



# **Piscataquis Community Secondary School**

## **Curriculum Guide**

**2010-2011**



Piscataquis Community Secondary School  
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## CORE CURRICULUM

The program of study at P.C.S.S. is centered around a common core of knowledge, skills, and values for all students. In each grade level there is a "core" of subjects that meets the requirements for graduation.

Students are encouraged to select a wide range of courses based on their interests and future aspirations. It is important for students to review the course descriptions in this handbook to determine any prerequisite or grade level requirements.

Students may wish to concentrate their electives in the humanities or math-science, technical areas or select a variety of courses. In addition, there are several programs available for juniors and seniors at Dexter Regional Vocational Center.

Students who plan to continue their education and/or training at a post secondary school need to consider the basic entrance requirements as listed:

1. Four-year Technical or Engineering Degree, or a highly competitive school. Examples might be: University of Maine engineering or computer degrees, Boston University, Boston College or University of New England physical therapy program, Worcester Polytechnic Institute and/or all Service Academies - Students should enroll in the most challenging courses in the school. There is an expectation that students will complete at least four years of a foreign language. Students who intend to pursue four-year technical programs will need four years of mathematics and science.
2. Two- or Four-year Non-technical Associate or Bachelor Degrees. Examples of colleges might be: University of Maine at Augusta, University of Maine at Orono, University of Maine at Machias in psychology or education, and Thomas College in the study of business. There is an expectation that students will complete at least 2 years of the same foreign language. Students should enroll in the core subjects and concentrate their electives in their area of interest in preparation for post secondary education.
3. Two-year Vocational Technical Associate Degree or diploma programs. Examples might be; Eastern Maine Technical College, Washington County Technical College, or New Hampshire Technical College. Students who plan on attending one or two -year technical colleges need to meet with the Guidance Counselor to review the entrance requirements.
4. Technical Programs - Students who are interested in one-year programs, apprenticeships, military enlistment, etc., will need to meet with the Guidance Counselor to set up an appropriate program.
5. Military - Students will need a high school diploma or GED for acceptance into the United States military.

Students should consult with the Guidance Counselor to determine an appropriate program each year. There is considerable career information, as well as catalogs on colleges and technical schools, in the Guidance Office.

## **CORE CURRICULUM**

### **OVERALL REQUIREMENTS**

4 English Credits  
3 Math Credits  
3 Science Credits  
3 Social Studies Credits  
1 Additional Math or Science  
Electives

(example four-year schedule)

#### **Grade 9**

English (1 credit)  
World Cultures (1 credit)  
Science 9 - Bio (1 credit)  
Mathematics (1 credit)  
French I or Spanish I (1 credit)  
Music or Art course  
Freshmen Focus (.5 credit)  
Wellness I

#### **Grade 10**

English (1 credit)  
American Experience I (1 credit)  
Science 10 – Physics/Chemistry (1 credit)  
Mathematics (1 credit)  
French II or Spanish II (1 credit)  
Wellness II (1 credit)  
Sophomore Shadow (.5 credit)

#### **Grade 11**

English (1 credit)  
American Experience II (1 credit)  
Science 11 - Chemistry/Physics (1 credit)  
Mathematics (1 credit)  
Electives

#### **Grade 12**

English (1 credit)  
Math or Science (1 credit)  
American Government (.5 credit)  
Electives

STUDENTS ARE REMINDED TO REVIEW THE COURSES LISTED IN THIS HANDBOOK TO SELECT ADDITIONAL COURSES TO MEET THE REQUIREMENT OF SIX COURSES EACH SEMESTER.

## **GENERAL ACADEMIC INFORMATION**

### **ACADEMIC REPORTS**

Academic Progress Reports will be mailed to parents during each grading period. Report cards will be mailed within 1 week of the conclusion of each ranking period. Parents are encouraged to contact the Guidance Office or teachers to schedule a conference.

## **ACADEMIC RECOGNITION**

Each spring the students with a 3.3 or higher average will be recognized at the annual Academic Awards Ceremony. Students and their parents will receive invitations to this program.

## **ACADEMIC REQUIREMENTS**

Students are expected to maintain an academic schedule of at least six (6) courses each semester. Seniors are expected to be enrolled in five (5) in-school courses each semester. The principal may wave this requirement based on special circumstances.

With proper classroom and summer programming, students will be afforded constant opportunities to meet the learning standard of the Maine Learning Results via the PCSS curriculum.

## **ADVANCED PLACEMENT/ ACCELERATED COURSES**

Advanced Placement or accelerated courses are available to students in Art, English, Science, Mathematics, and Social Studies. Selection is based on student and/or parent request, teacher recommendations, standardized test scores, and past student performance.

Students will be expected to perform at an accelerated level with increased expectations. Parents will be requested to meet with teachers if student performance is not acceptable.

Students who take Advanced Placement courses are expected to take the AP Exam in May. Students that score a 3 or higher (0-5 scale) on the exam, will receive college credits at most universities across the country.

## **ACCESS TO GRADES AND ASSIGNMENTS**

Students and parents have access to grades and assignments via PowerSchool, our on-line grading system. <http://powerschool.sad4.com>

A secure account at ([powerschool.sad4.com](http://powerschool.sad4.com)) will allow access to attendance and grades. Parents and students are encouraged to regularly check academic progress. Lunch balances can also be accessed.

**It is our expectation that students will show ownership for their academic program.**

Teachers use PowerSchool as a academic forecast; meaning one can see the upcoming agenda for classroom instruction. All teachers have email accounts that can be found in PowerSchool or on our website <http://www.sad4.com>. There are many ways to contact teachers in regard to performance or assignments. Teachers are available each day at 2:42 pm.

Teachers will forecast assignments for 1 – 2 weeks and will enter grades in PowerSchool no later than one week after a given assignment or two weeks after a given project.

### **ATTENDANCE REQUIREMENTS**

Attendance has a significant influence on a student's academic performance. In compliance with the district's attendance policy, any student accumulating more than five (5) absences in a semester or ten (10) during the year may not receive credit for the course. Parents will receive written notification when the student's attendance affects performance or possible credit.

### **CLASS STANDING**

	Grade 7	
	Grade 8	
Freshman	Grade 9	Successful completion of grade 8
Sophomore	Grade 10	Minimum of 5 credits
Junior	Grade 11	Minimum of 10 credits
Senior	Grade 12	Minimum of 15 credits

### **ELECTIVES**

Students are encouraged to explore several courses outside of the core subjects in their program. If you have a question on any course, please contact the Guidance Office.

