



Artwork by Brianna Landeen, Class of 2016

EJSHS

2018-2019
PROGRAM OF
STUDIES

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Overview

Easton Junior Senior High School
PO Box 66
Easton, Maine 04740
Phone: 207-488-7702
Fax: 207-488-7707

Board of Directors:

Gaylen Flewelling, Chair
Jennifer Morin
David Hopkins
Mary Lee Keep
Greg Jackson

Superintendent of Schools:

Roger Shaw

Principal:

Mark Stanley

Administrative Assistant:

Sarah King

Guidance Counselor:

Lynda Foren-Turner

Special Education Director:

Heidi Brewer

School Nurse:

Sue Cartier-Barrett

Athletic Director:

Steve Shaw

Student Enrollment:

100

School Year:

180 days

Athletic Affiliation:

Aroostook League,
Eastern Maine

Career & Technical Education Centers:

Presque Isle Regional Career & Technical Center
Caribou Technical Center

School Colors:

Blue and White

School Mascot:

Bear

College Board Number:

200340

School Web Page:

www.eastonschools.org

The district web site has links to school and community information including school calendars, program information, and staff email addresses. All staff can be easily contacted using the provided email addresses.

School Song:

CHEER, CHEER FOR OLD E.H.S.;
YOU MAKE THE BASKETS/GOALS,
WE'LL DO THE REST.
DON'T LET _____'S BASKETS/GOALS IN
OR WE'LL NEVER EVER, EVER WIN.
WE NEVER FUMBLE, WE NEVER FALL,
WE ALWAYS SHOUT WHEN YOU GET THE BALL.
SO ONWARD 'TIL OUR FIGHTINGS'S DONE
AND ONWARD 'TIL VICT'RY'S WON!
(Rah! Rah! Rah!)

Easton Junior Senior High School

Mission

Easton Junior Senior High School is committed to providing all students with varied opportunities to gain knowledge, skills, and a love of learning in order to reach their ultimate potential.

Vision Statement

All citizens of the Easton Junior Senior High School will work together to ensure that:

- Learning opportunities promote student success and the development of an appreciation for lifelong learning
- Learning opportunities incorporate individual learning styles and a variety of instructional methods
- Professional development opportunities are meaningful and result in improved teacher effectiveness and increased student achievement
- Local resources are used to foster school improvement and support student growth
- Curriculum strives to integrate subject areas, technology, and students' aspirations
- Students develop healthy relationship skills through reflection and communication
- Students are actively engaged in meaningful and practical learning opportunities

Adopted by the faculty in March 2008

School improvement is an ongoing process requiring the entire educational community to make a commitment to reflect, evaluate, and update school programs. EJSJS will work closely with the community, teachers, and students to achieve maximum student performance by utilizing the advantages of a small school. Course offerings will be selected with the aim of broadening the curriculum scope while integrating disciplines, flexible scheduling, and 21st century skills.

EASTON JUNIOR/SENIOR HIGH SCHOOL

Po Box 66 Easton, Maine 04740
(207) 488-7702 (207) 488-7703 Fax (207) 488-7707

MARK STANLEY
Principal
Mark.Stanley@eastonschools.org

LYNDA FOREN-TURNER
Guidance
Lynda.ForenTurner@eastonschools.org

Dear Students, Parents, and Community Members:

It is my pleasure to present the 2018-2019 Program of Studies. The purpose of this analysis is to assist students and families in assembling the academic program and educational plan that fits their needs and prepare them for their post-secondary experience.

The staff at Easton Jr/Sr High School is committed to providing all students with rigorous courses while promoting the individual strengths of students. Easton is well known for providing students with a strong curriculum that enables students to be highly competitive beyond our school community. Ensuring students have diverse learning experiences while building competence in core subjects remains a priority for all staff.

Students are encouraged to consult their parents, teachers and guidance office in their efforts to choose courses that will provide opportunities for them in the future. Students are also encouraged to challenge themselves and take an active role in the planning of their education.

If you have questions regarding our 2018-2019 Program of Studies or graduation requirements please contact the Guidance Office or my office at 488-7702. We look forward to assisting each family as you plan for the upcoming school year and for your student's future.

Sincerely,
Mark Stanley
Principal

REGISTRATION AND GRADUATION REQUIREMENTS

All students must be scheduled for at least six credits per year. Approval to carry less than six credits must be granted by the principal.

Add-Drop Period - The first two weeks of a course will be considered the add/drop period. Dropping a course after this period will result in a failing grade of 55 and will be recorded on the student's transcript as such. Students must consult with the principal and/or guidance counselor prior to dropping any course. A course transfer is not considered to be a "drop" under most circumstances.

Each and every student is expected to complete all requirements at a satisfactory standard of performance in order to earn the 23 credits required for a high school diploma. Diplomas will be awarded only to students who have met the credit requirement, the community service requirement and have also met the content standards of the system of Learning Results in English/language arts and mathematics. The Easton School Committee has the following graduation requirements:

Courses	Credits
English	4
Mathematics	3
Science	3
Social Studies/Social Science (Must include both U.S. History I and II)	3
Health	1/2
Physical Education	1
Fine Arts	1
Electives	7 1/2
Total	23

Service Learning	Hours
B.E.A.R.S.	40

ALL CREDITS WILL BE AWARDED ON A SEMESTER BASIS

SERVICE LEARNING

Each student is also required to complete forty hours of service learning (B.E.A.R.S.) as a requirement to graduate. This will be pro-rated at a rate of 5 hours per semester for students who attend Easton High School for less than four years as provided in policy IHAKA, Service Learning. Judicially ordered community service acts or hours will not count toward the service learning graduation requirement. Service must be performed for a non-profit organization or other individuals for "no pay". Community Service is not awarded for work done in your own home, baby-sitting, or work done for relatives. Ten hours must be completed each year, in order to be promoted to the next grade level.

The **minimum requirements for promotion** at the senior high are:

Grade Level	Credits	BEARS Hours
Freshmen	6	10
Sophomores	11 including grade 9 English	20
Juniors	16 including grade 9 & 10 English	30

*Students not meeting these standards will not be promoted to the next grade.

To examine course requirements for admissions to Maine colleges please go to our website, www.eastonschools.org, and click on Guidance Resources.

Grading System & Academic Honors

Weighted Grades

Part of the secondary school experience is the making of choices that can potentially provide alternatives and opportunities for the future. Accordingly, the Easton School Department wishes to encourage and reward those students who select the more rigorous courses by applying a weighted grading system. Courses are classified under three levels of difficulty (LOD) and are weighted accordingly for the purposes of determining class standing and honor roll.

- LOD I—Courses of average difficulty
- LOD II—Courses of above average difficulty and courses that are highly recommended for students preparing for college
- LOD III—The most challenging elective courses

Increments of 2 and 4 are added to the grades of each LOD II and III course respectively. Courses with fractional credits will be treated proportionally.

Grade Scale

Letter grades have the following numerical equivalents:

97 to 100 = A+	80 to 82 = C+
95 to 96 = A	77 to 79 = C
92 to 94 = A-	74 to 76 = C-
89 to 91 = B+	70 to 73 = D
86 to 88 = B	0 to 69 = F (No Credit)
83 to 85 = B-	

Incompletes must be made up within five school days of the end of the term. Students will be granted longer time for extenuating circumstances if they are approved by the Principal.

Honor Roll

At the end of each grading period, the honor roll will be calculated by finding the average of each student's numerical grades in all classes. A failing grade in a pass/fail course will remove a student from the Honor Roll.

Highest Honors:	Average at least 93 with no grade lower than 83.
High Honors:	Average at least 90 with no grade lower than 80.
Honors:	Average at least 87 with no grade lower than 77.

Academic Honors

Point system—Points are earned based on quarterly performance. Incoming freshmen will take their honor roll points earned in the last quarter of their 8th grade year. All students making honor roll and perfect attendance will be honored at our Annual Academic Awards Banquet in May.

Honor Level Per Quarter	Points
Highest	3
High	2
Honors	1

The highest four-year total attainable would be 48 points, a direct result of a student earning highest honor status for 16 ranking periods.

The following is a set of ranges established to create levels of attainment for awards:

Honor Points	Award
46 and up	\$100 Gift Certificate
36-45	\$50 Savings Bond
27-35	Plaque
20-26	Pocket Calculator
13-19	Honor Pin
5-12	Chenille Letter

Support Services/Programs

Guidance Counselor

The guidance counselor is a resource for academic, career and personal counseling. The guidance counselor can begin the process for parents and staff to develop and implement a support plan for a student who is experiencing academic or personal difficulty at school. The guidance counselor works with students individually, in small groups and large groups and through special programs to:

- Develop personal learning plans
- Develop class schedules
- Align goals and interests with plans for the future
- Understand and use data about academic performance
- Assist in choosing a college or other post-secondary program and completing the application process
- Connect students with school and community resources
- Advocate for students
- Test, register and schedule

Any student may speak with the guidance counselor before or after school, during breaks or during study halls. Parents are encouraged to contact the guidance office to discuss their student's program. Parents are also invited to drop by the office to make an appointment to visit with his/her counselor, or email the guidance counselor at

Lynda.ForenTurner@eastonschools.org.

School Nurse

The primary goal of the student health service is to promote optimal health in order to maximize each student's ability to learn. Services include consultation and education regarding adolescent health concerns, health appraisal and referral, disease and injury prevention and first aid. The health office is responsible for maintaining individual student health records and often serves as a liaison between school personnel, families and community resources. The school nurse welcomes students to drop in at any time with questions or concerns. We ask that you notify us of any changes in your health status or emergency contacts in order for us to provide you with appropriate service. The school nurse is also available to provide education for students regarding the use of tobacco, alcohol, and other illegal substances. Parents who have concerns about chemical health may contact the school nurse directly at the high school or email her at Sue.Barrett@eastonschools.org.

Students with Disabilities

Easton High School provides a full range of special education services to students with disabilities. A parent or staff member may make a referral if a student is suspected of having a disability. If a student is identified as having a disability, an individualized education plan (IEP) is developed by a team including the student, the parent, a special education teacher, a regular education teacher, an administrator and others as needed. The team is called the Individual Education Plan Team (IEP Team). If a parent or student has a question about the student's individualized program, please contact the student's special education teacher or the special education director.

