

# Hall-Dale High School

*Reaching for the Future*

## Program of Studies

*2018 – 2019*

### **Contact Information**

Mailing Address:

97 Maple St., Farmingdale, ME 04344

Main Office: 207-622-6211

Academic Counseling Office: 207-622-6211 x204

Athletic Office: 207-622-6211 x209

Guidance Fax: 207-622-1735

## Letter from the Principal

Dear parents and students,

Welcome to Hall-Dale High School and all of the educational opportunities that we have to offer. Our goal, for you, is to challenge you educationally, support you emotionally, open your minds to new and wondrous ideas, and to provide hope. Our ultimate hope is that you leave here with the tools and skills to succeed at whatever path way you choose in life.

We encourage you to take advantage of Hall-Dale's offerings—take courses in many departments, seek out staff members with diverse interests, and create opportunities through Applied Learning, CATC, and college offerings. We offer many diverse courses in order to fulfill the educational quest of students. We invite you to explore educational opportunities that will help you blaze your path and fulfill your scholarship, leadership, service, and citizenship aspirations.

All students are required to maintain a Personal Learning Plan. The PLP allows for students to set goals, reflect on their learning, and provide evidence for when they have to present their Gateway. Each Gateway is an opportunity for students to meet the Guiding Principles (a graduation requirement) and showcase themselves as a learner. Each PLP provides students time to focus on their educational and personal goals. Ultimately the PLP articulates what the student would like to accomplish in high school and beyond. When looking at options in high school Hall-Dale offers:

Our graduates consistently say that the rigor at Hall-Dale prepared them for college. They truly appreciated the Advanced Placement and Dual Enrollment offerings that Hall-Dale provides in order to better prepare them for their collegiate journeys. Ultimately, colleges are looking to see that students have taken the most rigorous offerings that their school has to offer.

Many students attend CATC. The Capitol Area Technical Center, in Augusta, provides opportunities for students to engage in programs that are more hands-on, entrepreneurial, and can provide professional certificates and licensure upon completion of a program. Like Hall-Dale, CATC also offers a number of college courses through Thomas, CMCC and KVCC.

Applied Learning Opportunities at Hall-Dale make available to students a time to focus on a topic of choice through an interdisciplinary effort. Some ALO's occur during the school year with various teachers combining on an Essential Question whereas other ALO's occur at the end of the school year. Each ALO provides students an opportunity to show evidence of meeting the Guiding Principles.

College courses through articulation agreements with the UMaine system, Thomas College, and the Maine Community College System. Some of our students are also able to take courses at Bates, Bowdoin, or Colby depending upon student promise and open spaces in the class.

As part of a students high school experience I encourage them to get involved in co-curricular and extra-curricular activities. Studies show that students who are engaged in activities are more vested in school and their education. We offer many different activities for a small school including many sports, theater, music, Academic Decathlon, student government, Key Club, and many others. More importantly, if there is something that we don't offer, and you have an interest, we can help make it happen!

Again, welcome and challenge yourselves!

Mark A. Tinkham

**Principal**

Mark Tinkham  
mtinkham@kidsrsu.org

**Assistant Principal**

Doug Bourget  
dbourget@kidsrsu.org

**Athletic Director**

Colin Roy  
croy@kidsrsu.org

**College/Career Counselor**

Brenda Dalbeck  
bdalbeck@kidsrsu.org

**School Counselor**

Tara Glasberg  
tglasberg@kidsrsu.org

**Academic Administrative Secretary**

Cindy Bonenfant  
cbonenfant@kidsrsu.org

**KIDSRSU#2 website:**

[www.kidsrsu.org](http://www.kidsrsu.org)

**Hall Dale High School website:**

[www.halldale.org](http://www.halldale.org)

**Hall-Dale High School Academic Counseling Department**

<http://www.kidsrsu.org/learning-communities/hall-dale-middle-school/hall-dale-guidance/>

RIGHT TO REVISE

Hall-Dale High School reserves the right to change, without prior notice, items set forth in this publication. Such items include, but are not limited to, fees, calendar, policies, regulations, course offerings, and program requirements. Students should inquire through the Academic Counseling Office about changes that have been made since the date of printing.

**Table of Contents**

**RSU 2 Information.....4**

**Hall-Dale High School information.....6**

**Academic Course Selections.....10**

(ELA...13, Math 16, Science 19, Social Studies 22, Visual & Performing Arts 27, World Languages 25, Physical Education/Wellness 30, College & Career Readiness/CATC 32

## **REGIONAL SCHOOL UNIT #2 VISION**

*Five towns comprise RSU #2: Dresden, Farmingdale, Hallowell, Monmouth and Richmond. The vision of our RSU is to be a system of student-centered learning.*

### **Student-centered learning:**

- Embraces student voice and choice through varied learning opportunities that occur year-round and take place inside, as well as outside of schools: project-based learning, internships, experiential learning, career technical education, peer learning, technology and apprenticeships.
- Shows students learn in a variety of environments, from a variety of sources, and at different paces based on individual learning needs.
- Presents opportunities for students to analyze and think critically, write and speak effectively, and collaboratively solve complex problems today and in the future.
- Includes the community and its resources as an important part of the learning process.
- Integrates a rigorous, focused curriculum with instruction and standards-linked assessments.
- Enables students to clearly understand what they should know and be able to do as a result of their learning.
- Incorporates demonstrations as well as traditional tests to measure when a student has mastered the skills and content, thus providing an accurate gauge of how well students are learning and when advancement to the next stage is appropriate.
- Develops in the learner a sense of self-worth, cultural awareness, and ethical and social responsibility.
- Ensures that students are able to set goals, manage time, and demonstrate an effective work ethic.

### **SCHOOL-WIDE EXPECTATIONS FOR STUDENT LEARNING**

Hall-Dale High School expands upon these and focuses on the following critical skills that in which all graduates are expected to become proficient in:

#### **Clear and effective communicator**

1. Uses oral, written, visual, artistic, and technological modes of expression
2. Reads, listens to, and interprets messages from multiple sources
3. Uses English and at least one other language

##### **A Hall-Dale High School graduate reads effectively when he/she:**

- Uses reading, viewing and listening strategies to experience, understand and appreciate literature and culture.
- Uses the skills and strategies of the reading process to comprehend, interpret, evaluate and appreciate what has been read.

##### **A Hall Dale High School graduate speaks effectively when he/she:**

- Demonstrates understanding of how words and images communicate.
- Develops skills in oral presentation for one-way communication with an individual or a group.
- Develops communication skills for direct conversation.
- Creates and/or performs to express ideas and feelings.

##### **A Hall-Dale High School graduate writes effectively when he/she:**

- Demonstrates the ability to use the skills and strategies involved in the writing process.
- Writes correctly using conventions of standard written English.
- Writes effectively in connection with research in all content areas.

##### **A Hall-Dale High School graduate listens effectively when he/she:**

- Develops listening skills in order to obtain and interpret information.

#### **Self-Directed and Life-Long Learner**

1. Creates career and education plans that reflect personal goals, interests and skills, and available resources
2. Demonstrates the capacity to undertake independent study
3. Finds and uses information from libraries, electronic data bases, and other resources

##### **A Hall-Dale High School graduate effectively employs learning skills when he/she:**

- Applies inquiry and problem solving approaches in all classes.
- Learns to formulate and justify ideas and to make informed decisions.

##### **A Hall-Dale High School graduate continues to learn beyond their high school career when he/she:**

- Understands how media techniques, cultural perspectives, and peers influence behaviors that affect health.
- Understands that economic decisions are based on the availability of resources and the cost and benefits of choices.

### **Creative and Practical Problem Solver**

1. Observes situations objectively to clearly and accurately define problems
2. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions
3. Identifies patterns, trends, and relationships that apply solutions to problems
4. Generates a variety of solutions, builds a case for the best response, and critically evaluates the effectiveness of this response

**A Hall-Dale High School graduate observes situations objectively to clearly and accurately define problems when he/she:**

- Understands and applies concepts of data analysis.
- Understands the historical, social, economic, environmental and ethical implications of science and technology.
- Learns to formulate and justify ideas and to make informed decisions.

### **Responsible and Involved Citizen**

1. Recognizes the power of personal participation to affect the community and demonstrates participation skills
2. Understands the importance of accepting responsibility for personal decisions and actions
3. Knows the means of achieving personal and community health and well-being
4. Recognizes and understands the diverse nature of society

**A Hall-Dale High School graduate demonstrates a sense of community by:**

- Understanding the rights and responsibilities of civic life and employs the skills of effective civic participation.
- Understanding the constitutional principals and the democratic foundations of the political institutions of the United States.

### **A Collaborative and Quality Worker**

1. Knows the structure and functions of the labor market
2. Assesses individual interests,, aptitudes, skills, and values in reaction to demands of the workplace
3. Demonstrates reliability, flexibility, and concern for quality

**A Hall-Dale High School graduate takes personal responsibility for their future by:**

- Demonstrating leadership and membership skills necessary to succeed as a member of a team.
- Demonstrating job-seeking skills.
- Demonstrating an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.

### **An Integrative and Informed Thinker**

1. Applies knowledge and skills in an across English language arts, visual and performing arts, modern and classical languages, health and physical education, mathematics, science, social studies, and career preparation
2. Comprehends relationships among different modes of thought and methods associated with different disciplines

**A Hall-Dale High School graduate is able to make connections across the curriculum by:**

- Reflecting upon and assessing the characteristics and merits of art works.
- Analyzing subtle and complex meaning in visual art from various historical periods and cultures and is able to find similarities and differences.
- Recognizing the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography.
- Communicating thoughts and feelings through a variety of modes thereby providing a more powerful repertoire of self-expression.

## **MISSION STATEMENT**

The mission of Hall-Dale High School is to help all students develop the skills necessary to become lifelong learners. Students will work successfully both as individuals and as team members to arrive at possible solutions to a variety of problems. By seeking meaning and understanding beyond simple facts, students will make connections and apply what they know to real-life situations. At Hall-Dale High School learning is at the center of all we do.

## **SHARED VISION STATEMENT**

It is our vision that all Hall-Dale students will:

- Be invested in and responsible for their own learning
- Have the ability to think, reason

- Analyze, and apply knowledge and skills
- Be innovative, collaborative, responsible, involved, ethical
- Curious, and self-aware
- Communicate globally using a variety of skills and methods.

**Hall-Dale Middle/High School Daily Schedule**

<b>Hall-Dale Middle/High School Daily Schedule</b>				
<b>Period</b>	<b>Red</b>		<b>White</b>	
<b>MS Breakfast Available</b>	7:35-7:45		7:35-7:45	
<b>HS Breakfast Available</b>	7:15-7:35		7:15-7:35	
<b>1</b>	7:45-8:45		7:45-8:45	
<b>HS Breakfast Available</b>	7:45-8:55		8:45-9:45	
<b>2</b>	8:50-9:50		8:50-9:50	
<b>3</b>	9:52-10:52		9:52-10:52	
<b>4</b> <b>MS Advisory</b> <b>10:54-11:34</b>	HS 9 <sup>th</sup> & 11 <sup>th</sup> Lunch 10:54-11:14	HS 10 <sup>th</sup> & 11 <sup>th</sup> Advisory 10:54-11:14	HS 9 <sup>th</sup> & 11 <sup>th</sup> Lunch 10:54-11:14	HS 10 <sup>th</sup> & 11 <sup>th</sup> Advisory 10:54-11:14
	HS 10 <sup>th</sup> & 12 <sup>th</sup> Lunch 11:14-11:34	HS 9 <sup>th</sup> & 11 <sup>th</sup> Advisory 11:14-11:34	HS 10 <sup>th</sup> & 12 <sup>th</sup> Lunch 11:14-11:34	HS 9 <sup>th</sup> & 11 <sup>th</sup> Advisory 11:14-11:34
<b>5</b> <b>HS 11:36-12:16</b>	MS Lunch/Recess 11:36-11:56		MS Lunch/Recess 11:36-11:56	
	MS Lunch/Recess 11:56-12:16		MS Lunch/Recess 11:56-12:16	
<b>6</b>	12:18-1:18		12:18-1:18	
<b>7</b>	1:20-2:20		1:20-2:20	
<b>HS CATC Bus leaves at 8:35 and returns 11:15</b>				

**Minimum Number of Learning Experiences to be enrolled at Hall-Dale HS**

Students (grades 9-11) will be required to be engaged, and demonstrate proficiency in 10 learning experiences per semester during the academic year. Students in grade 12, will be required to engage, and demonstrate proficiency, in 9 learning experiences per semester. Students who are taking college courses, independent studies, or have an approved internship may have those experiences count towards the minimum requirement. If a student has an alternative plan it must be developed into a personal learning plan with an administrator and the college and career counselor.

