

## ACCREDITATION STATEMENT

Lisbon High School is accredited by the New England Association of Schools and Colleges, a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality, periodically applied for through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through the accreditation process.

Accreditation by the New England Association is not partial, but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES  
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**Please note that this publication was printed before the 2009-2010 School Budget received final approval. As a result, some course selections and course lengths may be affected by the final approved school budget.**

## **TABLE OF CONTENTS**

<b>ACCREDITATION STATEMENT</b>	<b>Page 1</b>
<b>INTRODUCTION</b>	<b>Page 3</b>
<b>MISSION STATEMENT</b>	<b>Page 3</b>
<b>THE SCHEDULE</b>	<b>Page 4</b>
<b>GRADUATION REQUIREMENTS</b>	<b>Page 5</b>
<b>RECOMMENDED SEQUENCE OF COURSES</b>	<b>Page 6</b>
<b>GRADING SYSTEM</b>	<b>Page 7</b>
<b>HONOR ROLL</b>	<b>Page 7</b>
<b>INDEPENDENT STUDY</b>	<b>Page 7</b>
<b>ADD/DROP</b>	<b>Page 8</b>
<b>HONOR/ADVANCED PLACEMENT COURSES</b>	<b>Page 8</b>
<b>GIFTED AND TALENTED STUDENTS</b>	<b>Page 8</b>
<b>COURSE OFFERINGS:</b>	
<b>APPLIED TECHNOLOGY</b>	<b>Page 9</b>
<b>ART</b>	<b>Page 11</b>
<b>BUSINESS</b>	<b>Page 14</b>
<b>ENGLISH</b>	<b>Page 18</b>
<b>MATHEMATICS</b>	<b>Page 30</b>
<b>MUSIC</b>	<b>Page 38</b>
<b>SCIENCE</b>	<b>Page 42</b>
<b>SOCIAL STUDIES</b>	<b>Page 51</b>
<b>WELLNESS</b>	<b>Page 59</b>
<b>WORLD LANGUAGES</b>	
<b>FRENCH</b>	<b>Page 65</b>
<b>SPANISH</b>	<b>Page 67</b>
<b>AMERICAN SIGN LANGUAGE</b>	<b>Page 69</b>
<b>SPECIAL EDUCATION</b>	<b>Page 71</b>
<b>VOCATIONAL EDUCATION AT         LEWISTON REGIONAL TECHNICAL CENTER</b>	<b>Page 75</b>
<b>LISBON SCHOOL DEPARTMENT POLICY IKF – GRADUATION REQUIREMENTS</b>	<b>Page 76</b>

## **INTRODUCTION**

This Program of Studies booklet is intended to help you in the selection of courses for next year and in making plans for the rest of your high school career. It is recommended that you use this booklet with assistance from your parents, teachers, advocates and guidance counselor to choose classes that are appropriate for your future personal plans.

When you review this booklet, you will notice that it contains information about requirements for graduation and promotion, as well as specific subjects that are required and recommendations as to when they should be taken. Along with required courses for graduation, students may choose other subjects called electives each year to fill up and complete their schedules. Please read carefully the section that applies to your individual course of study and note the suggested subjects, their levels of ability, and when they should be taken during your high school career.

Please use great care as you plan your schedule for next year because it will provide you with options that may have a direct influence on what courses you may take in high school and what you can do after you graduate.

### **\*\*\* ANNOUNCEMENT \*\*\***

#### **CLASS OF 2010, 2011, 2012 and 2013**

Like all Maine students who are entering ninth grade next fall, freshmen at Lisbon High School will begin the process of earning a diploma that is based on more than grades and credits. Maine state law requires that all graduating seniors, beginning with the Class of 2008, demonstrate proficiency of Maine's Learning Results as determined by the district's comprehensive local assessment system.

All Lisbon High School students will continue to earn credits toward graduation. Simultaneously, students will also have the opportunity to demonstrate achievement of the content standards of the Maine Learning Results through a variety of classroom, school, and state assessments. Maine law is very clear that graduation cannot be tied to one score on one assessment. Students are guaranteed multiple methods of assessment and multiple opportunities to demonstrate proficiency in meeting Maine's Learning Results. At Lisbon High School, we will make every effort to ensure that all of our students have the academic preparation and appropriate instruction to achieve success.