Special Education Teacher/Director: Heidi Brewer – Heidi.Brewer@eastonschools.org

Response To Intervention (RTI)

RTI is a system to support student achievement and monitor progress while allowing for specific and individualized interventions to be implemented. This time will allow all students the opportunity to work in areas of English Language Arts and mathematics.

Technology Vision

All students in the Easton School Department are empowered through the use of technology to increase their capacity to become proficient in the skills of reading, writing, mathematics, and higher order thinking skills to ensure future success in life in the 21st Century. By creating a technology-rich environment, the Easton School Department will provide a community of life-long learners with the skills necessary to succeed in a future characterized by constant change. *

The 2016-2018 District Learning Technology Plan, which details technology goals, needs, and strategies to promote academic growth, is available on our web site to interested community members.

*Adopted from the Maine Goals 2000 Technology Task Force

Activities

Co-Curricular Activities	Interscholastic Activities	Interscholastic Activities
Eastonia	Girls Varsity Basketball	Jazz Choir
National Honor Society	Girls Jr. Varsity Basketball	Envirothon
Project Graduation	Boys Varsity Basketball	Math Team
Junior Exhibition	Boys Jr. Varsity Basketball	
Senior Play	Girls Varsity Soccer	
Spanish Club	Boys Varsity Soccer	
FFA	Girls Volleyball	
Varsity Club	Boys Volleyball	
Student Council & Class Officers	Varsity Cheering	

Eastonia Yearbook Staff

The Eastonia Yearbook Staff performs an important part of the yearbook production process. The Eastonia Staff sells advertisement space in the yearbook to raise funds to meet production costs of the yearbook. See Mr. Morin.

Envirothon

Envirothon is an academic program that is aligned with the Maine Learning Results. The program raises students' awareness of local and national environmental issues. Envirothon integrates math, language arts, cultural land-use history, and science in ways unique to the field. Students build critical thinking and decision-making skills as they practice solving real environmental problems. In addition to learning about the environment, applying new knowledge, collaborating to address natural resource issues, and meeting young environmentalists from around the state and nation, Maine participants are eligible for two \$2000 scholarship from the College of Natural Sciences, Forestry, and Agriculture at the University of Maine, Orono. Winners of the National Envirothon receive individual college scholarships valued at over \$1000. Through this program, students have an opportunity to meet and learn from state soil scientists, biologists, foresters, and other natural resource professionals. See Mrs. Trask

FFA

FFA is a national organization of high school and postsecondary students preparing for careers in agricultural production, processing, supply and service, mechanics, horticulture, forestry and natural resources. The primary purposes of the FFA are to develop agricultural leadership, cooperation and citizenship. Through participation in FFA activities, young men and women ages 14-21, interested in all aspects of agricultural industry, learn how to speak in public, conduct and take part in meetings, handle financial matters, solve their own problems, and assume civic responsibility. See Mr. Marquis

Spanish Club

The Spanish Club is an organization for students who are currently studying Spanish or have had (2) years of study. The goals of the Spanish club are: exposing students to the cultures of the various Spanish speaking countries, understanding differences and similarities, holidays, and practicing Spanish with peers. A second goal is to offer fundraising opportunities so that

students may be able to travel to Spanish speaking countries or cities in the U.S. that have a strong Spanish influence, for example, San Antonio, Texas. The trips would only be open for students in Spanish 3 and 4. See Mr. Morin

Jazz Choir

Students unable to schedule Jazz Choir class may still participate by attending additional practices both before and after school as scheduled by the director. Jazz Choir represents a select group of singers and may require an audition. This group will focus on competition while learning specific rudiments of Jazz singing and Scat singing. Members of the group will watch a District Instrumental Jazz Competition for learning purposes and will participate in a District Vocal Jazz Competition with the hope of qualifying for the State Vocal Jazz Competition. These competitions take place in March and early April. Students will also have an opportunity to participate in an audition only All State Jazz group. A student rhythm section is also desirable: piano, electric bass, drum set, and guitar. See Mrs. Kinsey

Math Team

The math team is a group committed to the celebration of problem solving within a competitive structure. The math team invites all students to participate regardless of their perceived ability. Students participate in five regular meets competing against other schools in the Aroostook League. The season culminates with the annual State Math Meet held in Southern Maine in April. See Mr. Sutherland

National Honor Society

National Honor Society is an organization founded to recognize and encourage academic achievement. The Easton Jr/Sr High School Chapter inducts sophomores, juniors, and seniors who meet the criteria of leadership, scholarship, character and service. The selection process is held in January after the first semester grades have been posted. NHS members participate in service activities throughout the school year and attend state and regional activities. See Mr. West

Student Council and Class Officers

Student Council is the student governing body at Easton High School. The Student Council body is made up of each class President and two elected representatives. Student Council seeks to promote good school citizenship, harmony, and improve student participation in school governance. Student Council works closely with administration on issues pertinent to students and organizes Winter Carnival. Regular meetings are held during BEARS time to plan upcoming events and review proposals from the administration and faculty. Class officers are elected by each grade. Each class elects its own president, vice president, secretary, and treasurer. See Mr. West

Varsity Club

Varsity club helps to promote athletic programs at Easton High School. Members strive to promote the recognition of athletic achievement and the awareness of co-curricular activities as a vital part of the total school community. See Mrs. Carlow

Monitoring & Increasing Student Achievement

Easton High School believes that all students can produce quality work and achieve at high levels. Frequent communication among student, teacher and parent are critical for student success. Although the student is ultimately responsible for producing the work, we know that parent support and frequent communication improves student learning. Several programs, policies and procedures are designed to maximize student learning.

Independent Work and Practice

All students are expected to complete independent work and practice assignments outside of school hours. If a student does not have assignments on a particular day, it is recommended that the student spend the required time reading.

We understand that sometimes work, extracurricular activities, television, video games and on-line chatting compete with school work for available time; and we know that there is a direct relationship between the amount of time a student is engaged in learning and his/her achievement. Students who work less than 10 hours per week generally achieve better than students who work more hours. Students who spend less than 90 minutes per day on a combination of television, video and computer enjoyment activities achieve better than those who spend more time.

Teacher Assistance

The first and most important resource for student learning is the teacher. If a student is having difficulty, the student should immediately seek out the teacher for additional instruction and assistance before or after school or during study halls when the teacher is available. A parent who has a concern about student performance should contact the teacher as soon as possible. Teachers are more than willing to work with students and parents to improve performance. We find that students are sometimes reluctant to speak to a teacher and encouragement from a parent is very important.

Reporting Student Progress

The purpose for grading student work is to provide information for teaching and learning and to provide feedback to students and parents. Students are expected to complete a variety of assignments and assessments including quizzes, tests, essays, research papers, demonstrations, reports, oral presentations and others. Grades will fairly and accurately reflect student learning.

Progress Reports

Progress reports are emailed or mailed out at the end of the 5th week of each ranking period to all parents. Progress Reports also may be sent to parents at any time on an as needed basis. Parents may request progress reports at any time.

Standardized Tests

	Grade 9	Grade 10	Grade 11	Grade 12
NMSQT/PSAT		X	X	
SAT			X	
ASVAB			X	

Throughout high school students will take a number of standardized tests. Some tests are required by state and federal law, while others are local requirements designed to help the student, the school and the parent understand and increase

student performance and prepare for the future. You will receive notice when the tests are administered and of the results. The table reflects which tests are administered at each grade level. The tests may change from time to time.

The National Merit/Preliminary Scholastic Aptitude Test (NMSQT/PSAT), given in October, is required for all second-year students. Students who take the PSAT receive a detailed report that allows students to see areas on which to focus for SAT preparation. The exam tests verbal and math skills expected of juniors. The PSAT also serves as the qualifying exam for the National Merit Scholarship Program, for which juniors are eligible. If you have additional questions, please feel free to contact the guidance counselor. The PSAT Score Report Plus will also give students access to My College Quickstart where students can find colleges, majors, and careers that are right for them based on their PSAT results. Easton High School's College Board Number is 200340.

Web2School

Easton High School allows parents to receive an access code and review student grades at any time from home over the Internet via Web2School. Parents are able to monitor their student's performance closely. The program details grades on assignments, quizzes, tests, and other projects. Since it is a web-based system, any parent with a computer and Internet access can monitor student progress. Parents and students are encouraged to regularly monitor progress through Web2School.

Summer Session

Easton High School students may register for summer courses at Presque Isle High School at their own expense and with their own transportation. Presque Isle High School offers a variety of courses and requires that the student must have completed the course during the regular school year with a semester average of at least 50 in order to be eligible for summer session.

Academic Options

Distance & Online Learning

Easton High School students have access to courses taught at other high schools in Maine through distance education. The courses are delivered through technology to the distance learning room at the high school. Occasionally, courses are also available over the Internet. Information on the available courses can be found in the guidance office. Additionally, students at Easton High School have access to an entire curriculum of Apex Learning courses. These courses may be used for credit recovery, enrichment or advanced studies. All Advanced Placement courses are available through Apex. Students may choose to do these during school

hours or on their own time as an independent study. Enrichment and advanced Apex courses will be listed in the subject charts but course descriptions will not be printed in this publication. Please see the guidance counselor for more information on these courses. A student may include a distance-learning course in his/her program of studies provided that a similar course is not currently being offered at EHS.

Course Availability

Please note that some courses or other provisions described in this publication may turn out to be unavailable in 2018-2019, depending on course enrollment, staffing, or other factors. The guidance counselor will inform students of listed courses that will not be offered during the 2018-2019 school year. For additional information, contact the high school principal at 488-7702.

Exemption from Required Instruction

Requests for exemption from instruction must be made in writing to the principal and are subject to the approval of the principal. The principal will notify the superintendent of any requests for exemption from instruction and will inform him of her decision. If the principal denies an exemption request, the parent/legal guardian may appeal to the superintendent, whose decision is final.