## **GRADUATION REQUIREMENTS**

RSU 2 has implemented a proficiency based diploma system. Students will be required to meet the following proficiencies in order to graduate from Hall-Dale High School:

English: Proficiency through level 11 and be enrolled in an English learning experience throughout their tenure at Hall-Dale.

Math: Proficiency through level 11, Algebra 2, and be enrolled in a math learning experience throughout their tenure at Hall-Dale.

Science: Proficiency through level 10, Biology, and be enrolled in a science learning experience throughout their tenure at H-D.

Social Studies: Proficiency through level 11.

Foreign Language: Proficiency through level 9.

Physical Education: Proficiency through level 9

Wellness: Proficiency through level 9

Visual and Performing Arts: Proficiency through level 9

Comprehensive research project (Capstone): Proficiency in research, presentation and application of technology.

Cross content performance standards: (Gateway, PLP's) Students will demonstrate proficiency as a(n): (a) clear and effective communicator, (b) self-directed and life-long learner, (c) creative and practical problem-solver, (d) responsible and involved citizen and (e) integrative and informed thinker.

## **PROGRAM OF STUDIES**

At Hall-Dale High School, we are preparing all our students for a lifetime of learning; a high school diploma alone will not guarantee entry into the current job market at any level. Therefore, we encourage all our students to design a four-year program that will give them a strong background to help them be successful in post secondary education. Working with parents, we see our job as directing students to take the most rigorous program available that corresponds to their interests and abilities.

Liberal arts colleges vary in their requirements for admission depending on the competitiveness of the admission process and the program the applicant desires to enter. A highly selective liberal arts college states in its catalog, "the typical entering first-year student will have had four years each of English, foreign language, mathematics, and social studies...studies in arts, music, and computer sciences." Students who plan to attend a technical college need to plan a program that includes three or more years of both math and science to the level of Algebra 2 and physics/chemistry. Most business colleges now expect students to prepare as they would for entry into liberal arts college program.

For those students who have not decided on a post-secondary program or a career direction, we strongly recommend that a traditional core program be pursued to keep options open. We recommend that all students enrich their academic program by choosing courses from all departments to create a well rounded academic experience.

## **INTERNSHIP/APPRENTICESHIP OPPORTUNITIES**

Students may create an internship or apprenticeship in an area of special interest under the direction and supervision of a qualified professional in the community. Students must write a proposal to be approved by both a sponsoring faculty member or administrator and community supervisor. Goals and learning objectives must be clearly stated and determinable. Students must write a final report to address the outcomes of their goals and objectives. A final evaluation must be written by both the faculty member and community supervisor and shared with the student for the purposes of feedback, future planning and determining a final grade. Students who are interested should see the academic counseling office for more information.

## **ADVISOR GROUPS**

Upon enrollment, students will be randomly assigned to an advisor for their entire four-year high school career. This promotes the development of a strong connection with at least one adult at Hall-Dale High School. The advisor also serves as another student advocate in the building. Students meet with their advisor opposite of their lunch block.

### **TYPICAL NINTH GRADE SELECTION**

Many of the major courses ninth graders take are either required or strongly recommended. A typical ninth grade program is outlined below with possible alternatives noted.

- A. English: All ninth graders are required to take 2 semesters of English.
- B. Math: Most ninth graders would choose Algebra I. Students who have completed Algebra 1 will then take Geometry, and Algebra II. More advanced math courses are possible if present math teachers so advise.
- C. Science: Ninth graders take Freshman Science. For those students who enjoy a challenge they may also take biology. This option would be for students who excel in science.
- D. Social Studies: All ninth graders are required to take Western Civilization & Global Studies.
- E. Physical Education: All ninth graders are required to take full year of Freshman Physical Education.
- F. Fine and Performing Arts: Keep in mind that you will need a total of one year long learning experience in the Visual and Performing Arts during four years of high school.
- G. Wellness: Students may sign up for Wellness I. Students are required two semester experiences in Wellness 1 and 2.
- H. Foreign Language: Students are required to take at least through Sp. 1, Fr. 1 or Japan 1. Please keep in mind that students should have multiple years of a foreign language to be accepted to a four year college.

## **ACADEMIC & SUPPORT SERVICES**

### **ADVISORY**

Advisory is a designated time each day when students meet in small groups with an assigned advisor to foster a sense of community. It is hoped that during advisory each student will build connections with a small group of students and at least one adult in the building. Students are assigned to an advisor their freshmen year and stay with that advisor throughout their high school career. The advisor serves as an advocate for each of the students in their advisory and acts as a liaison between home and school.

### **MATH LAB , SCIENCE LAB, SOCIAL STUDIES LAB, and WRITING LAB**

These labs are staffed by content area teachers and offered to students in need of extra help in core classes. Students who have study halls during the periods when the labs are offered can be referred by their math, science, social studies or English teacher or can obtain a pass from their study hall teacher.

### **SCHOOL NURSE**

The school nurse deals with issues of health and well being for students, faculty, and staff. The nurse is available to assist the ill and injured and to work with students requiring regularly administered or short-term medications. Other duties include: review student immunizations, screening for potential vision and hearing deficiencies, promoting healthy and responsible lifestyles, and serving as a classroom resource on particular health issues.

### **SOCIAL SERVICE WORKER (SSW)**

The Social Service Providers are K-12 positions within the school district. This position provides a variety of services for the students, their families, and the community. The Social Service Provider is available to families by appointment. **CONFIDENTIALITY:** The SSP maintains confidentiality as required by the State of Maine and Federal Regulations for individual and family counseling, as well as laws regarding substance abuse counseling for minors. The SSP will discuss up front confidentiality regulations, including when confidentiality cannot be kept. If a person or family wishes the SSP to gather or release information needed, it can be done by filling out the required Release of Information form.

**SPECIAL EDUCATION PROGRAM**

The Hall-Dale High School Special Education program works with students who have been identified with a disability. It provides students with a continuum of special education placements and services, and ensures that special education services are available in conjunction with regular class placements, self-contained placements, and tutorial services, including hospital and homebound instruction.

**AFTER SCHOOL ACADEMIC SUPPORT:**

All teachers maintain hours after school to support students who are requesting assistance. We provide a late bus for students Monday through Thursday to further support their need to see teachers after school hours.

**PEER TUTORS:**

The National Honor Society provides individual support for students. The NHS students work with the teacher and the student to provide an academic support for students.

**CO-CURRICULAR:**

**Clubs and Activities;** Drama Club, Jazz Choir and Jazz Band, Robotics, Yearbook, National Honor Society, Math Team, Academic Decathlon, Key Club, Student Government, Taiko Drumming

**Sports;** Boys & Girls Soccer, Boys & Girls Cross Country, Field Hockey, Boys & Girls Basketball, Boys & Girls Swimming (Co-op), Baseball, Boys & Girls Track, Softball, Boys & Girls Tennis, Boys & Girls Track, and Co-op Wrestling, Co-op Ice Hockey and Co-op Lacrosse.

**EXPLANATION OF STANDARDS-BASED GRADE REPORTING**

All students are required to demonstrate proficiency in a rigorous curriculum that is based on the Common Core and the Maine Learning Results. This curriculum is organized into units of study referred to as Measurement Topics (MT's). Student learning is assessed and reported on each MT. These topics contain knowledge that is essential for our graduates to master, prior to moving to the next level. All classes have clearly identified content MT's that are individually assessed and reported on using a 1 through 4 scale. A minimum proficiency score of 3.0 on all required academic MT's for each course is required for graduation. *Please see description below:*

*Current Grading - Measurement Topics are graded on the following scale\*:*

<b>Performance Level</b>	<b>What the Student Knows</b>	<b>Report Card Grade</b>
Level 4	All the foundational knowledge and skills, all the complex knowledge and skills; goes beyond what was taught in class to apply the knowledge	4
Level 3.5	All the foundational knowledge and skills, and all the complex knowledge and skills; begins work to extend beyond what was taught	3.5
Level 3.0	All the foundational knowledge and skills, and all the complex knowledge and skills	3
Level 2.5	All the foundational knowledge and skills; some of the complex knowledge & skills	2.5

Level 2.0	All the foundational knowledge and skills	2
Level 1.5	With help, the student knows some of the foundational knowledge and skills, and some of the complex knowledge and skills	1.5
Level 1.0	With help, the student knows some of the foundational knowledge and skills	1

**\*\*PLEASE NOTE\*\*** *The standards-based GPA is **not** a traditional 4-point GPA. It is an overall reflection of the student's level of proficiency for all courses listed on the transcript.*

Grade Point Average (GPA) is determined by the student's weighted grade point average. GPA is calculated at the end of each semester and at the end of each year. Summa Cum Laude distinction for graduation ceremonies for the graduating class is based on GPA calculated at a set date towards the end of the second semester of the senior year (closest to May 1 each year). The grades for all courses are considered for the purpose of determining final GPA.

GPA is calculated each year by multiplying each level 9 and higher final course grade earned, by the number of credits/experience points the course is worth. These amounts are then totaled and divided by the total number of credits attempted for the year. All honors designated courses will be weighted with a factor of 1.125. Students may attain honors weight, and designation, once they have earned a 3.75 in an academic course during that same academic year. Advanced placement and college level courses will be weighted with a factor of 1.25.

GPA Example:  $GPA = 3.00 \times 1.125 = 3.375$

### **Learning is the Constant, Time is the Variable**

At Hall-Dale, students are able to revisit scores on tasks in order to expand upon their learning. If the student attains a higher score then the appropriate recalculation will take place on their transcript and the GPA. If a student revisits a score from a previous year then that score is not eligible for honors designation.

### **HONOR ROLL and Academic Recognition**

To qualify for the semester honor roll, a student must be on **teacher pace AND have received at least a 3.0 in all content standards assessed**. A Standards Based Grade Point Average will be calculated each semester: For first semester, a 3.0-3.25 denotes cum laude; 3.26-3.67 denotes magna cum laude; 3.68-4.00 denotes summa cum laude. The end of year honor roll, also for diploma designation, designates as a 3.25 - 3.49 as cum laude, 3.50 - 3.74 as magna cum laude, and 3.75 - 4.0 as summa cum laude. One academic year is interpreted as 12 months from the time the learner starts the course.

### **CRITERIA AND SELECTION PROCESS FOR CERTAIN MAJOR AWARDS**

**National Honor Society:** The National Honor Society strives to recognize students who have demonstrated excellence in each of the following areas: Scholarship, Leadership, Service and Character. Juniors and seniors are eligible. The scholarship criterion is based on a student's cumulative GPA at the end of the first semester of their qualifying year; students must have a cumulative GPA of at least 3.33 for 2018-19 (a 3.4 for 2019-20 and a 3.5 for 2020-21). Students must have attended HDHS for a minimum of one semester. Students with incomplete grades for courses are not eligible for consideration. There is a faculty council who reviews the applications for selection. If there is an appeal, the building leadership team will ask for clarification and more information in the deficit as well as conduct an interview with the NHS candidate.