### **FAILED COURSES**

Required courses that are failed will be made up the following year or through summer school. Additional information on summer school is available in the Principal's Office.

### **FINE ARTS**

The school actively promotes the arts as a basic part of a student's education. All students must earn one credit in the fine arts to graduate. Students must earn 1 Art credit and 1 Music credit to graduate.

### **SCHEDULE CHANGES**

Once the school year has begun, students may not make schedule changes without permission of the teacher and parent approval. There will be no schedule changes unless a student is clearly misplaced in a class. Students in full-year courses must complete the course in order to receive credit.

## **SPECIAL NEEDS**

Special-needs students will be addressed on an individual basis. The Special Education and support staff can adapt programs to meet the needs of individual students. It is our belief that all students should be in regular classrooms with assistance, if needed, instead of separate programs.

## **STUDENT SERVICES**

Every Student at PCSS may find help and direction in planning their course of study through student services. The guidance office offers information on virtually all post secondary schools in the U.S., financial aid, career descriptions, interest inventories, aptitude tests, etc. Counseling for career development and personal needs is available. Students and parents are encouraged to use these services.

## **TESTING PROGRAMS**

The school provides a wide range of testing programs and services to assist students in identifying their interests, aptitudes, and abilities. Special testing services may be available upon request. All students in grade 10 will take the P.S.A.T. All students in grade 11 will take the S.A.T. (College Boards). NECAT for Grades 7 and 8 and NWEA for Grades 7 through 10.

## **VOCATIONAL PROGRAMS**

As students may attend Tri-County Technical Center (TCTC) and enroll in one of several programs. In general, students participate in the vocational programs in the eleventh and/or twelfth grade. Students should review the TCTC course descriptions. Applications for enrollment are available in the Guidance Office.

## **2010/2011 Grading System**

<b>Average Grades</b>	<b>Description</b>	<b>Letter Grade Conversion</b>	<b>Percentage Conversion</b>
3.8-4.0	Exceeds the Standard	A+	98-100
3.6-3.7	Exceeds the Standard	A	95-97
3.4-3.5	Exceeds the Standard	A-	93-94
3.2-3.3	Exceeds the Standard	B+	90-92
3.0-3.1	Meets Standard	B	87-89
2.9-3.0	Meets Standard	B-	85-86
2.7-2.8	Meets Standard	C+	82-84
2.5-2.6	Meets Standard	C	79-81
2.3-2.4	Partially Meets	C-	77-78
2.1-2.2	Partially Meets	D+	75-76
1.8-2.0	Partially Meets	D	72-74
1.6-1.7	Partially Meets	D-	70-71
0-1.5	Does Not Meet	F	Below 70

## GRADE WEIGHTING

1. All AP courses are weighted 0.08
2. All accelerated courses are weighted 0.05
3. Anatomy & Physiology is weighted 0.05
4. Honors Chemistry is weighted 0.05
5. Pre-AP courses are weighted 0.05

## GRADUATION REQUIREMENTS

A student will be considered a graduate of P.C.H.S. and will receive a diploma when he/she has satisfactorily completed course work and/or credit experience according to the following:

### GRADUATION REQUIREMENTS

ENGLISH	4 CREDITS
SCIENCE	3 or 4 CREDITS
MATHEMATICS	3 or 4 CREDITS
<i>(TOTAL MATH &amp; SCIENCE MUST EQUAL 7)</i>	
WORLD CULTURE	1 CREDIT
AMERICAN EXPERIENCE	2 CREDITS
AMERICAN GOVERNMENT	.5 CREDIT
FOREIGN LANGUAGE	1 CREDIT (Recommend 2 for College Prep.)
WELLNESS	1.5 CREDITS
FINE ART	1 CREDIT
MUSIC	1 CREDIT
ART	1 CREDIT
ELECTIVE	3 CREDITS

Twenty-two credits are required to earn a Piscataquis Community High School diploma

## HONOR ROLL

Students may earn honors by earning a minimum cumulative average of 2.67 or earn a minimum of 2.3 in each course. Students may earn high honors by earning a cumulative average of 3.67 or earn a minimum of 3.3 in each course. Students must be enrolled in a minimum of 5 in-school courses to qualify for honors or high honors.

Students must be enrolled in a minimum of 5 in-school courses to qualify for honors or high honors, unless approved by the principal.

## STANDARDS EDUCATION

The Maine Learning Results identifies the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment.

The standards represent only the core elements of education that should apply to all students. The PCSS curriculum teaches these standards as well as a deeper knowledge based on several post-secondary choices.

PCSS standards-based education intends to have all students acquire the knowledge and skills before graduation. To this end, it is always possible to acquire this knowledge base regardless of grade or age.

## **ENGLISH**

### **ENGLISH 9 LEVEL 1**

CREDIT 1

This class is designed for students reading above grade level and planning on attending a four-year college. Students enrolled in this class will be expected to handle the course load to prepare them for the rigors of college. Students will be expected to meet or exceed the required standards of performance.

In this course students are expected to complete all of English 9's requirements at a faster pace with more depth. Students will have different assignments and reading materials with an accelerated time frame. Due to the accelerated pace these students will be expected to complete additional assignments. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 9 LEVEL 2**

CREDIT 1

This class is designed for students reading at grade level and planning on attending college or post-secondary, technical, or trade school. Students enrolled in this class will be expected to meet or exceed the required standards of performance with pace and work load adjusted accordingly.

In this course students will be expected to review and learn basic rules of grammar, usage and mechanics; to write using said rules; to produce creative, practical, and expository writing pieces; to develop functional and recreational reading skills. Literature instruction will emphasize understanding genre and literary elements. Composition instruction will emphasize writing poetry, letters, and expository essays that show an understanding of various methods of paragraph development. Students are expected to write regularly. Vocabulary instruction deals with words taken from SAT lists and literary pieces used in class. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 9 LEVEL 3**

CREDIT 1

This class is designed for the students reading below grade level and planning on entering the work force or pursuing a post-secondary education. Students enrolled in this class will focus on practical English that will help them succeed in the working world. They will also be expected to meet or exceed the required standards of performance.

In this course greater emphasis will be placed on the basics of writing and reading comprehension. Vocabulary and reading literature pieces from various genres will also be done. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 10 LEVEL 1**

CREDIT 1

This class is designed for students reading above grade level and planning on attending a four-year college. Students enrolled in this class will be expected to handle the course load to prepare them for the rigors of college. Students will be expected to meet or exceed the required standards of performance.