Gifted and Talented (G/T) Program

Three to five percent of the school population consists of gifted students. Gifted students entering Easton High School will meet with the G/T teacher to plan an appropriate schedule of enrichment classes and activities. A variety of options will be offered to meet learning needs and student interests.

Driver Education (No Credit)

Completion of this course satisfies the requirements for a driver's license. The program consists of 30 classroom hours and 10 driving hours. Class and road instruction is done before and/or after school hours. Successful completion of the course often qualifies pupils for substantial reduction in insurance rates. Priority for enrollment in Driver Education is based on a student's age. Parents or legal guardians must also attend a mandatory meeting prior to the start of this course and must sign a consent form in order for their child to be enrolled.

Overlapping Standards

The curriculum is aligned with the Maine Learning Results and also the Common Core. Content specific standards are listed in each department. The following chart reflects standards that are addressed in multiple areas.

Outline of Common Core Literacy in History/Social Studies, Science, and Technical Subjects Standards

Reading for Literacy in History/Social Studies, Science & Technical Subjects
Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity
Writing for Literacy in History/Social Studies, Science & Technical Subjects

Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing

Career & Education Development

Career Preparation & Business Education helps all students gain the knowledge, skills, and behaviors to interact with others, set goals, and make decisions related to career, college, and citizenship. Success in the twenty-first century differs significantly from the twentieth century model. Lifelong employment with a single employer has virtually vanished. Success today is increasingly dependent on a sophisticated knowledge base, the ability to enhance that base, to collaborate, to self-direct, and to adapt to change. Individuals will need to adapt their goals and decisions over their lifetimes in relation to school and workplace requirements and personal responsibilities. As part of career and education development, students must see education as a continuous lifelong process that will prepare them for and make them adaptable in a complex, information-rich, and fast- changing world.

The knowledge, skills, and behaviors outlined in Career and Education Development Standards are essential for all students. It is important that the knowledge, skills, and behaviors of career and education development be connected to the context of schools, career, and community. Although stand-alone courses in career and education development may serve to help students focus on career, college, and citizenship goal, all content areas need to embed career and education standards to enable students to make the connection between content areas schoolwork, and career, college, and citizenship goals.

Outline of Career and Education Development Standards and Performance Indicators

A. Learning about Self-Knowledge and Interpersonal Relationships
1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles
B. Learning About and Exploring Education, Career, and Life Roles
1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information
C. Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions
1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

Career & Education Development

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
Computer Applications	I	1 year	1/2	9 – 12	None
Desktop Publishing/Yearbook	I	1 year	1	9 – 12	None
Personal Finance	I	1 year	1/2	9 – 12	None
APEX - AP Macroeconomics	II	1 year	1	9 – 12	Permission
APEX – AP Microeconomics	II	1 year	1	9 – 12	Permission

Computer Applications

Prerequisite: None

Credit: 1/2

Grades: 9-12

This course introduces students to a variety of software including Microsoft Office 2000 (Microsoft Word, Excel, Access, PowerPoint and Publisher), Corel Draw, Corel Photopaint, Corel Move, HTML using Notepad, web page design using Front Page Express, Paintshop Pro 7.0, and Flash 5. Advanced students may design individual projects with guidance from the teacher. Students must have an ability to work independently.

Students will devote part of the year to the production of the Eastonia. The yearbook will be completed using computer software provided by the yearbook publishing company, Taylor Publishing Co.

Desktop Publishing/Yearbook

Prerequisite: None

Credit: 1

Grades: 9-12

This course prepares students for using the computer to produce many types of written communications. Documents studied will range from business letters to advertising flyers. Students will learn the correct use of different font styles and sizes, as well as graphics to create aesthetically pleasing documents. Projects will be completed throughout the year for practical experience.

Personal Finance

Prerequisite: None

Credit: 1/2

Grades: 9-12

This course will inform students of their financial responsibilities as citizens, family members, consumers, and active participants in the business world. Students will explore new ways to maximize earning potential, develop strategies for managing resources, explore skills for the wise use of credit and gain insight into different investment strategies.

English Language Arts

The English language arts form the foundation for effective communication. The ability to construct meaning through reading, writing, listening, speaking, viewing, and the process of inquiring as well as the ability to present ideas through writing, speaking, and visual media are the bases of English

language arts. These skills, essential to the health of our democracy and the quality of our culture, have become ever more important with the modern explosion of modern communication media. Effective communication is critical regardless of the devices used or the distances over which we are communicating.

The study of language helps students to control their lives and become more effective thinkers through communication, reflection, and understanding. To develop good thinking strategies, students must become engaged as active learners. To help them improve, students need to practice English language arts skills and receive frequent feedback across all areas of study. Parents, teachers, and other adults must encourage the interest in language that students bring with them when they first enter school. Collectively, the English language arts constitute both a discipline in its own right, like mathematics or science, and a means of communicating about all other disciplines. Without a command of these English language arts, it is difficult to think about, understand, or explain other disciplines.

Outline of Common Core English Language Arts Standards

Reading
Literature
Informational Text
Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity
Writing
Text Types and Purposes
Production and Distribution of Writing
Research to Build and Present Knowledge
Range of Writing
Speaking and Listening
Comprehension and Collaboration
Presentation of Knowledge and Ideas
Language
Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

ENGLISH COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
English I	I	1 year	1	9 – required	None
English Composition	I	1 year	1/2	9 – required	None
English II	I	1 year	1	10	English I
English III/IV	I	1 year	1	11-12	English II/III
American Literature	II	1 year	1	11-12	English II
British Literature	II	1 year	1	11-12	English II
APEX – AP English Language and Composition	II	1 year	1	9 – 12	Permission
APEX – AP English Literature and Composition	II	1 year	1	9 – 12	Permission
APEX – Creative Writing	I	1 year	1	9 -12	Permission

English I**Prerequisite:** None**Credit:** 1**Grade:** 9

The purpose of this course is to provide study skills, knowledge of grammar, and reading comprehension. Course instruction will facilitate the process of writing and vocabulary development.

English Composition**Prerequisite:** None**Credit:** 1/2**Grades:** 9

This course will focus on the development of each student's writing ability. The writing process, self-evaluation, and conferencing will be emphasized. The writing process instruction will include pre-writing tasks and practice accessing writers' reference sources such as grammar books and web resources. Self-evaluation will include self and peer editing and the process of making revisions of written

pieces. Students will be given independence as they work through the writing process for both creative and academic writing. Students will work on a variety of on-going projects including an autobiography, a poetry collection (primarily the student's own work), and research topics. This is a required course for all freshmen. This credit may not be used as part of the 4 required English credits for graduation.

English II**Prerequisite:** English I**Credit:** 1**Grade:** 10

This course will include work in research, reading, grammar, vocabulary, and writing.

English III & IV**Prerequisite:** English II**Credit:** 1**Grades:** 11-12

These courses are offered to juniors and seniors and alternate each year.

Course I—One semester will be a literature-based study, which includes writing, vocabulary and the significance of written communication in every day situations. One nine-week period will involve grammar review and a second nine week period will focus on job seeking and job related skills. Juniors will be required to learn a Junior Exhibition speech.

Course II—Offered in alternate years. This course will provide additional and varied experiences with grammar, writing, reading and vocabulary. Various forms of oral and written communication will be discussed. Juniors will be required to learn a Junior Exhibition speech.

American Literature

Prerequisite: English II

Credit: 1

Grades: 11-12

American Literature will be offered in alternating years with British Literature. Students will study the development of American literature through exposure to a wide

variety of writers of American prose and poetry. Class discussions, critical analyses, research, and writing will make evident the connections between history and the development of American Literature. Juniors will be required to learn a Junior Exhibition speech. A term paper is a requirement of this course.

British Literature

Prerequisite: English II

Credit: 1

Grades: 11-12

English Literature will be offered in alternating years with American Literature. Students will study the evolution of writing in England through a wide variety of English writings and authors and will develop an understanding of the influence of English literature on world literature. Juniors will be required to learn a Junior Exhibition speech. A term paper is a requirement of this course.

Health Education & Physical Education

The Health Education and Physical Education Standards and performance indicators represent the essential knowledge and skills students need to be healthy individuals. Every day, students make decisions affecting their health and well-being; what foods to eat; what company to keep; what risks to take; and what to do for physical activity. These decisions often lead to habits that stay with them throughout life. The Health Education and Physical Education Standards will guide instruction that will help students make better decisions about their health. Through achievement of the Health

Education and Physical Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own wellness, which contributes to a healthy, active, balanced approach to life.

Outline of Health Education and Physical Education Standards and Performance Indicators

A. Health Concepts
1. Healthy Behaviors and Personal Health
2. Dimensions of Health
3. Diseases/Other Health Problems
4. Environment and Personal Health
5. Growth and Development
6. Basic Health Concepts
B. Health Information, Products, and Services

1. Validity of Resources
2. Locating Health Resources
C. Health Promotion and Risk Reduction
1. Healthy Practices and Behaviors
2. Avoiding/Reducing Health Risks
3. Self-Management
D. Influences on Health
1. Influences on Health Practices/Behaviors
2. Technology and Health
3. Compound Effect of Risky Behavior
E. Communication and Advocacy Skills
1. Interpersonal Communication Skills
2. Advocacy Skills
F. Decision-Making and Goal-Setting Skills
1. Decision-Making
2. Goal-Setting
3. Long-Term Health Plan
G. Movement/Motor Skills and Knowledge
1. Stability and Force
2. Movement Skills
3. Skill-Related Fitness Components
4. Skill Improvement
H. Physical Fitness Activities and Knowledge
1. Fitness Assessment
2. Health-Related Fitness Plan
3. Fitness Activity
4. Physical Activity Benefits
I. Personal and Social Skills and Knowledge
1. Cooperative Skills
2. Responsible Behavior
3. Safety Rules and Rules of Play

Health Education & Physical Education

HEALTH & PHYSICAL EDUCATION COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
Health	I	1 year	1/2	9 – required	None
Grade 9 Physical Education	I	1 year	1/2	9 – required	None
Grade 10 Physical Education	I	1 year	1/2	10 – required	None
Lifetime Sports	I	1 year	1/4	11-12	1 credit of PE

Health

Prerequisite: None

Credit: 1/2

Grade: 9

Health is a comprehensive course examining health issues in the 10 areas mandated by the State Department of Education. It is a general education course that will aid students in developing life styles that promote wellness and life management skills. The curriculum emphasizes problem solving, critical thinking, and coping skills .

hockey, indoor recreational games, soccer, softball, whiffle ball, tennis, team handball, ultimate Frisbee, and volleyball.