### **LISBON HIGH SCHOOL MISSION STATEMENT**

Lisbon High School is a community that respects and values all members, nurtures an excitement about life and learning, and challenges all to achieve a fulfilling future.

## THE SCHEDULE

The schedule at Lisbon High School has some unique features that are intended to provide students with the greatest number of options while attempting to minimize the amount of confusion that is often associated with a high school schedule. Major features that will have a significant impact on courses and how they are offered include:

### 1. **80-minute periods.**

An eight period schedule is spread over two days with each period approximately 80 minutes in length.

The “Red” day schedule consists of periods one (R1) through four (R4) and the “White” day schedule consists of periods one (W1) through four (W4).

Each student has a four-minute passing time between classes.

The 80 minute period plan is one that we feel will bring a more personal approach to the teaching/learning process by allowing more time on task and getting more students more involved in their own learning.

Students are expected to select at least three (3) courses during the four (4) periods provided each day. One of the advantages of this **rotation plan** is that students need to prepare for three (3) courses (hopefully in more depth than in a daily traditional schedule) on each evening for the following school day.

### 2. **Homogeneous/Heterogeneous Groupings**

Students are exposed to both homogeneous (similar ability level) and heterogeneous (mixed ability level) classes at Lisbon High School. For example, all English classes are scheduled based on a student’s performance and ability level. This allows us to help more students develop their skills in reading, writing, and comprehension. Our goal is to have as many heterogeneous classes as possible. AP (Advanced Placement) classes are open to all students.

## GRADUATION REQUIREMENTS

Twenty-four (24) credits (Carnegie Units) are required for graduation. Of these credits, 12 ½ must be those specified by the State of Maine. Students are expected to complete the following:

English		4 years	4 credits
Social Studies		3 years	3 credits
Mathematics		3 years	3 credits
Science		3 years	3 credits
World Languages		3 years	3 credits (Beginning with Class of 2010)
Wellness I & II		2 years	2 credits
Fine Arts		1 ½ years	1.5 credits
Music	.5 credit		
Art	.5 credit		
Computer		½ year	0.5 credit
Electives			4 credits

Successful completion of the Senior Exhibitions:

Development of a personal learning portfolio to be reviewed annually.

Development of a portfolio to document progress toward graduation and local assessment system requirements

Participation in and/or application to an accredited, degree-granting institution of higher education, military and/or school-to-work transition program approved by Lisbon High School administration.

Diplomas will be awarded at graduation ceremonies only to those students who have met all requirements for graduation.

The graduating class will be required to satisfy completion/attainment of Maine's Learning Results in the areas of Mathematics and English/Language Arts in order to receive a diploma. They will also be required to demonstrate their attainment of Maine's Learning Results in accordance with Lisbon's Comprehensive Local Assessment System (CLAS).

Diplomas will be awarded only to students who have met the content standards of the system of Learning Results in English/language arts, mathematics, science and technology, social studies, and health and physical education, as measured by the school unit's Local Assessment System. Starting with the graduating class of 2010 all are required to take three years of World Language.

**At the end of this booklet, on pages 75 to 80, the Lisbon School Department Policy on Graduation Requirements, NEPN/NSBA Code IKF is printed in full.**

## PROGRAM OF STUDIES

Lisbon High School's goal is to prepare its students for a lifetime of learning; a high school diploma alone will not guarantee entry into the current job market. Therefore, we encourage all of our students to design a four-year program that will allow them access to post-secondary learning opportunities. We encourage all students to take the most academically rigorous program available that corresponds to their interests and abilities.

Post secondary programs vary in their requirements for admissions depending on the competitiveness of the admissions process and the program the applicant desires to enter. A selective liberal arts college expects a candidate for admissions to have had four years of English, two to three years of foreign language, four years of mathematics, three years of science, two years of social studies, art, music, and computer science. Students who plan to attend a community college need to plan a program that includes three (3) or more years of both math and science to the level of Algebra II and Physics/Chemistry. Most associate degree programs expect students to prepare as they would prepare for a community college program. For those students who have not decided on a specific career direction, we strongly recommend that they take the most challenging program possible to keep options open.