This course reinforces and extends the methods and concepts introduced in English 9. The emphasis is placed on the students' ability to apply knowledge or grammar, usage, and mechanics to oral and written work. Vocabulary instruction will consist of learning root words in order to understand unfamiliar words. Students are expected to write regularly and to maintain learning logs. Representative American authors from the Colonial Period to the Twentieth Century will be studied. Students will be expected to interpret the literature of America in light of her historical and cultural growth as a nation. Recognizing and analyzing literary forms will be stressed. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 10 LEVEL 2**

CREDIT 1

This class is designed for students reading at grade level and planning on attending college or post-secondary, technical, or trade school. Students enrolled in this class will be expected to meet or exceed the required standards of performance with pace and work load adjusted accordingly.

This course reinforces and extends the methods and concepts introduced in English 9. It is much like Level 1 English 10, but the pace is slower and the expectations are somewhat different: Students will be expected to work toward mastery of basic skills. The emphasis is placed on the students' ability to apply knowledge of grammar, usage and mechanics to oral and written work. Vocabulary is assigned bi-weekly. Students are expected to write regularly and to maintain learning logs. Representative American authors from the Colonial Period to the twentieth century will be studied. Students will be expected to interpret the literature of America in light of her historical and cultural growth as a nation. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 10 LEVEL 3**

CREDIT 1

This class is designed for the students reading below grade level and planning on entering the work force or pursuing a post-secondary education. Students enrolled in this class will focus on practical English that will help them succeed in the working world. They will also be expected to meet or exceed the required standards of performance.

In this course greater emphasis will be placed on the basics of writing and reading comprehension. Vocabulary and reading literature pieces from the Colonial Period to the Twentieth Century will also be done. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 11 LEVEL 1**

CREDIT 1

This class is designed for students reading above grade level and planning on attending a four-year college. Students enrolled in this class will be expected to handle the course load to prepare them for the rigors of college. Students will be expected to meet or exceed the required standards of performance.

This course reviews and extends the methods and concepts taught in Level 1 English 9 and 10. The emphasis is placed on the students' ability to apply knowledge of grammar, usage, and mechanics to oral and written work. Students are prepared for taking the SAT Exam by doing Vocabulary pertaining to the exam and doing practice exams. Students are expected to write frequently; assignments will range from the one-, three-, or five-paragraph essay to the critical analysis paper. Frequent discussions, group projects, and oral reports will be required. A survey of English literature from A.D. 449 to the Twentieth Century will be conducted, with emphasis placed on relating authors and their works to particular historical and cultural periods. Students will read several full-length paperbacks per quarter. Critical thinking skills will be taught and applied to work in grammar, composition, and literature. Notes and learning logs are required for each novel. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 11 LEVEL 2**

CREDIT 1

This class is designed for students reading at grade level and planning on attending college or post-secondary, technical, or trade school. Students enrolled in this class will be expected to meet or exceed the required standards of performance with pace and work load adjusted accordingly.

This course is much like Level 1 English 11, but the pace is slower and the expectations are different. Students will be expected to work toward mastery of basic skills. The emphasis is still placed on the student's ability to write and to speak effectively. A survey of English literature from A. D. 449 to the Twentieth Century will be conducted, with emphasis placed on relating authors and their works to particular historical and cultural periods. Student will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

### **ENGLISH 11 LEVEL 3**

CREDIT 1

This class is designed for the students reading below grade level and planning on entering the work force or pursuing a post-secondary education. Students enrolled in this class will focus on practical English that will help them succeed in the working world. They will also be expected to meet or exceed the required standards of performance.

In this course greater emphasis will be placed on the basics of writing and reading comprehension. Students are prepared for taking the SAT Exam by doing Vocabulary pertaining to the exam and doing practice exams. A survey of English literature from A. D. 449 to the Twentieth Century will be conducted, with emphasis placed on relating authors and their works to particular historical and cultural periods. Students will be expected to do a research paper and four speeches as mandatory assessments to earn English credit.

## **ENGLISH 12 LEVEL 1**

CREDIT 1

This class is designed for students reading above grade level and planning on attending a four-year college. Students enrolled in this class will be expected to handle the course load to prepare them for the rigors of college. Students will be expected to meet or exceed the required standards of performance.

This course reviews and extends the methods and concepts taught in English 9-11. The pace of this class is faster and more rigorous. The emphasis is placed on the students' ability to apply knowledge of grammar, usage, and mechanics to oral and written work. Vocabulary is assigned. Students are expected to write frequently; assignments will range from narration to exposition and will include a formal research paper. Frequent discussions, group projects, and oral reports will be required. Numerous paperbacks will be read and analyzed on five levels: historical, social, formal, psychological, and moral. Critical thinking skills will be taught and applied to work in grammar, composition, and literature. Notes and learning logs are required for each novel. A survey of world literature from Africa to America will be conducted, with emphasis placed on relating authors and their works to particular historical and cultural periods. Students will be expected to do a research paper, four speeches, and a scrapbook as mandatory assessments to earn English credit.

## **ENGLISH 12 LEVEL 2**

CREDIT 1

This class is designed for students reading at grade level and planning on attending college or post-secondary, technical, or trade school. Students enrolled in this class will be expected to meet or exceed the required standards of performance with pace and work load adjusted accordingly.

This course reviews and extends the methods and concepts taught in English 9-11. The emphasis is placed on the students' ability to apply knowledge of grammar, usage, and mechanics to oral and written work. Vocabulary is assigned. Students are expected to write frequently; assignments will range from narration to exposition and will include a formal research paper. Frequent discussions, group projects, and oral reports will be required. Numerous paperbacks will be read and analyzed on five levels: historical, social, formal, psychological, and moral. Critical thinking skills will be taught and applied to work in grammar, composition, and literature. Notes and learning logs are required for each novel. Students will be expected to do a research paper, four speeches, and a scrapbook as mandatory assessments to earn English credit.

This course is the equivalent of AP Literature and Composition and prepares students for the AP examination provided by the Educational Testing Service in May of each academic year. Students in this course are expected to engage in the careful reading of literary works and, through such study, to sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the independent appreciation of any literary work, and they increase their sensitivity to literature as shared experience. To achieve these goals, students study an individual work, its language, characters, action, and themes. They consider its structure, meaning, and value and its relationship to contemporary experiences, as well as to the times in which it was written. Students are involved in both the study and practice of writing about literature. Through speaking, listening, and reading, but chiefly through writing, students should become more aware of the resources of language: connotation, metaphor, irony, syntax, and tone. Taking the AP exam is not required, but is recommended for students applying to one or more schools which award credit for a score of 3 or more (scores range from 1 to 5). There is a fee for the examination. Students will be expected to do a research paper and scrapbook as mandatory assessments to earn English credit

### **FINE ARTS**

#### **ART I 155**

**CREDIT .5**

This is an introductory semester course in the basic principles of drawing, painting, clay, print making and limited sculpture. The theory of art and its history are incorporated into the course. Students develop and complete projects that require the application of their knowledge and skills using the elements and principles of art.