Grade 10 Physical Education

Prerequisite: None

Credit: 1/2

Grades: 10

This course is designed to promote wellness and aid students in their transition to post secondary activities. Students will continue to participate in team and individual sports.

Grade 9 Physical Education

Prerequisite: None

Credit: 1/2

Grade: 9

This course is designed to develop student appreciation for the values of exercise and sports activities. Students will participate in a variety of team and individual sports as well as lifetime wellness activities. Sports and activities may include but are not limited to the following: badminton, basketball, bocce ball, cross country skiing, fitness training, floor

Lifetime Sports

Prerequisite: None

Credit: 1/4

Grades: 11-12

This course is designed to develop competencies and skills in lifetime sports activities. Students will develop interests in leisure sports that will promote participation in activity and improve wellness throughout their lives.

Mathematics

Education must equip all students with mathematical skills and ways of thinking that provide them with the flexibility, adaptability, and creativity to function as productive citizens in the changing society of the 21st century. Mathematical understanding must extend beyond the skills of calculation and manipulation of numbers and symbols to the use of mathematics to investigate, predict, analyze, interpret, create, and evaluate.

Deep mathematical understanding develops over time. While performance indicators describe the knowledge and skills expected at a given grade level, these concepts and skills may have been introduced in previous years, yet they will also be used in later years as the foundations for more advanced topics or in new problem situations. The use of “understand” in this document is intended to communicate the desired depth and breadth of mathematics programs for Maine students. To understand a procedure or concept means to be able to:

- Communicate its meaning, its use, the results of its application, and its implications for a given context
- Reason about it by making conjectures and justifying conclusions
- Represent it in a variety of ways
- Connect it to other ideas in and outside of mathematics
- Know when and how to apply it to solve problems in mathematics and in other contexts

Central to mathematical understanding is learning through problems that arise in mathematics and applied contexts. To this end, students learn to identify problems, formulate approaches, carry out these approaches, and communicate and justify solutions. Mathematical reasoning pervades all areas of mathematics. Mathematical reasoning is manifested through classification, comparison, deduction, induction, generalization, justification, verification, and spatial visualization. As growing mathematicians, students need to do mathematics and see themselves as capable of developing their own understanding of mathematical concepts, properties, and procedures. Mathematics classrooms should provide practical experiences using mathematics in everyday applications and in other content areas, as well as explorations solely within mathematics. Discussing mathematics is an important component of developing mathematical understanding.

Outline of Common Core Mathematics Standards

N. The Number System
RN. The Real Number System
Q. Quantities
CN. The Complex Number System
VM. Vector and Matrix Quantities
A. Algebra
SSE. Seeing Structure in Expressions
APR. Arithmetic with Polynomials and Rational Expressions
CED. Creating Equations
REI. Reasoning with Equations and Inequalities
F. Functions
IF. Interpreting Functions
BF. Building Functions
LE. Linear, Quadratic, and Exponential Models
TF. Trigonometric Functions
M. Modeling
G. Geometry
CO. Congruence
SRT. Similarity, Right Triangles, and Trigonometry
C. Circles
GPE. Expressing Geometry Properties with Equations
GMD. Geometric Measurement and Dimension
MG. Modeling with Geometry
S. Statistics and Probability
ID. Interpreting Categorical and Quantitative Data
IC. Making Inferences and Justifying Conclusions
CP. Conditional Probability and the Rules of Probability
MD. Using Probability to Make Decisions

MATHEMATICS COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
Algebra I	I	1 year	1	9 – required	None
Geometry	I	1 year	1	10 – required	Algebra I
Algebra II	II	1 year	1	11	Algebra I
Advanced Mathematics	III	1 year	1	11 – 12	Algebra II
Math Team	I	1 year	1/2	9 – 12	None
Algebra A	I	1 year	1	9 – 12	None
Algebra B	I	1 year	1	11- 12	Geometry
APEX – AP Calculus AB	II	1 year	1	12	Permission
APEX – AP Statistics	II	1 year	1	11 – 12	Permission

Algebra I**Prerequisite:** None**Credit:** 1**Grade:** 9

This course will explore the language of algebra in verbal, tabular, graphical and symbolic forms. A wide range of problem solving activities and applications will encourage students to model patterns and relationships with variables, exponents and functions. The course will incorporate graphing calculator and computer activities to promote problem solving, discovery, and modeling. Examples, exercises, and assessment activities in the course will integrate algebra topics with statistics, probability, geometry and discrete mathematics. Properties of real numbers, solutions sets, basic operations with polynomials, and solving quadratic equations will also be included.

Geometry**Prerequisite:** Algebra I**Credit:** 1**Grade:** 10

This course will stress the use of deductive and inductive reasoning and to draw conclusions. Students will study properties and relationships involving lines, planes, and polygons.

Congruence and similarity of figures, basic trigonometric ratios, circles, the relationships of angles and lines of circles, solid geometry concepts and analysis of topics of spatial figures will be studied. The development of the need for proof and its use will be emphasized. Students will use graphing calculators and other technological means for enhancement of understanding. This course provides students with experiences that will broaden their understanding of geometric shapes and the properties of these shapes.

College Algebra II**Prerequisite:** Algebra I and Geometry**Credit:** 1**Grade:** 11

This is a second course in algebra which will concentrate on more advanced topics including rational algebraic functions. The course will build on the content of Algebra I. Problem solving techniques and concept understanding are emphasized and refined through practical applications.

Advanced Math**Prerequisite:** Algebra II**Credit:** 1**Grade:** 12

Students will be required to demonstrate organization, initiative, creativity and persistence in problem solving techniques. Topics will include the review of algebra, statistics, trigonometry and introduction of calculus.

Algebra A & B

Prerequisite: Administrative Approval

Credit: 1

Grade: 9 - 12

This course will provide a continuation of mathematics and an integrated approach to topics in algebra, geometry, trigonometry, probability and problem solving. Course instruction will be differentiated to fit student needs and provide students with an opportunity to meet the Maine standards in mathematics.

Hands on laboratory and real world applications will be utilized.

Math Team

Prerequisite: None

Credit: 1/2

Grade: 9-12

This class will help students develop problem-solving skills. The class meets twice a week in addition to five local competitions that students are required to attend. Preference is given to upper class students, but freshman and sophomores can participate with permission from the teacher. Students who perform well at the local meets will have the opportunity to go to the State meet, which is usually held the first week in April. This credit may not be used as part of the three required math credits for graduation.

Science & Technology

Science and technology provide people with the knowledge and tools to understand and appreciate the natural and designed worlds and address many of the challenges. Students must be provided with opportunities to access, understand, and evaluate current information and tools related to science and technology if they are to be ready to live in a 21st century global society.

The study of science and technology includes both processes and bodies of knowledge. Scientific processes are the ways scientists investigate and communicate about the natural world. The scientific body of knowledge includes concepts, principles, facts, laws, and theories about the way the world around us works. Technology includes the technological design process and the body of knowledge related to the study of tools and the effect of technology on society.

Science and technology merge in the pursuit of knowledge and solutions to problems that require the application of scientific understanding and product design. Solving technological problems demands scientific knowledge while modern technologies make it possible to discover new scientific knowledge. In a world shaped by science and technology, it is important for students to learn how science and technology connect with the demands of society and the knowledge of all content areas. It is equally important that students are provided with learning experiences that integrate tools, knowledge, and processes of science and technology.

The Science and Technology Standards outline the essential understandings of these disciplines. Standard A describes four themes that serve as a broad scaffold for understanding and organizing student understanding of the content and processes of science and technology. Standard B describes the processes of scientific inquiry and technological design. As a complement to the expectations of

inquiry and design outlined in Standard B, Standard C describes the enterprises of science and technology and the connection to society. Standards D and E have performance indicators that encompass the subject matter conventionally referred to as life, physical, and earth and space science.

Outline of Science and Technology Standards and Performance Indicators

A. Unifying Themes
1. Systems
2. Models
3. Constancy and Change
4. Scale
B. The Skills and Traits of Scientific Inquiry and Technological Design
1. Skills and Traits of Scientific Inquiry
2. Skills and Traits of Technological Design
C. The Scientific and Technological Enterprise
1. Understandings of Inquiry
2. Understandings about Science and Technology
3. Science, Technology, and Society
4. History and Nature of Science
D. The Physical Setting
1. Universe and Solar System
2. Earth
3. Matter and Energy
4. Force and Motion
E. The Living Environment
1. Biodiversity
2. Ecosystems
3. Cells
4. Heredity and Reproduction
5. Evolution

Science & Technology

SCIENCE COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
Earth Science	I	1 year	1	9 – required	None
College Biology	II	1 year	1	10	Algebra I
College Chemistry	III	1 year	1	11 – 12	Algebra I
College Physics	III	1 year	1	11 – 12	Algebra II 11 th – co-enrolled
Human Biology	III	1 year	1	11 – 12	None
Tech Prep Chemistry	I	1 year	1	11 – 12	None

Envirothon	I	1 semester/year	½ - 1	10 - 12	None
APEX – AP Biology	II	1 year	1	10 – 12	Permission
APEX – AP Chemistry	II	1 year	1	11 – 12	Permission
APEX – AP Physics	II	1 year	1	11 – 12	Permission

Earth Science

Prerequisite: None

Credit: 1

Grade: 9

Earth Science is an introductory course in the physical sciences. Topics covered will include astronomy, earth chemistry, geologic processes, minerals and rocks, and meteorology. There will be an emphasis on lab experiences. This class is required for all ninth grade students.