### RECOMMENDED SEQUENCE OF COURSES

<u>GRADE 9</u>	<u>GRADE 10</u>	<u>GRADE 11</u>	<u>GRADE 12</u>
English 9	English 10	English 11	English 12
Social Studies: American Citizenship	Social Studies: World History	Social Studies: U.S. History	Fine Arts
Mathematics	Mathematics	Mathematics	Computer
Freshman Science	Sophomore Science	Junior Science	Mathematics
Wellness I	Wellness II	Fine Arts	Science Electives
Computer	Fine Arts	Computer	Band/Chorus
Band/Chorus	Computer	Band/Chorus	World Language
World Language	Band/Chorus	World Language	
Fine Arts	World Language		
* 1 or more Electives	1 or more Electives	1 or more Electives	1 or more Electives
* To be determined on a case by case basis			

When selecting your schedule, keep in mind the following considerations:

1. Fulfilling the required courses and credits outlined in this booklet.
2. Attending Lewiston Regional Technical Center for training in specific areas (11<sup>th</sup> and 12<sup>th</sup> grade)
3. Consulting your Guidance Counselor about requirements for specific colleges and schools or for particular careers.
4. Planning as far ahead as you can.

## **GRADING SYSTEM**

Lisbon High School uses a numerical grading system. Letter grade equivalents for numerical grades are listed below:

93 - 100	A
85 - 92	B
76 - 84	C
70 - 75	D
Below 70	F

## **HONOR ROLL RECOGNITION**

Honor Roll Recognition status is awarded at two levels: High Honor Roll and Honor Roll Recognition. The following criteria is followed:

1. High Honor Roll will be awarded for a 93 average or higher.
2. Honor Roll Recognition will be awarded for an 85 average or higher.
3. A "C" in any class will disqualify a student from both levels of recognition.
4. In order for a student to be eligible for Honor Roll Recognition status, a student must be enrolled in a minimum of six (6) credits worth of classes.

## **INDEPENDENT STUDY**

Lisbon High School believes that the educational process must challenge students and foster responsibility. To that belief, we permit flexibility and creativity in providing educational options for students in meeting graduation requirements, while at the same time, maintaining integrity of our educational program.

In general, we expect that students must take their classes at Lisbon High School in order to fulfill their graduation requirements. Students are allowed to pursue independent study options to make up failed courses, or pursue academic enrichment activities not available at our school with administrative approval. Some of the options available include: summer school, adult education, correspondence courses, college/university courses, and independent study options sponsored by a member of the faculty and approved by the principal. All of these options must be from an accredited educational institution. Each request is reviewed individually and administrative approval may be granted providing the request adds to, not detracts from, the student's educational goals and requirement. All independent study options must be approved in advance or no credit will be awarded. In no case may a student be allowed more than four "out of school" credits to be applied to graduation requirements.

## **ADD / DROP**

Course changes (additions and/or deletions) must be related to inappropriate ability level placement and must be made no later than two (2) weeks after the start of the course. The following conditions for add/drops to a student's schedule apply:

- 1. The courses selected during spring scheduling are the courses you will likely be enrolled in for the following year.**
- 2. Once a school year starts, changes will not be permitted without administrative approval.**
- 3. Students who wish to withdraw from a course must still be carrying six (6) courses after the request to drop a course has been approved.**
- 4. Students who receive approval to withdraw from a course will not receive any academic credit for the course being dropped.**
- 5. Parents must acknowledge all changes in writing.**

Schedule changes at other times of the year are discouraged and will be handled on an individual basis providing there is sufficient merit for the change.

## **HONORS / ADVANCED PLACEMENT (AP) COURSES**

Honors and Advanced Placement courses are available in the areas of English, Math, Social Studies, Science, and Art. These classes are designed to challenge students who are highly motivated and committed to learning. These students are able and expected to meet the demands of these classes, demonstrate consistent effort while working to their full potential, and dedication to the improvement of student learning. Summer work and/or reading may be assigned prior to the course being taught in the fall. **All students taking AP classes will take the AP Exam in the spring.**

## **GIFTED AND TALENTED STUDENTS**

Lisbon High School offers certain Gifted and Talented offerings in cooperation with the Androscoggin Valley Regional Gifted and Talented Program. Students are served in the following areas: Math/Science, Creative Arts, Social Studies, and Young Writers.

