day. This is a form of collaborative education that is relevant and based in real experiences. Students will also participate in service learning projects that teach and encourage lifelong civic responsibility.

Signature components of The Community Year are three extended expeditions that take place during the school year. Expeditions allow us to expand our classroom to include natural and social communities outside of our home region. They include wilderness exploration and theme-based field study. They allow for nature, civic leaders and community members from other regions to be our direct teachers. They allow us to depend on one another—to be a team— as we travel and learn in out in the world. And, they are just plain FUN!



September: Maine Wilderness Expedition

January/February: Florida Ecosystems Expedition

May: Politics and Participation (Washington, D.C.) Expedition

<u>CHS Course</u>	<u>Credits</u>	<u>TCY Courses</u>
English	1 credit	Language as a Means of Self-Expression
Lab Science	1 credit	Ecology of Passamaquoddy Bay
Math	1 credit	Basic Math or Algebra
Social Studies	1 credit	Local and Global Issues of Equity, Economics, and the Environment
Career Prep.	1 credit	Leadership, Community & Personal Development
Art	1 credit	Art Explorations
Physical Educ.	1 credit	Outdoor Leadership

Credits: Students in TCY can earn seven credits in one school year. SAT preparation is offered for juniors, and seniors who have not yet earned a government class will also have the opportunity to earn their government credit as part of TCY's program.



TCY seeks young people who...

- want to learn in a small group environment.
- are looking for a new opportunity to succeed as a learner.
- enjoy being outdoors in all weather and seasons.
- want to learn more about the community in which they live.
- enjoy working with their fellow students on group projects.
- are interested in traveling throughout the region, state and to other regions of North America.
- want to do something positive in their community.

Overall, TCY seeks students who are motivated to get the most out of their high school education, regardless of prior experiences in high school. If this

is you, call 207-733-2233, email tcy@thecccl.org, go online at www.thecccl.org or contact the administrative staff at CHS for information.