

Fort Kent Community High School

Program of Studies



Revised: September 2025

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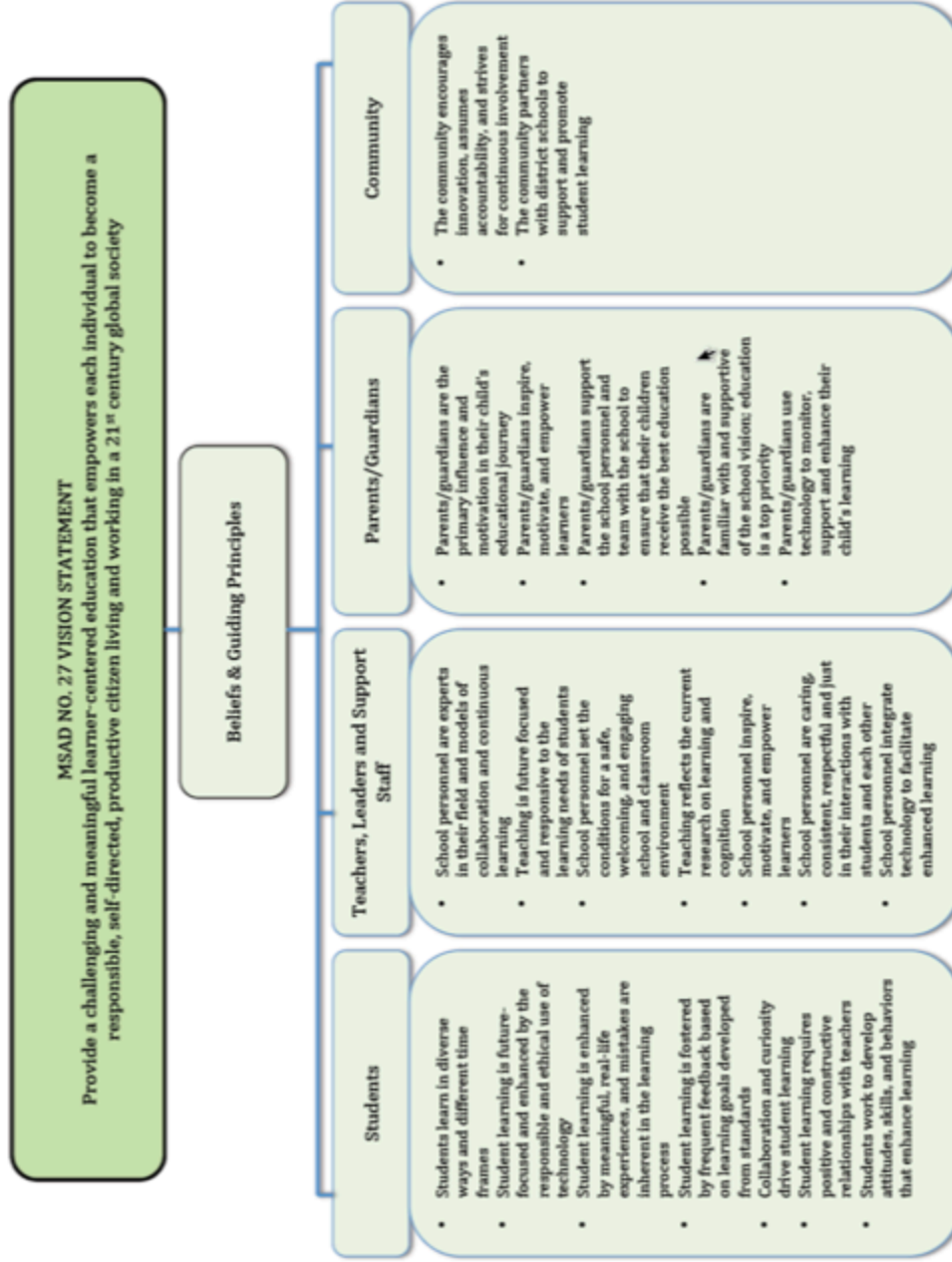
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Graduation Requirements

Academic Graduation Requirements

In order to receive a high school diploma, students must meet specific state and local standards and requirements. **In MSAD27 students who score at an average of 2.5 or higher for standards in required content areas will receive credit for that course.**

The Community High School Program of Studies describes the specific course requirements/standards for each of the content areas. The requirements for a high school diploma are listed below as determined by the year in which a student graduates.

A student who would have graduated with the Class of 2024 and have not been awarded a diploma at commencement due to failure to earn sufficient credit or meet other requirements set by the MSAD No. 27 Board of Directors policy will have until August 1, 2024 to fulfill the graduation requirements applicable to the Class of 2024.

1. Students must successfully complete credits in the following subject areas during high school as follows:
 - a. English Language Arts-4 credits as demonstrated by proficiency.
 - b. Mathematics-4 credits as demonstrated by proficiency.
 - c. Science and Technology – 3 credits as demonstrated by proficiency.
 - d. Social Studies – 3 credits as demonstrated by proficiency.
 - e. Personal Fitness and Wellness-1.5 credits as demonstrated by proficiency.
 - f. Visual and Performing Arts/Fine Arts – 1 credit.
 - g. Senior Seminar- 0.5 credits as demonstrated by proficiency.
 - h. Student Determined Units – 5 credits (*The remaining credits may be selected by the student on the basis of his/her interests, abilities and plans following graduation.*)
 - i. Demonstrate proficiency in a high school capstone project. (*Senior Project*)
 - j. A total of 22 credits are required to earn a diploma.
2. Students in the class of 2025 and beyond must complete a total of **30 hours of community service to graduate.**

Board policy (IKF) describes graduation requirements in more detail.

Participation in Graduation Exercises

A student must have accumulated at least 21 credits and all other requirements in order to participate in graduation exercises.

Students must complete a total of 30 community service hours to graduate.

Students must have no more than 10 unexcused absences to participate in graduation exercises.

Students must pay all debts (waivers may be granted due to extreme financial hardship) owed to SAD 27 in order to participate in graduation exercises.

Exceptions to Requirements

In cases where a student transfers into M.S.A.D. #27, and in other extraordinary circumstances, consideration may be given to an alternate plan for meeting diploma requirements. The principal and guidance staff will work with the student and parent to develop an alternate plan when one is warranted. The guidance staff and the principal will evaluate the body of work of a homeschooled student to determine which requirements have been completed. A homeschooled student must spend 3 full semesters at CHS to receive a diploma.

ACADEMIC PLANNING

All students are encouraged to develop a four-year academic plan to ensure that all graduation requirements are met and courses needed to pursue post-secondary goals are included. Subject requirements/recommendations for various colleges and career programs are listed on the following page and should be considered when developing a four-year plan. Since these requirements change and often differ between colleges, students are encouraged to consult with their guidance counselor, check college catalogs, and/or communicate with the college admission office directly.