**Book Awards:** Book Awards are given in the name of contributing colleges. Juniors whose grade point average places them in the top of the class are considered for these awards. Book awards are selected by a faculty committee and chaired by the Principal.

**Top Scholars :**These placements are awarded to the top academic seniors who have the highest grade point averages in the weighted class ranking which is done at the end of seven semesters and a half semesters of high school (closest Friday to May 1.) Top Scholar or Summa Cum Laude cohort recognition (all considered valedictorians, RSU 2 Policy as of 3/3/16): 3.75 Cumulative weighted GPA and above

### **REQUEST FOR EARLY GRADUATION**

Hall-Dale High School allows students to graduate early if they meet all of the proficiency requirements and follow the communication protocol:

1. Parent and student meet with both the academic counselor and principal to discuss the request and review alternative means of fulfilling graduation requirements.
2. The counselor will meet with the principal to review the request, evaluate the alternative means for meeting graduation requirements, and recommend approval or non-approval.

Note: *Meeting with school administration must take place prior to October 1 of the school year in which the student plans to graduate.* If the request is denied, the parent and student may appeal the decision to the principal for further review.

### **INDEPENDENT STUDY COURSES**

Students may complete an independent study course for further enrichment in a subject area or when a required course is unable to be successfully scheduled. All independent study courses must be monitored by a teacher and included no fewer than weekly check-ins. Teaching staff is never required to provide support for independent study courses. Students wishing to participate in an independent study must follow the following procedure:

1. Meet with the academic counselor for initial approval.
2. Meet with the proposed monitoring teacher.
3. Write a detailed proposal including how the student will be assessed, the semesters the class runs and the credit amount to be awarded upon successful completion.
4. Return the written proposal to the academic counselor. Final approval is determined by the principal.

### **COURSE ADD/DROP**

Add/drop for full year or first semester courses should be done **before the beginning of the school year**. Adds need to be made in the schedule by the end of the second week of school unless granted permission by a specific teacher and a counselor. Changes for a semester course must be made **during the first two weeks of the class meeting**. Schedule changes at other times of the year will be handled on an individual basis only if there is sufficient merit for the change. *Credit is awarded only upon successful completion of an entire course unless other arrangements are made with the teacher. Courses dropped after the first progress marking period will incur a "W" on their transcript.* Students who elect to drop a course after it begins, or before the completion of the course, must follow the following procedure:

1. Meet with counselor to discuss the request.
2. Complete an Add/Drop form.
3. Acquire teacher and parent signatures.
4. Meet with counselor to finalize the change.

## TRANSFER STUDENTS

Students who transfer to Hall-Dale High School are expected to meet the graduation requirements established by the RSU 2 Board of Directors; **only** the principal can grant any exception to this. All classes and credits earned from previous schools will be transferred to a Hall-Dale transcript and counted towards graduation requirements.

## EXCHANGE STUDENTS

Occasionally, a Hall-Dale student will elect to participate in a foreign exchange program for all or part of a school year prior to graduation. Credit will be given for course work taken based on the amount of time spent in each subject. Grades will transfer in and will be identified as an exchange program. It will be the student's responsibility to make sure that Hall-Dale's graduation requirements are met and that the necessary documentation for determining credits is made available to the school upon return.

## IMPORTANT NCAA INFORMATION FOR ATHLETES

College-bound Division I and II athletes must send academic records to the NCAA Clearinghouse to determine eligibility to participate at a Division I or II college as a freshman student-athlete. To register with the Clearinghouse, complete the Student Release Form online. The SRF does two things: 1) it authorizes each high school you have attended to send the Clearinghouse your transcript, proof of graduation and other necessary academic information, and 2) it authorizes the Clearinghouse to send your academic information to all colleges that request your eligibility status. If interested in playing Division I or II athletics, students and their parents should consult the NCAA Clearinghouse website, [www.ncaa.org](http://www.ncaa.org) to determine requirements as soon as possible.

## COURSE LEVELS

### **Heterogeneous Grouping**

Hall-Dale HS had made significant efforts to “un-track” courses and to allow each student to access a rich, rigorous, and personalized curriculum. Heterogeneous grouping promotes relevance to learning, enhances team building skills and provides an equal opportunity for all students.

### **Honors Classes**

Honors courses are available at Hall-Dale High School in English, mathematics, social studies and science. **Students who attain a final grade of 3.75 of all completed measure topics within a core course, during the academic year, will be awarded honors designation.** At Hall-Dale, honors is designated for advanced thinking and deeper learning on Marzano's Taxonomy Scale.

### **Advanced Placement**

Students may participate in Advanced Placement (AP) courses. AP exams are given in May. The tests are scored on a 5 point system with 5 being the highest level of performance and 1 being the lowest level of performance. Over 90% of the colleges and universities in the United States use satisfactory AP test scores to award college credit; this is generally a 3 or above. Please see each subject area for available Advanced Placement courses. Students who choose to enroll in an Advanced Placement course are expected to sit for the AP Exam. Many colleges will take this into account when looking at admission decisions.

### **Special Education**

An array of Special Education services are offered at Hall-Dale High School. Services and classes are determined via the Individualized Education Plan (IEP) team on an individual basis. Students are placed in special education based on eligibility, assessments and determinations made by the IEP team. Student programs and services are reviewed annually. Courses for SPED are listed as “Individualized.”

## College Courses and Dual Enrollment

Students are encouraged to participate in the many early college programs available in our area. If college courses are being used to meet graduation requirements, students must have prior approval by the Academic Counseling Office. College courses that are transferred to Hall-Dale transcripts will be weighted at 1.25 for calculation of GPA. We have agreements with many local colleges and universities through the Aspire Program for onsite and online courses including UMA, UMO, UMFK, KVCC, SMCC, CMCC, Colby, Bates and Bowdoin. Hall-Dale High School has an agreement with Thomas College in Waterville, ME that allows Hall-Dale staff to deliver college courses on Hall-Dale's campus. Transportation is no longer a barrier for high school students looking to earn college credit during their high school experience!

## Course Selections

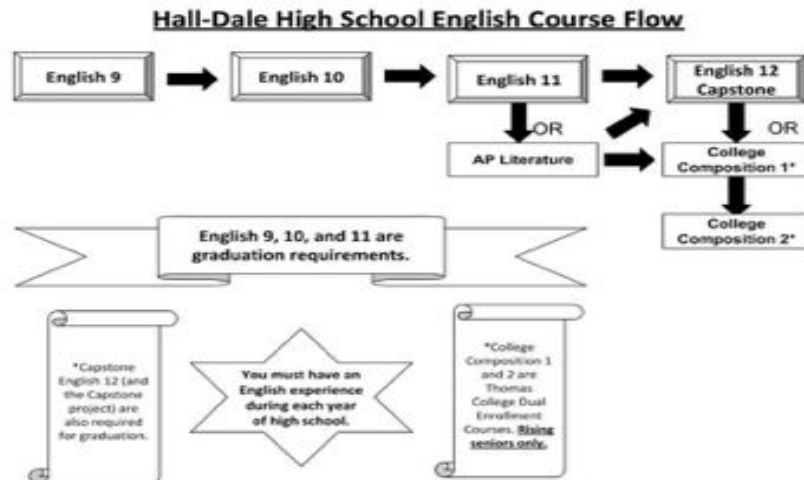
ENGLISH

English proficiency through level 11 is required to graduate. A total of 4 years of English is required for graduation. English Capstone during the senior year is required for graduation.

Students who attain a final grade of 3.75 of all completed measure topics within a core course, during the academic year, will be awarded honors designation.

*Students who wish to take one year of an AP Lit and/or dual enrollment Thomas College English course should plan on completing levels 9-11 English in two or three years. Thomas College Dual Enrollment is open to seniors only or juniors graduating early. All English MT/s must be completed before taking these two courses.*

Seniors are required to complete the capstone research paper as part of their senior capstone project. Seniors must be enrolled in the Capstone English course to complete this requirement unless they are completing the capstone research paper as part of their dual enrollment EH 111/112 course.



### **Level 9 English - Full year**

Level 9 English focuses on the teaching of foundational reading and writing skills necessary for success at the high school level; the course includes fiction (short stories, poems, plays, films, and novels) as well as nonfiction (narrative, argument, and informational texts). The content includes a combination of all-class and student-chosen texts and writing topics.

Skills covered include close reading and analysis, the writing process, and research.

Prerequisite: Successful completion of 8th Grade ELA and reading and grade-level proficiency.

### **Level 10 English - Full year**

Level 10 English is centered around making connections with and finding place in the larger community. Learners will hone their writing through crafting in a variety of writing genres (expository, argument/opinion, narrative, expressive), using a variety of text models. The course will focus on developing research skills and presenting research in multiple modalities. Learners in level 10 ELA will also develop their analytical skills by working a variety of literary and academic forms such as short stories, personal essays, journal articles, speeches, novels, drama, and poetry, as a means to explore the universal human experience. The course includes formal and informal writing, multi-media projects, research, and interaction with authentic audiences. Honors options are built into this course. Driving questions: What is community? What are our roles within the context of community?

Prerequisite: Successful completion of English 9.

### **Level 11 English - Full year**

Level 11 English is centered around defining and discovering who we are as individuals, future casting, goal setting, and surveying a variety of life after high school pathways. Learners will continue to develop and strengthen their academic writing and personal writing as we expand our definition of what it means to be a writer. Emphasis will be placed on developing research skills to include advanced academic searches, developing formal academic voice through presenting information in written word and other modalities, including public speaking and the use of multi-media presentations. The course will also focus on exploring identity through a variety of literary and academic forms such as short stories, personal essays, journal articles, speeches, novels, drama, and poetry, as a means to explore the ways in which we define who we are, along with our core values and beliefs. The course includes formal and informal writing, multi-media projects, research, and interaction with authentic audiences. Honors options are built into this course. Driving questions: How do our values and beliefs shape who we are as individuals and influence our behavior? In a culture where we are bombarded with other people trying to define us, how do we find and stay true to our authentic selves? What is the pursuit of happiness and how does hope factor in?

Prerequisite: Successful completion of English 10.

**Level 12 English Capstone English** - first semester - required for all seniors except those enrolled in EH 111 College Composition. AP Language and Comp student must also sign up for this course.

This course is designed to assist seniors with the completion of their capstone research paper. In addition, seniors will complete college application essays. This is a first semester course.

*\*Second Semester Seniors must **pick one** of the following second semester offerings:*

#### **\*Public Speaking - second semester**

This course provides the student with training and experience in presenting various types of oral presentations. Topics covered include audience analysis, speech organization, delivery techniques, and the use of visual aids. Speaking in various contexts and settings will be explored both with prepared remarks and improvised remarks with the goal of students becoming more comfortable speaking in front of a crowd.

#### **\*Business Communication- second semester**

This course focuses on developing formal business documents, correspondence, presentations, sales literature, personnel documents, etc. The course will concentrate on correct document formats, grammar and editing, business etiquette,

effective communication techniques, and job-seeking skills. For a final project, each student will prepare a small business portfolio for a business they create and present it to a panel of potential investors.

#### **\*Intro to Journalism- second semester**

This course focuses on journalism ethics and how journalism differs from other forms of writing. Emphasis will be placed on instruction and practice in developing, reporting, and writing news stories. Students will practice accuracy, style, and editorial responsibility. The class will create a publication to present their news stories.