#### **Art II 156**

**CREDIT 1**

The intermediate level student has learned the basic principles and elements of art. This course will help the student further develop this knowledge and continue using their critical thinking skills. Students must be self motivated and have an interest in more extensive projects than provided in introductory courses. Art Appreciation and History are incorporated into the projects. Prerequisite Art I or Instructor permission and portfolio. (a "B" average must be maintained in this class.)

#### **Art III 157**

**CREDIT 1**

This course provides the opportunity to explore art from a historical, cultural, and personal perspective. Advanced instruction in technique and theory provides a foundation for extensive development of individual portfolios. It is expected that students will be self motivated and engage in extensive hands-on projects as well as explore new areas of interest. This class is also utilized to create a portfolio suitable to be used for art school admissions. Prerequisite - Art I, Art II or instructor permission and portfolio. (a "B" average must be maintained in this class.)

**ART CULTURES**

CREDIT

Students taking this course will learn about the history of Art Cultures from the famous Cave Art in Lascaux, France to the Modern Era. Students will learn a working visual vocabulary and critiquing skills, while making art from various world cultures through the ages. (Resource Test "Art in Focus" by Gene A. Mittler.)

**AP STUDIO 2D ART**

CREDIT

Through Advanced Placement Art a student is encouraged to create and express visual ideas and to evaluate their quality. This course promotes the ability to create high quality art works. Students must be committed to an extended exploration of an area of interest. The requirement for AP Studio Art are determined by a development committee of a nationwide group of artists and visual art teachers from colleges and secondary schools. Students passing the exam will receive college credit for this course. The exam consists of a portfolio of 24 works to be submitted to the College Board in May. Prerequisite is Art III.

**CHORUS 951**

CREDIT 1

This course is designed to give the student experience in singing in a group situation. Students should expect tossing parts, in foreign languages, and music from different time periods. Grades will be based on participation (in class, and performances), as well as extra opportunities to perform as deemed appropriate by the director. Grades 9-12. No experience necessary, but some knowledge of singing preferred.

**BAND 950**

CREDIT 1

The High School Band provides instrumentalists with a wide variety of performances during the school year. All students in the year-long course are members of the concert and marching bands. Homecoming Parade in October, a December seasonal performance, a spring concert and Memorial Day Parade are normal performances for the High School Band. Additional performances may be scheduled by the director. Performances are a required part of the course as well as daily participation. This course is both academic and performance oriented. Playing and written tests are a part of the class. Participation in festivals (All State, District V, All New England, All Eastern, etc.) serve to enrich and broaden the student's musical experience. Participation in Pep Band may result in additional credit.

**GUITAR**

CREDIT .5

This is a one semester introductory level course to learn to play the guitar. Emphasis is on reading music and rhythms as well as tuning the guitar. Some chords will be taught. Some composing of music is done and there could be a required public performance. Reading music, homework and quizzes/tests are all part of the class

**FUNDAMENTALS OF MUSIC I**

CREDIT .5

This course is designed to give students an opportunity to explore avenues of music composition. This course is composed of music history, basic notation, and basic

analysis. This course will meet the requirements of .5 credit of performing and visual arts.

## **FUNDAMENTALS OF MUSIC II**

CREDIT .5

This is the second half of the Fundamentals course. Students will go into more depth in regards to notation and history of music as well as music theory. Students will look at the components of music in regards to how it is created. Final project will consist of writing a 4-part short piece of music. Grades 9-12, Pre-requisite, Fundamentals I.

## **THEATER ARTS 890**

CREDIT .5

This course provides a basic introduction to theatre as an art form. Students learn the importance of both expression and movement to developing a role. Elements of communication, verbal and non-verbal, are stressed. Team building, trust and cooperation will be developed throughout the course. Stagecraft, as well as remaining behind – the – scenes aspects of a theatrical production (costumes, make-up, publicity, etc.), will be stressed in the second half of the course resulting in a public performance.

## **SOCIAL STUDIES**

### **WORLD CULTURES**

CREDIT 1

World Cultures is a full-year survey course of selected cultures in geographic and historical context. Attention is focused on making connections between the past and the present, social institutions of various cultures, and belief systems across both time and place. The evolution of ideas and sequence of events that both lead to and diverge from our own time and culture will be examined throughout the year.

### **AMERICAN EXPERIENCE I 204**

CREDIT 1

This course is the first year of a two-year program investigating the American experience. the study of history from 1750 to 1900 is the major focus; however, cultural, economic, political, social, and geographic themes will be integrated into the course. Grade 10

### **AMERICAN EXPERIENCE II 206**

CREDIT 1

This course is the second year of a two-year program investigating the American experience. The study of history from 1900 to the present is the central focus; however, cultural, economic, political, geographic, and social themes are integrated into the course. Grade 11

### **AMERICAN GOVERNMENT 201**

CREDIT .5

American Government is a one-semester course REQUIRED for graduation. The focus of this course is to prepare the student to be an active citizen. Students will be asked to compare major forms of government, evaluate economic systems, and learn

the basic concepts of American democracy. In addition, students will be required to explore the federal system, the election process, and the three branches of American government. Emphasis will be placed on individual and civil rights, participation in local government issues, and decision making. Grade 12

## **ECONOMICS**

CREDIT

This course emphasizes the application of basic Micro and Macro economic concepts to current economic events. Students will study key principles such as scarcity, opportunity cost, supply and demand, American free enterprise, business organizations, financial markets, and personal finances. A combination of theory and practice will be stressed.

## **PRE-AP UNITED STATES HISTORY**

CREDIT

Pre-AP United States History is a challenging course that is meant to prepare student for the AP course. The course is a full year survey of American History beginning with the age of exploration and proceeding to WWI. Emphasis is place on interpreting primary source documents and writing critical essays as well as mastering a substantial body of historical information.

The course is arranged according to thematic units that focus on the themes of United States history established by the College Board. The themes include American diversity, the development of American identity, the progression of American culture, demographic changed over time, economic trends, environmental issues, the development of political institutions and elements of citizenship, reform movements, the role of religion in the creation of the United States, the history and legacy of slavery and war and diplomacy.