Sample Four-Year College Recommendations

Academic Major	English	Mathematics	Science	Social Studies	World Language
Liberal Arts	4 Years	Math I, Math II, Math III, Statistics, Senior year math course	Freshman Science, Biology, Chemistry & Phy. Sci., A&P/Physics/Forensics	Global Studies, US History, Economics, Government	2-3 Years of the same language
Technology /Business/ Trades	4 Years	Math I, Math II, Math III or Business Math or Trades Math, Pre-Calculus or Statistics/Senior Math	Freshman Science, Biology, Chemistry & Phy. Sci., A&P/Physics/Forensics	Global Studies, US History, Economics, Government	None
Engineering/ Computer Science	4 Years	Math I, Math II, Math III, Pre-Calculus or Calculus or Statistics/Senior Math	Freshman Science, Biology, Chemistry & Phy. Sci., Physics	Global Studies, US History, Economics, Government	2-3 Years of the same language
Health Sciences	4 Years	Math I, Math II, Math III, Pre-Calculus or Statistics/ Senior Math.	Freshman Science, Biology, Chemistry & Phy. Sci., A&P/ Forensics/ Physics	Global Studies, US History, Economics, Government	2-3 Years of the same language

Visual/ Performing Arts	4 Years	Math I, Math II, Math III, Statistics/Senior Math	Freshman Science, Biology, Chemistry & Phy. Sci., A&P/Physics/ Forensics	Global Studies, US History, Economics, Government	2-3 Years of the same language
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Sample Two-year College Recommendations

Academic Major	English	Mathematics	Science	Social Studies	World Language
Liberal Arts	4 Years	Math I, Math II, Math III, Statistics/ Senior math course	Freshman Science, Biology, Chemistry/Phy. Sci., and science elective(s)	Global Studies, US History, Economics, Government	None
Technology /Business/ Trades	4 Years	Math I, Math II, Math III or Business Math or Trades Math, Senior Math/Statistics.	Freshman Science, Biology, Chemistry & Phy. Sci., and science elective(s)	Global Studies, US History, Economics, Government	None
Health Sciences	4 Years	Math I, Math II, Math III, Statistics/senior math course	Freshman Science, Biology, Chemistry & Phy. Sci., A&P/ Forensics or other and science elective(s)	Global Studies, US History, Economics, Government	2 Years of the same language

Since the Mission of Community High School is to graduate all students with the skills and knowledge necessary to succeed in a post-secondary learning environment, the core of the course requirements of the program of studies will afford the opportunity for all students to meet college entrance requirements.

Planning Timeline

Grades Nine - Eleven

In the spring of a student's eighth grade year, a schedule will be developed in conjunction with guidance for grade nine. A tentative plan and schedule will be developed for grades ten and eleven. The tentative schedules will be reviewed on a yearly basis to determine if they still assure completion of graduation requirements and meet the needs of the student.

Students who plan to attend the St. John Valley Technology Center must have successfully completed all core requirements for the freshman and sophomore years.

Grade Twelve

Every student will complete an individualized senior year plan in the middle of the junior year. The plan will include at a minimum, study of English, math, science and social studies. It may also include other high school electives, college classes; specialization in a field of interest, internships or other community based learning experiences. In addition, every student must complete a senior exhibit

Typical Course of Study

Freshman	Sophomore	Junior	Senior
English Requirements Math I or Math II Earth & Space Science Global Studies World Language (college course) Personal Health and Fitness Fine Art	English Requirements Math II or Math III Biology US History World Language (college course) Personal Health and Fitness Fine Art or SJVTC Program	English Requirements Math III or Business or Trades Math. Chemistry & Phys. Sci. Economics Electives or SJVTC Program College Classes	English Requirements with Senior Project PreCal /Stats/Senior Math Physics or Science Electives Senior Seminar Government Electives or SJVTC Program/College Class/Internship

Academic Policy

Scheduling Requirements and Procedures

Developing a schedule is a shared activity among the student, the parent and the guidance staff. An individualized and rigorous schedule will be developed for each student. The schedule will meet the requirements of state law and local policy as well as provide opportunities for exploration of individual interests. Parents are strongly encouraged to take an active part in the scheduling process and to support the school's efforts to prepare the student for post secondary learning.

The Program of Studies is available to students on a year long and a semester schedule. Students take a full schedule of classes each semester unless it is otherwise determined that the student should take a learning lab. Students must take a minimum of 5 of 6 academic classes at all times to be considered a full time student and eligible for graduation.

Because there are limited places in elective classes, seniors, then juniors, then sophomores and then freshmen will make elective choices. Students are expected to complete the schedule that is developed unless there are compelling educational reasons for making a change. If a schedule change is requested, the guidance staff will consult with the student, the parent and the teacher in determining if the change will be made. Changes are usually not approved after five days from the beginning of the semester unless an RTI Team meeting has been scheduled.

Standards Based Grading

We are using a system of standards based grading. In the traditional system, a percentile grade is awarded for student work. In a standards based system, the student receives a description of the nature and quality of the work required before attempting the work. That description is called the standard. When the work is completed, the student receives one of the following ratings:

4	All the simple knowledge and skills, all the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.
3.5	All the simple knowledge and skills, all the complex knowledge and skills, and in-depth inferences and applications with partial success.
3	All the simple knowledge and skills, all the complex knowledge and skills.

2.5	All the simple knowledge and skills, some of the complex knowledge and skills.
2	The student knows all the simple knowledge and skills.
1.5	With less help, the student knows some of the simple knowledge and skills.
1	With help, the student knows some of the simple knowledge and skills.
0	No evidence

If the student's work does not meet the standard, the student will receive feedback from the teacher and in many cases will have the opportunity to re-do the work. In a standards based system the student knows what high quality work looks like. A rating of "3" indicates high quality work. Typically, between three and five percent of work will merit a "4" rating.

Generally a student will receive a rubric (description) from the teacher or develop a rubric that describes quality work on individual assignments and assessments before completing the work.

Credits

Students must earn a minimum of 22 credits to earn a diploma. **An average score of 2.5 for all standards in a course is required to earn credit for, or pass a course.** Passing a full year course earns 1 credit, passing a semester course earns ½ a credit. **The minimum score needed not to reassess a standard in a course is 2.0.**

Late/Low Scoring Work

Students are expected to adhere to assessment deadlines as announced by their teachers. Students have up to **3 calendar days to resubmit low scoring work** on a case by case basis upon return of the assessment. If a student does not submit/resubmit an assessment during this 3 calendar day period the original score will be recorded in PowerSchool. **After this 3 day grace period students must attend vacation school or summer school to make up the assessment.** Students that have missed prolonged periods of school due to medical or other approved absence may be given extended time to complete an assessment. When an absence is excused students have as many days to complete missing work as days absent. **It is the students responsibility to meet with their teacher ASAP before or after an excused absence to create a plan to complete their work within these parameters.** Students that have special circumstances (mentioned above) & plan on submitting/re submitting an assessment need to fill out a **Reassessment**

Agreement with their teacher and get their work completed in a reasonable amount of time determined by the unique situation.