### **English Electives**

#### **AP English Literature & Composition - grade 11 & 12, full year**

AP English Literature challenges students to read and interpret a wide range of imaginative works. The course invites students to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely. By the end of the course, students have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives. A substantial portion of the class will be dedicated to poetry. This course prepares students for the Advanced Placement English Literature and Composition examination in May. All students taking the class are encouraged to take the exam.

**Prerequisite: Successful completion of English Level 9, 10 and 11.**

#### **EH 111 – College Composition 1** Thomas College Semester- fall semester, 3 credits dual enrollment at TC

This college course allows students to earn both high school credit and college credit from Thomas College and follows Thomas College's curriculum. With a focus on writing, topics in the course include: cause and effect (or causal analysis), sequential (narrative, process)/description, comparison/contrast, definition/classification/analogy, analysis/argumentation and research skills. Prerequisite: Successful completion of English Level 3, recommendation by academic counselor or teacher, demonstrated aptitude for college level work, have a grade point average of 3.0 or higher and be of junior or senior status.

#### **EH 112 College Writing Part 2** Thomas College Semester - spring semester, 3 credits dual enrollment at TC

In Composition II, students continue to explore topics of interest (reading and writing nonfiction) and work on EH111 skills while focusing on the research process and research-paper writing, argumentation, analysis, and ethical use of information, being guided by the Association of College and Research Libraries standards. For Composition II, students writing should demonstrate additionally: • Knowledge of the research process, including the abilities to: -Develop a tentative thesis and outline through thinking and initial research -Determine the extent and kinds of information needed -Develop a research strategy - Effectively locate and access credible sources (print and electronic) -Evaluate information and its sources critically.

#### **Individualized English - full year**

Individualized English is a course available to students through the special education IEP process. Students in this class work to make progress on their English Language Arts goals as stated in their IEP. This course can be taken for all four years. The class may include periodic, progress-monitoring probes in order to incorporate Aimsweb.

#### **Reading & Writing Lab - 1 Semester, no credit**

Designed for high school students who may be skill deficient or who need extra support or time in reading and/or writing in any grade. The attendees would be scheduled for a lab in addition to a full-year English course. All students can enter and exit the lab on a semester basis, staying as long as necessary to bring them up to grade/level performance or on pace. The lab will serve students who: •Are significantly behind pace in an English class •Need occasional help for related assignments in any English class •Are assigned by any English teacher •Themselves desire extra help at any performance level.

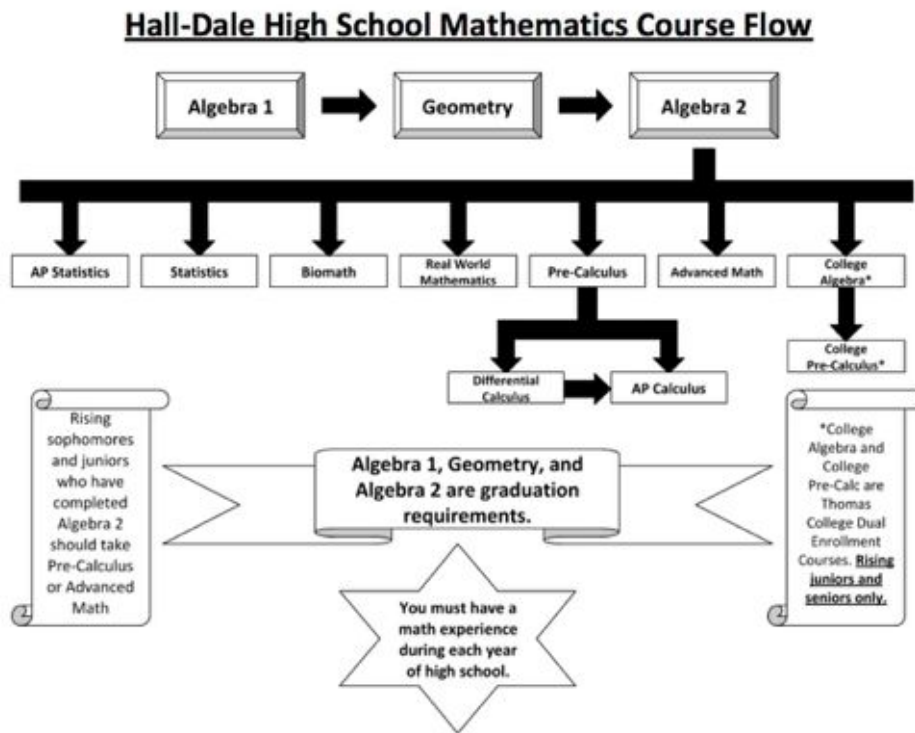
**English SAT/PSAT Test Prep** - Full year but half time, with Math

This course is designed to help students prepare for the English portions of the PSAT and SAT. This is an excellent opportunity for students who wish to improve their test-taking strategies. Half of the semester will be in math and half in English. Note: This class provides a general elective credit and not a English elective credit.

**MATHEMATICS**

**Students who attain a final grade of 3.75 of all completed measure topics within a core course, during the academic year, will be awarded honors designation.**

Algebra 1, Geometry, and Algebra 2 are required math courses. A total of 4 years of math are required for graduation so students may choose from elective math courses to complete their credit in Math. Some CATC courses may count as a math elective.



Updated May 2018

**Algebra 1** - every day, full year

Algebra 1 builds on the basic skills learned in Foundations of Math with emphasis on solving equations, inequalities, proportion, graphing, problem solving, critical thinking, probability, and statistics. (A student cannot take Algebra 1 and Geometry concurrently.) The prerequisite skills necessary to be successful in this course are: adding, subtracting, multiplying and dividing whole numbers, integers, and fractions, solving basic equations, applying the order of operations.

**Geometry** - full year

Emphasis will be on fundamental concepts of Geometry, including relationships and properties of lines, angles, triangles, polygons, and solids. The prerequisite skills necessary to be successful in this course are: solving various types of equations and inequalities; graphing points on a coordinate plane

Prerequisite: Successful completion of Algebra 1 equivalent.

**Algebra 2** - full year

The course continues to develop the concepts and skills learned in Algebra 1 and Geometry emphasizing critical thinking skills and varied approaches to problem solving. New and expanded topics introduced include: linear, quadratic, and inverse functions, graphing, and extension of the real number system. The prerequisite skills necessary to be successful in this course are:

solving various types of equations and inequalities; graphing linear equations; identifying slope and y-intercept.

Prerequisite: Successful completion of Geometry.

**Individualized Mathematics** - full year

Individualized Foundations of Mathematics is a course available to students through the special education IEP process. The course is taught in a small and specialized environment and class includes periodic, progress-monitoring probes.

**MATHEMATICS ELECTIVES****Advanced Mathematics** - full year

The topics covered in Advanced Math are functions, trigonometry (circular and triangle), and advanced algebra concepts that were not covered in Algebra 2. The math functions covered are linear, quadratic, polynomial, exponential, logarithmic, and trigonometric. Students apply their knowledge in solving real world problems. (Students may take this class concurrently with Statistics or AP Statistics.) The prerequisite skills necessary to be successful in this course are:

solving systems of equations; solving problems involving right triangle trigonometry; basic understanding of functions

Prerequisite: Successful completion of Algebra 2.

**Pre-Calculus** - full year

This course also focuses on functions including the 12 basic functions as well as rational, polynomial and power functions. In Pre-Calculus there is an emphasis on mathematical theory and proof and application of skills and concepts. Major units of study include definitions and properties of trigonometric and circular functions, graphs and solutions of trigonometric and circular equations, solutions of oblique triangles, inverse circular functions, probability, statistics, and logarithms. (Students may take this class concurrently with AP Statistics.) The prerequisite skills necessary to be successful in this course are:

Solving systems of equations

Solving problems involving right triangle trigonometry

Basic understanding of functions Independent thinking and problem solving

Prerequisite: Successful completion of Algebra 2 and teacher recommendation.

**Differential Calculus** - full year

This course is designed for the student who may not be ready for AP Calculus but wants to learn the fundamental concepts at a slower pace. Topics covered include limits, continuity, general derivatives, implicit differentiation, and applications of derivatives.

Prerequisite: Successful completion of Pre-Calculus.

**Statistics** - full year

This is a first course in statistics that emphasizes statistical thinking. The focus of the class is on statistical ideas and reasoning and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment. It is ideally suited for a non-AP level introduction to statistics for high school students. Students will be expected to do activities, applications, and data explorations in order to investigate, discuss, and make use of statistical ideas and methods. Students are exposed to four broad conceptual themes:

Exploring Data: describing patterns and departures from patterns.

Sampling and Experimentation: planning and conducting a study.

Anticipating Patterns: exploring random phenomena using probability and simulation

Statistical Inference: estimating population parameters and testing hypotheses.

Prerequisite: successful completion of Algebra 2 or taken concurrently with Algebra 2.

### **Biostatistics**- full year

How do DNA mutations and resulting amino acid substitutions relate to evolution? How likely is it that a woman who is told she has breast cancer really doesn't? How are microarrays used to explore the genes that could be associated with genetic conditions? What causes the spread of disease, and how can it be controlled? How do you define pain, and how can we describe how pain affects us individually? Learners will seek answers to these questions (among others) through the use of mathematical concepts that include: matrices, algorithms, basic graph theory, binary numbers, data collection, sampling data, histograms, regression, correlation, probability, confidence intervals, and hypothesis testing.

Prerequisite: Successful completion of Algebra 2 or be taken concurrently with Algebra 2.

### **Real World Math**- full year

In this mathematical seminar, learners will investigate the connections between mathematics and computer science, engineering, finances, art, and music. Topics may include (but are not limited to): set theory, logic, programming, geometric design, scale drawings, budgeting, taxes, investments, the stock market, and accounting. The seminar will have an emphasis on problem solving, and learners will have the opportunity to work with Sphero robots and Scratch programming language throughout the seminar.

Prerequisite: Successful completion of Algebra 2.

### **AP Statistics** - full year

The purpose of the AP course in Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

Exploring Data: Describing patterns and departures from patterns.

Sampling and Experimentation: Planning and conducting a study.

Anticipating Patterns: Exploring random phenomena using probability and simulation.

Statistical Inference: Estimating population parameters and testing hypotheses.

This is a class for students who are driven to succeed and have a strong work ethic. Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course. (Students may take this class concurrently with Advanced Mathematics, Honors Pre-Calculus, or AP Calculus.)

Prerequisite: Successful completion of Algebra 2. This course prepares students for the Advanced Placement Statistics examination in May. All students taking the class are encouraged to take the exam.

### **AP Calculus** - full year

Students will study the differential calculus including implicit differentiation, related rates and the Mean Value Theorem, which will be used to establish the relation between differentiation and integration. Also studied will be the definite integral, solutions of separable differential equations, and slope field. (Students may take this class concurrently with AP Statistics.) The prerequisite skills necessary to be successful in this course are: Understanding and use of unit circle in radians; Understanding, use, and familiarity with the 12 basic functions; End limits of functions.

Prerequisite: Successful completion of Pre-Calculus and teacher recommendation. This course prepares students for the Advanced Placement Calculus examination in May. All students taking the class are encouraged to take the exam.

**MS197 College Algebra** - Thomas College, fall semester, dual enrollment 3 credits Thomas College

This dual enrollment college level course will place a focus on traditional problem-solving methods in mathematics. Students will be asked to solve problems modeled by various functions including linear, quadratic, absolute value, polynomial, exponential, and logarithmic. Students will solve proportional and rational equations as well as systems of equations. Additional topics are: matrices, probability and complex numbers. Prerequisite: Successful completion of Algebra 2, recommendation by academic counselor or teacher, demonstrated aptitude for college level work, have a grade point average of 3.0 or higher and be of junior or senior status.