## **AP UNITED STATES HISTORY**

CREDIT

AP United States History is a challenging course that is meant to be the equivalent of a freshman college course and to prepare students for the AP exam in May. The course is a full year survey of American history beginning with World War I and proceeding to the present. Emphasis is placed on interpreting primary source documents and writing critical essays as well as mastering a substantial body of historical information.

The course is arranged according to thematic units that focus on the themes of United States history established by the College Board. The themes include American diversity, the development of American identity, the progression of American culture, demographic changes over time, economic trends, environmental issues, the development of political institutions and elements of citizenship, reform movement, the role of religion in the creation of the United States, the history and legacy of slavery and war and diplomacy.

# MATHEMATICS

## PRE-ALGEBRA

CREDIT 1

This course is designed to help students fill in gaps in their basic math skills while preparing them to be successful in Algebra. The main themes of this course will be calculator skills, how to problem solve, estimation, unit conversion, dealing with data, basic geometry (separated into one, two, and three dimensional units), and ratio and proportion. The Larson Math computer program will be used to supplement basic skill work. Two CD projects will also be included.

## ALGEBRA I 301

CREDIT 1

This course provides a foundation of algebraic skills, methods, and concepts. Incremental units are introduced and reviewed, building toward mastery of mathematical skills. Students will use applied applications to reinforce concepts in areas such as geometry, probability, and statistics.

### Unit 1 Foundations for Functions

Chapter 1 The Language and Tools of Algebra

Chapter 2 Solving Linear Equations

### Unit 2 Linear Functions

Chapter 3 Functions and Patterns

Chapter 4 Analyzing Linear Equations

Chapter 5 Solving Systems of Linear Equations

Chapter 6 Solving Linear Inequalities

### Unit 3 Polynomials and Nonlinear Functions

Chapter 7 Polynomials

Chapter 8 Factoring

Chapter 9 Quadratic and Exponential Functions

A diagnostic test is required to determine entry level proficiencies.

## ALGEBRA II 302

CREDIT 1

This course reviews and practices mathematical and algebraic foundations from Algebra I. Interpretation and application of advanced concepts of functions, matrices and systems are applied to practical situations to demonstrate their use in real life situations.

### Unit 1 First-Degree Equations and Inequalities

Chapter 1 Equations and Inequalities

Chapter 2 Linear Relations and Functions

Chapter 3 Systems of Equations and Inequalities

Chapter 4 Matrices

### Unit 2 Quadratic, Polynomial and Radical Equations and Inequalities

Chapter 5 Quadratic Functions and Inequalities

Chapter 6 Polynomial Functions

Chapter 7 Radical Equations and Inequalities

### Unit 3 Advanced Functions and Relations

Chapter 8 Rational Expressions and Equations

Chapter 9 Exponential and Logarithmic Relations

Prerequisite - successful completion of Algebra I.

### **GEOMETRY 315**

CREDIT 1

This course develops the basic knowledge and skills of geometry. The principles of geometry are acquired through mechanical operations with geometric figures with an emphasis on practical applications. Students will develop skills in visualizing and drawing in real life situations. Students in Geometry will practice algebraic concepts through formulas and analysis of geometric figures. This course can be taken in conjunction with Algebra I or Algebra II with prior approval.

### **F.S.T. (Functions, Statistics, and Trigonometry) Advanced Mathematics 316**

CREDIT 1

Functions, Statistics, and Trigonometry provides an important study of data analysis and statistics that all students need. Statistics and algebraic concepts are integrated as students display, describe, transform, interpret, and model numerical data. Traditional topics of trigonometry are integrated with matrix representations and explorations of real-world phenomena using the trigonometric functions.

#### Unit 1 Relations, Functions and Graphs

Chapter 1 Linear Relations and Functions

Chapter 2 Systems of Linear Equations and Inequalities

Chapter 3 The Nature of Graphs

Chapter 4 Polynomials and Rational Functions

#### Unit 2 Trigonometry

Chapter 5 The Trigonometric Functions

Chapter 6 Graphs of Trigonometric Functions

Chapter 7 Trigonometric Identities and Equations

Chapter 8 Vectors and Parametric Equations

#### Unit 3 Advanced Functions and Graphing

Chapter 9 Polar coordinates and Complex Numbers

Chapter 10 Conics

Chapter 11 Exponential and Logarithmic Functions

Prerequisite: Successful completion of Algebra I, Algebra II and Geometry

### **PRE-CALCULAS 318**

CREDIT 1

Calculus is an abstract system consisting of certain assumptions, called axioms or postulates, and some of the logical consequences of those assumptions, called theorems. The assumptions of the foundation of calculus are a set of statements about real numbers; however, calculus uses properties of real numbers largely ignored in other mathematics courses, to develop the notions of limit and of limiting processes, derivatives, and integrals. For students who have mastered the core in twelve or fewer years and who want to pursue post-secondary training requiring a beginning knowledge of calculus, a course in pre-calculus is the ideal culmination of

a high school mathematics program. The course provides a review of many concepts taught in algebra, geometry, functions, statistics, and trigonometry and leads to a discussion of concepts and methods used in proofs. The emphasis in the course, however, is on techniques of problem solving, not on rigorous theory. Prerequisite: Successful completion of Algebra I, Algebra II, Geometry, and FST.

## **AP CALCULUS**

CREDIT 1

The ultimate goal of this course is success on the AP Calculus Exam offered by Educational Testing Service. The student will develop a complete understanding of differential and integral calculus. Through algebraic (analytical), graphical, verbal, and technological (numbers) methods, the student will gain skill in the mechanics of differentiation and integration. The ramifications of the first and second derivations and where, when, and how to use them to solve problems involving optimization and related rates will be the focus of the first part of the course. The second part of the course will deal with the mechanics of an anti-differentiation/integration. The fundamental Theorem of Calculus will unite the two parts of the course prior to delving into simple differential equations and application of the integral as an accumulation function.

## **BUSINESS MATH AND PERSONAL FINANCIAL MANAGEMENT CREDIT 1**

This one semester elective offered within the math department will focus on math skills that are of particular relevance in the world of Business and Personal Finance. These skills include such things as ratios, proportions, percents, and calculation of simple and compound interest to mention a few. In addition to reinforcing these math skills students will also have the opportunity to develop some real life skills such as how to create a thorough budget and how to evaluate assets and debt load ratios. We will also examine relevant issues such as understanding your mortgage and credit score, calculating your taxes, and saving for retirement. This class is intended to provide additional instruction in mathematics while at the same time helping to prepare students for life beyond High School. It is open to students of all grade levels but preference will be given to Seniors, then Juniors, then Sophomores and Freshman.. Prerequisites: Algebra I and Geometry.