College Biology

Prerequisite: Algebra I

Credit: 1

Grade: 10

This introductory course in biology will include topics in structure and function of the cell, photosynthesis, respiration, genetics, taxonomy, microbiology (including viruses, bacteria, and protozoa), and surveys of the algae, fungi, plant and animal kingdoms. Numerous laboratory activities will supplement the textbook and lectures.

College Chemistry

Prerequisite: Algebra I

Credit: 1

Grade: 11-12

Chemistry topics will include matter and energy, stoichiometry, atomic structure, chemical bonding, chemical formulas, chemical equations and reactions, phases of matter, solutions, suspensions, colloids, acids and bases, and qualitative analysis. A heavy emphasis will be placed on problem solving and laboratory techniques.

College Physics

Prerequisite: Algebra II (11th grade may be co-enrolled)

Credit: 1

Grade: 11-12

College physics will combine science and math skills and requires a background in both. Students will be required to exhibit logical thinking skills and precision in problem solving. The course will concentrate on energy and its effects.

Human Biology

Prerequisite: None

Credit: 1

Grade: 11-12

Human Anatomy & Physiology will study all human systems in depth. The course will provide career connections to occupational or physical therapy, nursing, athletic trainer, or the health fields in general. The course will be supplemented with videos and activities dealing with each body system. The use of computer-based student study guide and a 3-D human CD will enhance the assimilation of the material. The use of the computer as a research tool will also be emphasized.

Tech Prep Chemistry

Prerequisite: None

Credit: 1

Grade: 11-12

Tech prep chemistry will place an emphasis on how chemistry is used in our everyday life. This course will primarily be concerned with inorganic chemistry. Topics will include the numerical side of chemistry, atomic theory, phases and classes of matter, chemical bonding and reactions, the mole concept, acids, bases and salts, electrolytes and non-electrolytes, and solution chemistry. The chemistry of water, the atmosphere, and soils will also be discussed. Numerous labs will serve to reinforce class discussions.

Environmental Studies

Prerequisite: None

Credit: 1

Grade: 11-12

Environmental Studies class will study the environment and the science behind conservation and protection of natural resources. Students will be introduced to local and national environmental issues and will use a collaborative problem solving approach to

consider solutions and protective measures. Critical thinking, decision-making, and practice solving real world problems will be provided. Optionally, students may also choose to participate in the Envirothon competition club. This class may be taken as a science elective but the credit may not be used as part of the three required math credits for graduation.

Social Studies

The primary purpose of social studies is to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council of the Social Studies, 1994, p.3). The great architects of American public education, such as Thomas Jefferson, Horace Mann, and John Dewey, believed that every student must be well versed in our nation's history, the principles and practices which undergird citizenship, and the institutions that define our government. Understandings of commerce and geography were critical to their thinking as well. In essence, Jefferson, Mann, and Dewey viewed the study of social studies as critical to the mission of public schools. Indeed, they would applaud the inclusion of a "responsible and involved citizen" in the Guiding Principles, as well as social studies as one of eight content areas in the Learning Results.

A strong social studies education depends upon a clear understanding of its interrelated disciplines. Without knowledge of the geography and economics of earlier times, history offers only lists of people, events, and dates. Without knowledge of history, the institutions of American government and the dynamics of today's global economy are difficult to understand. Although social studies curricula vary in their breadth and depth, the Social Studies Standards reflect a focus on government, history, geography, and economics as the pillars of the content, with other disciplines within the social sciences deemed important, but not essential.

Outline of Social Studies Standards and Performance Indicators

A. Applications of Social Studies Processes, Knowledge, and Skills
1. Researching and Developing Positions on Current Social Studies Issues
2. Making Decisions Using Social Studies Knowledge and Skills
3. Taking Action Using Social Studies Knowledge and Skills
B. Civics and Government
1. Knowledge, Concepts, Themes, and Patterns of Civics/Government
2. Rights, Duties, Responsibilities, and Citizen Participation in Government
3. Individual, Cultural, International, and Global Connections in Civics and Government
C. Economics
1. Economic Knowledge, Concepts, Themes, and Patterns

2. Individual, Cultural, International, and Global Connections in Economics
D. Geography
1. Geographic Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in Geography
E. History
1. Historical Knowledge, Concepts, Themes, and Patterns
2. Individual, Cultural, International, and Global Connections in History

Social Studies

SOCIAL STUDIES COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
American Government	I	1 semester	½	10 – 12	U.S. History I 10 th – co-enrolled
College U.S. History I	II	1 year	1	10 – 12	World History
College U.S. History II	II	1 year	1	11 – 12	College U.S. History I
Technical U.S. History II	I	1 year	1	11-12	U.S. History I
Psychology	I	1 year	1	11-12	None
Street Law	I	1 semester	½	10-12	None
World History	I	1 year	1	9 – required	None
Holocaust	I	1 semester	½	10-12	None
APEX – AP Psychology	II	1 year	1	10 – 12	Permission
APEX – AP U.S. Government	II	1 year	1	10 – 12	Permission
APEX – AP U.S. History	II	1 year	1	10 – 12	Permission

American Government

Prerequisite: U.S. History I (10th grade may be co-enrolled)

Credit: 1/2

Grade: 10-12

American Government is a one-semester course designed to examine the structure and functions of government as well as its impact on the people. The course is offered the fall semester in order to place emphasis on the election cycle of the United States at the local, state, and federal level. Current event discussions are an important part of this course.

College U. S. History I

Prerequisite: World History

Credit: 1

Grade: 11-12

College U. S. History I will survey American history beginning with Colonial America and will end with a focused, in-depth unit on the Civil War and Reconstruction (1861-1877). Projects, research, and writing will be an integral part of this course.

College U. S. History II

Prerequisite: U.S. History I

Credit: 1

Grade: 11

College U.S. History II will focus on in-depth study of post-Reconstruction U.S. history through contemporary times and the impact American history has had on the world. Students will be expected to complete writing and reading assignments as well as take active

roles in class discussion of major events. Primary and secondary documents will be used for contrast and comparison. Individual research will be required.

Technical U. S. History II

Prerequisite: U.S. History I

Credit: 1

Grade: 11-12

Technical U. S. History II will focus primarily on the 20th Century and the development of the United States into a world power. The course will begin with the rise of Industrialism following the Civil War and Reconstruction. Current events will be included in this course when appropriate.

Psychology

Prerequisite: None

Credit: 1

Grade: 11-12

Psychology will provide students with the opportunity to study the major concepts and theories of psychology. The course will focus on basic skills of psychological research and will help students develop critical thinking skills needed to understand human behavior. Reading, writing, discussions, and projects will be required. Topics will include social issues and moral issues relative to human behavior.

Street Law

Prerequisite: None

Credit: 1/2

Grade: 10-12

Street Law is a semester course that will study the legal system and structure of the United States. The course will place an emphasis on the role of local, state, and federal law and its application and enforcement to American citizens. Other units of study will include school law, Supreme Court case studies, mock trials, and visits to district and superior court.

World History

Prerequisite: None

Credit: 1

Grade: 9

This course will trace the evolution of civilization from the Ancient World to the First World War. It will compare and contrast the effects of early civilizations on modern civilizations. Philosophical themes will be important aspects of this course. Student produced projects will be used to enhance appreciation and understanding of history.

Holocaust

Prerequisite: None

Credit: ½

Grade: 10-12

This course teaches the origins of anti-Semitism leading up to the Nazi assault on the Jewish population of Europe during World War II, a detailed study of the concentration camp network, the aftermath of the war for the Jewish population and the broader discussion of human rights after the war leading to points of discussion into modern time. 2017 witnessed attacks on Jewish Synagogues in the United States and increasing anti-Semitism in Europe.

Course discussion will also involve the United Nations' Universal Declaration of Human Rights. Students will take a field trip to the Maine Holocaust and Human Rights Center-- they have several programs about the Holocaust. This course is taught without a traditional textbook and there are no traditional paper and pen tests. Writing is a significant part of the course, students will develop an independent research-based project, and there are group projects as well. Students will develop keynote presentations, utilize their laptops, and there are texts available as group reading assignments. Students will also develop and implement the Veterans' Day Ceremony.

The visual and performing arts are an essential part of every child's education. Engagement in the visual and performing arts deepens students' overall knowledge and skills, as well as their social and emotional development. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities, and perform better on standardized tests.

The National Standards for Arts Education includes separate standards for dance, music, theatre, and visual arts. In 1997, the National Assessment of Educational Progress (NAEP) Arts assessment was developed with separate assessments in these disciplines. These four visual and performing arts disciplines are uniquely different from each other in literacy as well as creation and performance. Standards A and B of the Visual and Performing Arts Standards of the Maine Learning

Results each include four separate strands (dance, music, theatre, and visual arts). In contrast, standards C, D, and E are representative of skills and knowledge in all four disciplines of the visual and performing arts. This format best represents both the unique and common aspects of the visual and performing arts.

These Visual and Performing Arts Standards outline a comprehensive pathway to enable every high school graduate to exhibit proficiency in one or more of the visual and performing arts disciplines.

Outline of Visual and Performing Arts Standards and Performance Indicators

A. Disciplinary Literacy
Dance:
1. Terminology
2. Space
3. Time
4. Energy
5. Locomotor and Non-Loomotor Movement
6. Compositional Forms
Music:
1. Music Difficulty
2. Notation and Terminology
3. Listening and Describing
Theatre:
1. Terminology
2. Production
Visual Arts:
1. Artist's Purpose
2. Elements of Art and Principles of Design
3. Media, Tools, Techniques, and Processes
B. Creation, Performance, and Expression

Dance:
1. Communication
2. Sequencing
3. Solving Challenges
4. Technical Aspects
Music:
1. Style/Genre
2. Composition
Theatre:
1. Movement
2. Character
3. Improvisation
Visual Arts:
1. Media Skills
2. Composition Skills
3. Making Meaning
4. Exhibition
C. Creative Problem-Solving
1. Application of Creative Process
D. Aesthetics and Criticism
1. Aesthetics and Criticism
E. Visual and Performing Arts Connections
1. The Arts and History and World Cultures
1. The Arts and Other Disciplines
3. Goal-Setting
4. Impact of the Arts on Lifestyle and Career
5. Interpersonal Skills

Visual & Performing Arts

VISUAL & PERFORMING ARTS COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
Art I	I	1 year	1	9 – 12	None
Art II	I	1 year	1	10 – 12	Art I
Advanced Art	II	1 year	1	11 – 12	Art II
Band	I	1 year	3/4	9 – 12	None
Chorus	I	1 year	1/2	9 – 12	None
Jazz Choir	I	1 year	1/2	11 – 12	None
APEX – Art Appreciation	I	1 year	1	10 – 12	Permission
APEX – Music Appreciation	I	1 year	1	10 – 12	Permission

Art I

Prerequisite: None

Credit: 1

Grade: 9-12

Art I will provide an art foundation to the visual arts, both past and present, with experimentation and exploration in various mediums. The course will provide an introduction to basic materials, techniques, and principles in art application. The course will provide basic techniques in calligraphy, sculpture, drawing, painting, printmaking, 3D and 2D design, multi-media, art career exploration, history, and multi-cultural exposure. Lessons are built on previous knowledge and foster student creativity.