**MS205 Pre-Calculus** - Thomas College - spring semester, dual enrollment 3 credits Thomas College

This course is designed to help students think effectively and analyze issues logically. Basic strategies of thought and analyses are emphasized. Topics covered include: reasoning, number systems, algebraic equations, set theory, logic, geometry and probability. Prerequisite: Successful completion of Algebra 2, recommendation by academic counselor or teacher, demonstrated aptitude for college level work, have a grade point average of 3.0 or higher and be of junior or senior status. Pre-requisite: Successful completion of MS197.

**Math SAT/PSAT Test Prep** - Full year but half time, with ELA

This course is designed to help students prepare for the math portions the PSAT and SAT. This is an excellent opportunity for students who wish to improve their math test-taking strategies math skills. Half of the semester will be in math and half in English. Note: This class provides a general elective credit and not a math elective credit.

**Math Lab 1** - as needed, no credit

Math Lab is a required course for students who need extra help in math. It is taught by a member of the Math faculty, but is not a "designed" course. Math Lab is for students who struggle with demonstrating proficiency in math standards or need ongoing math support. It is an opportunity to "catch up" quickly so they can be on track to graduate on time. It is encouraged that students who take Math Lab be in the Algebra/Geometry/Algebra 2 levels of math, although help in higher-level courses will also be provided.

**Instructional Math Lab** (no credit)

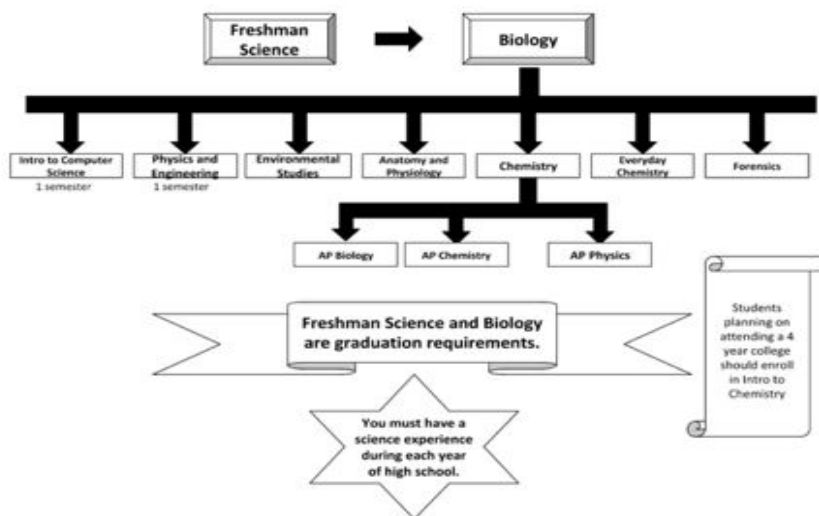
Math Lab is course for students who need extra help in math and is available to students through the special education IEP process. The course is taught in a small and specialized environment and class includes periodic, progress-monitoring probes.

<b>SCIENCE</b>
----------------

**Students who attain a final grade of 3.75 of all completed measure topics within a core course, during the academic year, will be awarded honors designation.**

Freshman Science and Biology are required science courses. A total of 4 years of science are required for graduation so students may choose from elective science courses to complete their credit in Science. Some CATC courses may count as a science elective.

## Hall-Dale High School Science Course Flow



Updated May 2018

### **Freshmen Science - full year**

Science in the 9th Grade consists of two courses. In the fall students take the one semester Physics First course and in the spring they take the Earth and Space Systems course.

*Physics First* - For one semester, students will examine the principles of force and motion, Newton's Laws, the use of equations to predict the motion of object, and the effect of collisions on objects. Later in the course students will demonstrate conservation of energy in a system and work with graphs of motion, followed by a study of waves, harmonic motion and the Electromagnetic Spectrum and electric circuits. Students will be introduced to the engineering method and basic calculations. Required for all 9th grade students.

*Earth and Space Systems*- In this semester long course, student will be introduced to the interconnected cycles and systems that make up the our planet and its biosphere. Students will investigate Earth's past including plate tectonics and paleoclimate, the cycles of matter, present and future weather and climate. Students will use the Vaughn's Woods as a resource for observing the Earth System in action. In order to have a better understanding of some of the environmental issues we face in managing the Earth System, students will also learn about electricity generation and power consumption. The course will begin with the study of astronomy, the scale, history and nature of the cosmos. Required for all 9th grade students.

### **Biology - full year**

Biology is the study of life. Students will be exposed to the diversity of life from DNA and cells to large ecological systems. Areas of investigation include cell biology, homeostasis, metabolism, genetics, evolution, and ecology. A wide variety of instructional methods are offered including laboratory investigations, computer assisted instruction and scientific films. This course also requires the student to develop good critical thinking skills and become independent learners.

### **Individualized Science - full year**

A practical application course in science that includes the earth and its surroundings, living things, managing resources in the local environment, horticulture, animal care, and obtaining and using energy. Life Skills Science is a course available to students through the special education IEP process.

## SCIENCE ELECTIVES

### **Introductory Chemistry** - full year

Chemistry is the study of matter; it permeates every aspect of our lives. Students in this class will develop an understanding of the elements on the Periodic Table, how the structure of atoms determines the formation of chemical bonds and how chemical compounds interact with each other. Topics will include: The Periodic Table, Atomic Structure Nuclear Chemistry & Chemical Bonding, Chemical Reactions, Stoichiometry, Gas Chemistry & Thermodynamics. Students planning on attending a four year college should take this course as colleges will be looking for a lab chemistry course. Labs and projects will be used to reinforce the curriculum.

**Prerequisite:** Freshman Science.

### **Everyday Chemistry**- full year

Would you like to know how to make your own biodiesel or how hair color works? Would you like to learn about acids and bases and how to use household products and garden plants as indicators for detecting their presence? How about learning how smoke detectors work or how trick birthday candles work? If these kinds of chemistry topics interest you, sign up and find out the answers to these and lots of other fun and interesting facts while still learning the basics of chemistry.

Students who are planning on majoring in a science in college should not sign up for this class. You will need to take the regular chemistry class that has always been offered. If you aren't planning on majoring in a science but may have an interest in everyday chemistry, then this class is for you. Anyone planning on working in health and beauty or working in the cleaning industry or culinary arts or the pest industry, etc might want to consider this course instead.

Students need to have completed 1st and 2nd year science (earth science and biology) prior to taking this class.

### **AP Chemistry** - full year offered every other year as requested. Not offered for Fall 2018

This course will closely follow the AP Chemistry curriculum. It will be a fun & challenging, laboratory-driven course that will explore Chemistry topics beyond those in Introductory Chemistry. Topics include: Stoichiometry & Limiting Reactants, Solution Chemistry, Chemical Bonding & Structure of Molecules, Oxidation-Reduction & Acid-Base Reactions, Chemical Equilibrium, Kinetics, Enthalpy (Heat) and Entropy. This is a hands-on course where experiments and problem-solving will drive learning. This course will provide the foundation for students to sit for the AP Chemistry exam though independent work may be required. Students will be expected to take the AP Chemistry exam. Summer work is required. Pre-requisite: Excellent work ethic & successful completion of Introductory Chemistry. This course prepares students for the Advanced Placement Chemistry examination in May. All students taking the class are encouraged to take the exam.

### **AP Biology/Advanced Topics in Biology** - full year offered every other year as requested. This WILL be offered fall of 2018

Depending on the population of students interested, this course will follow the AP Biology curriculum. It will be a fun and challenging course built on previous knowledge from both Biology and Introductory Chemistry. We will focus on the interrelationship of AP Biology's 4 Big Ideas: Evolution, Energy and Molecules, Movement of Information and the Interaction of Biological Systems. Concepts introduced in Biology will be explored in much greater depth. Regular laboratory experiences will complement the curriculum. This course will be taught at the college level and students will be expected to consistently work outside of class. Summer work will be required. All students taking the class are encouraged to take the exam.

Prerequisites: Biology and Intro. Chemistry

### **AP Physics** - full year

The AP Physics test has been redesigned to allow students to focus on a smaller body of knowledge in greater depth. Students taking this algebra based, college level physics course master Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. There will also be an introduction to electric circuits. Great emphasis will be placed on experimentation and inquiry challenges, in keeping with the new AP Physics guidelines. A great course for any student contemplating a career in engineering, architecture, science, or any technical field. Students need to have completed all Algebra II learning targets before taking this course, or have consent of the instructor.

**Prerequisite:** Successful completion of Chemistry and Algebra 2. In some cases a student of exceptional ability and focus can take AP Physics concurrently with the listed prerequisites. This course prepares students for the Advanced Placement Physics examination in May. All students taking the class are encouraged to take the exam.

Prerequisites: Biology and Intro. Chemistry

**Environmental Studies - full year**

This course will use project-based learning to explore our natural world and the environmental systems that contribute to the well being of our planet. Maine-themed topics will change each quarter and a quarterly culminating project will determine a student's score. Quarter topics are: Maine Forest Ecosystems, Mining & Alternative Energy Systems, Maine Agriculture & Farming and Maine Maritime Ecology. Active field biology experiences are a part of this course.

**Pre-requisites:** Successful Completion of Freshman Science & Biology

**Anatomy and Physiology - full year**

Anatomy is the study of the structure of the body and the physical relationships between body parts. Physiology is the study of how vital functions are performed within the body. The course focuses on the human body with a systems approach. A combination of projects, laboratories, and virtual or traditional dissections will be included in the course.

**Prerequisite:** Successful completion of Biology and Chemistry

**Forensics - full year**

An introductory forensics science course that focuses on practices and analysis of physical evidence found at crime scenes. The fundamental objective is to teach the basic processes and principles of scientific thinking and apply them to solve problems that are not only science related but across the curriculum with critical thinking skills. **Prerequisite:** Successful completion of Biology..

**Physics and Engineering - 1 semester**

This course picks up where 9th grade Physics First leaves off. Students will focus on solving equations (the level of mathematics will be approximately equal to Algebra one), conducting investigations, collecting data, and building and testing devices to solve problems. Topics will include work and power, circular motion, a more in depth study of optics than is available in 9th grade, simple machines (Pulley, lever, gear, transmission and so forth), pressure and buoyancy, the structure of the Atom, the engineering method, simple thermodynamics and an in-depth study of electricity, circuits and electronics. Students will revisit some key elements of 9th grade in greater depth. This course is a must for students who are interested in how technology works and wish to pursue a technical field.

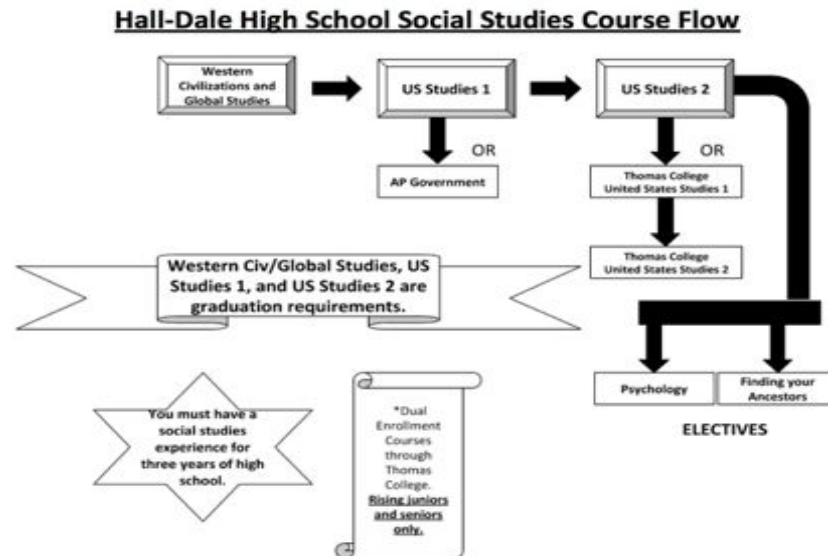
**Introduction to Computer Science - 1 semester**

We live in a computerized age. But how do these technological marvels work? What makes them tick? How can we develop new applications for computers to make the world a better place? How did computers develop and what can we expect in the future? This will be primarily an introduction to programming. Students will create simple programs and apps, as well as a basic introduction to the history of computers and computer hardware.

