

# Wells High School

## Course Selection Guide 2016 - 2017



**Eileen M. Sheehy**  
*Principal*

**Josh Gould**  
*Assistant Principal*

**Jack Molloy**  
*Student Activities Director*

**Wells High School Web Page:**  
[www.k12wocsd.net](http://www.k12wocsd.net)

*Sherri Anderson-Wormwood*  
**Guidance Counselor, L-Z**  
[sanderson-wormwood@wocsd.org](mailto:sanderson-wormwood@wocsd.org)

*Noel Curcio*  
**Guidance Counselor, A-K**  
[ncurcio@wocsd.org](mailto:ncurcio@wocsd.org)

James P. Daly, Superintendent of Schools  
Stacy Schatzabel, Director of Instruction  
Ryan Fairchild, Director of Special Services

**School Committee Members**  
Helena Ackerson, (Chair)  
Jason Vennard (Vice-Chair)  
Stillman Bradish  
Boriana Dolliver  
Karen MacNeill  
Miranda Pollard

**Telephone:**  
Main Office: 207-646-7011  
Guidance Office: 207-646-8185  
Fax: 207-641-6964

## **MISSION STATEMENT**

**“Our mission is to empower all students through individualized instruction to become literate critical thinkers and problem solvers committed to civic engagement.”**

## **ACCREDITATION**

Wells High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of the individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Wells High School was awarded accreditation in the summer of 2010.

## **NONDISCRIMINATION POLICY**

The Wells-Ogunquit Community School District School Committee is committed to a policy of nondiscrimination in relation to race, religion, sex, age, national origin, marital status or physical handicap. In keeping with the requirements of federal and state law, this school district will remove any discrimination in employment, assignment and promotion of personnel, in educational opportunities, services, and vocational opportunities offered to students in their assignment of schools and classes and their discipline; in location and use of facilities, in educational offerings and materials. The Wells-Ogunquit Community School District School Committee encourages its staff to improve human relations within the schools and to establish channels through which citizens can communicate their human relation concerns to the administration and the School Committee.

## **NOTICE OF PROGRAM ACCESSIBILITY FOR PERSONS WITH DISABILITIES**

All programs or activities offered by the Wells-Ogunquit C.S.D. when viewed in their entirety shall be readily accessible to individuals with disabilities. Information relating to the existence and location of services, activities, and facilities that are accessible to and usable by individuals with disabilities can be obtained by contacting the ADA/504 Compliance Coordinator whose name, address, and telephone number are listed below:

Ryan Fairchild  
Director of Special Services  
Wells-Ogunquit C.S.D.  
1460 Post Road  
Wells, ME 04090  
Telephone: 207-646-8331

Individuals who need auxiliary aids for effective communication in programs and services are invited to make their needs and preferences known to the ADA/504 Compliance Coordinator. This notice is available in large print and on audio tape from the ADA/504 Compliance Coordinator. (Adopted by the Wells-Ogunquit C.S.D. School Committee 12/01/93). Any questions or concerns may be directed to Ryan Fairchild, (646-8331), District Coordinator regarding Title IX and Section issues. The Wells-Ogunquit Community School District complies with all federal civil rights laws, and all programs are handicapped accessible or will be moved as necessary to make them accessible.

## **SCHEDULING**

At Wells High School, classes meet for 55 minutes a day. There are six periods in each school day and with this schedule, it is possible for a student to earn as many as nine (9) credits per year. Freshmen, Sophomores and Juniors must take a minimum of five courses per day and seven and one-half credits (7 ½) per year. Seniors must take at least four courses per day and six (6) credits per year.

Wells High School offers a variety of educational options which allow students to pursue coursework beyond the high school level. The programs include:

### **Advanced Placement (AP)**

College Board Advanced Placement (AP) courses give students a chance to try college-level work in high school, and to gain valuable skills and study habits for college. When students enroll in their first AP level course they must have approval from both their current teacher and AP teacher in order to take the course. If you get a “qualifying grade” on the AP exam there are thousands of colleges worldwide that will give credit or advanced placement for your efforts. Our AP courses are: AP Art History, AP Biology, AP Calculus AB, AP Chemistry, AP Computer Science, AP English Language & Composition, AP English Literature & Composition, AP European History, AP Government & Politics, AP Physics 1, AP Psychology, AP Statistics, and AP Studio Art. Students enrolled in an AP course are expected to take the corresponding AP exam at course end. In addition, we will assist students who wish to take an AP course on-line through APEX Learning. There are costs involved and financial aid is available. See your guidance counselor.

### **Early Studies - Off Campus**

Wells High School has formed educational alliances with several area colleges and universities. These agreements allow qualified junior & senior students to enroll in college courses, often at reduced tuition. Flexible scheduling at the high school then permits students to leave campus in order to attend classes. See your Guidance Counselor for more details.

### **YCCC – Dual Enrollment Program**

The Dual Enrollment Program provides students with a unique pathway that combines high school completion with an early college experience. Funds provided for this program are intended to encourage college exposure to juniors and seniors. Participating students may earn both high school and college credit. Dual Enrollment courses will count towards Honor Roll and GPA and become a permanent part of the student’s high school transcript. Students may enroll in any YCCC course for which they meet the prerequisite requirement. Students may pick up an application and brochure in the guidance office.

Once a student completes the application they will meet with the Dual Enrollment (DE) coordinator at YCCC to select an appropriate course. They will then meet with the WHS DE advocate to confirm that the course dovetails with their WHS schedule. After a successful first semester the DE student may take two YCCC courses per semester. If a student earns a “D” or “F” in their YCCC course, they will be required to pay for the next YCCC course themselves.

### **Correspondence Courses**

If needed, a student may apply up to two credits earned in correspondence courses toward graduation requirements. Information on approved correspondence schools is available through the Guidance Department.

### **Summer School/Summer Enrichment Programs**

Students may make up any failed courses in an approved summer school program. Information on area summer schools is available in the Guidance Office by mid-June.

Many programs exist for the student who wishes to pursue an area of study to a greater depth outside of the regular school year. These programs, offered through schools such as Boston University, Yale University and Harvard College, are excellent opportunities for students to enrich their high school education. Information on summer enrichment programs is available in the Guidance Office during the early spring.

## CLASS STATUS

Class status is earned by the number of credits a student has attained in addition to the number of years he/she has been enrolled. A student cannot attain the privileges associated with class status unless he/she has attained the requisite credits.

|             |   |
|-------------|---|
| Freshmen:   | 4 ½ or less credits                                 |
| Sophomores: | 5 or more credits and two or more years enrolled    |
| Juniors:    | 10 or more credits and three or more years enrolled |
| Seniors:    | 15 or more credits and four or more years enrolled  |

## Grading System

|              |             |
|--------------|-------------|
| 93 and Above | High Honors |
| 85 – 92      | Honors      |
| 70 – 84      | Passing     |
| Below 70     | Failing     |

Report cards are issued three times a year. In addition, JupiterGrades is available to inform parents of the student's course progress.

## Honor Roll

The Honor Roll recognizes academic achievement. It is compiled and released on a trimester basis after grades are recorded. A student must carry a full course load in a trimester to be considered for the Honor Roll. Pass-fail and audit classes will exclude a student from the Honor Roll. Course incompletes can exclude a student from the Honor Roll. Community Service does not count as a course for the Honor Roll. There are two Honor Roll designations as follows:

High Honors: all grades for trimester carry a numerical grade of 93 or above

Honors: all grades for that trimester carry a numerical grade of 85 or above

## Honors Challenge

All students will have the opportunity to earn the Honors distinction by attempting to successfully complete the Honors Challenge assessments for the required courses offered without an AP option in English, math, science and social studies. The Honors Challenge in each course will constitute no less than one assessment per trimester. Successful completion of the Honors Challenge assessments will be characterized by mastery of content and skills and by distinguished work. Performance expectations and evaluation procedures will be provided in the course syllabus. An average grade of 93 must be earned on the Honors Challenge assessments in order to receive the Honors distinction on the student's official transcript.

## Rank in Class

Rank in class is used by college admissions departments, scholarship committees and the high school in determining our valedictorian and salutatorian. Rank in class will be determined based on the weighted numerical grade point average (G.P.A.). Advanced Placement (AP coursework) awards students with an additional .025 quality points for purposes of calculating rank in class (School Policy IGAM).

## Eligibility

Academic achievement governs eligibility for activities as well as athletics. To be eligible, Seniors must carry at least 4 courses per trimester and Freshmen, Sophomore and Junior students must carry 5 courses per trimester. Community Service does not count as one of these courses. Eligibility is either gained or lost on the day report cards are issued. Eligibility for the first trimester is based on the third trimester grades from the prior year. To be eligible for activities a student may not fail more than one course in the prior trimester.

## NCAA Athletic Certification

If you want to compete in Division I or Division II college athletics, you need to be certified through the National Collegiate Athletic Association. To qualify for Division I, you need to have a minimum 2.00 through 2.50 grade point average (sliding scale) in the core curriculum of 13 academic courses and achieve a corresponding qualifying test score on the ACT or SAT I. To be certified for Division II, you need to earn a grade-point average of a minimum 2.00 in a core curriculum of 13 academic courses and achieve a qualifying score on the SAT I or ACT. NCAA applications are available on line at: [ncaaclearinghouse.net](http://ncaaclearinghouse.net) See the Activities Director or your guidance counselor with questions.

## STUDENT SERVICES

### Guidance Department Services

There are many factors that can affect a student's ability to learn. Problems that may result in poor grades can range from stress, to peer and social issues, to a death in the family. When a problem arises, a counselor can help you evaluate the situation, make referrals, facilitate conflict resolution, and assist you in developing a plan to help the student. Our Counselors, Ms. Sherri Anderson-Wormwood (Students L-Z) and Ms. Noël Curcio (Students A-K) can be reached at 207-646-8185.

### College Planning

Various materials and services are available to help students with career planning. The **Guidance Office** has a mini-career resource center containing books, videos, and a comprehensive computer database. *Options: A Course About You*, is a course coordinated between the Guidance and Business Departments. Through this course students have ample opportunity to focus on individual career exploration and to utilize our two outstanding career/college computer software programs.

**Naviance** is a college readiness platform that helps connect academic achievement to post-secondary goals. Its comprehensive college search and planning solutions assist students in making good choices, enhances parent-student-school communication, and tracks results.

Career counseling is available to all students on an individual or small group basis.

### Testing/College Entrance Exams

**ASVAB** (Armed Services Vocational Aptitude Battery) may be available to any interested sophomores, juniors or seniors. This test assists students in formulating secondary career plans and is especially helpful for those interested in pursuing entry into the Armed Services.

**PSAT** (Preliminary Scholastic Assessment Test) is offered at Wells High School. This test is recommended for sophomores and juniors. The PSAT provides practice for the SAT and is also the qualifying exam for National Merit Scholarships. 2016 date to be announced.

**SAT I** (Scholastic Assessment Test) and **SAT II** (Achievement/Subject Tests) 2016-2017 Test Dates: To be announced.

**SAT I, SAT IIs and ACT exams** are offered at various high school locations in York County. Students should check with the colleges to which they are applying to determine testing requirements. Registration forms and informational booklets are available in the Guidance Department. The individual student and his/her family must bear the cost of college entrance exams. **Fee waivers are available for qualified students.** See your guidance counselor for details.

Students and parents seeking more information about College Board programs such as SAT/PSAT testing and services may go on-line at [www.collegeboard.org](http://www.collegeboard.org).

## Limited English Proficiency (L.E.P.)

Special services will be made available to any student who has limited English proficiency because his/her first language is not English. Contact the Guidance Department for more information.

## Special Education

Special Education services are provided to students who have been distinguished earlier as special needs students or who are identified through a high school process. This begins with the Student Response Team and progresses through interviews, teacher narratives, observations, evaluations and an Identification Pupil Evaluation Team meeting. Services range from self-contained educational settings through consultations with teachers. In conformity with state and federal recommendations, the vast majority of our identified students are educated with non-identified students in mainstream classes. Curriculum modifications are designed to expedite their success in this more rigorous setting. In addition, identified students have access to support study, an area in which resource teachers and assistive technology are available to support students through their more challenging assignments. For more information, contact the Director of Special Services.