Art II

Prerequisite: Art I

Credit: 1

Grade: 10-12

Art II will be a continuation of Art I. The course will provide a more in-depth study of the visual arts. Lessons are designed to enhance and further students' artistic knowledge and technical skills.

Advanced Art

Prerequisite: None

Credit: 1

Grade: 11-12

Advanced Art will address similar concepts as Art I and II, but the level of difficulty will be increased. Class instruction and projects will be individualized to fit each student's strengths and interests. Advanced Art will provide a study of different artists throughout history. Students will create multi-media visual presentations and explore art careers.

Band

Prerequisite: None

Credit: 3/4

Grade: 9-12

Band students should have prior knowledge of playing a musical instrument and reading music to participate, but these are not absolute requirements. Students WITHOUT prior knowledge, must receive permission from the instructor. The music Department presents

three formal concerts during the school year: The Band also performs at home basketball games as published at the beginning of the Basketball season. Attendance at concerts and games is required of all members, with the understanding that band members, who are also members of the team that is playing, will be assessed no penalty for their absence from the band. Band members will also be expected to participate in the Easton Field Day Parade in July.

Chorus

Prerequisite: None

Credit: 1/2

Grade: 9-12

Chorus Class meets Tuesdays and Thursdays for the entire year. Students receive 1/2 credit for participation in Chorus. While previous singing experience is suggested and helpful, it is not a requirement. The music Department presents three formal concerts during the school year: A Holiday Concert in December, a Fine Arts Night in early Spring, and the Final Concert at the end of May. Attendance at all concerts is required and absences will impact a student's grade. In addition to these formal concerts, the Chorus also performs at Baccalaureate and Graduation in June.

Jazz Choir

Prerequisite: None

Credit: 1/2

Grade: 11-12

Jazz Choir is a select group of singers and may require an audition. This group will focus on competition while learning specific rudiments of Jazz singing and Scat singing. Members of the group will watch a District Instrumental Jazz Competition for learning purposes and will participate in a District Vocal Jazz Competition with the hope of qualifying for the State Vocal Jazz Competition. These all take place in March and early April. Students will also have an opportunity to participate in an audition only All State Jazz group. A student rhythm section that could include piano, electric bass, drum set, or guitar is also desirable.

Language and communication are at the heart of the human experience whether communication occurs face-to-face, in writing, or through the arts and media. Graduates of Maine's publicly supported schools must have the linguistic and cultural skills to communicate successfully in a pluralistic society at home and abroad. The need to understand and communicate with other peoples of the world is more urgent today because of the forces of globalization. All students are expected to develop the level of proficiency defined in the standards and performance indicators at the 9-Diploma grade span in at least one language other than English. To succeed, all students must study language and culture in an integrated fashion beginning in the early elementary grades and extending through their school experience. A PreK-Diploma structure in all schools is foundational to the State vision for world languages.

The major organizing principle in today's world language classrooms is communication. While knowledge of vocabulary and the linguistic system remain essential tools for communication, learning to use a second language in meaningful and appropriate ways is the ultimate goal of world language instruction. In any mode of communication, there are particular links between language usage and knowledge of the associated culture(s).

Outline of World Languages Standards and Performance Indicators

A. Communication
1. Interpersonal
2. Interpretive
3. Presentational
4. Language Comparisons
B. Cultures
1. Practices and Perspectives
2. Products and Perspectives
3. Comparisons with Own Culture
C. Connections
1. Knowledge of Other Learning Results Content Areas
2. Distinctive Viewpoints
D. Communities
1. Communities

SPANISH COURSES

Subject	LOD Level	Length of Course	Credit	Grade	Prerequisites
Spanish I	I	1 year	1	9 – 12	None
Spanish II	I	1 year	1	10 – 12	Spanish I

Spanish III	II	1 year	1	11 – 12	Spanish II
Spanish IV	III	1 year	1	12	Spanish III
APEX – French I	I	1 year	1	9 – 12	Permission
APEX – French II	I	1 year	1	10 – 12	Permission

Spanish I

Prerequisite: None

Credit: 1

Grade: 9

Spanish I is the first exposure of Easton students to a formal world-language program. As such, it addresses the sound system, grammatical formats and cultural connections of Spanish countries and culture at an introductory level. Students will explore the language through listening, speaking, reading, and writing about basic topics and familiar situations through learned vocabulary. Through a variety of assignments and evaluations, students will work on acquiring knowledge about and skill with the Spanish language: listening comprehension will be evaluated through live-action physical response and through assignments relating to video and audio presentations; oral proficiency will be evaluated through planned mini-presentations using selected grammar or vocabulary and through person-to-person communication in Spanish during class work; reading at this level involves short texts on familiar topics; writing skills from sentence level to beginning composition are developed in conjunction with topics presented in the textbook or other sources. There will be projects throughout the year.

Spanish II

Prerequisite: Spanish I

Credit: 1

Grade: 10

Spanish II expands the work begun in Spanish I. Grammatical studies are more intense at this level; reading materials include informational texts on both familiar and unfamiliar topics as well as story-length fictional works; oral expression in Spanish will be demonstrated by planned mini-presentations and person-to-person communication with classmates and others; listening skills are demonstrated in following directions, accessing information from Spanish-language audio and video materials and interacting with partners in group work; writing assignments in Spanish will include creative essays designed to utilize vocabulary and grammatical structures being studied; cultural knowledge is assessed in a variety of ways, including role-plays, researched projects, artworks, and cooking. As in Spanish I, there will be projects throughout the year.

Spanish III

Prerequisite: Spanish II

Credit: 1

Grade: 11

Spanish III expands upon the skills and knowledge obtained in Spanish II. Students will be exposed to and learn to use vocabulary relating to performance of common tasks involving environmental concerns, social awareness, professions, travel preparations, and planning for the future. Grammatical studies are more intense at this level. Reading stories, poems and plays in Spanish after each lesson. Writing in Spanish III extends to letter, essay, story and poem formats. In addition there are projects throughout the year. Beginning at this level the students are eligible to participate in the Spanish Club Tour that embarks on a journey to a Spanish speaking country or

city in the United States with a strong Spanish influence, for example, San Antonio. This will happen once every other year.

Spanish IV

Prerequisite: Spanish III

Credit: 1

Grade: 12

Spanish IV will continue to expand on speaking, listening, reading, and writing. The majority of the vocabulary and grammar studied will come from the use of novellas, videos, Internet and one-on-one conversations in the Spanish language. Reading will be done both in class and out.

Students are eligible to participate in the Spanish Club Tour that embarks on a journey to a Spanish speaking country or city in the United States with a strong Spanish influence, for example, San Antonio. This will happen once every other year.

Presque Isle Regional Career and Technical Center

AUTOMOTIVE TECHNOLOGY I (3 Credits)

Grade 11

Automotive Technology I includes two components: classroom instruction covering theory and operation of the technical subsystems of the automobile with related sciences blended into the curriculum and the hands-on work experience conducted in the PIRCTC Automotive Technology Service Center lab. Course content includes maintenance and repair of engines, vehicle accessories, electrical systems, drive trains, emission systems, brakes, and more. Auto shop service simulation and safety in the work place are vital components of this program. Students will use ALLDATA, an up-to-date online database system which provides OE diagnostic and repair information, wiring diagrams, the latest Technical Service Bulletins (TSBs); recalls, comprehensive trouble codes; vehicle specifications; and component locations and other pertinent auto information. Students must demonstrate the safe use and care of hand and power tools through hands-on approaches and by passing written competency tests over specific tools. Students should be familiar with ruler measurement.

AUTOMOTIVE TECHNOLOGY II (3 Credits)

Grade 12

Automotive Technology II is designed for students who have completed Automotive Technology I or who have been recommended by the instructor. This course expands upon the Automotive Technology foundation by adding advanced theory and exposure to the following automotive systems: engine repair and overhaul, heating and air conditioning, automatic transmission and transaxle, manual transmission, drive train and axles. "Community classroom" projects and experiences provide realistic opportunities for students to combine their academic and applied skills in diagnosing and repairing vehicles. Skills acquired through the Automotive Technology program also prepare students to service and repair small engines found in outdoor power equipment such as lawnmowers, chain saws, and garden tractors.

It is highly recommended that students elect three periods of this program, but if the student schedule does not permit this sequence, students should enroll in Period 1 (Automotives II) or Period 4 (Automotives I) for the classroom instruction and one other lab period.

BUILDING TRADES I (3 Credits)

Grade 11

Building Trades I is designed to introduce blueprint reading and its application to the construction

site. This course also includes in-depth introduction to site layout (materials and methods). Students must demonstrate the safe use and care of hand and power tools through hands-on approaches and by passing written competency tests over specific tools. Framing basics as well as the procedures for laying out and constructing a wood floor using common lumber and/or engineered building materials will be covered. Reviewing material choices and installation techniques of various interior trim, including interior doors, baseboard, and casement will be included. An overview of interior finishes, the installation and finishing of drywall, suspended ceilings, and general painting and other wall coverings will be taught and students will work on lab models. Some in-lab activities such as jig and pattern making, stationary power tool maintenance and adjustment, machining of woods, and techniques unique to shops, cabinetmakers and mill workers will be taught through the individualized project approach. Students should be familiar with ruler measurement.