\*Enrollment in *some* technical program at Capital Area Technical Center may fulfill the fourth year science requirement. See the academic counseling office for more information.

**SOCIAL STUDIES**

Students who attain a final grade of 3.75 of all completed measure topics within a core course, during the academic year, will be awarded honors designation.



Updated May 2018

**Western Civilization and Global Studies** - required full year freshmen

Western Civilization is a course of study which will include measurement topics in world geography, world history (comparative governments), cultures of Western civilizations throughout history, and economics throughout history in the Western world.

**United States Studies Year 1** - required full year, sophomores, must have completed Western Civilization & Global Studies

This course includes the study of Colonization, Revolution, and the Constitution, the Industrial Revolution, and Manifest Destiny.

American History is a political, economic and cultural oriented survey of the United States. Learning targets are all Government and Citizenship-focused (even though history and culture is included in instruction, the emphasis is on Government and Citizenship, with one Economics target (Economic Systems).

**United States Studies, Year 2** - required full year (Unless student completes both sections of Thomas College Dual Enrollment-

Prerequisites: United State Studies Year 1 or AP Gov AND Western Civilization)

This course will be taught chronologically, beginning in 1850 and ending in the modern era. Our Learning Targets focus our attention on reforms, transformations, economic policies, and war and diplomacy throughout the mid-late 19th century and the 20th century. We will learn about the causes and outcomes of such eras and events as the Civil War, the Gilded Age, the Progressive Era, World War I, the Roaring 20s, the Great Depression, World War II, and the Cold War (including the Korean War, McCarthyism, and the Vietnam War). This course will require you to work with skills such as reading, creating guiding questions, research, project development and implementation, writing, speaking, and some traditional assessment work.

**Individualized Social Studies** - full year, 1 credit

This course includes social skills, W.A.G.E.S. (Working at Gaining Employment Skills), and accessible approaches to grade-specific high school social studies curricula, World History 1, World History 2, and United States/American History. Also, students will work with geography, government, economics, and civics. Life Skills Social Studies is a course available to students through the special education IEP process.

**SOCIAL STUDIES ELECTIVES**

**HG221 United States History to the End of the Civil War** - Thomas College - fall semester, dual enrollment 3 credits  
Thomas College

The course covers the development of the United States from early colonization. This course is designed to introduce students to the history of the United States from the early colonization period through the end of the Civil War era. This course will focus on important themes and critical junctures in our country's history, as well as the powerful forces that helped shape the political and social institutions of American society. Pre-requisite:

**HG222 United States History after the Civil War** - Thomas College - spring semester, dual enrollment 3 credits  
Thomas College

This course covers the development of the United State after the Civil War and Reconstruction. This course is designed to introduce students to the history of the United States from the end of the Civil War era to contemporary times. This course will focus on important themes and critical junctures in our country's history, as well as the powerful forces that helped shape the political and social institutions of American society. Pre-requisite:

**AP United States Government and Politics** - full year, grade 10 or 12, 1 credit

Advanced Placement United States Government is a comprehensive, college-level survey course of the Government of the United States. The course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of primary source documents. As a college level experience, students are given the opportunity to study U.S. Government in greater detail and develop skills critically important to successful college study. This course prepares students for the Advanced Placement US Government examination in May. All students taking the class are encouraged to take the exam.

**Finding Your Ancestors** - semester, grade 10-12, .5 credit

Have you every wondered about your ancestry — where your people come from, or what their experiences were like? Are you descended from royalty? Soldiers? Pirates? Politicians? Pilgrims? In this course, we will spend time doing the detective work to help you find as much information about your family's history as possible. We will work on research skills, organization skills, and interview skills, and learn about how to access and interpret archival material. We'll visit the Maine State Archives for some of our research, and use online sources as well. You'll conclude the course with a project of your choosing: a documentary film, a scrapbook or a digital book using iBook Author.

**Psychology** - semester, grades 11-12, .5 credit

The study of psychology can be boiled down to one simple definition: the study of human behavior. That simplicity can be misleading, however, since human behavior is impacted by everything from biology to environment to experiences and beyond. In this semester-long course, we will scratch the surface of what the study of psychology is and how the understanding of human behavior is applied in day-to-day life. We will be doing whole-class lessons and activities, as well as completing individual research projects, papers, and presentations. Topics will include biology and the brain, sensation and perception, states of consciousness, human development, emotion and motivation, personality, and intelligence and learning.

## WORLD LANGUAGES

In World Language classes, students will be exposed to world languages and cultures through speaking, reading, writing and listening activities. Through multiple levels and practice, students will build the skills to converse, read, write and speak in the target language. As such, two consecutive years in the same language at the high school level is highly recommended for all students. Being surrounded by the language is the best way to learn it. Therefore, students should be prepared for the class to be conducted primarily in the target language.

### **French 1** - full year

This beginning program is designed to develop the basic skills of listening, speaking, reading and writing in the French language. Storytelling, personalized questioning and answering, videos, games and reading are some of the activities in which students are engaged in meaningful contextualized language which focuses mostly on high frequency structures. Embedded in daily practice will be elements of grammar, high-frequency vocabulary, and the development of Francophone cultural understanding. The student's developing mastery of these concepts will form the underpinnings for attaining proficiency in the target language.

### **French 2** - full year

This course builds upon skills acquired in French 1 to develop more complex listening, speaking, reading and writing skills within the French language. Students will use old and new target structures while expanding and personalizing their vocabulary beyond common high-frequency expressions. Class activities will include videos, songs, short stories, personalized conversations, and a short novel.

Prerequisite: French 1, or successful completion of Middle School French

### **French 3** - full year

This course builds upon skills acquired in French 2, to develop a deeper understanding of listening, speaking, writing and reading skills. In this class, students will focus on building their vocabularies while refining and expanding their knowledge of grammatical structures through authentic and personalized conversations, videos, songs, stories and a novella.

Prerequisite: French 2

### **French 4** - full year

This course uses the skills and structures acquired in French 1, 2 and 3 to expand students' reading, speaking, listening, writing, and conversational abilities. In class activities will be based on authentic materials including videos, songs, articles and novellas, giving students exposure to the French speaking world in France, Europe and Africa.

Prerequisite: French 3

### **French 5** - full year

This course will continue to fine-tune students' skills of listening, speaking, reading, and writing while exploring France and the Francophone world. This course also enables students to use previously acquired vocabulary and grammatical structures on a daily basis as they engage with a variety of authentic French sources including short stories, news reports, and humor. Students will leave the course confident in their abilities to decode French and engage in authentic conversations.

Prerequisite: French 4

### **Japanese 1** - full year

Course Description: This course is an introduction to Japanese language and culture. Students will develop the basic skills to communicate and understand greetings and personal information (age, birthday, zodiac sign, address, etc.). The teacher will introduce students to Japanese culture and geography as well as to language. The students should master basic verb conjugations as well as basic vocabulary and idioms. The students will also learn one of the Japanese alphabets (Hiragana characters). This class will be taught concurrently at remote sites through Tandberg, high technology distance learning system.

Students will learn: how to read and write all 71 Japanese Hiragana characters; a willingness to listen to and speak Japanese;  
a positive and serious attitude; acceptance of other cultures.

### **Japanese 2 - full year**

Course Description: This is a continuing course for both, those students who started Japanese in middle school and for those who passed Japanese 1 at the high school level. This course expands on basic grammatical structures and vocabulary. Students will learn a second Japanese alphabet (Katakana) and Kanji (Chinese characters). Heavy emphasis will be placed on daily conversation, including both in-class and out-of-class Japanese use.

Students will learn: all Katakana (71 characters) and 35 Kanji (Chinese characters); willingness to listen to and speak Japanese;  
a positive and serious attitude; acceptance of other cultures.

Prerequisite: Successful completion of middle school Japanese or Japanese 1

### **Japanese 3 - full year,**

Course Description: The goal of this course is for students to gain intermediate skills in four areas: listening, speaking reading, and writing. Students will develop a solid foundation for communicating in Japanese language, in preparation for more authentic conversation. Students will learn: additional Kanji; willingness to listen to and speak Japanese; a positive and serious attitude; acceptance of other cultures.

Prerequisite: Successful completion of Japanese 2

### **Japanese 4 - full year**

Course Description: Students gain a basic understanding of the culture of communication in Japan and other relevant Japanese social behaviors. Activities and assignments will require students to build upon the four skill areas (listening, speaking, reading, and writing) developed in previous classes. This course emphasizes accuracy of spoken communication in face-to-face situations within a broad range of topic areas. Everyday speech, in plain forms, will be the main emphasis. Students will learn: a significant number of Kanji; willingness to listen to and speak Japanese; a positive and serious attitude; acceptance of other cultures.

Prerequisite: Successful completion of Japanese 3

### **Japanese 5 - full year**

Course Description: Students exchange information (orally and/or in writing) in the target language, regarding topics of significance within Japanese-language communities. Students demonstrate an emerging understanding of cultural nuances in both written and spoken language. Students prepare short stories and simple written reports about personal experiences, current or personal events, or relating to course subjects. The acquisition of Kanji, sufficient for study at the college level, is also a major objective. Students will learn: memorize essential Kanji; willingness to listen to and speak Japanese; a positive and serious attitude; acceptance of other cultures.

Prerequisite: Successful completion of Japanese 4

### **Spanish 1 - full year**

This beginning program is designed to develop the basic skills of listening, speaking, reading and writing in the Spanish language. Storytelling, personalized questioning and answering, singing, movement, videos, games and reading are some of the activities in which students are engaged in meaningful contextualized language which focuses mostly on high frequency structures. Embedded in daily practice will be elements of grammar, high-frequency vocabulary, and the

development of cultural understanding. The student's developing mastery of these concepts will form the underpinnings for attaining proficiency in the target language.

**Spanish 2 - full year**

This course builds upon skills acquired in Spanish 1 to develop more complex listening, speaking, reading and writing skills within the Spanish language. Students will use old and new target structures while expanding and personalizing their vocabulary beyond common high-frequency expressions. Class activities will include videos, songs, short stories, personalized conversations, and a short novel.

Prerequisite: Spanish 1 or successful completion of Middle School Spanish

**Spanish 3 - full year**

This course builds upon skills acquired in Spanish 2, to develop a deeper understanding of listening, speaking, writing and reading skills. In this class, students will focus on building their vocabularies while refining and expanding their knowledge of grammatical structures through authentic and personalized conversations, videos, songs, stories and a novella.

Prerequisite: Spanish 2

**Spanish 4 - full year**

This course uses the skills and structures acquired in Spanish 1, 2 and 3 to expand students' reading, speaking, listening, writing, and conversational abilities. In class activities will be based on authentic materials including videos, songs, articles and novellas, giving students exposure to the Spanish speaking world in Spain, Latin America and the United States.

Prerequisite: Spanish 3

**Spanish 5 - full year**

This course will continue to fine-tune students' skills of listening, speaking, reading, and writing while exploring Spain and Latin

America. This course also enables students to use previously acquired vocabulary and grammatical structures on a daily basis as

they engage with a variety of authentic Spanish sources including short stories, news reports, and humor. Students will leave the course confident in their abilities to decode Spanish and engage in authentic conversations.