## Gifted and Talented Program

The Gifted and Talented liaison at Wells high School facilitates educational enrichment experiences for qualified students. See your guidance counselor for more information.

## GRADUATION REQUIREMENTS

**Students must earn a total of 24 credits to meet graduation requirements.**

The State of Maine requires 16 credits for high school graduation; 12 ½ credits in the following subjects:

|                |  |
|----------------|--|
| English        | 4 credits  |
| Social Studies | 2 credits (to include US History and Government)             |
| Mathematics    | 2 credits  |
| Science        | 2 credits (to include at least one year of laboratory study) |
| Fine Arts      | 1 credit   |
| Health         | ½ credit   |
| Physical Ed.   | 1 credit   |

To earn a Wells High School diploma, students must **satisfy the above requirements plus** meet the credit requirements for Wells High School. Students should plan to take courses beyond the minimum required.

## COURSE LOAD

Freshmen, sophomores and juniors will be required to take 7½ credits. Seniors will be required to take 6 credits. Community service does not count as a course. These or other requirements may be waived upon application to the Principal.

In general, courses that earn one and one-half (1½) credits meet for three trimesters; courses that earn one (1) credit meet for two trimesters and courses that earn one-half (½) credit meet for one trimester. Exceptions are noted in this guide.

## You Are Here But Where Are You Going?

Below are four sample “paths” that students and parents may refer to as they plan for post-secondary options.

### **Four-Year Engineering**

|  |   |  |  |
|--|---|--|--|
| <b>Grade 9</b><br>1. CP English 9<br>2. CP Geometry<br>3. CP Physical Science<br>4. CP World Studies<br>5. Foreign Language I or II<br>6. P.E. I<br>7. Electives | <b>Grade 10</b><br>1. CP English 10<br>2. CP Algebra II<br>3. CP Biology<br>4. CP World After 1945<br>5. Foreign Lang. II or III<br>6. Health<br>7. Options<br>8. Electives | <b>Grade 11</b><br>1. CP American Literature<br>2. CP History & Government<br>3. Pre-Calculus<br>4. CP Chemistry or CP Physics<br>5. Foreign Lang. III or IV<br>6. PE II<br>7. Electives | <b>Grade 12</b><br>1. CP World Literature<br>2. AP Calculus<br>3. CP Chemistry or CP Physics<br>4. Science or Math Elective<br>6. Auto CAD<br>7. Electives |
|--|---|--|--|

### **Four-Year Health Care Field (Nursing, P.T., Pre-Med. etc.)**

|  |   |  |   |
|--|---|--|---|
| <b>Grade 9</b><br>1. CP English 9<br>2. CP Geometry<br>3. CP Physical Science<br>4. CP World Studies<br>5. Foreign Language I or II<br>6. P.E. I<br>7. Electives | <b>Grade 10</b><br>1. CP English 10<br>2. CP Algebra II<br>3. CP Biology<br>4. CP World After 1945<br>5. Foreign Lang. II or III<br>6. Health<br>7. Options<br>8. Electives | <b>Grade 11</b><br>1. CP American Literature<br>2. CP History & Government<br>3. Pre-Calculus<br>4. CP Chemistry or CP Physics<br>5. Foreign Lang. III or IV<br>6. PE II<br>7. Latin I<br>8. Electives | <b>Grade 12</b><br>1. CP World Literature<br>2. AP Statistics<br>3. Anatomy & Physiology<br>4. Psychology<br>5. Genetics<br>6. Health/Nutrition<br>7. Electives |
|--|---|--|---|

### **Four-Year Liberal Arts or Business**

|  |   |  |  |
|--|---|--|--|
| <b>Grade 9</b><br>1. CP English 9<br>2. CP Geometry<br>3. CP Physical Science<br>4. CP World Studies<br>5. Foreign Language I or II<br>6. P.E. I<br>7. Electives | <b>Grade 10</b><br>1. CP English 10<br>2. CP Algebra II<br>3. CP Biology<br>4. CP World After 1945<br>5. Foreign Lang. II or III<br>6. Health<br>7. Options<br>8. Electives | <b>Grade 11</b><br>1. CP American Literature<br>2. CP History & Government<br>3. Pre-Calculus<br>4. CP Chemistry or CP Physics<br>5. Foreign Lang. III or IV<br>6. PE II<br>7. Electives | <b>Grade 12</b><br>1. CP World Literature<br>2. Advanced Math II or AP Statistics<br>3. CP Chemistry or CP Physics<br>4. Career Prep<br>5. Foreign Lang. IV or V<br>6. Electives |
|--|---|--|--|

### **Two-Year Technology Program**

|  |   |   |   |
|--|---|---|---|
| <b>Grade 9</b><br>1. CP English 9<br>2. CP Geometry<br>3. CP Physical Science<br>4. CP World Studies<br>5. Foreign Language I or II<br>6. P.E. I<br>7. Electives | <b>Grade 10</b><br>1. CP English 10<br>2. CP Algebra II<br>3. CP Biology<br>4. CP World After 1945<br>5. Foreign Lang. II (opt.)<br>6. Health<br>7. Options<br>8. PE II<br>9. Career Prep or Technology Electives | <b>Grade 11</b><br>1. CP American Literature<br>2. CP History & Government<br>3. Advanced Math I<br>4. SRTC<br>5. Electives | <b>Grade 12</b><br>1. CP World Literature<br>2. CP Physics<br>3. SRTC<br>4. Electives |
|--|---|---|---|

*Students are encouraged to choose their coursework at the most rigorous level. AP Biology can be substituted for Biology, AP Chemistry for Chemistry, AP English Language & Composition or AP English Literature & Composition for American Literature or World Literature, AP European History for World After 1945, AP Government & Politics for History & Government, AP Physics for Physics. Electives are available in Art, Career Prep, English, Health, Mathematics, Music, Physical Education, Science, Social Studies, and Foreign Language. Additional AP electives include: AP Art History, AP Psychology, AP Studio Art and AP Computer Science.*

In general, courses that earn one and one-half (1½) credits meet for three trimesters; courses that earn one (1) credit meet for two trimesters and courses that earn one-half (½) credit meet for one trimester. Exceptions are noted in this guide.

# GUIDELINES FOR SELECTING COURSES

## Required courses:

1. English, 4 classes: English 9, English 10, plus two of the following: American Literature, World Literature, AP English Literature & Composition, or AP English Language & Composition.
2. Math, 2 classes: CP Geometry and CP Algebra II
3. Social Studies, 3 classes: World Studies plus The World After 1945 or AP European History, and U.S. History/Government or AP Government & Politics.
4. Science, 2 classes: Physical Science plus Biology or AP Biology.
5. Fine Arts, (1 credit): Students may choose from Drama, Film Study, Chorus, Band, or any art or music course.
6. Physical Education, 1 credit:
7. Health, ½ credit
8. Display Computer Proficiency: (This can be met in junior high school)
9. Maine Studies (This can be met in junior high school.)
10. Community Service: Ten hours of community service are required for each student, each year, accumulating to 40 hours total by graduation. See your Guidance Counselor for more information.

## Coursework highly recommended

1. Foreign Language, 2 credits: Two years of the same language at the high school including French II and Spanish II.
2. *Additional math coursework to include at least Advanced Math I.*
3. *Additional science coursework to include at least one additional lab science course.*
4. In the absence of a strong college preparatory high school it is highly recommended that students pursue education/training in a concentrated area of study, for example: SRTC (Sanford Regional Technical Center) or Cooperative Education/Job Apprenticeship.

These guidelines have been suggested by both our Guidance Department and the Wells High School Parent Council.

1. Choose a mix of required and exploratory (elective) courses each year. Spread out your heavy academic courses to show a broad range of interests.
2. Do not “front load” your schedule. Remember, colleges and other post-secondary study programs want to see a steady flow of required academics each year.
3. Technical schools usually require algebra, and for some programs, physics.
4. Seniors, you can’t afford to go on cruise control; this will impact your post-secondary admissions.



## Statement on College Readiness Chief Academic Offices of the University of Maine System

While the seven campuses of the University of Maine system have different criteria for admission and placement, they all share a common understanding of what comprises an optimal, college-ready high school transcript. Students who succeed in college and graduate on time usually have the following high school preparation in the core academic areas:

Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.

Four years of math courses that include at least Algebra I and II, Geometry, and a 12<sup>th</sup> grade college-preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in Mathematics, science, or a technical or professional field that requires advanced math skills, a Pre-Calculus or Calculus course is strongly recommended.

At least three years of laboratory science—offered as either separate courses or as integrated core classes—that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.

At least three years of history and social science in courses that emphasizes the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.

At least two years of study in a language other than English.

## ART

The following courses all meet or partially meet the State of Maine Fine Arts graduation requirement.

**Beginning Art 2D** **½ credit** **1 trimester** **9, 10, 11, 12**  
In this foundation course, emphasis is placed on visual problem solving and gaining basic skills in a variety of 2-dimensional media. Drawing, painting, graphics, printmaking, and digital photography will comprise the curriculum with an emphasis on design and composition in each area. Students will learn and apply the elements and principles of art to their own original ideas. Students will also make connections between art historical movements and the work they are creating. The student will document his/her growth through the construction of a digital portfolio.

**Beginning Art 3D** **½ credit** **1 trimester** **9, 10, 11, 12**  
In this foundation course, emphasis is placed on visual problem solving and gaining basic skills in a variety of 3-dimensional media. Students will explore a variety of three-dimensional materials to solve sculptural problems through the construction methods of: fabrication, assemblage, carving, casting, and modeling. Work in clay, plaster, metals, wire, wood and mixed media will comprise the curriculum with an emphasis on design and composition in each area. Students will learn and apply the elements and principles of art to their own original ideas. Students will also make connections between art historical movements and the work they are creating. The student will document his/her growth through the construction of a digital portfolio.

**Ceramics** **½ credit** **1 trimester** **9, 10, 11, 12**  
An introductory course to ceramic arts. Within this trimester-long course, students will explore the many ways that clay can be used as a means of self-expression and functional production. Working three dimensionally, students will be exposed to the history and cultural impact of clay manipulation. Students will explore relief, additive and subtractive sculpture, and functional pottery. Students will develop skills including handbuilding techniques such as coil, slab, and drape molding as well as throwing on a potter's wheel, surface decoration and glazing.

**Digital Design/New Media** **½ credit** **1 trimester** **9, 10, 11, 12**  
This introductory course deals with using computers and other forms of technology to produce artistic images. Students will learn computer illustration techniques, image manipulation, digital camera use, graphic design visual literacy, and the elements and principles of design in composition. Students will study the connections between art historical movements and the work they are creating, while identifying careers in the visual arts, graphic design, and digital communications industries. Projects include photo editing and digital manipulation, basic animation, scanner art, digital drawing, and web page design resulting in on-line portfolios.

**Drawing I** **½ credit** **1 trimester** **9, 10, 11, 12**

A basic class in drawing for those students who would like to learn how to draw or improve their skills. Assignments include drawing from observation, imagination, and use of perspective. Exercises and techniques will be taught using pencil, charcoal, pen and ink, marker, pastels, chalks and wash. Students will keep a weekly sketchbook.

**Jewelry and Metals** **½ credit** **1 trimester** **9, 10, 11, 12**

An introductory course in working 3 dimensionally with metals and other materials. Course covers design concepts and basic techniques of forming and connecting materials.

**Photography I** **½ credit** **1 trimester** **9, 10, 11, 12**

Basic course in photography. Covers history of photography, use of photography tools and materials, and darkroom techniques. Students make and use pinhole cameras, learn the basics of 35mm photography with manual cameras, develop and print photographs in the darkroom, and work with digital cameras and images. Course covers technical and design elements that make strong photo images. Outside reading required. 35mm camera helpful but not required.

Textbook: The Photographic Eye, O'Brien & Sibley

**Photography II** **½ credit** **1 trimester** **9, 10, 11, 12**

Students will continue work with 35mm and digital cameras, with increased involvement in photographic design elements, darkroom techniques, and Photoshop. Outside assignments and homework required. 35mm camera is helpful, but not required.