## **SCIENCE**

### **SCIENCE 9 - BIO 400**

CREDIT 1

This is a laboratory and hands-on project oriented course intended to develop an understanding of general biology, the course requires microscopy and mathematical applications. Major topics covered include: Cells (structures, functions and replication), Ecosystems and Current Environmental Issues, Animal and Plant Kingdoms, Geologic Time, and Theories of Natural Selection and Evolution.

**SCIENCE 10 - PHYSICS/CHEM 404**

CREDIT 1

This is a laboratory-oriented course intended to begin introductory physics in the first semester (18 weeks) and begin introductory chemistry the second semester (18 weeks). The course requires mathematical applications. Grade 10

**SCIENCE 11 - CHEM/PHY 408**

CREDIT 1

This is a laboratory-oriented course intended to complete introductory chemistry in the first semester (18 weeks) and complete introductory physics in the second semester (18 weeks). The course requires mathematical applications. Grade 11

**PHYSICS/ACCELERATED 414**

CREDIT 1

This course is structured to provide a thorough mathematical and laboratory approach to basic concepts of physics. The use of computer interfacing and data processing is included in the lab work. Grade 12

**ANATOMY AND PHYSIOLOGY**

CREDIT 1

This course will focus on the structures and functions of the human body. Studies will begin at the cellular level and progress through each of the human body systems. Dissection and microscopy will be an integral part of lab work, and mandatory for this class. Current event papers and unit research projects will be assigned frequently. The following units will be covered: Chemistry of Life,, Cell Structure and Function,, Organization and Regulation of Body Systems, Digestive System and Nutrition,, Composition and Function of the Blood, Cardiovascular System, Lymphatic and Immune System, Respiratory System, Skeletal System and Muscular System.

**ADVANCED PLACEMENT BIOLOGY 418**

CREDIT 1

This course covers the major topics of: biochemistry, cell structure and function, metabolism, genetics, molecular basis of inheritance, DNA technology, evolution, microbiology, classification, plants, animals, animal physiology and ecology. All of these topics are integrated throughout the course using the eight major themes from the AP Biology Curriculum requirements.

**ADVANCED CHEMISTRY 419**

CREDIT 1

This course is an extension of the chemistry covered in the integrated sciences. Environmental issues and inorganic and organic chemistry will be explored. Basic chemistry is required.

**ENGINEERING THE FUTURE (Grades 11, 12)**

CREDIT .5

This course will be aimed at seven standards in technology and engineering: Engineering design, Manufacturing, Construction, Communication and Energy Systems; Fluid, Thermal, and Electrical. Students will apply fundamental concepts

in physical and introductory (H.S.) math to concrete engineering projects, thereby becoming more comfortable with how science and mathematics are applied to the real world.

### **GENERAL CHEMISTRY**

CREDIT

General Chemistry introduces the fundamental theories of inorganic chemistry, including atomic structure, nuclear processes, chemical bonding, kinetic molecular theory, energy and equilibrium, gas laws, liquids and solids, oxidation and reduction, solutions, acids and bases, electrolytes and bioinorganic chemistry. This correlates a hands-on laboratory experience with classroom discussions and written assignments.

### **CHEMISTRY/ACCELERATED**

CREDIT

This course is similar to General Chemistry, but is structured to provide a more challenging, yet thorough mathematical and laboratory approach to basic concepts of chemistry

### **HONORS CHEMISTRY**

CREDIT

Honors Chemistry is a one-year class designed to closely parallel the requirements of AP Chemistry, while preparing students for the challenges of many first year college chemistry courses. Emphasis is placed on the in-depth study of chemical topics found in General Chemistry, and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes, which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem solving activities. Technology is infused throughout the curriculum.

### **EARTH SCIENCE**

CREDIT

Earth Science involves the study of planet Earth with aspects of geography, mathematics, chemistry, biology and physics. Some of the specialized areas include: geology (study of the geosphere), oceanography and hydrology (marine and freshwater systems), atmospheric sciences (weather and climate), and astronomy. Each aspect of Earth Science interacts with the others in many significant ways and the understanding of these interactions is increasingly vital to society.

## **FOREIGN LANGUAGE**

### **FRENCH I 500**

CREDIT 1

This is a beginning course which introduces students to the French language and culture. Students need to learn and apply vocabulary, grammar, usage and mechanics to oral and written work in a non-threatening and comfortable environment. Students will learn to write short paragraphs and compositions and to converse in a simple conversation in French. A video program that incorporates the grammar and vocabulary in a cultural setting will be viewed throughout the year.

**FRENCH II 501**

CREDIT 1

This course reviews and extends the vocabulary and concepts taught in French I. The students need to apply these concepts to a new and more advanced knowledge of vocabulary, grammar, usage, and mechanics through written and oral work.

**SPANISH I 504**

CREDIT 1

This course introduces students to the Spanish language and culture in a comfortable and non-threatening environment. Students will be expected to learn new vocabulary and grammatical structures which they will apply to oral and written work. The students will learn to write short compositions and to carry on basic conversations in Spanish.

**SPANISH II 505**

CREDIT 1

This course reviews and extends the vocabulary and grammar taught in Spanish I. Students need to apply these concepts to a new and more advanced knowledge of vocabulary, grammar, usage, and mechanics through oral and written work.

**APPLIED FOREIGN LANGUAGE**

CREDIT

**TECHNOLOGY****APPLIED COMPUTER AND INDUSTRIAL TECHNOLOGY I**

CREDIT 1

This course is the first year of a two-year program which focuses on professional, mechanical, electrical and computerized principle and their applications used in industry. First year students will learn effective technical communication, high tech principles integrated into modern industrial settings, and digital machines (computers) practice in modern facilities

**APPLIED COMPUTER AND INDUSTRIAL TECHNOLOGY II**

CREDIT 1

This course is the second year of a two-year program focusing on advanced mechanical, digital and safety principles used in industry. Students explore advanced machining techniques, motion control, and industrial wiring techniques.