Support Services

The Library/Media Center

The Library Media Specialist is a resource for student and staff information and technology needs and, with a part-time library assistant, maintains the CHS Library Media Center which houses over numerous resource items in books, AV materials, newspapers and magazines, and digital equipment. Flexible scheduling allows for both classes and individuals to research, read, and work in small group activities in a setting conducive to learning. It is open from 7:45 a.m. to 3:15 p.m. Monday through Friday.

Guidance Counselors

The guidance counselors are a resource for academic, career and personal counseling. The guidance counselors work with students individually, in small groups, large groups, and through special programs to:

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

Information about programs is available in the guidance office and on the Guidance Services Bulletin Board. Any student may make an appointment to see the guidance counselor by getting a signed pass from a teacher.

Parents are encouraged to contact the guidance office at 843-3411 to discuss a student's program. A parent is also invited to drop by the office to make an appointment to visit with his/her counselor, or email the appropriate guidance counselor.

Social Workers

The student support team includes social workers. A full time social worker is available to work with individuals and groups of students on issues that are interfering with the student's ability to do well in school. The parents, the teachers, the guidance counselor or the administrators in the school may make a referral to the social worker. In some situations, a student may refer him or herself to the counselor and/or social worker. The school social workers provide short-term services. Students who are in need of long term or intensive treatment are connected with community resources.

Chemical Health Educator

High school students typically find themselves in many situations in which they need to make choices about the use of tobacco, alcohol and other illegal substances. The school provides the services of a chemical health educator to provide education for students, to complete evaluations and to provide counseling. The chemical health educator must evaluate every student who is suspended for use of an illegal substance. Parents who have concerns about chemical health may contact the chemical health educator directly at the high school or email her at **meganbonenfant@sad27.org**.

Student Support Team

The SST Team provides a process for parents and staff to develop and implement a support plan for a student who is experiencing academic or personal difficulty in school. The Team includes the student, the parent/guardian, teachers, administrators, a school counselor or social worker and any other individuals who may be able to provide useful information. The Team connects the student with the resources needed to help the student function effectively in school. A student, a parent, or any member of the school staff may make a referral to the SST Team. Any individual interested in making a referral to the Team should contact the Guidance Office at 834-3411.

Students with Disabilities

Community High School provides a full range of special education services to students with disabilities. A student who is suspected of having a disability should be referred to the student Support Team. The team will determine if the student should be evaluated for eligibility for special education services or receive other services. A parent or staff member may make the referral to the student Support Team. In some cases, a referral can be made directly to the Special Education Department. The Special Education Director may be contacted at 834-3481.

If a student is identified as having a disability, an individualized education plan (IEP) is developed by a team including the student, the parent, a special education teacher, a regular education teacher, an administrator and others as needed. The team is called the Individual Education Plan Team (IEP). Each student with a disability is assigned a case manager who is responsible for monitoring the implementation of his/her program. The special education teachers and the case managers are responsible for calling a team meeting if the student's program is no longer working. If a parent or student has a question about the student's individualized program, please contact the student's case manager.

Personalization

Community High School values students as individuals with unique intellectual and personal goals. The school will assist every student in identifying interests, strengths and needs, developing academic goals and plans and making appropriate curricular and extracurricular choices. The school provides resources to advise and assist students in developing a personal learning plan. An IEP may reduce the minimum score for a special needs student to earn credit for a course if deemed necessary.

Learning Lab

The guidance office staff works with students to develop a schedule. With the recommendation of the guidance staff, a student may be scheduled for a learning lab. A student who has a learning lab in the schedule will be assigned to a guided study. In a guided study, the student works on assignments from designated classes. The classroom teachers and the learning lab monitor communicate on a regular basis about the work the student will do during the guided study class time. Seniors may spend their learning lab time in the senior room if all of their class scores are in the proficient range. Seniors must check in with their learning lab teacher at the start of the period for attendance.

Meeting the Standards

Students who have not met proficiency in various graduation standards are required to do so. *Meeting the Standards* courses may be available for students who have numerous standards to reassess. Students may also attend vacation school or summer school to reach proficiency in past standards.

Warrior Time

This 30-minute school wide study period allows students to access teachers for extra help, work on homework, and review academic progress in all classes. Students are assigned to teachers but maybe placed with a specific teacher based on a demonstrated need. Other goals of WT are to build relationships, discuss important grade level topics, review academic progress and meet for clubs and enrichment activities.

After School Tutorial

Tuesday & Thursday from 3:00 pm until 4:30 pm, staffed by teachers and student tutors. Students who are referred by their teachers for missing work or for additional instruction may attend. A student who has incomplete or missing work may be required to attend until the work is complete or meets the standard. The teacher and the tutorial staff communicate frequently about student needs. If you are interested in having a student attend the tutorial sessions, please contact the teacher or the guidance office. Any student may voluntarily attend an after school tutorial.

Summer School/Vacation School

Community High School offers a summer school program in selected classes to allow students an opportunity to earn credits for classes that they have failed during the regular school terms. The classes are selected on a yearly basis depending on student need and available resources. Vacation school **may be** offered during February and April vacations so students can meet proficiency in past standards. These programs will be offered if there is enough student interest. There is no cost for summer/vacation school.

Monitoring and Increasing Student Achievement

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

Independent Work and Practice Policy

All students are expected to complete independent work and practice assignments outside of school hours. The Board of Directors has established a policy (**IKB**) setting guidelines for independent work and practice assignments and expectations for student time outside of school hours. It is expected that students in grades 9 and 10 will spend 90 minutes each day and students in grades 11 and 12 will spend 120 minutes per day outside of school hours on assignments. If a student does not have assignments on a particular day, it is recommended that the student spend the required time reading.

Teacher Assistance

The first and most important resource for student learning is the teacher. If a student is having difficulty, the student should immediately seek out the teacher for additional instruction and assistance before or after school or during Learning Labs or during Warrior Time when the teacher is available. **A parent who has a concern about student performance should contact the teacher as soon as possible.** Teachers are more than willing to work with students and parents to improve performance. We find that students are sometimes reluctant to speak to a teacher and encouragement from a parent is very important. Assignments and daily class information may be accessed by students by their teacher's Google Classroom account. If a student is experiencing problems with grasping classroom concepts a teacher will use and document various intervention strategies. If the intervention strategies are not successful after a period of at least 4 weeks an SST will be called.

