

Hall-Dale High School

Reaching for the Future



Freshman Program of Studies *2020 – 2021*

Contact Information

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Letter from the Principal

Dear Parents of incoming ninth-graders and ninth-grade students,

What comes to mind when you think about starting high school? It may seem exciting, or a bit scary or a combination of the two. One thing is for sure: it will bring a lot of changes. You are now part of a larger learning community. We are a community that will challenge you academically, encourage you to take part in different activities, and one that will support you. There will be times when you may stumble, but that too is a learning lesson. Failure is only failure when you don't learn from the experience. The beginning of high school is a very exciting time. The possibilities are endless as you begin to make choices that will impact your future.

As you look through this program of studies, it is important not to limit potential outcomes. Look to build a schedule that challenges, yet doesn't overwhelm, your student. Take classes that are interesting, challenging, and varied. Most importantly, choose classes that will help you reach your ultimate end goal – the opportunity to attend a college of your choice land that internship that interests you or joining the military.

As part of the Class of 2023 you will be expected to earn proficiency on every standard. The Class of 2023 is also required to defend how they have met the Guiding Principles through their work on their Personal Learning Plan. In Hall-Dale's proficiency-based system, students are able to earn beyond proficiency – this allows students to go deeper in their learning and develop greater critical thinking skills. Moreover, Hall-Dale expects students to become self-directed learners – a skill that is acknowledged as being critical for collegiate and career success.

Hall-Dale High School encourages learning that takes place outside of the traditional classroom. It is encouraged that students speak with their teachers to determine if standards can be met in an exploratory manner: internships, travel, mission trips, upward/outward bound, and other journeys that overlap with the educational world.

Outside of academics, Hall-Dale offers a number of clubs and activities. We have one of the largest bands and choral groups in the area for a school our size. We also offer a fine selection of sports during each season. We are proud of some of our newly formed, and most popular, clubs: Robotics and the Bulldog Broadcasting Network! At least two times a year our drama club puts on a theater production. Jobs for Maine Graduates (JMG), Academic Decathlon and Key Club are also activities that many students tend to find meaning and take an active role. Please consider taking part in a co-curricular activity as we have seen that students who get involved in school, beyond the classroom, are more successful in school.

In closing, we are given one opportunity to be a part of high school so it is important to make the most of it. Take academics seriously by trying to earn 4's and not procrastinating, get to know your teachers and build that academic relationship, meet new friends, get involved and take strides each year on your ultimate goal of post-high school aspirations.

Welcome to Hall-Dale!

Mark A. Tinkham, principal

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Hall Dale High School website:
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Hall-Dale High School Academic Counseling Department
<http://www.kidsrsu.org/learning-communities/hall-dale-middle-school/hall-dale-guidance/>

Hall-Dale HS Academic Counseling on Weebly:
<http://hdguidance.weebly.com/>

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.

This is the amended version of the Program of Studies for Freshmen. For a full version describing all programming, please email cbonenfant@kidsrsu.org

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.

BELL SCHEDULE

Hall Dale Middle/High School Daily Schedule

Period	Red		White	
MS Breakfast Available	7:35-7:45		7:35-7:45	
1	7:45-8:45		7:45-8:45	
HS Breakfast Available	8:45-8:50		8:45-8:50	
2	8:50-9:50		8:50-9:50	
3	9:52-10:52		9:52-10:52	
MS 4 10:54-11:34	HS 9 th -10 th Lunch 10:54-11:14	HS 11 th -12 th Advisory 10:54-11:14	HS 9 th -10 th Lunch 10:54-11:14	HS 11 th -12 th Advisory 10:54-11:14
	HS 11 th -12 th Lunch 11:14-11:34	HS 9 th -10 th Advisory 11:14-11:34	HS 11 th -12 th Lunch 11:14-11:34	HS 9 th -10 th Advisory 11:14-11:34
HS 5 11:36-12:16	MS Lunch/Recess 11:36-11:56		MS Lunch/Recess 11:36-11:56	
	MS Recess/Lunch 11:56-12:16		MS Lunch/ Recess 11:56-12:16	
6	12:18-1:18		12:18-1:18	
7	1:20-2:20		1:20-2:20	

CATC

Bus Leaves: 8:45am Bus Returns: 11:15am

LIBRARY HOURS

(M-Th) 7:30am-11:45am; 12:15pm-3:30pm (F) 7:15am-11:45am; 12:15pm-2:45pm

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 9 learning experiences per semester during the academic year. Students in grade 12, will be required to engage, and demonstrate proficiency in 8 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 for the classes of 2021 and higher

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, 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. Western Civ and Global Studies, US History 1 and 2
Foreign Language: Proficiency through level 9
Physical Education: Proficiency through level 9
Wellness: Proficiency through level Wellness 1 and 2.
Visual and Performing Arts: Proficiency through level 9 in art or music
Comprehensive research project: Proficiency in research, presentation and application of technology.
Cross content performance standards: 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.