Prerequisite: Photography I

Textbook: The Photographic Eye, O'Brien & Sibley

**Advanced Placement (AP) Art History** **2 credits** **3 trimesters** **11, 12**

This course introduces students to the connection of art to world history through the study of major artworks and art styles. Topics investigate Prehistoric, Egyptian, Greece/Rome, Medieval, Renaissance, Realism, Impressionism, 19<sup>th</sup> and 20<sup>th</sup> century art. Students will analyze art styles, methods and materials, subject matter, historical events, and individual artists. Heavy emphasis on reading selected materials, class discussion, essay writing, research, and some hands on art activities. Students will visit art museums and art galleries. **Students enrolled in this course are expected to take the AP Art History exam in May, 2017.** This course is open to all students with interests in history and/or art. Equivalent to college level art history course. Students may earn 6 college credits with a score of 3 or better on AP Exam. (Not just for art students).

Textbook: Art Across Time, Adams

**Advanced Placement (AP) Studio Art**

**Photography III, Drawing, & Design** **2 credits** **3 trimesters** **11, 12**

**Advanced Art/Art Portfolio** **1½ credits** **3 trimesters** **10, 11, 12**

Students will work in the areas of drawing, painting, sculpture, ceramics, photography and/or design, concentrating on areas of their choice. Students will work with the instructor to design their own program refining and building art skills while creating an art portfolio. Possibility of AP Art Studio credits. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. Students work from September to May to build a portfolio of 24 finished works. Emphasis on studio work ideas. Outside work required.

**AP 2-D Design:** Includes photography, computer generated design, printmaking, collage, drawing, and painting.

**AP 3-D Design:** Includes any work with a 3-D component, including clay, sculpture, jewelry and metals, fashion design and architectural models.

**AP Drawing:** Includes all types of drawing and painting media, including drawing with a computer tablet and many forms of printmaking.

## CAREER PREPARATION

### **Options: A Class About You**

**½ credit**

**1 trimester**

**10, 11, 12**

Am I taking the right course(s) for what I want to do after high school? What are the most popular jobs today and what trends are in store for the future? I know I want to work with people, but I don't have any idea what I want to do. I want to make a lot of money, but I do not want to go to college. What are the P.S.A.T. and S.A.T.? Do I need to take these?

These are some of the questions that you can answer for yourself by exercising your "OPTIONS." This "structured" class allows you a formal setting to help prepare for college and your future career. Working with the Bridges Career Planner (computer program), College Board and other informational websites, students will identify their interests, aptitudes, and colleges of interest while learning valuable decision making skills which will help each student develop a meaningful post secondary path. Students will also learn how to complete resumes, cover letters, thank you letters, and develop interviewing skills. Recommended for sophomore or junior year.

### **Accounting I**

**1 credit**

**2 trimesters**

**10, 11, 12**

Accounting is the one degree with 360 degrees of possibilities. Accounting opens doors to every kind of business you can imagine. If you are going to a business college or directly into the work force, this class is a must. Accounting I covers the principles and practices of beginning accounting and encompasses the entire accounting cycle. It will serve as a basis for advanced study and/or initial employment. Students will analyze, prepare, and record a variety of business transactions for sole proprietorships and partnerships. A computerized business simulation is the culminating activity to this worthwhile class.

Textbook: Century 21 Accounting, Ross et. Al

### **Accounting II**

**1 credit**

**2 trimesters**

**10, 11, 12**

Advanced accounting provides the capable student with further skills in applying the principles learned in Accounting I. State-of-the-art texts and computer software are used for this course making Accounting II a fun and exciting course for those interested in furthering their education in this field or for those going into the work force. Students will gain a knowledge of special journals, partnerships, corporations, government reports, and income tax reports among others.

Prerequisite: Accounting I and the recommendation of the teacher.

Textbook: Century 21 Accounting, Ross et. al.

### **Business Law**

**1 credit**

**2 trimesters**

**11, 12**

Business Law is a course dealing primarily with the application of legal principles and procedures as it impacts business problems of the individual as a citizen, consumer, and employee. The course stresses not only one's legal rights and benefits, but also one's legal duties, obligations, and liabilities, with emphasis placed on the social as well as the individual aspects of law. Participating in mock trials are the highlights of this class.

Textbook: Business Law-Law for Business, Mietus, et al.

### **Digital Literacy & Genius Hour**

**½ credit**

**1 trimester**

**9, 10, 11, 12**

Now more than ever, students are expected to utilize digital literacy & technology skills to succeed in rigorous academic settings and career pathways. This course provides an introduction to digital tools that promote creativity, exploration, collaboration and knowledge sharing. Students will integrate content knowledge & personal curiosities as they learn to use a variety of technology tools including (but not limited to): Google Apps for Education; website design platforms (Sites, Wix, Weebly); digital storytelling apps & more. With a strong focus on digital citizenship, students will propose, design & research interest-driven questions to create & present authentic capstone presentations. Students will walk away with a tech toolkit that will support ongoing learning

### **Introduction To Business**

**½, 1 or 1½ credits**

**1, 2 or 3 Trimesters**

**10, 11, 12**

Introduction To Business is a course designed for students interested in studying business and/or business related majors in college, working in the business sector, and students interested in owning a business in the future. Students will explore many business concepts and activities related to Business Ownership, Franchises, Business Management, Business Ethics & Social Responsibility, E-Business and International Business/Trading, Economic Systems, Business Financing, Human Resource Management, Marketing & Customer Relations and Financial Management. Introduction To Business provides flexibility in your schedule as it can be taken for 1 Trimester, 2 Trimesters or All Year Long, it's up to you!! \*\*\*\*\*A credit for working or maintaining a job may also be available.

### **Investing in the Modern World**

**½ credit**

**1 trimester**

**11, 12**

This course represents a study in the use of derivative strategies for the purpose of lowering basis and increasing the probability of success for the individual investor. Students will apply mathematical concepts of probability, standard deviation, and other basic statistical measures while applying technology skills through using a professional level trading platform.

Prerequisite: Algebra II

**Senior Survival Skills** **½ credit** **1 trimester** **12**  
 Are you ready for life after high school? Learn how to adjust to the real world whether it be going to a college or technical school or directly entering the work force. Mastering life's basics, such as personal money management, tax preparation, credit, medical/property insurance, apartment/dormitory living, owning/financing/insuring automobiles, job hunting, and college essay writing are just a handful of skills everyone needs to function effectively in society.  
 Textbook: Senior Survival-On Your Own, Donnelly.

**Keyboarding/Microsoft Office Applications** **½ or 1 credit** **1 or 2 trimesters** **9, 10, 11, 12**  
 Would you like to improve your keyboarding and computer skills? If so, take Keyboarding/Microsoft Office Applications and you will:

1. Improve your keyboarding skills
2. Satisfy Maine's computer literacy requirement if you earn 1 full credit (two trimesters)
3. Be eligible for college credit at YCCC through an articulation agreement.

Keyboarding/Microsoft Office Applications is a comprehensive course which will teach the basics necessary to satisfy the computer literacy requirement for graduation as well as the features of Microsoft Word, Excel, Access, and Power Point. These popular programs will better prepare students for high school and college assignments or make students more marketable for present or future career opportunities. Students have an option of earning a ½ credit (one trimester) or a full credit (two trimesters). The attainment of 1 full credit in this course will meet the State of Maine Computer Literacy requirement.

\* Students who successfully complete Microsoft Office Applications at Wells High School are eligible to earn credits (3) for Computer Software Applications (CIS 110) at York County Community College through the articulation agreement process.

## ENGLISH

In order to graduate from Wells High School, each student must pass English 9 and English 10 plus any TWO of the following courses: American Literature, AP English Language & Composition, World Literature, or AP English Literature and Composition. A student may not enroll in a course if he or she has not passed the prerequisite. Normally students follow the sequence by taking one required course each year. Each student must be enrolled in English each of his or her four years at Wells High School.

**English 9** **1½ credits** **3 trimesters** **9**  
 This course is designed to expose students to a variety of texts (both fiction and non-fiction) and genres including novels, short stories, plays, essays and poetry. There is an equal emphasis on developing reading and writing strategies and skills. The goal of the course is to prepare students to encounter any text they face in the future – in school or out. Throughout the year students gain experience with formal, academic writing including analytical and research-based essays.

**CP English 10** **1½ credits** **3 trimesters** **10**  
 This course focuses on building communication skills in small groups and whole class discussion. The subject matter includes a study of character, theme and culture through reading drama, short stories, essays and novels. The writing program builds upon freshman skills with emphasis on description, narration, analytic essays, and research.  
 Prerequisite: English 9

**CP American Literature** **1½ credits** **3 trimesters** **11, 12**  
 American Literature surveys, not necessarily in strict chronological order, the literature produced in America from colonial times to the 20th century. Of particular emphasis is the way literature defines, interprets, and expresses values that are inherently American. Students write critical and expressive essays and read great works of non-fiction, fiction, poetry and drama.  
 Prerequisite: English 10

**CP World Literature** **1½ credits** **3 trimesters** **12**  
 This is a survey course exploring many world cultures, past and present. Genres studied include short stories, novels, poetry and drama. The course emphasizes critical thinking and writing, including creative narrative, expository essays and research presentations.  
 Prerequisite: American Literature, AP English Literature or AP English Language.

### **Advanced Placement**

#### **(AP) English Language and Composition**

**2 credits**

**3 trimesters**

**11, 12**

AP English Language and Composition is a demanding course for students who enjoy the challenge of learning to write well in all academic disciplines. This course will strengthen a student's ability to read closely, think critically, and write convincingly. The focus is largely on nonfiction texts from many time periods and for many purposes, but will include some examples of fiction. This is a course in rhetoric which is excellent preparation for college level writing in any field of study. The emphasis will be on analysis, argument, and synthesis. Summer reading and writing is required. **Students enrolled in this course are expected to take the AP Language & Composition exam in May, 2017.**

Prerequisite: English 10

Textbook: The Language of Composition: Reading, Writing and Rhetoric, Renee, Shea et al

### **Advanced Placement**

#### **(AP) English Literature and Composition**

**2 credits**

**3 trimesters**

**11, 12**

AP English Literature and Composition is a rigorous course that will engage students in the careful reading and critical analysis of imaginative literature. Students will read works written by British, American, and other English-speaking authors in several genres, covering time periods from the sixteenth to twentieth century. Writing assignments will be extensive and complex, demanding close reading and analysis. AP courses are challenging and demanding, with a work load equivalent to that of a selective college course. Summer reading and writing is required. **Students enrolled in this course are expected to take the AP exam in May, 2017.**

Prerequisite: English 10

Textbook: Literature: An Introduction to Reading and Writing, Roberts & Jacobs

#### **Drama I**

**½ credit**

**1 trimester**

**9, 10, 11, 12**

Drama I focuses on basic acting techniques, stage terminology, the origins of theatre, and play analysis. This course partially meets the State of Maine Fine Arts graduation requirement.

#### **Drama II**

**½ credit**

**1 trimester**

**9, 10, 11, 12**

Drama II continues to develop basic acting techniques and covers stage combat as one of the principal acting units. The dramatic history and analysis of Shakespeare's Hamlet are also focus areas in this class. This course partially meets the State of Maine Fine Arts graduation requirement.

Prerequisite: Drama I or permission from the instructor.

#### **Shakespeare**

**½ credit**

**1 trimester**

**9, 10, 11, 12**

Students will explore Shakespeare's histories, comedies, and tragedies and learn about the power of language. We will read five plays and various sonnets, view some films, and discuss universal themes. Assessments will include quizzes, essays, and projects.

#### **Film Study I**

**½ credit**

**1 trimester**

**11, 12**

Students in this course view a variety of film genres from a number of time periods with an emphasis on understanding cinematographic (visual composition) techniques. On one level, this is an English course that requires students to interpret, discuss and write about films critically from historical, cultural and artistic perspectives. On another level, this is a fine arts course that requires students to create several original films that demonstrate their knowledge of cinematographic techniques and allows them to express themselves using various audio-visual media. This course partially meets the State of Maine Fine Arts graduation requirement.

#### **Film Study II**

**½ credit**

**1 trimester**

**11, 12**

Students in this course will build on the knowledge and skills gained in Film Study I as they view additional film genres from various time periods with an emphasis on acting and directing techniques. On one level, this is an English course that requires students to interpret, discuss and write about films critically from historical, cultural and artistic perspectives. On another level, this is a fine arts course that requires students to create several original films that demonstrate their knowledge of directorial techniques and allows them to express themselves using various audio-visual media. This course meets the State of Maine Fine Arts graduation requirement.