Prerequisite: Spanish 4

**Spanish Conversation - semester**

In this elective course, students will dictate the topics of conversation based on their interest and passions, with the goal of spending the entire class solely in Spanish. Students will cultivate speaking and listening skills, giving them confidence to engage in real-life Spanish conversations.

\*at least 1 year of Spanish required

<b>VISUAL ARTS</b>
--------------------

**Art 1 - grades 9-12, 1st semester**

In this introductory course students will explore a variety of media. Students will improve observational drawing skills, learn about design concepts, and study art terminology. Students will demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others through discussions, critiques, and writings. No prerequisite and recommended for freshmen.

**Art 2 - grades 9-12, 2nd semester**

Students will refine and enhance design skills with experiences in a variety of 2-D and 3-D media. A wide variety of drawing and painting media and subjects will be explored. Students will develop critical art appreciation, as well as creative problem solving skills. Art 1 prerequisite and recommended for freshmen.

**Printmaking** - grades 10-12, 1 semester

In this course students will explore the different processes used to reproduce and duplicate original designs. Students will experiment with single images, multi-color prints, and repeat designs using a variety of techniques and processes including relief, etching, and silk-screen printing. Prerequisite: Art 1 and Art 2.

**Drawing and Painting** - grades 10-12, 1 semester

In this advanced art class students will learn more about color theory, composition, and style to improve painting skills. This course is designed to help students learn to be more competent in a variety of drawing and painting techniques and will encourage students to develop more mature compositions. Students will add to their knowledge of art and art history through discussion, and critiques. Prerequisite: Art 1 and Art 2.

**Sculpture** - grades 10-12, 1 semester

In this course students will explore three-dimensional form through a variety of construction techniques and materials. Historical and contemporary three-dimensional art will be discussed to inspire student work. Materials used may include wood, wire, metal, plaster, recycled items, foam board, and other mediums. Assignments will be introduced through open-ended problems that require individual, unique solutions. An open mind, a desire to experiment, and a willingness to get involved in the creative process are required to be successful in this course. Prerequisite: Art 1 and Art 2.

**Advanced Art Portfolio** - grades 11-12, full year

This class is especially designed for advanced art students who want to develop a portfolio of their work suitable for college admission. Students will be required to complete several assigned drawings in still life, landscape, portrait, and landscape. In addition students will be required to complete a written proposal that outlines specific areas of interest, goals, and objectives to which his/her class time will be devoted. Each student can choose to complete independent work in an area of his/her choice. A *Portfolio Class Performance/Evaluation* sheet will provide an ongoing record of student progress and will be completed on a bi-weekly basis by both student and teacher. It is expected that every effort will be made by each student to achieve success in the process and making of artwork with the highest of standards. Highly motivated and serious art students are encouraged to partake of this class. **Prerequisite:** Prerequisite: Art 1 and Art 2.

**Introduction to Photography** - grades 10-12, 1 semester

Students will be learning about the workings of digital SLR cameras; such as aperture, shutter speed and ISO. The different assignments will have a concentration on composition with the elements and principals of design. Some of the projects we will be working on will be lighting, macro, portraiture, landscape, motion and more. Students will be graded on creative problem solving, technical skills and work ethic involving daily critiques. The semester will also include editing with Photoshop.

Prerequisite: Art 1 and Art 2.

**Advanced Photography** - grades 10-12, 1 semester

Photography has changed the world and it will continue to. Learn more about where photography has come from and be a part of where it is going. Get more involved with photography and explore the possibilities of this art form. Prerequisite: Art 1 and Art 2 and Intro to Photography.

**Introduction to Metal-smithing**- grades 10-12, 1 semester

Students will learn about sawing and piercing metal, fold-forms with bending metal, cold connections through riveting, enameling, and polishing. Students will need to buy their own metal (copper or silver), but all other materials will be provided. Prerequisites: Art 1 and Art 2.

**Ceramics-** grades 10-12 1 semester

Work with clay to develop usable art forms along with sculptural pieces. Students will further their understanding of hand-building techniques- such as slab construction, coil, and pinch. The potter's wheel may also be a possibility.

Prerequisites: Art 1 and Art 2

**Art History-** grades 10-12. 1 semester

Students will investigate how art is a global communicator for different cultures and time periods. Look at world history through the lens of art. Prerequisites: Art 1 and Art 2.

**Graphic Arts** - grades 10-12, 1 semester

This Introduction to Graphic Design course will cover the basics of Adobe Photoshop, Illustrator, and InDesign.

Photoshop will focus on manipulating and editing students' own photos. Illustrator will focus on using vector graphics to create original designs, logos, and illustrations. InDesign will cover the practical basics of designing flyers, newsletters and other print media in single and multiple-page layouts. We will cover skills and techniques that professional artists use in the real world, and students will have the opportunity to work with real-life clients and businesses during the semester - and these skills and experiences could be included on a professional resumé. It is highly recommended that you have a flash drive to save your work. This class is designed to front load with skills and techniques, therefore students who are self-directed and highly motivated to create unique artwork and ask their own questions are encouraged to take this class. Students will be graded on technical skills and problem-solving. Prerequisite: Successful completion of Foundations in Art

1 + 2

<b>PERFORMING ARTS</b>
------------------------

**Concert Band** - full year

Concert Band gives students the opportunity to play their band instrument in an ensemble during the school day. Students will learn music of a variety of styles that challenge and expand their musical abilities. It is a performance based class and as such has a minimum of four required evening performances each year. In the spring of the year the band will take what they have learned to a music festival or clinic outside of the state. Individuals will have opportunities for solos and small ensemble performance as well as opportunities to audition for festivals on both the district and state level. Lessons are not required but highly encouraged. These lessons occur once a week, for 20 minutes, during a study hall. A student without study halls can take lessons before or after school if they so chose. Prerequisite: A student must play an instrument that is part of a concert band: flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, baritone, tuba or concert percussion. Any student wishing to be in band that does not currently play an instrument should see the director to set up lessons so that they may participate. Students must have the ability to sit quietly in rehearsals when not playing their instrument.

**Chorus** - full year

Chorus gives students the opportunity to sing in a musical ensemble during the school day. This ensemble is for mixed voices: Soprano, Alto, Tenor, & Bass. Students will learn a variety of musical styles that challenge and expand their musical abilities. They will sing music in four-part harmony, will sing in foreign languages, and will even learn some choreography. While no student will ever have to sing alone, there will be opportunities for solos and small ensemble performance. It is a performance based class and as such, has a minimum of four required evening performances each

year. Individuals will have opportunities to audition for festivals on both the district and state level. The full chorus will have the opportunity each year to take what they have learned to a music festival or clinic outside of the state. Lessons are not required but highly encouraged. These lessons occur once a week, for 20 minutes, during a study hall. A student without study halls can take lessons before or after school if they so chose. Students who struggle with singing will be required to come in for extra help until they are able to match pitch and thereby blend their voice with the other voices in the chorus. Prerequisite: An interest in singing, a willingness to come in for extra help if needed, and the ability to sit quietly in rehearsals when not singing.

### **Music Theory 1 - full year**

Course Description: Students will study the fundamentals of music theory, composition and arranging while developing their ear training skills. The course will begin with a study of basic note reading and musical notation. It will then move to intervals, scales and key signatures. We will then explore chord structures, harmonic progressions, four part harmonies and melody writing. The course will end with an introduction to band arranging. By the end of the course students will have written a vocal solo, and have arranged or composed a piece for a small instrumental ensemble. The ear training part of the class will develop their ability to listen to and write down intervals, rhythms and melodies as a means to assist them in musical composition. Prerequisite: An interest in learning about music and how it is written.

### **Instrumental and Choral Studies Lab-1 semester**

This lab is for students in band or chorus who are interested in small group or individualized instruction, that due to the large numbers in our ensembles, cannot be taught during full ensemble rehearsals. Students will learn progressively more advanced techniques specific to their instrument or voice. They will be expected to practice new skills, keep a journal on their progress and once a semester perform for the other members in the class. This class will also assist interested students in festival auditions and college entrance auditions. There is no credit for this lab.

### **Modern Band Class -1 semester**

Learn how to play the guitar, bass, drums, piano and voice as you work on popular music in the styles of rock, pop, reggae, hip-hop and rhythm & blues. We will play as one full class band as well as smaller bands within the class. Students will learn to play and compose music by ear, with an introduction of music reading skills later in the semester. Coffee house style performances can be created, based on the interest of the class.

<b>PHYSICAL EDUCATION &amp; WELLNESS</b>
--

**Physical Education Requirements for Graduation:** Successful completion of one-year/two semesters of Physical Education. Students may take additional physical education classes for elective credits.

### **PE 9 - Introduction to Fitness and Sports - grade 9, full year**

This is a yearlong course required of all freshmen. All students must complete this introductory course, which includes:  
Physical Education

Introduction to Fitness

Introduction to Team Sports

Introduction to Individual/Lifetime Sports and Recreation

After successful completion of this core class, students must select from a variety of elective Physical Education courses to complete their final three credits. Gym clothes required. PE 9 is the prerequisite for all other PE courses.

### **Just Girls (Grades 10-12) full year**

Just Girls is a class that focuses on building leadership skills, resiliency skills, endurance, respect for self and others and the spirit of teamwork. This course is “just girls” and takes an experiential component to PE. A major focus, along with

the skill development and wellness component, is being able to reflect on one's journey this program and develop a healthy outlook of self. Girls must apply to take part in this program.

**Just Boys** (Grades 10-12) full year

This class focuses on building leadership skills, respect for self and others, and will explore self growth as well as issues facing young men. This course is boys only and takes an experiential component to PE using a variety of activities both physical and mental. A major focus, along with the skill development and wellness component, is being able to reflect, step outside of your comfort zone and be willing to take risks and critically self evaluate.

There will be a short response question for students who are signing up for this course.

**Fall Semester Offerings**

**Fitness Walking** (Grades 10-12) 1 semester

To successfully complete Fitness Walking will require active participation (walking) each class. Come prepared to go outside every day. Bring appropriate clothes for the weather and this might include snowshoeing. Students will track their heart rates and do short research regarding Fitness walking. Prerequisite: Successful completion of PE9.

**World Cup Games** (Grades 10-12) 1 semester

This course will include competitive games in a variety of team and individual sports such as: flag football, soccer, tennis, volleyball, basketball, etc. The games will be played in a variety of tournament formats. Gym clothes are required.

Prerequisite: Successful completion of PE9.

**Personal Fitness** (Grades 10-12) 1 semester

The focus is on the seven foundational movements: plank, push, pull, hinge, lunge, rotate and squat. This is a fitness based class where students assess their level of fitness and create a plan to meet their own needs. Gym clothes required.

Prerequisite: Successful completion of PE9.

**Winter/Spring Offerings 1 semester**

**World Cup Games** (Grades 10-12) 1 semester

This course will include competitive games in a variety of team and individual sports such as: flag football, soccer, tennis, volleyball, basketball, etc. The games will be played in a variety of tournament formats. Gym clothes are required.

Prerequisite: Successful completion of PE9.

**Lifetime Sports/ Activities.**

This class will include activities that can be enjoyed after high school. We will include Ultimate frisbee, disc golf, tennis, badminton, volleyball, whiffle ball and softball.

**Personal Fitness (Grades 10-12)** 1 semester

The focus is on the seven foundational movements: plank, push, pull, hinge, lunge, rotate and squat. This is a fitness based class where students assess their level of fitness and create a plan to meet their own needs. Gym clothes required.

Prerequisite: Successful completion of PE9.

**Wellness**

**Wellness Requirements for Graduation:** Successful completion of Wellness 1 and Wellness 2 or a full year. Some students may need to take electives to fulfill this requirement.