## APPLIED TECHNOLOGY

### ELECTRICITY/ELECTRONICS

GRADES 10-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

This course will introduce the student to the theory and application of electricity and electrical circuits. The student will learn how to identify electrical circuits, component values, Ohms law applications, basic wiring techniques, basic electronic circuits and safety. In this course, students will study materials contained in the following content standards: Career Prep A 2, 4; C 1, 3, 4, 5.

#### Criteria for Acceptance in the Course:

Currently enrolled in Algebra.

#### Expectations for Student Performance:

At the completion of this course the student will be able to:

Use Ohm's Law to calculate voltage, current and resistance values in a circuit

Use the resistor color code to verify component values

Use a volt/ohm meter to safely measure values in an electrical circuit

Use proper soldering techniques

Use proper wiring techniques to construct electrical circuits

Troubleshoot electrical circuits and identify defective components

#### Means for Measuring Student Achievement:

Written evaluations 50%

Lab techniques/safety 40%

Personnel system 10%

### WOODWORKING

GRADES 9-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

This course will introduce the student to the various hand and power tools along with techniques used in making and/or repairing today's wood products. Safe practices while using these tools and techniques will be emphasized in a shop environment. Each student will have an opportunity to construct several small wooden projects and a major product during the semester. In this course, students will study materials contained in the following content standards: Career Prep A 1, C 1, 3, 4, 5

#### Criteria for Acceptance in the Course:

None

#### Expectations for Student Performance:

At the completion of this course the student will be able to:

Safely use various hand tools

Safely use various power tools

Decipher project design plans

Use various construction techniques in completing a project

## APPLIED TECHNOLOGY (Continued)

### Means for Measuring Student Achievement:

Written quizzes	30%
Lab techniques/safety	70%

### ADVANCED WOODWORKING

GRADES 9-12

ONE SEMESTER - ½ CREDIT

### Course Description:

This course will introduce the student to the field of advanced woodworking and construction techniques. The student will be tasked with learning elements of structure design and construction. This will include the drafting of basic blueprints for projects. The student will also be introduced to wood turning techniques in this course. In this course, students will study materials contained in the following content standards: Career Prep C 1, 3, 4, 5

### Criteria for Acceptance in the Course:

Algebra .

### Expectations for Student Performance:

At the completion of this course, the student will be able to:

Draw and read basic construction blueprints

Estimate construction times and materials for a project

Perform various construction techniques – siding, roofing, framing

Use a wood lathe to create turned wood products

### Means for Measuring Student Achievement:

Written quizzes	30%
Lab techniques/safety	70%

### SMALL ENGINE AND AUTOMOTIVE SYSTEMS

GRADES 9-12

ONE SEMESTER - ½ CREDIT

### Course Description:

This course will introduce the student to the theory and application of basic internal combustions engines. Two and four stroke engine theory will be discussed as well as the systems required for the application of the engine; i.e. fuel systems, exhaust systems, electrical systems, mechanical systems. etc. . In this course, students will study materials contained in the following content standards: Career Prep C 1, 3, 4, 5

### Criteria for Acceptance in the Course:

None

### Expectations for Student Performance:

At the completion of this course the student will be able to:

Explain differences in two and four stroke engine systems

Explain differences in lubrications and their applications within an automobile

Perform a minor tune-up on an engine

Demonstrate proper safety procedures when working around an automobile or small engine

### Means for Measuring Student Achievement:

Written evaluations	50%
Lab techniques/safety	50%

# ART

## FINE ART VISUAL ART

Art Education at Lisbon High School offers students systematic, sequential opportunities for visual self-expression. Our curriculum has been aligned with the Maine Learning Results. The courses offer a broad background to those students who are interested in general knowledge, while at the same time they are intended to encourage and challenge the serious art students. Particular emphasis is placed on the following areas:

*CREATIVE EXPRESSION  
CULTURAL HERITAGE  
CRITICISM AND AESTHETICS*

The Lisbon High School Art Curriculum addresses the Maine Learning Results through the following standards:

**A. CREATIVE EXPRESSION**

Students will create and/or perform to express ideas and feelings.

**B. CULTURAL HERITAGE**

Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

**C. CRITICISM AND AESTHETICS**

Students will reflect upon and assess the characteristics and merits of art works.