Prerequisite: Film Study I

#### **Introduction to Broadcast Media**

**½ credit**

**1 trimester**

**9, 10, 11, 12**

Join the team that will build the WHS TV program! This is a project-based, collaborative course designed to introduce students to the principles and techniques of media production & journalism. Students will learn the fundamentals of broadcast media including planning & design, audio/video recording, digital editing & live streaming. In addition to developing technology skills, students will have the opportunity to explore various genres & career pathways within the field, including news writing, sports commentary, music & arts reporting and event promotion. Students will apply learning as they develop products to be showcased in our school-wide media outlets: from digital signage to live event broadcasts. Upon completion of the course, students will have a portfolio of authentic work and a deeper understanding of how media can be implemented to distribute information and build community engagement. For examples, check out the student news networks [Plymouth Public Schools](#) & [Thornton Academy](#).

**Journalism** 1/2, 1 or 1 1/2 credits 1, 2 or 3 trimesters 9, 10, 11, 12  
Journalism is a hands-on introduction to the elements of newspaper reporting, writing, and design. In writing for the school's newspaper, *The Wells Street Journal*, students will gain experience in news, feature, sports, and editorial writing, with an emphasis on accuracy and correct elements of style, including grammatical clarity and spelling. By helping to design pages of the newspaper, students will become familiar with the basic principles of page design and use of JS Printing Online. The course will also cover topics such as journalism ethics and history, and the role of the media in society. This course is recommended for anyone who is interested in a career in communications, writing, or publishing. Students will be expected to spend a specified amount of time outside of class working in the computer lab to complete assignments.

**Yearbook Production** 1/2, 1 or 1 1/2 credits 1, 2 or 3 trimesters 9, 10, 11, 12  
Producing the school yearbook is a journalistic endeavor, and this course is designed as an introduction to the journalism skills necessary to plan and publish *Abenaki*, the WHS yearbook. The course begins with an introduction to journalism ethics and press law, interviewing, feature writing, layout design, desktop publishing, advertising sales and design, and basic photography. The second half of the course focuses on completing assignments relevant to the production of pages for the yearbook. Students will be expected to spend a specified amount of time outside of class working in the computer lab to complete assignments.

**Creative Writing** 1/2 credit 1 trimester 9, 10, 11, 12  
This course will provide students with a workshop environment for creating original narratives and plays. Each week students will be exposed to a lesson and given workshop time to hone a particular skill of the narrative creation process. Students will be given computer time each week to re-write and edit workshop pieces into a publishable product.

**Advanced Creative Writing** 1/2 credit 1 trimester 9, 10, 11, 12  
A more in-depth look at writing styles and techniques. With these tools students may wish to explore the possibility of self-publication.  
Prerequisite: Creative Writing.

**A & E (A Course on Rhetoric: Argument and Essay)** 1/2 credit 1 trimester 9, 10, 11, 12  
This is an introductory course in the basics of rhetoric. You may wonder "What is rhetoric?" and "Why do I need it?" Rhetoric is the analysis of all the language choices that writer, speaker, reader, and listener might make in a given situation so that the text becomes meaningful, purposeful, and effective. Being skilled at rhetoric means being able to make good speeches and write good papers, but it also means having the ability to read other people's compositions and listen to their spoken words with a discerning eye and critical ear. You need this skill to do well in school, on the SATs, in college, at work, in life in general. In short, you will become a better citizen, able to think critically about the things that matter to you. You will study images, film and non-fiction texts.

**Reading Sports/Writing Sports** 1/2 credit 1 trimester 9, 10, 11, 12  
In this course, students will read a variety of types of sports writing, including description, play-by-play, feature, and opinion pieces. They also will view many sports events in person and on TV. Using their reading as models and their viewing as material, they will write their own sports stories. In addition, they will explore a variety of themes connected to sports.

**Science Fiction** 1/2 credit 1 trimester 9, 10, 11, 12  
In this course, students will read a variety of science fiction and fantasy works. They will examine universal themes in traditional epics and apply them to science fiction writing and films. Students also will create their own science fiction and fantasy works.

**Verbal SAT Prep** 1/2 credit 1 trimester 10, 11, 12  
This course will focus on developing skills and strategies necessary for success on the verbal portion of the PSAT and SAT I. The first week of class will be devoted to preliminary testing to help students determine their relative strengths and weaknesses. As a class, we will discuss and practice strategies to attack the grammar and usage, sentence completion and reading comprehension portions of the test and also will work with vocabulary knowledge. Significant time will be devoted to preparing for the essay portion of the SAT. Effort, attitude and participation will be important components in determining each student's grade for this course. Each student will be required to purchase *Barron's SAT Prep* and *Ten Real SATs* - Total cost approximately \$40.

**Video Production** 1/2 credit 1 trimester 11, 12  
Students will learn techniques of cinematography and will apply these to create several projects in which they will express themselves using digital audio-visual equipment. The course culminates in a final project requiring students to become filmmakers and create original films.  
Prerequisite: Film Study

## FOREIGN LANGUAGES

It is our belief that all students, as part of their development as members of the world community, should acquire an understanding of other cultures and peoples. The acquisition of a foreign language provides an intimate medium through which other cultures may be perceived and experienced. Purchase of departmentally approved French/English or Spanish/English dictionary is recommended.

**French I** **1½ credits** **3 trimesters** **9, 10, 11, 12**  
Open to students with no previous instruction in French or upon recommendation of junior high teacher. This course is designed to help students develop skills used in basic conversation situations. Students have a daily opportunity to develop listening skills, proper pronunciation, vocabulary, and to practice dialogues and reading comprehension. Therefore, the objectives of listening comprehension, speaking, reading and writing shall be progressively mastered.  
Textbook: Discovering French Bleu, Valette et Valette

**French II** **1½ credits** **3 trimesters** **9, 10, 11, 12**  
French II reviews the most essential elements of French I and continues mastery of the four basic objectives of French I with more sophisticated readings and cultural presentations.  
Prerequisite: French I  
Textbook: Discovering French Blanc, Valette et Valette

**French III** **1½ credits** **3 trimesters** **10, 11, 12**  
This course leads the students to improve language skills in French through the combination of solid grammar and vocabulary. Activities are constructed around real life situations that require students to express their own ideas using constructions they have just learned. Students are introduced to short readings, read a short novel, and are expected to be more active learners.  
Prerequisite: French II  
Textbook: Discovering French Blanc, Valette et Valette

**French IV** **1 credit** **2 trimesters** **11, 12**  
Fourth year French is a course that offers a large variety of reading material including articles from newspapers, magazines, literary selections from contemporary writers, poems, advertisements, and anecdotes. There is a continuation of the conversation program and coverage of a graphic grammar review. Students will read a literary work entirely in French and work on independent projects as well as speak French in class. This course, as with all the others, must meet district course minimum requirements in order to be offered.  
Prerequisite: French III  
Textbook: Bravo, Muyskens et. al.

**French V** **1 credit** **2 trimesters** **12**  
Students will continue with independent projects and grammar review. Written and oral communication will be stressed. Students will continue to study various cultures and the vocabulary of everyday life. This course, as with all the others, must meet district course minimum requirements in order to be offered.  
Prerequisite: French IV

**Spanish I** **1½ credits** **3 trimesters** **9, 10, 11, 12**  
Open to students with no previous instruction in Spanish or upon recommendation of junior high teacher. This course is designed to help students develop skills used in basic conversation situations. Students have a daily opportunity to develop listening skills, proper pronunciation, vocabulary, and to practice dialogues and reading comprehension. Therefore, the objectives of listening comprehension, speaking, reading and writing shall be progressively mastered.  
Textbook: En Espanol, Gahala

**Spanish II** **1½ credits** **3 trimesters** **9, 10, 11, 12**  
Spanish II reviews the most essential elements of Spanish I and continues mastery of the four basic objectives of Spanish I with more sophisticated reading and cultural presentations.  
Prerequisite: Spanish I  
Textbook: En Espanol, Gahala

**Spanish III** **1½ credits** **3 trimesters** **10, 11, 12**  
This course leads the students to improve language skills in Spanish through the combination of solid grammar and vocabulary. Activities are constructed around real life situations that require students to express their own ideas using constructions they have just learned. Students are introduced to short readings, read a short novel, and are expected to be more active learners.  
Prerequisite: Spanish II  
Textbook: En Espanol, MacDougal-Littell

**Spanish IV** **1½ credits** **3 trimesters** **11, 12**  
 Fourth year Spanish is a course that offers a large variety of reading material, including articles from newspapers, magazines, literary selections from contemporary writers, poems, advertisements, and anecdotes. There is a continuation of the conversation program and coverage of a graphic grammar review. Students will read a literary work entirely in Spanish and work on independent projects as well as speak Spanish in class. This course, as with all the others, must meet district course minimum requirements in order to be offered. Prerequisite: Spanish III  
 Textbook: Imagina: Espanol Sin Barreras

**Spanish V** **1½ credits** **3 trimesters** **12**  
 Students will continue with independent projects and grammar review. Written and oral communications will be stressed. Students will continue to study various cultures and the vocabulary of everyday life. This course, as with all the others, must meet district course minimum requirements in order to be offered.  
 Prerequisite: Spanish IV

**Beginning Latin** **½ credit** **1 trimester** **9, 10, 11, 12**  
 This course involves the study of Latin language through an immersion approach, with a focus on vocabulary and language structure. It also will enhance students' English vocabulary through formal and informal study of connections between English words and their Latin roots. Finally, it will expose students to a variety of aspects of Roman culture. Because this course usually replaces a study hall for students, homework will be limited to studying for tests.  
 Textbook: *Ecce Romani—A Latin Reading Program I-A: Meeting the Family, Third Edition.*

## HEALTH

**Decisions in Health** **½ credit** **1 trimester** **10**  
 Decisions in Health is designed to provide current, factual information to help students in making healthy choices. Students will have the opportunity to learn information regarding the mental, physical, social and spiritual components of health in a variety of ways through audio-visuials, projects, collaborative work, guest speakers and lecture materials. The course content covers areas selected by the State of Maine as a graduation requirement (including but not limited to): Personal Health, Emotional and Mental Health, Nutritional Health; Growth and Development, Relationships and Sexual Responsibilities, Communicable Disease Prevention and Control: Cancer Updates; HIV and AIDS Education and Sexually Transmitted Diseases; Substance Use Awareness; and Environment & Community Health topics. This course meets the graduation requirement for health education and is required for sophomores.

**Nutrition/Health** **½ credit** **1 trimester** **9, 10, 11, 12**  
 This course includes topics on weight management, healthy dieting, eating disorders, meal and snack planning, self-esteem, body image, and nutrition for athletes. The students will understand the health benefits of good eating behaviors as they relate to weight management, dieting and meal/snack planning; know the identifying symptoms and behaviors of anorexia, bulimia and compulsive eating disorders; be able to plan for healthy meals and snacks; have a personal awareness of how body image and self-esteem are negatively and positively affected by issues around weight; identify nutrients and calorie amounts necessary for optional strength and endurance for athletic activities.