**Wellness 1 (Grades 9-12) 1 Semester**

This course focuses on helping students make healthy decisions related to goals, career preparation, sexual activity, and addictions. Students will do the Real Care baby project, explore career options, practice goal and decision making strategies, learn the risks of sexual activity and how to access valid health information.

Measurement Topics: Career preparation, Risky Behaviors, Goal Setting, Healthy Relationship Skills, Addictions & Addictive Substances, Growth & Development.

**Wellness 2 (Grades 10-12) 1 Semester**

This course focuses on resource management skills, including stress, time and money. We will also explore mental illness, healthy lifestyle choices, basic CPR and financial literacy. Measurement Topics include mental health, mental illness, stress and time management, nutrition and technological health.

**Wellness Electives****Culinary Arts (Grades 9-12) 1 Semester**

This course will focus on healthy food preparation methods, meal planning, culinary art skills, and explore career options related to the food industry. Each week we will prepare delicious foods using a variety of cooking methods. Several culinary arts skills will be taught to introduce the basic principles of cooking, baking and kitchen operations. Upon completion, students should be able to execute efficiently a broad range of basic cooking/baking skills as they apply to different stations in foodservice operations. Measurement Topics include nutrition, personal safety and career preparation.

**Fashion/Interior Design (grades 10-12) 1 Semester**

This is a “learn to sew” class which will provide opportunities for students to develop career competencies in the fashion and/or interiors industry. Students apply knowledge of design principles and processes through skill performance activities, such making craft and clothing sewing projects. Proper clothing care and repair skills will be covered. We will also explore interior design elements to make our current and future homes more enjoyable living spaces.

<b>COLLEGE &amp; CAREER PREP</b>
----------------------------------

**Jobs for Maine’s Graduates - grades 9-12, year long**

JMG is an experiential program emphasizing:

- improved academics;
- “connectedness” to school;
- self-esteem and outlook;
- personal, educational and career pathways and opportunities.

JMG's curriculum includes career development, job attainment, job survival, leadership, self development and personal skills. Throughout the school year, JMG Specialists engage students in a variety of group activities, community service projects and social awareness events. Specialists provide guidance and mentoring for all students enrolled in the program, and also stay in touch with students for a full year after graduation to help with the transition between high school and their post-secondary goals. JMG participation requires an application and interview to determine eligibility. Students may take JMG during any year of high school, and can choose to be part of the program for multiple years. All students participate in JMG's student-led organization, the Career Association. Career Association members elect officers to be leaders of the program. This student leadership and membership motivates and prepares students for a successful high school experience, continued education, and meaningful careers.

**Transition Seminar, one semester**

This course is designed for students in grade 10, who access special education services through an IEP. This class is designed to assist students as they prepare for post secondary options. Students will explore school and career options, plus entering the work force options. A representative from Vocational Rehabilitation Services, through the Department of Labor will attend and assist during each class. Students will be introduced to what Vocational Rehabilitation has to offer and how it can potentially assist them during their high school time and after. Students will create a resume, and be exposed to guest speakers that will address career and college options. (This class is a recommended component to accompany a student's IEP and as such does not award any credits)

**Senior Capstone Project** - grade 12, January to May

Senior Capstone is the culminating learning challenge for seniors as they apply their status as senior leaders, role models, mentors and/or teachers in their learning and living communities. The Senior Capstone uses an interest and performance based approach to learning. The Capstone emphasizes the application of 21st century skills that include: critical thinking and problem-solving, initiative and innovation, entrepreneurship, creativity and imagination, teamwork and collaboration, accessing and analyzing information, and effective oral and written communication. The capstone is structured and facilitated in advisory but is also self-designed and self-driven. The components of the Capstone include: proposal, working with an outside mentor, 15 hours minimum of fieldwork, presentation, and self-reflection. (The capstone research paper is completed in English class during the fall semester) Seniors can receive instruction and practice in public speaking tools and techniques for their presentation. *Senior Capstone is a graduation requirement.*

**Senior Seminar** - grade 12, advisory periods (work with adviser and as needed with counselor), no credit

Working with the College and Career Counselor and Advisers, seniors learn to navigate the post secondary education systems and begin the steps involved in applying to higher education which include: Naviance, college fit versus match, campus visiting, interviewing, recommendations, on-line applications, cover letter, resume, financial aid, grants and scholarships. Emphasis is placed upon communication skills as seniors advocate for and represent themselves in the world beyond high school. Students will continue their research towards future possibilities and apply to their choices for further study or training relative to self-knowledge, interests, abilities, career aspirations and opportunities.

**Junior Seminar** - grade 11, advisory periods. (work with adviser and as needed with counselor), no credit

Working with the College and Career Counselor and Advisers, students research future possibilities and apply to their choices for further study /or and training relative to self-knowledge, interests, abilities, career aspirations and opportunities. Juniors will be introduced to the many print and on line services available for college searching. Juniors will begin to develop their preliminary post-graduate plan. Using Naviance, a variety of options are explored including 2 and 4 year college degrees, certificate programs, internships, vocational training, and on the job training. Juniors will come away with a list of programs and schools to explore over the summer in preparation for their senior year.

**Sophomore Seminar** - grade 10, advisory period, (work with adviser and as needed with counselor), no credit

Working with the College and Career Counselor and Advisers, students research career possibilities and options and apply their choices to a job shadow day. Using Naviance, students will explore topics of self discovery, successful habits, connecting coursework to careers, working on and enhancing a resume, a beginning look at post secondary education plans, and a beginning look at financial planning for college. Students will be expected to work on PLP's in advisory.

**Freshman Seminar** - grade 9, advisory period, (work with adviser and as needed with counselor), no credit

Working with the College and Career Counselor and Advisers, students begin the exploration of who they are as a learner. Through interest inventories and work in Naviance, students will explore topics in self discovery, success skills, support networks, as well as an introduction to career planning, college planning, resume building and financial planning. Students will be expected to work on PLP's in advisory.

## CAPITAL AREA TECHNICAL CENTER

Capital Area Technical Center (CATC) is committed to developing technical and academic skills and promoting the student attitudes and achievement that will prepare all students for further education and careers in the 21st century. Training in specific trade areas will be available to Junior and senior students at the area technical center. Generally, the approach to learning is through hands on experience, so the student develops those skills needed to succeed in a competitive job market and/or post-secondary technical education. These courses are offered as half-day programs. Hall Dale students will attend in the morning. Contact the academic counseling office to request a CATC Program of Studies. Three (3) science credits and six (6) elective credits are awarded for each half-day program. **Prerequisite:** Open to juniors and seniors; tour of facility strongly encouraged.

**(any CATC program may be used to meet the 4<sup>th</sup>-year science or math requirement- 1 science credit/year or 1 credit/year math, 3.5 elective credits. Some programs may be eligible for the 4<sup>th</sup>-year math requirement instead of science. These will be evaluated on an individual basis at the request of the student)**

All CATC programs require 3 available periods in student schedules; offered AM session only. CATC earns 9 credits for seniors, 4.5 credits for juniors as we transition into a 1 credit system. Seniors may be looking to use a CATC class to count for either a math or science elective. If available, they are listed in the parenthesis. Students wishing to access these opportunities for credit will be asked to fill out an Extended Learning Opportunity form to connect their CATC work with measurement topics at Hall-Dale.

Architectural & Engineering Design  
Auto Collision  
Auto Technology 1 & 2 (PM session only)  
Building Construction 1 & 2  
Business Career Academy 1 & 2  
Cert Nursing Assistant  
Computer Technology 1 & 2  
Culinary Arts 1 & 2  
Early Childhood Occupations 1 & 2  
Electrical Technology 1 & 2  
Graphic Design & Printing  
Law Enforcement  
Machine Tool Tech & Welding 1 & 2  
Medical / Veterinarian Terminology  
Plumbing & Heating 1 & 2

### Off CAMPUS and ONLINE COURSES

Online courses require high motivation, an ability and desire to work independently and a great work ethic.

RSU2 high school students may participate in distance learning through several University of Maine Campuses. Each campus offers a variety of courses to choose from. There is an estimate minimal charge of \$125 for the 3 credit courses. All of these credits will transfer into any Maine campus. The following campuses are offering online courses or dual enrollment classes: UMaine at Augusta, University of Maine, UMaine Fort Kent, and UMaine Machais.

## AP4ALL

Offered by the Maine Department of Education, AP4ALL provides online Advanced Placement courses free of charge to any student residing in a Maine school administrative unit who is educated at the public expense. By offering AP courses online at no charge, AP4ALL provides equity of access to rigorous and challenging coursework for all Maine public high school students regardless of where they live and the limits of resources available in their local school.

Students who participate in AP4ALL are taught by Maine certified teachers who receive extensive training not only in their specific AP content area, but also in the pedagogy of effective online teaching. Teachers are provided with significant support in the areas of integrating technology, effective online communication, and all aspects of teaching and learning related to an online course.

These are **year-long online courses** which run from early September through one week after the scheduled date of the AP Exam for the course. AP4ALL courses follow the same calendar, regardless of a student's own school calendar, and they satisfy all **College Board Advanced Placement** course requirements. Please visit: <http://www.ap4all.org/> for more information. Students must register through the College and Career Counselor. The Maine Department of Education's [AP4ALL](#) program allows all high school students who are educated at the public expense access to the year-long online Advanced Placement courses. The Department also covers the cost of books and materials.

Enrollment will be capped at 20 students per course. After the initial registration period has ended on March 31, if more than 20 students are registered for any course, a random drawing will be made to select those who will be enrolled. Students whose registrations are not selected will be placed on a waiting list, and depending on circumstances, the Maine DOE may consider adding additional sections in oversubscribed subject areas.

The courses being offered for the 2018-19 school year are:

1. [AP Biology](#)
2. [AP Calculus AB](#)
3. [AP Calculus BC](#)
4. [AP Chemistry](#)
5. [AP Computer Science A](#)
6. [AP Computer Science Principles](#)
7. [AP Environmental Science](#)
8. [AP European History](#)
9. [AP Macroeconomics](#)
10. [AP Music Theory](#)
11. [AP Physics I](#)
12. [AP Psychology](#)
13. [AP Statistics](#)
14. [AP US Government and Politics](#)
15. [AP US History](#)
16. [AP World History](#)

## SERVICE LEARNING OFFERINGS (non-credit)

### **Academic Assistant** -grades 11 & 12

This program for Juniors and Seniors is designed to offer peer tutoring to underclass students having academic difficulties. As academic assistants they will offer help with study skills and organization skills as well as subject specific help. Assistants will be assigned to a study period room and be called to the tutoring center when a student requests assistance. Assistance may be by a scheduled appointment or on a walk in basis. This is a requirement for most National Honor Society members. **Pre-requisite:** Transcript review and Principal/School Counselor's permission.

**Teacher's Assistant** -grade 11 & 12

Student assistants need to have leadership skills, people skills, and be capable of working independently. Tasks may range from leading class activities, assisting the teacher with designated tasks, and working directly with peers. **Pre-requisite:** Transcript review and Teacher/ Principal's permission.

**Big Buddy/Little Buddy Mentor Program** -grades 10-12

The Big Buddy/Little Buddy mentoring program for High School students interested in working under the direct supervision of Hall-Dale Elementary School teachers, is offered for up to one school year of service: application, interview, and orientation at HDES are required. Students who are interested in a possible career in the field of education or other related field are prime candidates for this service learning opportunity. **Pre-requisite:** Transcript review and School Counselor/ Assistant Principal's permission.

**College and Career Assistant** - grades 10-12

Students would assist School Counselor with making phone calls, assisting with college access events, writing invitations, designing, creating bulletin boards, and advocating for post-secondary and college related activities. **Pre-requisite:** *Interview.*