**COMPUTER AIDED DRAFTING**

CREDIT.5

This course is a must for students moving on to engineering, carpentry, electrical, HVAC, metal working or any other technical field. Students learn techniques for both generating technical drawings and manipulating pre-existing drawings.  
(half-year course)

## **MULTIMEDIA/COMMUNICATIONS**

### **HEALTH/PHYSICAL EDUCATION**

#### **WELLNESS I 900**

CREDIT 1

This program will allow students to receive information in the Health Education classroom and apply the new learning through hands-on activities in the Physical Education classroom. "Wellness is the integration of body, mind, and spirit - the appreciation that everything you do, and think, and feel, and believe has an impact on your state of health." Grade 10

#### **WELLNESS II 901**

CREDIT 1

Physical education helps students learn about, and provides direction for, their life-long productivity, wellbeing, and satisfaction. This course will expose students to a variety of activities which will include team sports, lifetime activities, and physical fitness testing. Students may develop an interest in a particular activity or find they have the ability to pursue an activity beyond a class situation.

## **COMMUNITY SERVICE**

#### **COMMUNITY SERVICE 955**

CREDIT 1

A program of public service is available for seniors interested in volunteering to work with nursing homes, special-needs elementary students, libraries, and senior citizens. Students may be released from school for two consecutive class periods to participate in the program. Although Community Service may be taken for credit, it may not be used to satisfy the total number of elective academic classes for students at PCSS.

#### **COOPERATIVE EDUCATION 980**

CREDIT 1

Cooperative education requires the close planning and cooperation of the school, parents, student, The Principal and business. Selection will be determined by the Principal.

## **STUDY**

#### **STUDY STRATEGIES 997**

CREDIT 1

Study Strategies is offered as a one credit elective course on a Pass/Fail basis. This class emphasizes the following skills: good study habits, organization, writing, research, reading comprehension, compensatory math, science and social science concepts. Completing homework assignments for all subjects will be stressed. Help studying for tests or practicing for oral reports will be available. Students will be encouraged to plan ahead for long term assignments such as reading a novel, writing a research paper, or doing a special project. The goal is successful completion of courses needed to graduate.

Resources to help students may include adapted or abridged novels, study guides, audio tapes of books, models of essays or research papers, oral testing, review of basic grammar and math skills, and mini lessons focused on study skills. The requirements for passing this class are: working in class, being prepared and following the school attendance and schedule change policies.

**DISTANCE LEARNING**

CREDIT 1

Based on student need, distance learning can be arranged through Virtual High School or other on-line providers. For example, the University of Maine offers on-line courses that would satisfy high school and or college credit. These opportunities will be provided on an individual basis and arranged by Guidance or Administration.

**INTERVENTIONS - LITERACY**

CREDIT

**INTERVENTIONS - MATH**

CREDIT



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**Tri-County Technical Center is a regional high school program providing occupational preparation courses. Participants attend classes at the Center and their high school on an every other day basis. Students are bussed to and from the Center by the school district. All students attending the Center complete an Employment Portfolio. Students earn three credits for each year of participation. All students have the opportunity to participate in SkillsUSA. Commercial Truck Driving students participate in a Maine Career and Technical Education Truck Driving Competition. Applications to programs offered at the Tri-County Technical Center are made through high school guidance services.**

### **AUTOMOTIVE TECHNOLOGY**

The Automotive Technology Program provides students with an in-depth look into the automotive field. It is designed for the students to gain entry-level position skills and to be a basis for further education in the automotive service industry. Students spend half of the time in a classroom setting learning the fundamentals of automotive technology diagnosis and repair, and developing a job skill portfolio. The remainder of class time is used to complete real work projects by servicing and repairing vehicles. Students use the latest automotive computer diagnostic tools and computerized automotive information systems to assist in these repairs. Many students continue their education in related fields or at technical colleges or other automotive training facilities. **Outcomes:** Competency Certificate, Skill Profile, Maine State Inspection License, ASE Certification, WIX Filtration Training, Safety and Pollution, and CTI Training

### **BUILDING TRADES**

The Building Trades Program instructs students in the skills associated with residential house construction. Students are involved in a variety of building projects within the community that provide hands-on experience at a job site. Building Trades students learn accepted practices for the use of hand and power tools with an emphasis on safety. Students have the opportunity to learn basic building techniques involved in modular home construction, as well as to develop their employability skills. Students who meet the requirements of the *Contren* Curriculum will earn National Certification that is recognized by many construction companies. Students may also earn OSHA Certification as well as 10 and 30-Hour Safety Cards. Successful completion of the program provides students with entry-level skills and a strong base for further training in the field of Building Trades. **Outcomes:** Certificate, Skill Profile, Contren National Register for Construction Industry Certification, and OSHA Certification

## COMMERCIAL TRUCK DRIVING

The Truck Driving Program qualifies students to be tested by the State of Maine Department of Motor Vehicles for a Commercial Tractor-Trailer Driver's License (CDL Class A). Instruction is based on state laws, industry regulations, and equipment maintenance required for licensing.

The *Maine Commercial Truck Drivers License Manual* and the *Professional Truck Driving Institute of America Handbook/Workbook* are used as the texts for the course.

State standards for classroom and driving instruction are adhered to during the course. Students spend a good part of instructional time driving tractor-trailer rigs in skills practice and over the road experience. Students who successfully complete the program will possess entry-level skills required by the trucking industry and upon meeting program standards and qualifications the students are then able to use the school's truck and trailer to test for licensing. The employment success rate for students completing the course is very high. Students must have a valid Maine driver's license and must be seventeen years of age.

**Outcomes:** Competency Certificate, Skill Profile, Maine Commercial Drivers License (CDL) Class A with endorsements.

## COMPUTER SYSTEMS REPAIR

This program is designed to provide students with the skills to repair, maintain, design, and set up computer network systems. The skills taught include diagnosing and upgrading personal computers, printers and other system components. Computer and electronics fundamentals will be taught during the course. Students completing this course will be prepared to test for certification in the A+ and Cisco Networking classifications. Employment will be available to students in the computer systems and repair and design occupations. Many businesses are seeking people with these skills and the experience will be an asset to students pursuing many occupations. **Outcomes:** Competency Certificate, Skill Profile, A+ Certification, and Network+ Certification.

## CRIMINAL JUSTICE

The Criminal Justice Program prepares students for an exciting and challenging career in the field of Law Enforcement, Criminal Investigations, and Forensic Science. Students in the Criminal Justice Program will get a broad overview of the criminal justice system. It will provide competency-based instruction in crime scene investigations, professional ethics, evidence handling, fingerprinting, case preparation, constitutional rights, court systems, emergency vehicle operation and police combat shooting.