**Stress Management Through Yoga and Personal Health** **½ credit** **1 trimester** **9, 10, 11, 12**  
 Are you stressed out? Would you like to know some better ways of handling stress? This course will help students to identify stressors, learn the possible long-term and short-term effects of stress on the body, mind and on overall personal health. Students will learn coping strategies such as: time management, proper nutrition, and the importance of rest and relaxation, the benefits of life-long physical activities including group activities such as exercise, hobbies, and yoga poses. Individual endeavors such as breath control and the use of music as a calming device will also be learned. The skills and techniques learned in this class are intended to be used into and through adulthood. The structure of this course will be partially classroom oriented and partially yoga practice.  
 Textbook: TBA

**First Aid and CPR Training** **½ credit** **1 trimester** **9, 10, 11, 12**  
 After taking this course, students will be certified in First Aid and CPR. Basic first aid concepts will be addressed such as: how to handle bleeding emergencies, splinting broken bones, poisonings, heat and cold emergencies, household safety and many prevention techniques. In the CPR portion of the class, students will:

1. Learn the basics of a healthy heart lifestyle
2. Be able to recognize symptoms of a heart attack
3. Recognize signs and symptoms of a choking emergency and apply FBAO techniques.
4. Demonstrate CPR techniques across all ages.
5. Be introduced to and practice using the AED (Automated External Defibrillator)

Textbook: American Heart Association: Heartsaver, First Aid, CPR & AED



# MATHEMATICS

The Mathematics Graduation Standards for the Wells-Ogunquit Community School District (WOCS D) define progressions of learning that develop the major content of school mathematics over grades Pre-K through 12. When those standards are further connected to each other within a grade or course and throughout a sequence of lessons, a coherent story emerges of mathematics as an elegant subject in which the collective body of knowledge results from reasoning from a cohesive set of principles. While progressing through the high school curriculum, students study functions and model with them as they take part in 'A Story of Functions.' The Mathematical Practice Standards apply throughout each course and, together with the WOCS D Graduation Standards and their associated performance indicators, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**CP Algebra I** **1½ credits** **3 trimesters** **9**

This course formalizes and extends the mathematics that students learned in the middle grades. Its modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

**CP Geometry** **1½ credits** **3 trimesters** **9**

This course formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. Transformations are emphasized early in this course.

**CP Algebra II** **1½ credits** **3 trimesters** **10**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, trigonometric, and logarithmic functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

**Advanced Math I** **1½ credits** **3 trimesters** **11, 12**

This course represents an intensive study of selected math topics beyond Algebra II. Topics include number patterns, equations and inequalities, functions and graphs, statistics and probability, polynomial and rational functions, exponential and logarithmic functions, and trigonometry. Access to a TI-84 graphing calculator is essential.  
Prerequisite: CP Algebra II.

**Advanced Math II** **1½ credits** **3 trimesters** **12**

This course represents an intensive study of selected math topics beyond Algebra II. Topics include trigonometry, trigonometric graphs, solving trigonometric equations, trigonometric applications, systems and matrices, and limits and continuity. Access to a TI-84 graphing calculator is essential.  
Prerequisite: Advanced Math I.

**Precalculus** **1½ credits** **3 trimesters** **11, 12**

Extending their understanding of complex numbers to points in the complex plane, students come to understand how a point in the plane can be identified with a complex number and that multiplying two complex numbers results in rotations and dilations of the associated point about the origin. Matrices are studied as tools for performing rotations and reflections of the coordinate plane, as well as for solving systems of linear equations. Inverse functions are explored as students further study the relationship between exponential and logarithmic functions and restrict the domain of the trigonometric functions to allow for their inverses. The course concludes with a capstone module on modeling with probability and statistics.

**Advanced Placement (AP) Statistics** **2 credits** **3 trimesters** **11, 12**

This course helps students extend their knowledge of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. This happens through the study of four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. The AP Statistics course includes material equivalent to a one-semester introductory, non-calculus based college statistics course. A graphing calculator is required for the course and dynamic computer software will be readily used.

**Students enrolled in the course are expected to take the AP Statistics exam in May, 2017.** The cost of the exam and any additional fees will be the responsibility of the student. Financial assistance may be available.

Prerequisite: CP Algebra II

**Advanced Placement (AP) Calculus**                      **2 credits**                      **3 trimesters**                      **11, 12**  
 This challenging and demanding course is primarily concerned with developing a student's understanding of the concepts of calculus and providing experience with its methods and applications. Students enrolled in AP Calculus will complete the equivalent of two semesters of college calculus. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, symbolically, and verbally. By the completion of the course, students should understand the concepts of limit, continuity, the derivative and anti-derivative, and the definite integral. Students will be expected to communicate mathematics both orally and in writing, model a written description of a physical situation with the appropriate mathematical tools, and use technology to help solve problems and determine the reasonableness of a solution. A graphing calculator is required for the course. **Students enrolled in the course are expected to take the AP Calculus AB exam in May, 2017.** The cost of the exam and any additional fees will be the responsibility of the student. Financial assistance may be available.  
 Prerequisite: Precalculus.

## **MUSIC**

The following courses partially meet the State of Maine Fine Arts graduation requirement.

"I can't imagine my life or anyone else's without music. It's like a light in the darkness that never goes out". Corey Harris, blues artist

**Band**    **½, 1 or 1½ credits**                      **1, 2 or 3 trimesters**                      **9, 10, 11, 12**  
 An academic "year long" course which features various performances during the year, such as football games, marching band competitions, parades (in the fall), and a variety of concerts and parades the remainder of the year. Grade is determined by attendance at rehearsals and performances, attitude, written work, and a variety of assessments and self-assessments. **Attendance at performances is mandatory.** (NOTE: A student opting NOT to participate in marching band will receive partial credit for first trimester.) Prerequisite: Previous musical experience suggested, but not necessary. (Course meets every other day for school year)

**Chorus**    **½, 1 or 1½ credits**                      **1, 2 or 3 trimesters**                      **9, 10, 11, 12**  
 The main focus of Chorus is to work together towards the common goal of performing. Each individual is an important part of the group. It is necessary to have a positive attitude and be willing to give your best effort. It is highly suggested & requested that students sign up for the entire year. At the very least, once you get started...you stay...even if it is through the option of Directed Study. This is a performance ensemble that needs consistency & continuity. See the Choral director for clarification.  
**All performances are mandatory!** (Course meets every other day for school year)

**Contemporary Music**    **½ credit**    **1 trimester**    **9, 10, 11, 12**  
 A course designed to look at various types of music, musicians, and composers of world music and music in the United States from 1900 to the present. The class ends around the time of The Beatles and their impact on music and society. There are numerous written assignments, reading and research, and less emphasis on quizzes and tests. Students usually develop one Music review as a class presentation.

**Beginning Guitar**    **½ credit**    **1 trimester**    **9, 10, 11, 12**  
 This class is for those who are truly "beginners". Students will learn to:  
 - Hold a guitar  
 - Picking techniques  
 - Tuning  
 - Read basic notes & rhythms  
 - Play melodies  
 - Read basic chords diagrams  
 - Play chords  
 There are occasional quizzes and performance exams.

**History of Jazz & Blues**    **½ credit**    **1 trimester**    **9, 10, 11, 12**  
 The study of blues performers from the turn of the 20<sup>th</sup> Century and beyond. Students will be given a number of research projects on individuals and styles of the era. Listening to as many of these artists as possible will be incorporated. There is lecture time, self-paced work time, videos and DVDs.

**Music Appreciation** **½ credit** **1 trimester** **9, 10, 11, 12**  
What to Listen for in Music by Aaron Copland is the text used to introduce this course. The class will cover the musical periods from the Renaissance to the Post-Romantic & Impressionistic period. Numerous written assignments, reading, quizzes, tests and research, as well as one Music Review per term as a class presentation is required. Class time includes lectures and listening to works by various composers.  
 Textbook: What to Listen for in Music, Copland

**Music Theory** **½ credit** **1 trimester** **9, 10, 11, 12**  
 The study of music from a composition standpoint through the use of notation, scales, chords, and chord progressions. Students will be learning how music is created through writing, hearing, and playing all of the above concepts. There is lecture time and self-paced work time for working on assignments and asking questions.

**Percussion Ensemble** **½ credit** **1 trimester** **9, 10, 11, 12**  
 An entry level offering that teaches the basic techniques of percussion performance. The class begins with rudimentary rhythms and how to read the music, proper grip and performance technique. It then progresses to Medium, to Medium/Advanced percussion music. Students are graded on effort, participation, and ability to demonstrate the ability to play the material.

## PHYSICAL EDUCATION

**Physical Education I** **½ credit** **1 trimester** **9**  
**Fitness & Team Building**  
 This course is the first of two required courses. The student will participate in a six-part Fundamentals of Fitness unit during which they will learn the importance of health and skill related components of fitness. Team and individual activities will engage the students and emphasize cooperation, group work and problem solving in a variety of games. This course is a graduation requirement.

**Physical Education II** **½ credit** **1 trimester** **10, 11, 12**  
**Fitness & Wellness**  
 This course is a continuation of P.E. I program where each student will participate in an individual fitness program which he/she will design from the results of his/her fitness testing. This course is a graduation requirement.  
 Prerequisite: Successful completion of Physical Education I.

**PE Racket & Team Sports** **½ credit** **1 trimester** **9, 10, 11, 12**  
 This course will offer different racket sports such as badminton, pickle ball, ping pong, and tennis. Team activities will cover football, Lacrosse, basketball, floor-hockey and adventure activities just to name a few.

**PE Life-Long Activities** **½ credit** **1 trimester** **9, 10, 11, 12**  
 This course will offer students the opportunity to involve themselves in activities that can be done throughout life. Activities include archery, golf, tennis, horse shoes, volleyball, cycling, and darts, just to name a few.

**PE Personal Fitness** **½ credit** **1 trimester** **10, 11, 12**  
 This course will emphasize the importance of wellness and seek to develop more effective ways to meet that goal through nutrition and exercise. This course is for the student who is serious about personal fitness.

**Warrior Fitness** **½ credit** **1 trimester** **10, 11, 12**  
 This class will incorporate Cross Fit like exercises using the H.I.T. (High Intensity Training) principle. Students will learn weight lifting exercises as well as body weight exercises to perform designed workouts that will, along with a proper diet, trim excess body fat, build muscle and condition the cardiovascular system to help students get into better physical shape.  
**Must have some weightlifting experience. Prerequisite: Personal Fitness or PE II.**

## SCIENCE

**Required Science Courses**  
 General course supplies that each student should acquire to be more successful in this course of study include calculator, notebook, writing utensils, ruler, and materials to make posters.

**CP Physical Science** **1½ credits** **3 trimesters** **9**

Physical Science is a student's first science course at WHS. The course uses a topical approach to learning the physical sciences. While the course covers astronomy, meteorology and earth science, key concepts in physics and chemistry are spiraled into the curriculum. Physics concepts include mechanics and Newton's laws of motion, electricity, light and sound. Chemical concepts include atomic structure, periodic relationships, chemical bonding and reactions. The course begins with the origin and formation of the Universe, examines processes such as weather and climate, and finally the history of the Earth. Students will also examine how man has affected these processes.

Textbook: Holt's Physical Science with Earth and Space Science

**CP Biology** **1½ credits** **3 trimesters** **10**

The curriculum is oriented around the following 4 themes:

LS 1: From molecules to organisms: structure and processes.

LS 2: Ecosystems: interaction, energy and dynamics.

LS 3: Heredity: inheritance and variation of traits

LS 4: Biological evolution: unity and diversity

Lab activities and projects will be emphasized throughout the course. Opportunities to demonstrate proficiency on Next Generation Science Standards (NGSS) based assessments will be provided in the areas of ecology, cell structure and function, cell processes, genetics, and evolution.

Textbook: Biology-The Dynamics of Life, Glencoe

**Advanced Placement (AP) Biology** **2 credits** **3 trimesters** **10, 11, 12**  
**1 credit Lab** **2 trimesters**

The AP Biology course is designed to be the equivalent of a two-semester biology course a first year biology major would take in a college or university setting. It is a challenging course, and the expectations and pace are far beyond that of CP Biology in terms of the time and effort required of the students. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course has a required companion lab in which students will participate in inquiry based labs. **It is expected that students enrolled in AP Biology will take the AP Biology exam in May, 2017.**

Prerequisite: A strong background and interest in the sciences.

Textbook: AP Edition Campbell: Biology in Focus, Pearson

**CP Chemistry** **1½ credits** **3 trimesters** **11, 12**

This course is designed for the student who would like to learn why chemistry is so central to understanding all other sciences. The course content is high level without the details involved in its companion AP course.

**First Trimester:** Initially a review of units of measurement, metrics and metric conversions, and factor-label method of handling calculations are undertaken. Following this is the in-depth study of atomic structure, nuclear reactions, electron configuration and quantum theory. Central to the first trimester of study is the Periodic Table, the Periodic Law, and attendant trends that allow for accurate prediction of bonding and compound making. **Second Trimester:** Study during this trimester centers around the mathematics of the balanced chemical equation and the Mole concept. Students are expected to: balance equations, do stoichiometric calculations, be able to manipulate the Gas laws, know equation types and account for energy changes. Lab experiments will be quantitative. Students will need to research and demonstrate one significant chemical system. **Third Trimester:** Students will study solutions, equilibrium and reversible reactions, kinetics, and beginning organic chemistry.