Reporting Student Progress

The purpose for grading student work is to provide information for teaching and learning and to provide feedback to students and parents. Students are expected to complete a variety of assignments and assessments including quizzes, tests, essays, research papers, demonstrations, reports, oral presentations, and others. Grades will fairly and accurately reflect student learning. Parents and students are encouraged to regularly monitor progress through Empower. **Students HOW scores and academic pacing are available every two weeks and can be observed on PowerSchool by students and parents.**

Progress reports are sent home quarterly.

Communicating Student Progress

Parents can expect to receive regular communication about student progress from the teacher and the school. At least twice a year, parents will receive a report card that provides information about the final grades for a course. In between final reports parents will receive written progress reports and other forms of communication (phone calls and e-mail) from teachers. Furthermore **Board policy (IKA)** requires that a teacher contact a parent or guardian whenever there is a significant change in performance. A significant change is defined as failing or moving up or down a performance level. Parents are also strongly encouraged to look at assignments and student work and to have frequent discussions with their child about his/her progress. Parents should contact the teacher immediately whenever you have a question or a concern. Parents and students are encouraged to regularly monitor progress through PowerSchool. Students HOW scores and academic pacing are available every two weeks on PowerSchool.

District Website

The District web site at www.sad27.org is a resource for information about school, school programs and school activities. The website also lists the e-mail addresses for all staff. Each faculty member has ready access to a computer allowing the staff to communicate with parents by e-mail.

PowerSchool

M.S.A.D. #27 allows parents an access code to review student grades at any time from home over the Internet via PowerSchool. The parent is able to monitor performance closely. Since it is a web-based system, any parent with a computer with Internet access can monitor student progress. Each parent can only access his or her own student's grades. We encourage parents to get access by contacting the Guidance Department. Students HOW scores and academic pacing are available every two weeks on PowerSchool.

HONOR ROLL (IKD)

To qualify for the honor roll, a student must meet the following criteria for Habits of Work (HOW), Academics, Attendance and Citizenship

Academics

Honors: All proficiency score averages must be a 3.

Habits of Work

Honors: A score of 3 is required in each of the three HOW indicators in each academic class.

High Honors:

Reserved to students who receive honors in **both** Academics and Habits of Work.

Attendance

The student must have less than 2 unexcused absences per semester.

Citizenship:

The student can have no suspensions, neither in-school nor out-of-school, during the semester to receive HOW or high honors.

Academic Options

St. John Valley Technology Center

The St. John Valley Technology Center located in Frenchville is a cooperative program supported by M.S.A.D. #27, M.S.A.D. #33 and the Madawaska School Department. The Center offers a variety of technology programs for juniors and seniors including Building Trades, Automotives, Welding, Early Childhood Occupations, Health Occupations, and Computer Applications, Forestry and Entrepreneurial (Tentatively) Classes may change from year to year. Junior & Sophomores students typically attend the Center in the afternoon and seniors in the morning. Most students will attend five days a week.

8th grade students spend one quarter at the center learning about programs they may want to pursue during junior and senior year. Students again tour the Center during their sophomore year to become familiar with the programs. Only students who have completed the required freshman and sophomore credits are eligible to enroll in the technology programs. Enrollment may also be limited by available space in the programs. In the event that there are more students interested in a program than the available spaces, a lottery system will be used to determine enrollment. Any student who wishes to attend the Center must complete high quality work in all classes during the first two years of high school. Detailed technology program descriptions are available in the SJVTC Program of Studies.

Jobs for Maine Graduates

Jobs for Maine Graduates (JMG) is a program designed to prepare students for work and citizenship. Students learn essential job skills such as communication and teamwork, prepare a portfolio and resume, participate in interviews, do internships and perform community service. High school students in grades ten through twelve may participate in this program provided they have successfully completed their requirements. Information on eligibility requirements can be obtained from the guidance office.

Early College/Dual (Concurrent) Enrollment

Community High School encourages each and every student to complete a college course before graduation from high school. Research has shown that students who are successful in a college course during high school are more likely to enroll in and complete college. The guidance office coordinates registration and enrollment for college classes and dual (concurrent) enrollment college classes. The program is generally limited to juniors and seniors, but students at other grade levels may enroll with approval of the administration of the school. Sophomores must be in good academic standing to be able to succeed in college level courses. Seniors will have the first choice of college courses, followed by juniors then sophomores. Administrative approval is also required for students taking more than one college course per semester. For the Class of 2026, the State will cover tuition for

up to 12 credits per year. For the Class of 2027 and beyond, the State will cover a total of 18 credits across all four years of high school. Students may take courses from a variety of local post secondary institutions such as, but not limited to, the University of Maine at Fort Kent, Northern Maine Community College and the University of Maine at Presque Isle. Students may be expected to pay partial tuition or to contribute to the cost of any other courses the student chooses to take. **A student will meet with our guidance counselor to determine and approve which courses are most beneficial for their future programming.** Students will need to pay for college credits in excess of the 12 credits paid for by the state and **all books and classroom supplies.**

Please Note:

UMS, MCCC, and the DOE agreed to eliminate the 12-credit annual cap and enforce only the 18-credit lifetime limit for students in the Class of 2027 and beyond, with shared institutional semester-based course limits.

****CTE Students in approved career pathways are eligible for an additional 6 credits in their pathway courses for a total of 24 credits ****

UMS and MCCC will limit the number of courses students take per semester, with support and approval from DOE. This will act as a control similar to the intent of the 12-per-year credit limit.

UMS/MCCC Course limits per semester (totals within and across systems):

- Summer : 2 courses, cannot meet during the same shortened session
- Fall: 3 courses
- Spring: 3 courses
- Year-long concurrent enrollment courses may be counted in either fall or spring semester with EC office approval, but students will still register in the fall.
- EC offices have the right to deny enrollment to a student based upon their prior academic history. Course limits may be imposed regardless of the student's ability or willingness to pay for excess credits.

Recognizing Outstanding Academic Achievement

Community High School recognizes outstanding academic achievement and outstanding school citizenship among senior students at the graduation ceremony. These awards honor students for outstanding academic achievement during their four years of high school. Students may be awarded summa cum laude (top 10 %), magna cum laude (11%-20%) or cum laude (21%-40%) depending on their level of academic achievement.

The school citizenship awards recognize students who best represent achievement of all the guiding principles of the Maine Learning Results. The Ways of the Warrior (WOW) honor students on a semester basis.

Exemptions From Required Instruction

The staff and the school board, in order to prepare students for their future and to meet statutory requirements, design the curriculum of the school. Occasionally, topics in the curriculum may be objectionable to individuals because of moral or religious beliefs. The school board has established a policy (**IMBB**) to govern objections to the curriculum. A parent should contact the school principal to review the policy.