Students are expected to follow law enforcement unit procedures, wear a BDU (Battle Dress Uniform) and complete physical training. Parts of the physical training and curriculum are based on the Maine Criminal Justice Academy requirements. Many units are supported with federal, state and local law enforcement personnel. The course is recommended for students interested in pursuing careers in Criminal Justice, Law Enforcement, or the Military.

**Outcomes:** Competency Certificate, Skill Profile

## CULINARY ARTS

The Culinary Arts Program prepares students for work in the food service/hospitality industry. Students apply skills by operating a full service restaurant, a bakery and a part-time in-house catering service. Food preparation, presentation, and food service management skills are

taught. Students learn to work in a teamwork atmosphere. Students explore and are encouraged to pursue post secondary education and work placement in the Culinary Arts and Hotel/Restaurant Management fields.

**Outcomes:** Competency Certificate, Skill Profile, and National Sanitation Serve Safe Certification

## GRAPHIC DESIGN & COMMUNICATIONS

The Graphic Design & Communications program provides self-paced instruction and practice in the field of graphic arts. Students learn digital imaging concepts and skills in a modern graphic arts lab while gaining valuable workplace skills such as dependability, resourcefulness, initiative, diligence, and interpersonal skills.

Students will gain experience in the following areas using the professional-level software packages of Adobe Illustrator, Adobe InDesign, and Adobe Photoshop: working with selections, using layers, creating masks and channels, creating animations, retouching and repairing images, and painting and editing. Students also design publications in class, for example: flyers, CD jewel case booklets, newsletters, calendars and magazine covers.

Students will have the opportunity to apply those skills on “real” customer projects. Jobs may include business cards, photo IDs, brochures, flyers, logos, invitations, and bound reports. Students will scan basic art on a digital scanner and enhance it in an illustration program like Adobe Illustrator. Students have access to state-of-the-art equipment including digital cameras, scanners, high-speed printers, digital drawing tablets, high-powered light tables, and professional laminators.

**Outcomes:** Competency Certificate, Skill Profile, and Adobe Certified Associate Certification.

## HEALTH OCCUPATIONS

Health Occupations is designed to be a career awareness course with skills learned for diverse medical jobs. Units of instruction include health career search, health and disease, anatomy and physiology, medical terminology, human growth and development, communication and leadership skills, health care responsibilities, and job seeking skills. Dexter Health Care, Hibbard Nursing Home, and Mayo Regional Hospital provide sites for clinical experience. Students can choose from several different health careers that they are interested in for clinical rotations and are then placed on the job with a professional from that career area. This is where they apply skills that they have learned in their hands-on laboratory and classroom. Examples of clinical areas would be nurse assisting, physical therapy assisting, dental hygiene assisting and occupational therapy assisting. Students wishing to obtain state certification as a nurse assistant (CNA) or personal support specialist (PSS) may do so through this program. Students may also seek National Certification in Health Occupations through the National Occupational Competency Testing Institute (NOCTI). This program also offers certification in Basic Life Support including Automated External Defibrillator (AED) use and First Aid for Healthcare Professionals. For those students who are college bound, we also offer a college course in Medical Terminology in which students can earn three college credits upon completion of the curriculum provided by Central Maine Community College. Students must maintain an 80 average and perform 5 hours of community service to be eligible for all certifications and college credit. TCTC students participate in the National Leadership Organization entitled Skills USA and attend local, state and national competitions. **Outcomes:** Competency Certificate, Skill Profile, Certified Nurse Assisting (CNA), Personal Support Specialist (PSS), Certification in BLS and First Aid for Healthcare Providers, and three college credits in Medical Terminology.

## METALS MANUFACTURING

The Metals Manufacturing Program prepares students for employment and for post secondary education in metals production occupations. Through the application of metal working skills, students learn the manufacturing process. Production work in the program is designed to teach skills in teamwork, problem solving and human relations. Activities include: shaping metals with the use of hand tools, grinders, bandsaws, drill presses, lathes, milling machines, and CNC (Computer Numerical Control). The use of cutting torches and various types of welding equipment are also practiced. Students will have instruction in CAD (Computer Assisted Drawing) as well as blueprint reading.

**Outcomes:** Competency certificate, Skill Profile

## STUDENT SERVICES

The Student Services program provides comprehensive career planning and counseling support for students at TCTC. The Student Support Services Director (SSSD) meets with each student to develop a career plan and establish short and long term goals to assist students with their progress. Students also receive instruction regarding the processes of financial aid and college applications. The SSSD assists students with job searches and instruction on interpersonal and professional skills needed to be successful in the work place. Student Services at TCTC also provides short term counseling and crisis intervention for students with family and personal issues. The SSSD monitors all special education students, makes appropriate changes to scheduling, and maintains TCTC student files. Student Services provides students with ongoing support for academic problems and emotional issues. The SSSD also conducts follow up surveys to track TCTC alumni and their employment endeavors.

## POST SECONDARY OPPORTUNITIES

Several Tri-County Technical Center Programs have direct connections with related programs at Maine Community Colleges. These are called articulation/dual enrollment agreements, and colleges award credit for Community College Programs based upon competencies learned at Tri-County Technical Center.

### Tri-County Technical Center Articulation Agreements:

Washington County Community College **with** Culinary Arts

Beal College **with** Criminal Justice, and Graphic Design & Communications

Eastern Maine Community College **with** Automotive Technology, Building Trades, Culinary Arts, and Metals Manufacturing

Andover College **with** Criminal Justice

Husson College **with** Criminal Justice

Central Maine Community College with Automotive Technology, Building Trades, Culinary Arts, and Metals Manufacturing

Southern Maine Community College **with** Graphic Design & Communications

Tri-County Technical Center Dual Enrollment Agreements:

Central Maine Community College **with** Computer Repair, Graphic Design and Communications, and Health Occupations

Tri-County Technical Center Enhanced Dual Enrollment Agreements:

Central Maine Community College, Eastern Maine Community College, Southern Maine Community College, Washington Community College, and York County Community College **with** Culinary Arts

TRI-COUNTY TECH CENTER  
TRI-COUNTY TECH/PCHS INTEGRATED CREDITS

Past practice has been to give academic credit for some technical courses taught at TCTC. AT the discretion of the Piscataquis Community High School Principal, the following credits may be offered to PCHS students:

<u>For the Completion of:</u>	<u>One credit of:</u>
Certified nurses Aide	Science
Health Care Cert.	Science
Food Service	Science and/or Math
Home Building	Math
Law Enforcement	Govt. (1/2 credit)

It should be noted that If an integrated credit is offered, it is offered as part of the tech course, not in addition to the course.