Textbook: World of Chemistry, Zumdahl

**Advanced Placement (AP) Chemistry** **2 credits** **3 trimesters** **11, 12**  
*Expected to be offered alternate years opposite AP Physics.* **1 credit Lab** **2 trimesters**

**CP Physics****1½ credits****3 trimesters****11, 12**

This course is made for the student who has an interest in the physical sciences; who would like to learn how and why “things do what they do”. The course content is high level without the details involved in its companion AP course. Juniors or seniors who have successfully completed Algebra II are likely candidates for this course.

**Trimester 1 Topics:**

+**Kinematics** (speed/velocity, acceleration, free fall, terminal velocity in air/liquids). Mastery Objectives include SI units for length, time, and mass, dimensional analysis, unit conversions, significant figures, and problem solving. +**Kinematics in two dimensions** (independence of motion in two dimensions, relative velocity, and projectile motion) Mastery Objectives include vector operations. +Expect several **in-class experiments**, two or three **formal lab reports**, and time spent investigating new experimental techniques. Mastery Objectives include *developing* technical communication skills, analytical skills, and using evidence to support technical claims with statistical reasoning. +Intro Force and Motion.

**Trimester 2 Topics:**

+**Force and Motion** (Newton’s Laws, Newton’s Laws in two dimensions, Friction). Mastery Objectives include independently applying concepts gained in Trimester 1 applications.

+**Work and Energy** (work, kinetic/potential energy, other forms of energy, conservation of energy, non-conservative systems of work/energy). Mastery Objectives include applying analytical skills to observe a system of work and energy, define it, and develop methods to quantify and measure energy transformation. +**Momentum and Collisions** (linear momentum, conservation of momentum, types of collisions, center of mass, jet propulsion and rockets). Mastery Objectives include defining center of mass, and using vector operations to analyze motion before and after collisions. +Expect several **in-class experiments**, two or three **formal lab reports**, and time spent investigating new experimental techniques. Mastery Objectives include *applying* technical communication skills, analytical skills, and using evidence to support technical claims with statistical reasoning.

**Trimester 3 Topics:**

+**Circular motion and Gravitation** (angular motion measurements, angular speed and velocity, centripetal acceleration, Newton’s Law of Gravitation, Kepler’s Laws, and satellites). Mastery Objectives include understanding “g’s of Force”, applications including space colonies and artificial gravity, understanding inertial mass in solids, liquids, and gases. +**Rotational motion and Equilibrium** (rigid bodies in rotation, angular kinematics, rotational work/energy, rotational momentum). Mastery Objectives include defining systems and applying problem solving skills using background from beginning of class/other classes. +**Additional topics may include heat energy, and harmonic motion/waves** +Expect several **in-class experiments**, two or three **formal lab reports**, and time spent investigating new experimental techniques. Mastery Objectives include *refining* technical communication skills, analytical skills, and using evidence to support technical claims with statistical reasoning.

**Advanced Placement (AP) Physics****2 credits****3 trimesters****11, 12****1 credit Lab****2 trimesters**

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Laboratory Requirement: This course required that 25% of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Prerequisite: Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in physics is necessary. **It is expected that students enrolled in AP Physics 1 will take the AP Physics exam in May, 2017.**

**Environmental Health and Science****½ credit****1 trimester****11, 12**

Environmental Health and Science is a course designed to create literate students who will be able to make decisions about environmental issues and its impacts on their health based on scientific knowledge. The broad themes of this course are ecological principles, population dynamics, food quality, pesticides and fertilizers, pollution and clean energy. Through this class, students will develop a deeper understanding of the interdependence of our surroundings and our health.

**Genetics** **½, 1 or 1½ credits** **1, 2 or 3 trimesters** **10, 11, 12**  
 Genetics is a course designed to explore the factors that influence heredity on the molecular level. A series of lab activities will examine the equipment, methods, and techniques used in recombinant DNA research and forensics. The discussion of current and future ethical, legal, and social implications of genetic engineering and the Human Genome Project will be a continuing theme throughout the course.  
 Textbook: Human Heredity-Principals & Issues, Thomson et. al.

**Anatomy and Physiology** **½ credit** **1 trimester** **11, 12**  
 This course studies the human body system by system. It is designed for students who are considering a health related career. Students spend five to seven hours each week preparing reports and doing outside reading. Grading is based upon class discussions, labs, weekly quizzes, and two major exams.  
 Prerequisite: Completed Chemistry or concurrent enrollment.

**Marine Biology** **½ credit** **1 trimester** **11, 12**  
 In this course, students will learn about the marine food chain, from plankton all the way up to whales and sharks. Students will learn how all marine organisms connect to each other and what threats are currently facing these ecosystems. Issues that affect our local coastal economy and environment will be emphasized. The course will likely include field trips to local beaches and the New England Aquarium. Prerequisites: Physical Science and Biology

**Principles of Sustainable Agriculture** **2 credits** **1 trimester** **11, 12**  
 This course was designed by Kennebec Valley Community College (KVCC) and will be taught using their syllabus. Students will receive community college credit for completing the course and must adhere to KVCC attendance policies. This course includes college-level reading & writing assignments, projects, multiple field trips, and daily discussions.

**Course Description:** At the end of this course, students will be able to...  
 -Understand local and national food production, including ways to “know their farmer.”  
 -Understand and explain the complexity of both a regional and global food economy, including the various perspectives and stakeholders.  
 -Describe the successes and failures of agricultural production practices from the perspective of local farmers, consumers, and the environment.  
 -Develop their own personal values in relation to the food system.

Prerequisites: Physical Science & Biology

## **SOCIAL STUDIES**

In order to graduate from Wells High School, each student must pass World Studies plus The World After 1945 or AP European History, plus History & Government of the United States or AP Government & Politics. A student may not enroll in a course if he/she has not successfully completed the previous course. Normally, students follow the sequence by taking one required course each of the first three years.

**CP World Studies** **1½ credits** **3 trimesters** **9**  
 World Studies is the required ninth grade social studies course. Students will study and analyze selected regions of the world in both a historic and a contemporary context. The course is organized around themes to show the contributions and the influences of those themes on the modern world. Themes include but are not limited to geography, dominant civilizations, regional strife, and international responses. There is also an emphasis on critical thinking along with developing research skills.  
 Textbook: Choices, Brown University

**CP The World After 1945** **1½ credits** **3 trimesters** **10**  
 Students will use history and critical thinking to research and analyze four major issues that face our nation today: Genocide, Terrorism, Nuclear Weapons and Globalization/World Trade. Students will analyze historical sources, America’s involvement in world affairs, the changing role of human rights and the economic effects of world events. All issues are designed to foster problem solving, provide students with an in-depth understanding of how global events influenced United States history, and conversely, how the United States’ policies have influenced world history.  
 Prerequisite: World Studies  
 Textbook: Choices Units, Brown University

**Advanced Placement (AP) European History                      2 credits                      3 trimesters                      10, 11, 12**

This college-level course provides motivated students with the opportunity to earn college credit and satisfies the tenth grade social studies requirement. AP European History will develop students' understanding of the political, military, economic, and social history of Europe from the Renaissance to the present. Topics include the Reformation, the Enlightenment, the French Revolution, colonization of Africa, the Russian Revolution, WW I, WW II, and the European Union. The course will greatly improve students' essay writing ability, critical thinking skills, and general vocabulary. **Students enrolled in the AP European History course are expected to take the AP European History exam in May, 2017.**

Prerequisite: Teacher approval and World Studies

Textbook: A History of Western Society, McKay et. al.

**CP History and Government of the United States                      1½ credits                      3 trimesters                      11**

This is the required eleventh grade social studies course, composed of two principal interwoven strands: history and government. Students will explore the history of the US from colonization by European powers to the present. Major topics covered include settlement of the colonies, revolution, the Constitution and its amendments, Federalism and Anti-Federalism, westward expansion and sectionalism, the Civil War and Reconstruction, industrialization and urbanization, Progressivism and both world wars, the counterculture and Vietnam, and most recent developments. The fundamental workings of our government, such as the separation of powers and the electoral process, as well as various policy issues, will serve as the basis for understanding the historical evolution of the US. Students will also examine a number of landmark Supreme Court cases throughout this course.

Prerequisites: World Studies and The World After 1945 or AP European History

Textbook: The American Vision, Glencoe

**Advanced Placement (AP) Government & Politics                      2 credits                      3 trimesters                      11, 12**

AP Government and Politics is a rigorous year long course that fulfills the Wells High School History and Government of the United States graduation requirements. Students will explore Constitutional underpinnings of the U.S. government; political beliefs and behavior of individuals; political parties, interest groups and mass media; the institution of our national government (the Congress, the presidency, the bureaucracy and the federal courts); public policy; civil liberties and civil rights issues. AP courses are challenging and demanding. Students will be expected to complete three summer reading assignments. **Students enrolled in AP Government will be expected to take the AP exam in May, 2017.** This course is also open to seniors who have already met the History & Government requirement.

Prerequisite: teacher approval and The World After 1945 or AP European History

Textbook: American Government, Wilson & Dilulio

**Advanced Placement (AP) Psychology                      2 credits                      3 trimesters                      12**

This course is an in-depth study into what it means to be human. Some questions we will try to answer:

- How does your brain generate "mind"?
- Where does your "mind" end and the "body" begin?
- Is your basic nature the product of inborn traits or of experience?
- Are your perceptions of the world around you true representations of what is "reality"?
- Do you have a core knowable tangible self?
- How do groups affect your individual behavior?

This course will provide you with a broad introduction to the field of psychology. Among the topics we will cover are: learning key figures in psychology and their theories, using psychological knowledge to improve the quality of our lives, and learning examples of research findings from the major sub-areas of the field:

- Research Methods, the Brain, Consciousness
- Learning, Memory, Motivation, Emotion, and Intelligence
- Human Development: Birth, Life and Death
- The Self, the Other and the Group
- Abnormal Psychology and Therapy

You will learn the major concepts and terminology of the psychology and give you a better understanding of yourself and others. We'll use a combination of lectures, video clips, web activities, demonstrations, activities and games (be prepared to present, teach and role play), and miscellaneous experiences. Students will be expected to complete a summer reading assignment.

There are no prerequisite courses for AP Psychology. You may take this course even if you have never taken a psychology course before. Yes, it's Advanced Placement but you can do it. During the fall, your average weekly reading is 36 pages . . . but hey, this is fun and interesting stuff.

Our Ultimate Objective:

- To create an atmosphere of respect, learning, fun, cooperation and commitment to high academic expectations culminating in the successful completion of the Advanced Placement Psychology Exam. **Students are expected to take the AP Psychology exam in May, 2017.**

Prerequisite: Permission of Instructor

Textbook: Psychology: An Introduction, Lahey

**Psychology** **½ credit** **1 trimester** **11, 12**  
 This elective course will give each student the opportunity to better understand her/himself and others through the exploration of some basic psychological concepts. Units on sensation, perception, consciousness, learning, memory, motivation, and childhood/adolescent development will be studied. Textbook: Introduction to Psychology, Nexttext

**Geopolitics** **½ credit** **1 trimester** **11, 12**  
 The course examines the influences of both cultural and physical geography on the character of various nations and regions of the world. It can be seen as a course in contemporary global issues focusing both on the interdependence and the cooperation of nations as well as the conflicts that separate them. The course explores major global challenges such as hunger, poverty, illiteracy, and human rights with an emphasis on examining organizations that seek solutions. Content includes an American perspective.

**American Cultural Studies** **½ credit** **1 trimester** **9, 10, 11, 12**  
 This course deals with three important time periods in American History: Westward Expansion, the impact of Immigration, and the Civil Rights Movement. Reading and class discussion will be supplemented by viewing documentaries and other films and by working with primary data and documents. A major component of this course will be an individual research project on a topic of the student's choice connected to American culture.