Community Service

On an annual basis, the staff will suspend regular classes so that students at one or more grade levels may participate in service learning or community based learning. Projects may include career exploration and/or a project that provides a needed service to the community. Students and parents will be informed about these projects on an annual basis. Students will be required to perform a certain amount of hours, per year, of community service. A total of 30 hours of community service (CS) are required to graduate from CHS as a member of the Class of 2025 and beyond. Students are to log their CS hours and give these forms to their advisors. Advisors will add approved CS hours to a log to track accumulated hours. It is recommended that students volunteer the following amount of hours per year: Grade 9, 5 hrs; Grade 10, 5 hrs; Grade 11, 10 hrs; Grade 12, 10 hrs.

Content Area Learning Goals and Courses

This Program of Studies outlines the standards all students should know and be able to do by grade 12. These standards, with specific performance indicators, guide the design and content of all courses.

Please note that some courses or other provisions described in this publication may turn out to be unavailable, depending on course enrollment, staffing, or other factors. For additional information, contact the high school principal at 834-5540.

ENGLISH LANGUAGE ARTS

All students are required to take English each year of high school, for both semesters in each year. Students must complete their Senior Project during their fourth year of English.

The following chart represents the necessary English Language Arts content to attain a Fort Kent Community High School diploma. There is necessary work to attain foundational knowledge to meet the rigor of the standards outlined here. There will be opportunities in various courses to go above and beyond the required graduation standards as dictated by the student's educational learning goals. Please see a guidance counselor for more information.

Reporting Standard	Description of English Language Arts Reporting Standard
Reading Comprehension	<ul style="list-style-type: none"> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. Students read and comprehend fiction and non-fiction texts at a career and college-readiness level, with scaffolding as needed at the high end of the range.
Reading Interpretation	<ul style="list-style-type: none"> Students evaluate content and multiple sources of information presented in diverse media and formats to interpret literature or informational text, address a question or solve a problem.
Writing Arguments	<ul style="list-style-type: none"> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Writing Informative and Narrative Texts	<ul style="list-style-type: none"> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Writing Process	<ul style="list-style-type: none"> Students demonstrate command of the conventions and construction of standard English grammar and usage when writing. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Writing Research	<ul style="list-style-type: none"> Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard form of citation Students draw evidence from literary or informational texts to support analysis, reflection and research,

	integrating information from diverse sources into a coherent understanding of an idea or event, noting discrepancies and agreement among sources; assessing the usefulness of each source and answering the research question
Speaking and Listening Discussion	<ul style="list-style-type: none"> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, tone and language used.
Speaking and Listening Presentation	<ul style="list-style-type: none"> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, and alternative or opposing perspectives are addressed.

ENGLISH LANGUAGE ARTS COURSE OFFERINGS

English I - 1 Credit, Prerequisite: None, Grade 9

In English I, students will learn about reading, writing, speaking, and language. They will explore different types of writing, like essays and stories, and practice their skills. Students will also read books on their own to help with their reading abilities.

English II - 1 Credit, Prerequisite: English I, Grade 10

After English I, students will take English II. This class will focus on writing essays and using research to write about different topics. Students will also read short stories and novels and talk about them in class. They will read six books on their own and sometimes give presentations about what they read.

English III - 1 Credit, Prerequisite: English II, Grade 11

In English III, students will study different kinds of literature. They will read books from different time periods and talk about what the authors are trying to say. Students will write different types of essays and do research on topics related to the books they read.

English IV - 1 Credit, Prerequisite: English III, Grade 12

In English IV, students will work on their reading, writing, speaking, and listening skills. They will read a variety of texts and discuss them in class. Students will learn how to analyze what they read and use evidence to support their ideas. They will also work on their senior project where they do research and present their findings.

ENG 100 & 101 (English Composition I & II) - 1 HS Credit and 6 College Credits, Grade 11

Prerequisites: 3.0 Academic Average in English II and HOW Scores of 3 in English II during a majority of the HOW reporting periods (paying close attention to the months from November through March.)

Students will review the main principles and procedures for drafting, revising, and editing. Students will work on developing the ability to critically read, understand, and write clear, concise, unified expositions. The main focus will be on rhetoric and students will examine diverse rhetorical modes (e.g., informative, expressive, and persuasive), styles, devices, and be able to analyze various works of literature. Methods of instruction may include lecturing, leading class panels and discussions, conducting writing workshops, assessing journals, and scheduling individual conferences. Multiple essays and timed writing assignments will also be assessed. As it is a college level course, students are expected to work above grade level in their reading, writing and presentation.

Mathematics

Education must equip all students with mathematical skills and ways of thinking that provide them with the flexibility, adaptability, and creativity to function as productive citizens in the changing society of the 21st century. Mathematical understanding must extend beyond the skills of calculation and manipulation of numbers and symbols to the use of mathematics to investigate, predict, analyze, interpret, create, and evaluate. The CHS mathematics curriculum takes an integrated approach to instruction. Standards in Algebra, Geometry and Statistics are taught throughout our students first three years of mathematics. Students are able to choose from a variety of offerings their senior year that will best fit their future needs.

The following chart represents the necessary Mathematics content to attain a Fort Kent Community High School diploma. There is necessary work to attain foundational knowledge to meet the rigor of the standards outlined here. There will be opportunities in various courses to go above and beyond the required graduation standards as dictated by the student's educational learning goals. Please see a guidance counselor for more information.

Reporting Standard	Description of Mathematics Reporting Standard
Number and Quantity	<ul style="list-style-type: none"> • Use the properties of rational and irrational numbers. • Reason quantitatively and use units to solve problems.
Algebra	<ul style="list-style-type: none"> • Solve equations and inequalities in one variable. • Solve systems of equations and inequalities.
Functions	<ul style="list-style-type: none"> • Interpret and analyze functions that arise in applications in terms of the context. • Build a function that models a relationship between two quantities. • Construct and compare linear, quadratic, and exponential models and solve problems.
Geometry	<ul style="list-style-type: none"> • Prove geometric theorems. • Define trigonometric ratios and solve problems involving right triangles. • Apply geometric concepts in modeling situations.
Statistics and Probability	<ul style="list-style-type: none"> • Summarize, represent, and interpret data on two categorical and quantitative variables. • Make inferences and justify conclusions from sample surveys, experiments, and observational studies. • Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Mathematics Course Offerings

Fundamentals of Algebra - 1 Credit, Prerequisite: None, Grade 9

In Fundamentals of Algebra, you'll learn the basics needed for Math I-III. We'll cover different types of math, like algebra, geometry, and statistics. Topics include numbers, equations, graphs, functions, shapes, and more. You'll also get to solve real-world problems using different strategies.