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 for graduation or strongly recommended. A typical ninth grade program is outlined below with possible alternatives noted.

A. English: All ninth graders take Freshman English 9.

B. Math: All ninth graders take Algebra I. If they have had Algebra and can test out, they would start in Geometry, and then Algebra II. More advanced math courses are possible if present math teachers so advise.

C. Science: Ninth graders take Freshman Science. Exceptional science students can double up in Biology if there is space.

D. Social Studies: All ninth graders take Western Civilization & Global Studies.

E. Physical Education: All ninth graders take a 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. This can be in art or music.

G. Wellness: Students may sign up for Wellness 1. Students are required two semester experiences in Wellness 1 and 2. Wellness 2 is recommended for the older student.

H. Foreign Language: Students are required to take at least through Spanish 1, French 1, or Japanese 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. Contact Mr. Dumont at the high school for this program.

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 Academic MT's for each course is required for graduation for the class of 2013. *Please see description below:*

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

Performance Level	What the Student Knows	Report Card Grade
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.*

GPA (weighted)

GPA is calculated each year by multiplying each level 9 and higher final course grade earned, by the number of credits 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. Students are expected to stay on pace with the teacher plans.

HONOR ROLL Class fo 2023 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 3.35-3.59 denotes cum laude; 3.6-3.84 denotes magna cum laude; 3.85-4.00 denotes summa cum laude. One academic year is interpreted as 12 months from the time the learner starts the course.

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 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.

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 will be encouraged to sit for the AP Exam.

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 (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. The University of Maine system campuses allow juniors and seniors to take up to 12 refits per year tuition free. Most of these classes are online but some are in person. Students are responsible for the cost of textbooks and other specific course fees. We have agreements with many other local colleges and universities, some through the Aspire Program, for onsite and online courses including KVCC, SMCC, CMCC, Colby, Bates and Bowdoin.

Dual Enrollment

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! This can happen during the junior and senior years. We currently offer six classes, two each in English, math and history.

Course Selection

ENGLISH

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.

Graduation requirements: Proficiency through level 11 and be enrolled in an English learning experience throughout their tenure at Hall-Dale. Senior Capstone is a requirement.

Students who wish to take one year of an AP Lit or dual enrollment Thomas College English course should plan on completing levels 9-11 English seminars in three years. Students who want to take two years of AP and dual enrollment Thomas College English courses should plan on completing levels 9-11 English in two years to better optimize their English experience and be more prepared for the AP and college level classes.

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.

MATHEMATICS

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

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 - 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.

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.

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.

Graduation requirements: Proficiency through level 10, Biology, and be enrolled in a math learning experience throughout their tenure at Hall-Dale.

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 - by permission only for freshmen

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.

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.

Graduation requirements: Proficiency through level 11.

Western Civilization and Global Studies - required full year freshmen

Western Civilization is a course of study, which will include World Geography (climate, physical features, political geography); World history, including important leaders and the impacts of their ideas and actions; systems of government in Western Civ throughout history; wars and efforts in diplomacy throughout history in the Western world, and the impact of globalization over time on cultures.

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.

WORLD LANGUAGES

Graduation requirements: Proficiency through level 9.

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. World Language Requirements for Graduation: Proficiency through level 9. Electives may be taken to expand knowledge.

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

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).

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

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

VISUAL ARTS

FINE ARTS: Graduation requirements: Proficiency through level 1.

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.

PERFORMING ARTS

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.

PHYSICAL EDUCATION & WELLNESS

Graduation requirements: Proficiency through level 9.

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.

Wellness

Graduation requirements: Proficiency through Wellness 1 and 2.

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 recommended for older high school students

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.

COLLEGE & CAREER PREP

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.

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.

Clubs and Activities

Sports

Drama Club	Jazz Choir and Jazz Band	Boys & Girls Soccer	Boys & Girls Cross Country
Robotics	Yearbook	Field Hockey	Golf (anticipated)
Mentoring	National Honor Society	Boys & Girls Basketball	Boys & Girls Swimming (coop)
Math Team	Academic Decathlon	Baseball	Boys & Girls Track
Key Club	Student Senate	Softball	Boys & Girls Tennis
Taiko Drumming		Boys & Girls Track	Football (coop with Winthrop)
		Ice Hockey (coop)	