BUILDING TRADES II (3 Credits)

Grade 12

Building Trades II expands upon abilities learned in Building Trades I through “community classroom” projects and experiences. In the past the “community classroom” has included activities such as building a playhouse as a fundraising project for United Way of Aroostook, constructing buildings for the Presque Isle Country Club, and completing the inside construction of the MSAD #1 Cider Processing Lab Building.

It is highly recommended that students elect three periods of this program, but if the student schedule does not permit this sequence, students should enroll in Period 1 (Building Trades II) or Period 4 (Building Trades I) for the classroom instruction and one other lab period.

TECHNICAL DRAFTING (1 or 2 Credits)

Grades 10 - 12

Technical Drafting is a condensed version of CTE Drafting I and II and is designed to provide the student who cannot fit three periods per day into his/her schedule. Identical course content will be taught, but the students will complete a sampling of the projects completed by students enrolled in the three-period block sequence. The number of projects is dependent upon the number of periods the student is enrolled. Students should be familiar with ruler measurement.

CTE DRAFTING I (3 Credits)

Grade 11 and 12

CTE Drafting I introduces students to aspects of sketching, lettering, multi-view drawing, dimensioning, pictorial view drawing and cut sectioning. Residential house design, including floor plans, sections, elevation details, and structural components are also presented through the use of CADD. Student performance is assessed through authentic class assignments and projects.

CTE DRAFTING II (3 Credits)

Grade 12

CTE Drafting II expands the skills learned in CTE Drafting I and includes a stronger focus on the AutoCAD program. Emphasis is placed on designing residential and commercial building plans. Many students' plans are actually utilized in real construction projects. Students will demonstrate their competency by plotting completed projects and by maintaining an up-to-date career portfolio.

It is highly recommended that students elect three periods of this program, but if the student schedule does not permit this sequence, students should enroll in Period 1 (CTE Drafting II) or Period 4 or 6 (CTE Drafting I) for the classroom instruction and one other lab period.

EARLY CHILDHOOD EDUCATION I (3 Credits)**Grades 11 and 12**

Early Childhood Education I (ECE I) is designed to begin the process of teaching grades 11 and 12 students the skills required to work with young children. Students study the growth and development of children ages two to five and have the opportunity to assist in the organization and operation of our Childcare Education Center. This is a clinical-based program, which includes a period of lab for applying guidelines for observing, assessing, and interacting with children. Students work directly with young children in designated lab areas and assist with arts and crafts, science, motor skills, dramatic play, block building, housekeeping, reading and math readiness, story time, music and movement activities and snack preparation. Students also assist with the daily clean-up duties for the center. Additionally, students have daily classroom instruction to learn how to enhance a child's social, emotional and intellectual growth and development. The daily instruction presents students knowledge in order to provide children with positive guidance, to observe and assess each child's development, and to plan and implement a variety of learning activities.

EARLY CHILDHOOD EDUCATION II (3 Credits)**Grade 12**

Early Childhood Education II is a continuation of ECE I with a heightened emphasis on planning and implementation of lessons and activities. Students who return to ECE II are those who are genuinely interested in the field and who wish to prepare for an entry-level childcare worker position or other childhood career opportunities. Students will work to develop portfolios, applications, and resumes and will hone their job interviewing skills. Students who enroll in ECE II will be better prepared for occupations in childcare and guidance, foster care/family daycare, and as a teacher assistant. Other related occupations include those in the field of education, health care, and social services.

It is highly recommended that students elect three periods of this program, but if the student schedule does not permit this sequence, students should enroll in Period 1 (ECE II) or Period 5 (ECE I) for the classroom instruction and one other lab period.

INDUSTRIAL AND FARM MECHANICS I (3 Credits)**Grade 11**

Industrial and Farm Mechanics I teaches skills to maintain, repair, and overhaul farm machinery, equipment, and vehicles, such as tractors, harvesters, pumps, tilling equipment, trucks, and other mechanized, electrically powered, or motor-driven equipment. Students will examine and listen to machines, motors, gasoline and diesel engines, and equipment for operational defects and dismantle defective units using hand tools. In addition to repairing and/or replacing defective parts, using hand tools and machine tools, welding equipment, grinders, and saws, they will reassemble, adjust, and lubricate machines and equipment to insure efficient operation.

INDUSTRIAL AND FARM MECHANICS II (3 Credits)**Grade 12**

Industrial and Farm Mechanics II reinforces the fundamental skills learned in Farm Mechanics I and includes the installation and/or repair of wiring systems and other electronic systems found on large farm equipment. An OJT (On-the-Job Training) program in April and May gives seniors an opportunity to work with a variety of farm machinery businesses in the area.

It is highly recommended that students elect three periods of this program, but if the student schedule does not permit this sequence, students should enroll in Period 1 (Industrial and Farm Mechanics II) or Period 4 (Industrial and Farm Mechanics I) for the classroom instruction and one other lab period.

APPLIED SCIENCE I – EARTH SCIENCE**One Period Grades 9 – 12**

This course is designed to develop awareness and understanding of our dynamic earth, the natural world, and how management and utilization of key natural resources effects all living things.

Topics of study include maps, the lithosphere, the atmosphere, the hydrosphere, and space.

Students will identify questions and concepts, design scientific investigations, analyze results, and make predictions of the impact of the relationship between man and the natural world. Special emphasis will be placed on utilization of earth's natural resources as sources of energy and food.

APPLIED SCIENCE – LIFE SCIENCE (BIOLOGY)**One Period Grades 9 – 12**

This course emphasizes problem solving, decision-making, critical thinking, and applied learning utilizing the scientific link with examples from agriculture. Students will explore the principals of biology and apply these concepts and principles to issue in the workplace, in society, and in personal experiences. Areas of study will include the scientific method, cells, genetics, classification, biochemistry, diversity, and environmental issues. Learning will be completed through both classroom lecture and hands-on projects in a laboratory setting and at the MSAD #1 Educational Farm.

AQUACULTURE**One Period Grades 10 – 12**

This course will introduce students to the growth and maintenance of fresh and tropical fish. The classroom portion of the class consists of designing a Dream Aquarium over the course of the year. The student is instructed over a specific piece of aquarium equipment such as the filtration or fish selection. They then design the filtration system or shop for fish for their aquarium. The lab portion of the class will rotate on a weekly basis in order for students to learn the aspects of salt water, trout, cichlid, shark, lobster, goldfish, betta, turtle, salmon, guppy, danio, oscar, and barb tanks. Field trips will include two trips to Grand Lake Stream State Fish Hatchery where students will release eggs from the salmon. A spring trip will allow students the opportunity to mark the fins of the trout by clipping the fins.

HORTICULTURE/NURSERY MANAGEMENT**One or Two Periods Grades 10 – 12**

Horticulture/Nursery Management includes topics in landscape design, greenhouse and nursery management, pest management and disease control, and the process of plant propagation using liquid media hydroponic technology. Emphasis is placed on plant propagation and harvesting in the greenhouse and SAD #1 School Farm facility. Curriculum also incorporates introduction to orchardry and the process of cider production on a commercial scale. Students learn to work cooperatively on group projects and practice problem solving skills to attain optimum results from the crops raised.

NATURAL RESOURCES CONSERVATION

This class will introduce students to the basics of forestry, wildlife, and soils conservation. This class takes a hands-on approach to the subject matter. Students will be outside for much of the school year learning skills such as GPS navigation, compass and pacing, as well as mapping and weather. There will be individual learning opportunities that support living, working, and enjoying the outdoors. Students will take three field trips, two to Grand Lake Streams and a third to study tree identification, timber-cruising, animal habitats, and a soils pit.

ACCOUNTING PRINCIPLES (1 Credit)**Grades 10 – 12**

Accounting Principles will give students the knowledge and skill to help them make both business

and personal decisions. They will learn and practice the basic elements and concepts of double-entry accounting systems. Emphasis is placed on accounting terminology, concepts, principles, practices and procedures. Students will be able to demonstrate their understanding of the accounting cycle through quizzes, tests, projects, and real-life accounting simulations where they “keep the books” for a fictitious company.

ADVANCED ACCOUNTING PRINCIPLES (1 Credit)

Grades 11 – 12

Advanced Accounting Principles expands the Accounting foundation by teaching students how to analyze accounting transactions and prepare detailed financial statements. Students will learn the “whys” and “what ifs” for different types of businesses – sole proprietorships, partnerships, and corporations. Calculating stock gains and losses is another important aspect of the role of an accountant and students will learn how to journalize, post, and record both. Completion of an automated accounting simulation for either a partnership or corporation is a requirement for successful completion.

AUTOMATED ACCOUNTING LAB (1 Credit)

Grades 11 - 12

The Automated Accounting Lab is designed to help students acquire a more thorough knowledge of accounting procedures and techniques by solving business problems and making financial decisions. Students will use business accounting software and the computer to help manage, store, calculate, post, retrieve, analyze and bring accounting information up to date. By learning to use QuickBooks™, a popular accounting software program for small business owners, students will be able start a general ledger from scratch and work with payables, receivables, and prepare financial reports.

SMALL BUSINESS OWNERSHIP (1 Credit)

Grades 11 - 12

This course will tell you about the opportunities for small business ownership and help you develop the necessary planning skills. You will look at the traits and characteristics of successful entrepreneurs and see if you fit the profile. The strategies for success in business management, marketing and the economic role of the small business owner in the market system will be the focus. Joining FBLA would provide an excellent chance to meet community business owners and learn about their successes and trials. Preparing a Business Plan will be a course requirement.

BUSINESS TECHNOLOGY APPLICATIONS I (1 or 2 Credits)

Grades 11 - 12

Business Technology Applications I is designed to utilize a module approach. Modules will be taught sequentially. Students electing the three-period sequence will become skilled at all modules; students electing single periods, will learn the modules scheduled for the period.