Math I - 1 Credit, Prerequisite: None, Grade 9

In Math I, we'll cover algebra, geometry, and statistics. You'll learn about equations, sequences, functions, shapes, and data. We'll also practice solving real-world problems using different methods.

Math II - 1 Credit, Prerequisite: Math 1, Grade 10

After Math I, you'll take Math II. We'll cover more advanced topics like radicals, polynomials, quadratics, shapes, and trigonometry. You'll learn how to solve complex problems using various strategies, proofs!.

Math III - 1 Credit, Prerequisite: Math II, Grade 11

In Math III, we'll dive deeper into algebra, geometry, and statistics. You'll learn about functions, logarithms, geometry models, trigonometry, and data analysis. We'll focus on solving challenging real-world problems.

Mathematics for the Trades - 1 Credit, Prerequisite: Math II, Grade 11

This course teaches math skills for technical trades like healthcare, construction, and automotive repair. You'll learn practical math applications for these careers, like measurements and calculations used on the job.

Business Math - 1 Credit, Prerequisite: Math II, Grade 11

Business Math prepares you for jobs in the business world. You'll learn about percentages, finances, budgeting, and basic accounting. We'll use real-life scenarios to practice these skills.

Precalculus - 1 Credit, Prerequisite: Math III, Grade 11 & 12

Precalculus is an advanced math course that prepares you for calculus. You'll learn about functions, graphs, geometry, statistics, and more. This class is for students who want to study higher-level math.

HIGH SCHOOL STATISTICS / MAT251 - 1 HS Credit and 3 College Credits

Prerequisites: 3.0 Academic Average and HOW Scores of 3 in Math III during a majority of the HOW reporting periods (paying close attention to the months from November through March)

MAT251 introduces descriptive and inferential statistics with data handling emphasized. Includes measures of central tendency, distribution, normal distribution, T-distribution, hypothesis testing, correlation, linear regression, analysis of variance, chi-square and non-parametric analytical techniques. Upon successful completion of this course students will be able to:

- Collect data by identifying variables necessary for a research
- Quantify data to solve problem of interest
- Describe and represent data by means tables and graphs
- Choose appropriate methods to accurately analyze data
- Compare various statistical tools in context of the problem
- Interpret and make decisions based on the data
- Evaluate and criticize analysis done by other scholars
- Explain statistical results logically and systematically

This college-level course requires students to think critically and analytically above grade level.

HS Statistics/Senior Math - 1 Credit, Prerequisite: Math III, Business Math or Trade Math, Grade 12

This class covers high school statistics and probability standards. It's for students not planning to attend a four-year university. We'll review algebra, geometry, and trigonometry concepts.

MAT 128: DE College Algebra - ½ Credit, Prerequisite: Math III, Grade 12

This course covers basic algebraic skills, including equations, graphs, and trigonometry. It's for seniors who want to strengthen their math skills before college.

Social Studies

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

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

Reporting Standard	Description of Social Studies Reporting Standard
Social Studies Processes, Knowledge, and Skills	Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts
Civics	Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.
Economics	Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.

Geography	Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.
History: Global Studies	Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the world.
History: Eras in American History	Students draw on concepts and processes from history to develop historical perspectives and understand issues of continuity and change in the United States.

Social Studies Course Offerings

Global Studies - 1 Credit, Prerequisite: None, Grade 9

In Global Studies, we'll learn about world history from ancient times to today. We'll explore important events, people, and achievements from different parts of the world. We'll talk about cultures, changes over time, and how societies are connected. You'll get to think critically and solve problems using historical information, and you'll learn to read, write, and talk like a historian.

United States History - 1 Credit

This class is all about the history of the United States. We'll start with World War I and focus on the 20th century. We'll look at how the U.S. became a leader in the world. We'll talk about important events, and you'll learn to think critically and solve problems using historical information.

Economics - ½ Credit

In Economics, we'll learn about how our government and economy work. We'll talk about how money, jobs, and businesses are connected. You'll learn about important concepts in economics and how they affect our daily lives.

Government - ½ Credit

Government is all about how our political system works. We'll learn about the President, Congress, and the Supreme Court. We'll talk about citizenship and important issues in our society. You'll get to discuss and learn about how our government affects us.

Psychology - ½ Credit

Psychology is the study of human behavior. We'll learn about different ideas in psychology and why people think and act the way they do. You'll get to think critically and analyze different psychological concepts.

Sociology - ½ Credit

Sociology is the study of human interactions. We'll learn about different ideas in sociology and how societies work. You'll get to think critically and learn about why people behave the way they do in different situations.

Introduction to Psychology PSY-100 (DE) - 1 Credit

This class introduces you to the study of human behavior. We'll learn about different topics in psychology, like memory, motivation, and social behavior. You'll get to think critically and learn about how psychologists study behavior.

International Trade and Finance - ½ Credit

This class is all about how countries trade and manage money. We'll learn about different theories and policies in international trade and finance. You'll get to understand how the global economy works.

History of Sports - ½ Credit

In this class, we'll learn about the history of sports in America and around the world. We'll study different sports and famous athletes. You'll get to discuss and learn about how sports have changed over time.

U.S. Supreme Court Cases Every High School Student Should Know - ½ Credit

This class is all about important Supreme Court cases. We'll learn about how the Supreme Court works and study some significant cases in U.S. history. You'll get to think critically and understand how these cases affect us today.

Science and Technology

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

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

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

The Science and Technology Standards outline the essential processes and practices of these disciplines and are incorporated into every course.

Science Practices

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying out Investigations
- Analyzing & Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence

Four years of science and meeting proficiency in the above science practices are required for a diploma at CHS. **Freshman Science (Gr. 9), Lab Biology (Grade 10), and Lab**

Chemistry and Physical Science are all required courses. Senior year offers numerous courses to fulfill one's requirement depending on their career pathway.

Science and Technology Course Offerings

Freshman Science: Earth & Space Science - 1 Credit

In Earth & Space Science, we'll explore the world around us and beyond! We'll learn about Earth's systems, like weather and rocks, and how they interact. We'll also study space, including the stars, planets, and galaxies. Through hands-on activities and labs, you'll learn how scientists study the world and make discoveries.

Lab Biology - 1 Credit

Lab Biology is all about living things! We'll study plants, animals, and everything in between. You'll get to do experiments, learn about cells, and explore how living things interact with each other and their environment. Get ready for hands-on learning and discovering the wonders of life!

Lab Chemical & Physical Science - ½ Credit (For SJVTC Students only)

In Lab Chemistry, we'll learn about chemicals and how they behave. We'll explore atoms, molecules, and reactions. Through experiments and activities, you'll get to see chemistry in action and understand its importance in our everyday lives.

Lab Chemistry with Physical Science - 1 Credit

In this course, we'll dive deeper into chemistry concepts. You'll learn about the periodic table, chemical properties, and more. With hands-on experiments and activities, you'll explore the fascinating world of chemistry and its connections to the world around us.