**World War II** **½ credit** **1 trimester** **9, 10, 11, 12**  
 This course examines the causes, conduct, and consequences of the war. A basic understanding of conditions in Europe in the early-to mid-1900's will be gained at the beginning of the course. Students then will explore a variety of incidents and occurrences, including both those on the battlefield and those on the home front. Each student will engage in individual research. Opportunities for creative projects, such as fiction writing and the development of maps and games also will be provided. Students should expect a daily reading load similar to that for a required English or social studies course.

**Maine Studies** **Independent Study** **9, 10, 11, 12**  
 Maine Studies can be an independent study course that is required for students who have not taken a Maine Studies course in grades six, seven or eight. The program will include Maine history and geography, the natural, economic and industrial resources of the state and the cultural and ethnic heritage of the state. Also included will be a section on local history.

## TECHNOLOGY EDUCATION

**Explorations in Technology I** **½ credit** **1 trimester** **9, 10, 11, 12**  
 Students in this course will explore a variety of technical and career related topics. Working safely in a general comprehensive lab and classroom environment, a variety of team study, technology-learning activities (TLA's) will be generated for student learning. Areas of study include aerodynamics, earthquake resistant structures, AutoCAD 13, mechanical drafting, structural technology, robotics, pneumatics, transportation and Rube Goldberg machines.

**3D CAD Design** **½ credit** **1 trimester** **9, 10, 11, 12**  
 Students in this course will be able to understand the basic principles and process of 3D design. Students will learn basic mechanical reading and writing skills, 2D and 3D CAD and CAM software. Students will use the latest version of KeyCreator Direct CAD and by the end of the course each student will be able to take home their own CNC 3D creation.

**Materials Design Technology I** **½ or 1 credit** **1 or 2 trimesters** **9, 10, 11, 12**  
 Using project-based instruction in a lab environment. Students will be exposed to the operation of tools and equipment related to the engineering industry. Students enrolled in the class will be required to design and construct projects which are appropriate for the time constraints of the trimester class.

**Power & Energy Technology I** **½ or 1 credit** **1 or 2 trimesters** **9, 10, 11, 12**  
 Students will learn and apply the basic theories and operational concepts relating to common power and energy systems. Topics include the design and use of these power systems in all aspects of the modern world around us. Alternative energy sources including wind, water, solar, geothermal, and others will be studied in depth. Students will plan, problem solve and construct solutions to real and simulated energy problems faced in our society presently and in the future.

**Power & Energy Technology II** **½ or 1 credit** **1 or 2 trimesters** **9, 10, 11, 12**  
 Using project-based instructions in a lab environment, students will work in teams to design and build projects that will solve specific real world power and energy problems. Content area to be covered in projects will be solar power, wind power, hydraulics, pneumatics and robotics.





## VOCATIONAL EDUCATION

Vocational education is available to provide technical skill training to high school students as they prepare for their lives after graduation from high school. A diverse population of students benefit from participation in the programs available. Whether individual plans call for direct employment, post secondary schooling or enlistment in the armed services after graduation, participation in a vocational program can be helpful to reach that end. Employment bound students have the opportunity to acquire entry level skills, to work as part of a team and learn skills necessary to get, keep and advance within a job. Post-secondary bound students find it an advantage to take a vocational program in their area of interest. This gives them an opportunity to explore, experience first hand, and determine if their interest is genuine before pursuing advanced schooling. They also can develop skills and knowledge that might be useful later on in college. If military service is in a young person's future, the training can help with reference materials, visiting service representatives and the like.

Some students even do better on the entry test as a result of taking a vocational or technical course and have more input into their placement and training. With the variety of opportunities and advantages available to young people it may be worthwhile to explore the many vocational options available within and outside of Wells High School.

## SANFORD REGIONAL TECHNICAL CENTER

The Sanford Regional Technical Center provides career and technical education opportunities to students from seven area high schools in York County as they prepare for their lives after graduation. Whether a student's plans call for direct employment, postsecondary schooling or enlistment in the armed services, their participation in a technical program can be helpful:

- **Employment** bound students have the opportunity to acquire entry level skills, to work as part of a team, and to learn skills necessary to find, keep and advance within a job.
- **Post-secondary** bound students find it to their advantage to take a technical program. It gives them an opportunity to explore, experience and determine a career direction before pursuing advanced schooling. Completion of some programs leads to advanced placement standing at certain community colleges.
- If **military service** is in a young person's future, the technical center can help with reference materials and provide opportunities to meet with visiting service representatives.

With the variety of opportunities and advantages available to young people at the Sanford Regional Technical Center, it makes good sense to get involved.

**Applications for SRTC are available online at <http://sanford.mainecte.org/admissions/apply>.**

**More information regarding our center can be found on our website: <http://sanford.mainecte.org>**

### Schedule

The center operates two sessions daily from approximately 8:00 a.m. to 10:13 a.m. (AM Session) and 11:00 a.m. to 1:20 p.m. (PM Session). We are on an every day, year long schedule; however, there are times when special scheduling arrangements can be made. Ask your school counselor for details.

**Academy of Business, Marketing & Management I - AM Session (4 credits)**

**Academy of Business, Marketing & Management II - PM Session (4 credits)**

***Prerequisite of Academy of Business, Marketing & Management II: Successful completion of year I and instructor recommendation.***

The mission of SRTC's Academy of Business, Marketing & Management is to create a community of diverse lifelong learners who have aspirations to pursue a post-secondary education in business or attain some of the entry-level skills needed to successfully gain employment in the workforce after high school. It is our goal to prepare all students for these ventures by providing them with a challenging curriculum that connects their lives and future to opportunities after high school in a safe, supportive, nurturing environment. By doing this, our students will be better prepared to achieve academic excellence and make positive contributions by being productive members in an ever-changing workplace. Junior and Senior students who are accepted in the Academy of Business' two-year program will take part in a dual-enrollment opportunity through Thomas College. Upon successful completion of the program, students may earn up to 12 college credits for **FREE**. This is a savings of almost \$12,000 before they leave high school. Now that is good business!!!

**Automotive Technology I - AM Session (4 credits)**

**Automotive Technology II - PM Session (4 credits)**

**Prerequisite: Successful completion of Automotive Technology I and instructor recommendation.**

Automotive Technology is a two-year program designed to prepare students for the Automotive Industry and post-secondary education. Students will train according to the "NATEF" Maintenance Light Repair standards both in the classroom and lab. This program covers eight areas: Engine Repair, Electrical Systems, Brakes, Automatic Transmissions and Transaxles, Engine Performance, Heating and Air Conditioning, Steering and Suspension, and Manual Drive Train and Axles. Students will use online repair manuals, follow step-by-step diagnostics and repair procedures, and write repair orders. Customer service, communication, professionalism and time management will be taught in an effort to prepare students for a career in the automotive industry.

**Building Trades I - AM Session (4 credits)**

**Building Trades II - PM Session (4 credits)**

**Prerequisite: Successful completion of Building Trades I and instructor recommendation.**

The first year of this two-year program focuses on developing a working knowledge of the building process as it relates to residential construction. Students begin the year covering hand and power tool use and safety as well as job site safety. They will then move into the building process and start the construction of ranch style home. The house project will cover all aspects of the building process from frame to finish. Other topics that will be covered include: building materials, fasteners, blueprint reading, building codes, concrete foundations and thermal insulation.

Students returning for the second year of the program will develop the skills essential to the cabinetmaking and furniture making industries. Safety practices, tool and equipment utilization, identification of building materials, fasteners, hardware, basic math and blueprint reading will all be addressed. The mastering of these skills and competencies will culminate in the construction of tool boxes, cabinets and furniture.

**Computer Aided Design I - AM Sessions (4 credits)**

**Computer Aided Design II - PM Session (4 credits)**

**Prerequisite for CAD II: Success completion of CAD I and instructor recommendation.**

Join the rapidly changing field of Solid Modeling and Additive Manufacturing that is revolutionizing the way we live. This new technology is already building entire houses, cars, aircraft engines, rocket engines, prosthetic limbs, food, and actual human organs. All engineering and architectural colleges and most medical schools are using 3D printers. Our program is individualized and competency based. All students work at their own pace. The students focus on 2D and 3D Mechanical and Architectural Design. Our software is updated yearly and is the finest available. The first year concentrates on specialized 2D Mechanical and Architectural computer design using AutoCAD 2016 and with 3D Solid Modeling introduced. The second year is dedicated to advanced 3D design and 3D Simulation using SolidWorks 2016. Our Student designs are 3D printed to prototype and for the student to keep for a professional portfolio. **NINE** college credits are earned while in class. The student is prepared for immediate entry into the workforce or exciting secondary education. This is a true STEM program.

Consider this fascinating and exploding career field with a very prosperous future!

**Computer & Network Systems I - AM Session (4 credits)**

**Computer & Network Systems II - PM Session (4 credits)**

**Prerequisite: Successful completion of Computer & Network Systems I and instructor recommendation.**

The Computer & Network Systems Program is designed to prepare students for national certification including CompTIA, Microsoft and Cisco. Students are expected to take and pass these certification exams. Successful students can earn college credits, have courses waived through articulation agreements, qualify for work-based learning employment, and be well positioned for job opportunities. Also, community service projects will provide students' real life experiences comparable to the best corporate internship programs. Each student uses his/her own high performance networked workstation. These workstations contain multiple operating systems, all the major office products, internet tools and access, networking software and utilities. The program has its own Web site, LAN and WAN. All the equipment and networking is available to prepare the student for Network+ and A+ Certification Testing. System Administration concepts are taught on Microsoft, LINUX and MAC servers. Video conferencing, scanning, text conversions, digital cameras, and web accessed smart networking equipment provide additional opportunities. Second year students continue the study of computer repair, networking and system administration. Students will also learn about web design, website maintenance, web server setup and maintenance.

**Culinary Arts I -- AM Session Location: Noble HS (4 credits)**

**Culinary Arts II – PM Session Location: Noble HS (4 credits)**

**Prerequisite: Successful completion of Culinary Arts I and instructor recommendation.**

The Culinary Arts program is designed to provide students with the knowledge and skills required to secure employment in the food service and hospitality industry. The student must show academic potential as well as commitment to the food service industry. The first-year curriculum teaches students in the basic skills and knowledge associated with culinary arts and the food service industry. Among the areas covered are: introduction to baking; meats/poultry; seafood; table service; cost control; knife skills; soups/sauces; salads and pastry; vegetable/starch cookery; breakfast cookery; safety and sanitation; menu planning; and restaurant operations. The second year curriculum will enable students to gain advanced level knowledge and skill pertaining to food preparation and production as well as food service management. Students will be required to assemble a portfolio of their knowledge and success in and out of class. Among the areas covered in the second year are: career orientation/opportunities; entrepreneurship; regulations and laws; menu design; garde manager; advanced pastry; advanced seafood; hors d'oeuvres/canapés; nutrition; charcuterie; American regional and international cuisine; advanced table service; and culinary competition. To be successful in this program students must be highly motivated and effective team players

**Digital Design I - AM Session (4 credits)**

**Digital Design II - PM Session (4 credits)**

**Prerequisite: Successful completion of Digital Design I and instructor recommendation.**

Digital Design is an exploration of visual communication techniques for design and advertising, in print, web, game art and multimedia applications. Software applications used in this course are the Adobe Creative Suite; (which includes InDesign, Illustrator, Photoshop, Dreamweaver, and Flash), Game Salad, Sculptris, Unity, and Blender. Students build a portfolio of work that includes design projects for print, web and game art and animation. In the production lab students can make custom decals for automobiles and application to personal items such as laptops, iPads, tee shirts, etc. Students will work on real jobs from non-profit organizations, as well as enter contests for scholarships and Skills USA competitions.

**Early Childhood Education I - AM Session Location: Noble HS (4 credits)**

**Early Childhood Education II - PM Session Location: Noble HS (4 credits)**

**Prerequisite: Successful completion of Early Childhood Occupations I and instructor commendation.**

Level I is an introductory course for both young men and women who are interested in the field of teaching. Students will be chosen to participate in the program through an application and interview process during their sophomore year of high school. During the first year of the program, topics of study include learning theory, observation and assessment, classroom management, and working with children with special needs. Students will have the opportunity to practice their newly acquired skills working with professionals in our on-site Head Start program to implement theory into practice.