BUSINESS TECHNOLOGY APPLICATIONS II (1 – 3 Credits)

Grades 12

Students electing Business Technology Applications II will expand their Microsoft knowledge in preparation for higher Microsoft MOUS Certifications. A sequential schedule has been developed and students electing single or double periods will learn the modules scheduled for that period while students electing the full three-period sequence will gain expertise in all modules.

Caribou Regional Applied Technology Center

CRATC provides high school students and post-graduates an opportunity to learn job skills in twelve areas. A combination of classroom instruction, hands on learning experiences and on-the-job training enables every student to explore job options and develop life and work skills. Some students seek employment immediately after high school or join the military. Many students

further their education at a university, college, or technical college.

The following three-period technology courses are open to Easton High School juniors and seniors:

One-year Programs
• Automated Manufacturing
• Computer Information Processing
• Commercial Driver's License
• Electronics/Computer Servicing
• Health & Medical Sciences
• Large Equipment Operations and Maintenance
• Law Enforcement

Two-year Programs
• Auto Body Repair
• Automotive Technology
• Food Service
• Residential Construction
• Video Productions
• Welding/Metal Fabrication

AUTOMATED MANUFACTURING (3 CREDITS)

This course will introduce students to the exciting world of computer-aided manufacturing. Students will experience the processes required in manufacturing metal and non-metal parts through computer assisted precision machining. Topics include CAD (Computer Aided Drafting and Design), CAM (Computer Aided Manufacturing), and CNC (Computer Numerically Controlled) machines. Students will work on state of the art equipment while working closely with industry and the Welding/Metal Fabrication program. This is an excellent program for people planning a career in engineering.

COMPUTER INFORMATION PROCESSING (2 OR 3 CREDITS)

This one-year course in computer applications covers areas that can lead to an exciting career involving computers. The primary emphasis is on Microsoft Office 98 covering Word, Access, Excel, PowerPoint and integration of these applications. Other topics in the course are desktop publishing using Microsoft Publisher, Internet study and web page creation.

COMMERCIAL DRIVERS LICENSE (3 CREDITS)

This course will provide an opportunity for students to gain the knowledge that is needed for today's trucking industry. If you would like to drive a truck and feel the freedom of being on the open road, then this course will cover the rules and regulations for Commercial Drivers and the basic preventative maintenance of trucks. This includes changing engine oil, greasing, tightening belts and basic wiring. This program will help students meet test requirements of the State of Maine Motor Vehicle Class B Commercial Vehicle Road Test. A valid Maine driver's license is required to take this vocational program.

CRIMINAL JUSTICE (3 CREDITS)

This program is designed to provide an overview of the total criminal justice system. Students will have the opportunity to explore law enforcement issues at the local, state, and federal levels as well as United States and worldwide court systems, juvenile law, corrections, private security, and other related fields. Students will be provided with a background in a variety of criminal justice topics through academic study and hands-on training. If exploring one of the many fields of criminal justice sounds exciting, then this is a course to consider. Students will be interviewed prior to the start of the course.

ELECTRONICS/COMPUTER SERVICING (3 CREDITS)

This course is designed to prepare students for a career as a computer service technician. Topics include safety, computer configuration, installing hardware and software, operating systems, networking fundamentals, upgrading, diagnosis, repair, customer interaction and preventive maintenance. This course will help prepare students who wish to obtain A+ Certification in Computer Servicing.

HEALTH & MEDICAL SCIENCES (3 CREDITS)

Health & Medical Sciences is a one-year program that will prepare students for a career in the medical field. Entry-level skills are taught in the classroom and practiced at health care facilities. Areas covered include anatomy and physiology, nutrition, medical terminology, and gerontology. Basic skills for bedside care are also taught to students desiring their nursing assistant's certification (CNA). Students may take the state board examination in May but must be 16 years of age.

LARGE EQUIPMENT OPERATIONS & MAINTENANCE (3 CREDITS)

This course provides a basic knowledge of heavy equipment and the fundamentals of mechanical maintenance on large industrial equipment. Students will use equipment to plow snow, load gravel, dig trenches, plow parking lots and haul materials. Preventative maintenance, including changing oil, greasing, tightening belts, and basic wiring will be taught. A valid Maine driver's license is required to take this vocational program.

TWO-YEAR PROGRAMS

AUTO BODY REPAIR I & II (3 CREDITS EACH)

This program is designed to provide students with the fundamental skills needed to enter the auto body trade. Students will have the opportunity to perform panel replacement, sheet metal repair, frame construction repairs, and plastic shaping and sanding. Students will also learn to use the MIG welder, uni-spotter, and power and hand tools that are used in the auto body industry. Safety procedures will be included throughout the program. The second year will cover more advanced skills in the areas of major collision repair, BC/CC painting single stage paints, airbrushing, glass installation, estimating repair, and frame and body alignments.

AUTOMOTIVE TECHNOLOGY I & II (3 CREDITS EACH)

This program combines classroom instruction, a practical shop environment, and a variety of hands on learning experiences to provide students with a thorough understanding of basic automotive maintenance and repair. Maintaining, troubleshooting, and repairing of brake systems, electrical systems, ignition systems, drive trains, engines, and more will be taught. Students will also be instructed on the use of a wide variety of standard shop equipment as well as state of the art equipment including scope/analyzer, an automotive computer code scanner, 5-gas analyzer and 4-wheel alignment machine. Individual and team shop projects will provide students with practical "live-work" experiences.

FOOD SERVICE (3 CREDITS EACH)

This program covers entry-level skills of the food service industry. Training includes safety,

sanitation, customer relations, customer service, cashier, cook, waiter/waitress, job attitudes and operations of related tools and equipment. Working in the lunch counter that operates on a daily basis provides live work experience. Students will rotate through the different jobs of the lunch counter to gain experience in each area of the kitchen.

RESIDENTIAL CONSTRUCTION I & II (3 CREDITS EACH)

This course is designed to provide students with skills and hands on experiences in construction. Students will learn the uses and safety of power and hand tools, and how to layout, fabricate, install, and repair wooden structures. Siding, roofing, estimating, and blueprint reading will also be introduced. A nine to 12 week masonry course is included, covering the art of laying brick and block. Brick steps, chimneys, fireplaces, and long walls are all introduced. A variety of projects are constructed in response to local demands and needs. Community service projects may be included to provide on the job training.

VIDEO PRODUCTIONS I & II (3 CREDITS EACH)

This course gives a student real life experience of making programs for broadcast television – from the conception of an idea to completion of a professional production. Students learn production planning, research, reconnaissance, scripting, scheduling, shooting and editing. Many out of class filming experiences from live performances to community events reinforce theory and technical skill development in class. Examples of out of class filming include: filming aboard a vintage schooner for “A Bowdoin Expedition”, shooting at the US Junior Biathlon Championships in Fort Kent, and recording Maine Film Day in Augusta, filming in Maine’s Swedish Colony for “The Coming Of The Swedes” and video recording in Houlton for “Don’t Fence Me In”, an hour-long documentary about German POWs. State of the art digital equipment is used and this, plus the skill of the students, has resulted in many awards for this class.

WELDING / METAL FABRICATION I & II (3 CREDITS EACH)

This course provides an opportunity to learn skills needed for an exciting career in welding and metal fabrication. Upon successful completion, students may receive up to eight college credits from Eastern Maine Technical College and become certified through the American Welding Society. Topics covered in this high demand job field include oxy-fuel processes, as well as modern arc welding processes such as stick, TIG, MIG, flux-cored and pulse-arc welding. Related topics such as blueprint reading; computer-aided drafting and metallurgy prepare students for success in a wide range of occupations. Students will practice these skills and techniques through classroom and “live work” projects. Emphasis is placed on subject matter, work attitude and employability skills. Entrepreneurial skills are incorporated in a school-based business. “CTC Enterprises” manufactures equipment that is marketed through local businesses. Involvement in Skills USA-VICA is highly encouraged for development of leadership skills and demonstration of skills at local, state, and national competitions.

Four-Year Plan

Grade 9	Grade 10
1. _____ English I	1. _____ English II
2. _____ Algebra I	2. _____ Geometry
3. _____ World History	3. _____ U.S. History I
4. _____ Earth Science	4. _____ Biology
5. _____ Fine Arts	5. _____ Elective
6. _____ Health/Physical Education	6. _____ Elective
7. _____ English Composition	7. _____ Elective
8. _____ Elective	8. _____ Elective
_____ TOTAL CREDITS	_____ TOTAL CREDITS
Grade 11	Grade 12
1. _____ English III	1. _____ English IV
2. _____ Algebra II	2. _____ Elective
3. _____ U.S. History II	3. _____ Elective
4. _____ Chemistry/Human Biology	4. _____ Elective
5. _____ Elective	5. _____ Elective
6. _____ Elective	6. _____ Elective
7. _____ Elective	7. _____ Elective
8. _____ Elective	8. _____ Elective
_____ TOTAL CREDITS	_____ TOTAL CREDITS
_____ Total Credits Grades 9-11	_____ Final Total Credits

Graduation Credit Requirements: 4 English, 3 social studies, 3 mathematics, 3 science,
 1 physical education, 1/2 health,
 1 fine art, 7 1/2 electives -- 23 total credits

Notes:

A NOTE TO PARENTS

In accordance with the “Family Educational Rights and Privacy Act of 1974”, Easton School Department has established a policy and regulations governing the control and release of student records.

The policy and regulations clearly specify the rights of parents to receive their child’s records. A copy of the policy and regulations are available for review in the office of each school principal.

In case of student transfer, all education records must be sent to a school administrative unit to which a student applies for transfer. Prior consent of the parent or guardian is not required.

NOTICE TO ALL EMPLOYEES, STUDENTS, PARENTS OF STUDENTS, AND PERSONS SEEKING ADMISSION OR EMPLOYMENT:

Easton School Department does not discriminate in its education and employment programs on the basis of race, age, color, national origin, sex, disability, religion, and marital or parental status, and complies with Title VI of the Civil Rights Law of 1964, Title IX Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. Inquiries regarding Title VI, Title IX, 504, and ADA may be made to:

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PO Box 66
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