Human Anatomy and Physiology Lab - ½ Credit

In this course, we'll study the human body inside and out! You'll learn about organs, tissues, and systems that keep us alive. Through labs and projects, you'll explore how our bodies work and how they're connected to our health.

Lab Physics - 1 Credit

Physics is all about motion, energy, and forces! In this course, we'll explore these concepts through experiments and projects. You'll learn about gravity, waves, and much more as you discover the fundamental principles of physics.

CRJ-326 DE Forensic Science - ½ Credit

Ever wondered how detectives solve crimes? In this course, you'll learn about forensic science and how it's used to investigate mysteries. Through hands-on labs and activities, you'll analyze evidence and solve cases, just like real forensic scientists!

BIO 220 & 221 DE Human Anatomy and Physiology I & II - 1 Credit

This advanced course will take you deep into the study of the human body. You'll learn about organs, systems, and how they work together. With hands-on labs and projects, you'll explore the complexities of the human body and its functions.

Maine Guide

In this course, you'll become a master of the Maine outdoors! From fishing to hunting to navigation, you'll learn essential skills for exploring Maine's wilderness. Get ready for outdoor adventures and hands-on learning in this exciting course!

Ecology - ½ Credit

Ecology is all about the environment and how living things interact with it. In this course, you'll learn about ecosystems, biodiversity, and more. Through outdoor investigations and research projects, you'll explore the wonders of ecology and our natural world.

Greener Planet: Greener Person - ½ Credit

Interested in sustainability and our planet's health? In this course, we'll explore ways to live more sustainably and protect our environment. From farming practices to dietary choices, you'll learn how to make a positive impact on our planet and live a greener life.

Health Education and Physical Education

The Health Education and Physical Education Standards and performance indicators represent the essential knowledge and skills students need to be healthy individuals. Every day, students make decisions affecting their health and well being: what foods to eat; what company to keep; what risks to take; and what to do for physical activity. These decisions often lead to habits that stay with them throughout life. The Health Education and Physical Education Standards will guide instruction that will help students make better decisions about their health. Through achievement of the Health Education and Physical Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own wellness, which contributes to a healthy, active, balanced approach to life.

The following chart represents the necessary content to attain a Fort Kent Community High School diploma. There is necessary work to attain foundational knowledge to meet the rigor of the standards outlined here. There will be opportunities in various courses to go above and beyond the required graduation standards as dictated by the student's educational learning goals. Please see a guidance counselor for more information.

Reporting Standard	Description of Mathematics Reporting Standard
HEALTH Advocacy, Decision Making, and Goal Setting	<ul style="list-style-type: none"> Develop and analyze a plan to attain a personal health goal in the following ways: assess personal health practices and overall health status; select a personal health goal that addresses strengths, needs, and risks; implement strategies and analyze progress towards achieving the goal.
Health Concepts	<ul style="list-style-type: none"> Students comprehend concepts related to health promotion and disease prevention to enhance health. Predict how behaviors impact health status by analyzing individual responsibility for one's health, barriers to healthy behaviors, personal susceptibility and potential severity of injury and illness when practicing unhealthy behaviors.
Health Information, Products, and Services	<ul style="list-style-type: none"> Determine when professional health services may be required and access valid and reliable health information, products and services.
Health Promotion and Risk Reduction	<ul style="list-style-type: none"> Demonstrate healthy practices/behaviors to maintain or improve the health of self and others in each of the following areas: healthy eating, physical activity; tobacco, alcohol and other drug use prevention; and prevention of STIs, HIV, and unintended pregnancy.

Influences on Health	<ul style="list-style-type: none"> Analyze and evaluate how multiple factors such as norms, culture, and values influence health and health behaviors and investigate how public health policies and government regulations can influence health promotion and disease prevention.
Physical Education: Movement, Motor Skills & Knowledge	<ul style="list-style-type: none"> Demonstrate a variety of specialized movement skills specific to game/physical activity while participating in that game/physical activity.
Personal & Social Skills and Knowledge	<ul style="list-style-type: none"> Demonstrate the following collaborative skills while participating in physical activities: giving and accepting constructive feedback, respectful inclusion of peers in activities.
Physical Fitness Activities and Knowledge	<ul style="list-style-type: none"> Design and critique a personal fitness plan, from established goals, that applies the five fitness components and the principles of training (specificity, overload, and progression)

Health Education and Physical Education Course Offerings

Personal Fitness - ½ credit

Get ready to get moving and stay healthy in Personal Fitness class! Whether you're a freshman, sophomore, or even a junior or senior with a special case, this class is for you. We'll teach you all about staying fit and active in your daily life. You'll learn how to set goals for yourself, evaluate your fitness level, and make healthy choices. From individual and team activities to fitness skills and lifelong leisure activities, you'll have fun while getting fit!

Health - ½ credit

Welcome to Health class, where we'll explore all aspects of wellness to help you live your best life. Whether you're in 9th or 10th grade, this course is designed to teach you how to take care of yourself physically, mentally, emotionally, and socially. You'll learn about important health concepts like nutrition, mental and emotional health, and personal safety. By the end of the course, you'll have the knowledge and skills to make healthy choices and reduce health risks.

Integrated Team Sports - ½ credit

Are you a sports enthusiast? In Integrated Team Sports, you'll have the chance to dive into three seasons of school sports while meeting all the PE standards. From setting personal fitness goals for each sport to applying training principles, you'll learn how to excel both individually and as part of a team. Whether you're a freshman or a senior, this course will help you stay active and engaged in the sports you love.

Career and Education Development

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

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

Career and Education Development Course Offerings

Jobs for Maine's Graduates - 3 Credits

Welcome to Jobs for Maine's Graduates (JMG), where you'll get ready for the world of work and citizenship! In this program, led by a JMG Specialist, you'll dive into hands-on learning experiences through an Extended Learning Work Placement internship. These real-world skills will help you succeed in future job settings. If you're in 11th or 12th

grade at CHS, you can join this program after a panel interview and with parental consent.

Senior Seminar - ½ credit

Get set for life beyond high school! In Senior Seminar, you'll explore career options, research colleges and training opportunities, tackle college applications and financial aid forms, and learn about money management. By the end of the course, you'll feel prepared to take on the challenges of the "real" world.

Accounting - 1 credit

Interested in business or dreaming of owning your own business one day? Join us for Accounting, where you'll learn about managing finances in a profitable business. From understanding the accounting cycle to mastering financial statements, this course lays the groundwork for college accounting courses and future careers in the accounting field.

Introduction to Business - ½ credit

Curious about the world of business? Join us for Introduction to Business, where you'll explore a variety of concepts and skills needed to thrive in today's society. From management to marketing, finance to human resources, you'll dive into practical applications that connect you to the business world.