In level II of the Early Childhood Occupations & Education program, students will explore ethics and professionalism in the field of teaching. They will focus their learning on curriculum and learning environments. During level II, students will have the opportunity to practice their skills in an internship with highly qualified early childhood professionals in our community and surrounding school districts. Students attend internships three days per week for a minimum of two hours per day and attend class two days per week. Upon successful completion of the two year program, students are eligible to receive the Maine certification qualifying them as an Early Childhood Aide (CECA).

At the end of the two year program, students are also eligible to receive a maximum of three credits from York County Community College (YCCC). These credits will be used for ECE 101 through the prior learning program. To receive credit for prior learning the incoming student must create a prior learning portfolio that documents at least 85% of the objectives of the YCCC credit course have been met. These portfolios will also be used for the CECA project as well.

**Emergency Medical Services - AM Session (4 credits)**

**Emergency Medical Services - PM Session (4 credits)**

**Due to licensing restrictions, students must be at least 16 by the first day of class AND priority for program acceptance will be given to best qualified candidates who will be age 18 by the end of the 2016-2017 school year.**

**The EMT and Firefighting programs are separate one-year programs, although students may opt to take both programs over a two-year period, depending on their schedule and performance in the first year.**

The Emergency Medical Technology (EMT) Program provides students with necessary skills and education to respond to emergency calls, provide efficient and immediate care to critically ill or injured persons and transport patients to a medical facility. The EMT training program is a one-year course that includes lectures and hands-on education. Students receive instruction in anatomy and physiology, patient assessment, pre-hospital care and transport. **Extensive reading and written work is required.** The course includes a 10-hour clinical rotation in an emergency department and a 10-hour ride-along with an ambulance service.

Upon completion of the course the student will be eligible to take the National Registry EMT written exam and the Maine State Practical exam. Successful completion of these exams will make the student eligible to obtain licensure as a Maine EMT.

**Fire Science - AM Session (4 credits)**

**Fire Science - PM Session (4 credits)**

*Due to safety restrictions, priority for program acceptance will be given to best qualified candidates who will be age 16 by September 2, 2016.*

**The EMT and Firefighting programs are separate one-year programs, although students may opt to take both programs over a two year period, depending on their schedule.**

This one-year program is for students interested in being trained to the National Fire Protection Association's 1001 standards for professional qualifications of fire fighters. This training is required by area fire departments before entering structure fires or attacking car fires. Classes are taught by state certified fire instructors with standard materials used throughout the state. There will be a combination of classroom, fitness training, and hands-on experience using fire fighting tools and equipment. Extensive reading and written work is also required.

This class requires that students achieve and maintain a level of physical fitness to enable the individual to be able to chop, lift, drag, and climb. Students will be expected to work as a team while setting up ladders; climbing ladders to over 30 feet; chopping holes in roofs and dragging fire hose, all while wearing Personal Protective Clothing and an SCBA air pack.

Successful completion of the course will allow the student to take the Firefighter I & II End Test (skills testing) and written tests.

### **Health Occupations**

Locations: Marshwood High School and Sanford Regional Technical Center

**AM Session (4 credits)**

**PM Session (4 credits)**

*Prerequisite: Students must be 16 years old by the first day of class and will have a State Bureau of Identification (SBI) background check done early in the school year.*

This is a one-year program for students who are considering a career in the health care field. The program follows the Maine Certified Nursing Assistant curriculum, students who complete the program are eligible to take the State of Maine CNA (Certified Nursing Assistant) competency exam in May. The CNA certification provides an opportunity for employment in health care and /or extra income while attending college. The program teaches students basic care skills through classroom instruction, clinical work-based learning and job shadowing. Students experience hands on training at a local long-term care facility and hospital. In addition to preparing to become a CNA, students have the ability to research careers in the health sciences through various job shadow opportunities. The curriculum includes an introduction to anatomy/physiology, basic patient care skills, human growth and development, infection control, legal and ethical issues, medical terminology, nutrition, and safety in the work place. Students learn how to measure and record vital signs (blood pressure, heart rate and temperature) and will be certified in Basic Life Support for Healthcare Providers. If you enjoy helping others this may be the place for you!

**Landscaping and Horticulture I - AM Session (4 credits)**

**Landscaping and Horticulture II - PM Session (4 credits)**

*Prerequisite: Successful completion of Landscaping and Horticulture I and instructor recommendation.*

The goal of the Landscaping and Horticulture program is to prepare students to enter the Horticulture Industry and/or prepare them for further education and training in the field. The program focuses on topics such as: Greenhouse operation and Maintenance, Plant Identification, Ornamental Plants, Propagation, Orchard Management, Landscape Design and Construction, Organic Vegetable Production, and Aquaculture. These topics (and more) are complimented by hands-on experiences where students are required to complete a variety of landscape projects, operate standard landscaping equipment, manage two school greenhouses, care for an 800-gallon aquaculture system, and maintain various landscapes. Graduates of the program are well prepared to enter the landscape and horticulture industry at entry-level or supervisory positions. They are qualified to work in a variety of settings, including: commercial greenhouses, landscaping companies, tree care companies, private estates, golf courses, park and recreation departments, grounds maintenance, and in agriculture.

**Law Enforcement (4 credits)**

Law Enforcement is designed to prepare students for a career in the criminal justice field. Students will develop a positive attitude to work and cooperate with a community of chosen service, whether it be local, state or federal law enforcement groups.

**Precision Manufacturing I - AM Session (4 credits)**

**Precision Manufacturing II - PM Session (4 credits)**

*Prerequisite: Successful completion of Precision Manufacturing I and instructor recommendation.*

This program is designed to train students for entry-level positions in manufacturing. The curriculum is based on the National Institute of Metalworking Standards (NIMS). The traditional metal working practices are taught through rigorous metal working projects and theory discussion. Safety, precision measurement, inspection, blueprint reading, lathes - milling - grinding - sawing machines, Computer Numerical Control (CNC) Mill and Lathe, Computer Aided Drawing (CAD) and Computer Aided Manufacturing(CAM) are covered. Students work toward industry recognized credentials in Precision Machining. All second year students will have the opportunity to take the Precision Manufacturing examination through the National Occupational Competency Testing Institute (NOCTI).

**Pre-Engineering/Robotics I - AM Session (4 credits)**

**Pre-Engineering/Robotics II - PM Session (4 credits)**

**Prerequisite: Successful completion of Pre-Engineering/Robotics I and instructor recommendation.**

In Pre-Engineering/Robotics first year students will use the VEX robotics platform to understand and apply design principles in developing products and systems. They will gain an understanding of the nature of engineering, problem solving, and the design process. Basic electricity and programming skills will also be introduced. Additionally, first year students will participate in design challenges and work with our year two students on our FIRST Robotics team. Second year students will take the lead of our FIRST Robotics team and build a complete working robot to meet a new challenge in six short weeks. This year we are registered to compete in two district competitions that will take students' system design and programming skills to higher levels. Second year students will also learn more advanced engineering content including thermodynamics, structures, structural analysis and other engineering content that will serve them well as they prepare to graduate. The course is designed to support students wanting to attend university level engineering programs, technical programs, military and direct industry employment. Mathematics skills will be developed and utilized in the program.

**Residential Wiring I - AM Session (4 credits)**

**Residential Wiring II - PM Session (4 credits)**

**Prerequisite: Successful completion of Residential Wiring I, apply and hold State of Maine helper's license, and instructor recommendation.**

The Residential Wiring program is designed to provide students with entry-level electrical skills. Students learn various wiring methods of residential buildings. First-year students begin with electrical safety and tools of the trade. They use mock-ups to perform the typical wiring of today's modern home. All wiring techniques learned by the students will meet or exceed National Electrical Code standards. Second-year students will extend their learning experiences to more complex projects that included EMT (electrical metal tubing) bending, wiring a complete 100 amp service, and wiring homes that the center builds or other non-profit projects throughout the community. Students will learn how to read and work from blueprints. Graduates of this program with an 80 average or better will receive 576 hours credited toward their journeyman license.

**Video Production I - AM Session (4 credits)**

**Video Production II - PM Session (4 credits)**

**Prerequisite: Successful completion of Video Production I and instructor recommendation.**

This program incorporates a hands-on approach to provide students with the ability to get a head start on a career in the media field. Students learn various media-related skills, including: cinematography, studio production, directing, producing, editing, scriptwriting, and storyboarding. Students will also learn how to identify and anticipate industry trends and learn the various laws and business practices that are unique to the field. Additionally, students will be actively involved with a variety of projects including public service announcements, instructional videos, commercials, music videos, short films and practice drills. These projects are designed to hone the skills learned to be successful in the field. Students also have the chance to work closely with WSSR-TV (located adjacent to the lab) and have their work broadcast through the station. At the end of their second year in the program students will be able to test for certification approved by the Maine Association of Broadcast Professionals. Second year students will also earn transferable credit through a concurrent enrollment agreement with Southern Maine Community College.

**Welding & Metal Fabrication I - AM Session (4 credits)**

**Welding & Metal Fabrication II - PM Session (4 credits)**

**Prerequisite: Successful completion of Welding & Metal Fabrication I and instructor recommendation.**

This program is designed to prepare students to pursue employment in the welding and fabrication industry with a full set of basic skills and knowledge, well ahead of most entry-level job applicants with whom they will compete. Students will learn to weld sheet metal, plate, pipe, and tubing in all positions using the Stick-Arc, MIG, and TIG processes, on carbon, stainless steel, and aluminum. Students will learn to design, plan jobs, read drawings, lay out, draft patterns, fit, plasma and oxy-fuel cut, grind, shear, punch, drill, and bend for both class assignments and personal projects. The emphasis throughout the program is on the value of a strong work ethic and working in a safe, organized way. In the second year of the program students further develop their skills and knowledge through more advanced assignments including pipe fitting, metal spinning, welding and project work suited to their expressed areas of interest (specialty). For some, this will include preparation and testing for professional AWS (American Welding Society) certification. Through strong outreach to the business community students seeking employment are assisted in their search by the instructor.

### **SPECIAL NOTE TO STUDENTS:**

Any errors or omissions in printing the Course Selection Guide are not intentional. Any modifications will be made accordingly. While all the courses described are offered by Wells High School, any elective that does not meet minimum enrollment requirements may be dropped from the schedule for 2016-2017.

### **NOTICE TO PARENTS**

There will be a **Course Selection Orientation meeting** for parents of incoming ninth graders and for parents of next year's tenth, eleventh and twelfth grade students on ***Tuesday, March 29, 2016, from 6-7 PM, in the Wells High School Learning Commons***. After a presentation on high school requirements and course descriptions, there will be a question and answer period. Please bring your son or daughter to the meeting.

## WELLS HIGH SCHOOL SCHEDULE WORKSHEET

|                 | <b>TRIMESTER 1</b> | <b>TRIMESTER 2</b> | <b>TRIMESTER 3</b> |
|-----------------|--------------------|--------------------|--------------------|
| <b>Period 1</b> |                    |                    |                    |
| <b>Period 2</b> |                    |                    |                    |
| <b>Period 3</b> |                    |                    |                    |
| <b>Period 4</b> |                    |                    |                    |
| <b>Period 5</b> |                    |                    |                    |
| <b>Period 6</b> |                    |                    |                    |

|                 | <b>TRIMESTER 1</b> | <b>TRIMESTER 2</b> | <b>TRIMESTER 3</b> |
|-----------------|--------------------|--------------------|--------------------|
| <b>Period 1</b> |                    |                    |                    |
| <b>Period 2</b> |                    |                    |                    |
| <b>Period 3</b> |                    |                    |                    |
| <b>Period 4</b> |                    |                    |                    |
| <b>Period 5</b> |                    |                    |                    |
| <b>Period 6</b> |                    |                    |                    |

|                 | <b>TRIMESTER 1</b> | <b>TRIMESTER 2</b> | <b>TRIMESTER 3</b> |
|-----------------|--------------------|--------------------|--------------------|
| <b>Period 1</b> |                    |                    |                    |
| <b>Period 2</b> |                    |                    |                    |
| <b>Period 3</b> |                    |                    |                    |
| <b>Period 4</b> |                    |                    |                    |
| <b>Period 5</b> |                    |                    |                    |
| <b>Period 6</b> |                    |                    |                    |