Managing Your Personal Finances - ½ credit

Let's talk money! In this course, you'll learn essential skills for navigating the financial world. From maximizing earnings to managing resources, exploring credit to investing wisely, you'll gain insight into responsible decision-making and financial success in the real world.

Publications - 1 credit

Ready to unleash your creativity? Join us for Publications, where you'll dive into yearbook, journalism, and photography. Whether you're interested in writing, design, or photography, this course will equip you with the skills needed to produce a fantastic publication.

World Languages

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

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

World Language Course Offerings

French I - 1 Credit

Bonjour! Welcome to French I, where you'll begin your journey into the beautiful French language. In this course, you'll learn the basics of French, including listening, speaking, reading, and writing. We'll explore French culture and practice communication skills to help you feel comfortable in a French-speaking environment.

French II/FRE 100 Elementary French 1 - 1 Credit

Bienvenue back! In French II, we'll continue building on what you learned in French I. Get ready to deepen your communication skills through conversations and written correspondence. We'll dive into French grammar, language mechanics, and culture through various media. By working together and independently, you'll discover connections that link people, countries, and historical periods.

FRE 101 DE French III/Beginning French - 1 Credit

Salut! In this dual enrollment course, we'll take your French skills to the next level. Building on what you learned in French II, we'll expand your vocabulary, grammar, and phonetic knowledge in French. Through reading, listening to songs, watching videos, and more, you'll enhance your understanding and fluency in French. Get ready for research projects and presentations that will deepen your cultural understanding and language proficiency.

FRE 150 DE French IV/Intermediate French - 1 Credit

Bonjour! C'est la classe de French IV! In this dual enrollment course, we'll continue to develop your French competencies. You'll explore French literature, music, and film to expand your vocabulary and deepen your cultural understanding. Through reading, listening, and writing activities, you'll refine your language skills and communicate with intermediate fluency. Get ready to showcase your French proficiency in written projects, audio recordings, and presentations.

Visual and Performing Arts

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

The National Standards for Arts Education includes separate standards for dance, music, theater, and visual arts. In 1997, the National Assessment of Educational Progress (NAEP) Arts assessment was developed with separate assessments in these disciplines. These four visual and performing arts disciplines are uniquely different from each other in literacy as well as creation and performance. Standards A and B of the Visual and Performing Arts Standards of the Maine *Learning Results* each include four separate strands (dance, music, theater, and visual arts). In contrast, standards C, D, and E are representative of skills and knowledge in all four disciplines of the visual and performing arts. This format best represents both the unique and common aspects of the visual and performing arts.

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

Visual and Performing Arts Course Offerings

Art Fundamentals - ½ Credit

Welcome to Art Fundamentals! In this class, you'll discover the basics of creating and appreciating art. Over one semester, you'll learn skills like figure drawing, understanding space, and using watercolors. We'll also explore artworks from different cultures and times, helping you understand the importance of art throughout history. Get ready to express yourself creatively and learn how to critique and reflect on your own and others' artwork.

Advanced Art - ½ Credit

Ready to take your art skills to the next level? In Advanced Art, we'll dive deeper into drawing and painting. Throughout the semester, you'll explore different art movements like the Renaissance and modernism. You'll experiment with new mediums like ink, pastels, and oils, creating your own unique artworks. Get ready for exciting projects and challenges that will help you grow as an artist!

3D Design - ½ Credit

Explore the world of three-dimensional art in 3D Design! In this class, you'll create sculptures, mobiles, and more while learning about influential artists like Rodin and Calder. Through hands-on projects, you'll develop your spatial abilities and expressiveness. Get ready to think outside the box and bring your ideas to life in three dimensions!

Digital Photography - ½ Credit

Capture the world through your lens in Digital Photography! In this class, we'll explore the art of photography, focusing on cellphone photography. You'll learn about framing, lighting, and editing photos to create stunning images. Whether you're a beginner or an experienced photographer, this class will help you develop your skills and express your creativity.

Printmaking - ½ Credit

Discover a whole new way of making art in Printmaking! In this class, you'll explore different printing mediums like foam board, linoleum blocks, and silk screening. You'll

learn techniques like carving and striking to create unique artworks. Whether you're making t-shirts or invitations, printmaking offers endless possibilities for creativity!

Band - 1 Credit

Join the school band and explore the world of instrumental music! In this class, you'll learn to play your chosen instrument while performing in ensemble settings. From classic symphonies to contemporary compositions, you'll study a variety of musical styles and traditions. Through regular rehearsals and performances, you'll develop discipline, teamwork, and a love for music.

Musical Theater - ½ Credit

Step into the spotlight in Musical Theater! In this class, you'll explore acting, singing, and dancing to bring musical productions to life. From classic Broadway hits to contemporary shows, you'll learn about the history and evolution of musical theater. Through hands-on activities and collaborative projects, you'll develop performance skills and stagecraft expertise.

Theater Production Cast or Crew - ½ Credit

Become part of the magic behind the scenes in Theater Production! Whether you're acting on stage or working behind the scenes, you'll earn credit for your participation in school theatrical productions. From set design to costume construction, you'll contribute to the success of the production while learning valuable skills in teamwork and creativity.

Music Appreciation - ½ Credit

Explore the world of music in Music Appreciation! In this class, you'll learn about different musical styles and genres, from classical to contemporary. You'll study elements like rhythm, melody, and harmony, and even get to try out different instruments. Whether you're a music enthusiast or just curious to learn more, this class is for you!

Additional Academic Opportunities

St. John Valley Technology Center:

Detailed technology program descriptions are available at the SJVTC web page. Programs include: Automotive & Diesel Technology, Advanced Technology, Building Construction Trades, Business and Entrepreneurship, Early Childhood Occupations, Electrical Construction, Forest Resource Mgmt., Allied Health Occupations, Heavy Equipment Operations, Welding & Fabrication.

TOPS Academy (The Other Pathway to Success):

An alternative program run by adult education for the day school and serves 10th - 12th graders who truly are motivated to engage in a challenging but different educational program that might meet their interests and needs in a more immediate way than traditional secondary school. Potential students are usually identified either by April of 10th or 11th grade or during the first trimester of 11th or 12th grade. Students must apply, be interviewed, and be accepted into TOPS Academy. (Admission to TOPS Academy involves submitting a written application co- signed by parent(s)/guardian(s) and sitting for an interview with a four-person committee consisting of the Adult Education Director, High School Principal and Guidance Counselor. Students are admitted to TOPS Academy if they agree to complete a high school diploma while also participating in a Workplace Internship Program and/or the St. John Valley College Access Program. Accepted students' credits from TOPS Academy are applied toward a CHS High School Diploma. Please see the guidance counselor to begin the admission process.