## ART FOUNDATIONS

**GRADES 9-12**

**FULL YEAR - 1 CREDIT**

**Course Description:**

This is an introductory course designed to expose the student to the variety of media and art forms with an integration of creative expression, cultural heritage and criticism and aesthetics. Working with the various elements and principles of art, students will gain knowledge of visual order and composition. An assortment of art media will be introduced including drawing materials, paints, printing materials, clay, and mixed media. In this course, students will study materials contained in the following content standards: Career Prep A 3, C 1

**Criteria for Acceptance in the Course:**

Open to all 9-12 grades with preference given to upper classmen and students who might want to pursue a career in visual art.

**Expectations for Student Performance:**

Students will maintain a sketchbook and do regular preparation for studio projects at home. Home projects may include assigned sketches and research in books/magazines or on the Internet. Students will complete a variety of projects and study various artists and art movements in class.

**Means for Measuring Student Achievement:**

Portfolio of projects completed in class  
Homework  
Written Work  
Participation  
Tests/Quizzes

## ART (Continued)

### POTTERY

GRADES 10-12

FULL YEAR - 1 CREDIT

#### Course Description:

This course provides students the opportunity to work intensely with clay. Students will be introduced to a variety of hand building techniques, and an assortment of glazing techniques. While incorporating the elements and principles of art, a personal approach to clay and design will be encouraged. The study of contemporary potters and clay artists as well as the historical significance of clay objects will be explored. In this course, students will study materials contained in the following content standards: Career Prep A 3, C 1.

#### Criteria for Acceptance in the Course:

Open to all grades who have passed an Art Foundations with preference given to upper classmen and students who might want to pursue a career in visual art.

#### Expectations for Student Performance:

Students will maintain a sketchbook and do regular preparation for studio projects at home. Home projects may include research in books, magazines, the Internet or other resources. Students will complete a variety of projects and study various artists and art movements in class.

#### Means for Measuring Student Achievement:

Portfolio of projects completed in class  
Homework  
Written work  
Participation  
Tests/Quizzes

### PHOTOGRAPHY

GRADES 10-12

FULL YEAR - 1 CREDIT

#### Course Description:

Students will explore black and white photography through camera use, film development, and printing. Students will also gain an understanding of photography as a fine art and a form of communication through exploring the elements and principles of art, studying the history of photography, and studying photographers both past and contemporary. Students are encouraged to have access to a manual 35mm camera but this is not a requirement. In this course, students will study materials contained in the following content standards: Career Prep A 3, C 1

#### Criteria for Acceptance in the Course:

Open to all 10-12 grades who have passed an Art Foundations course with preference given to upper classmen and students who might want to pursue a career in visual art.

#### Expectations for Student Performance:

Students will take photographs and do regular preparation for studio projects at home. Home projects may include research in a variety of art-related topics, written assignments and assigned photographs and/or sketches. Students will expand their knowledge about photography through various means including video, reading, writing, and completing a variety of photography projects in class.

#### Means for Measuring Student Achievement:

Portfolio of projects completed in class  
Tests/Quizzes  
Written Work  
Participation  
Homework

## ART (Continued)

### STUDIO ART

GRADES 10-12

FULL YEAR - 1 CREDIT

#### Course Description:

The purpose of this course is to reinforce the basic skills and knowledge introduced in the Art Foundations course and to offer more advanced art experiences in various media. It is designed for students who wish to further develop their skills, work habits, and interests in art while also increasing their understanding of art, artists, art history, and art materials. In this course, students will study materials contained in the following content standards: Career Prep A 3, C 1.

#### Criteria for Acceptance in the Course:

Open to all 10-12 grades who have passed Art Foundations, Pottery, or Photography with teacher recommendation and portfolio review. Preference will be given to upper classmen and students who might want to pursue a career in visual art.

#### Expectations for Student Performance:

Students will maintain a sketchbook and do regular preparation for studio projects at home. Home projects may include research in a variety of art-related topics, written assignments and assigned sketches. Students will expand their knowledge about art through various means including video, reading, writing, and completing a variety of art projects in class.

#### Means for Measuring Student Achievement

Portfolio of projects completed in class  
Tests/Quizzes  
Written Work  
Participation  
Homework

### ADVANCED PLACEMENT STUDIO ART – 2 D DESIGN OR 3 D DESIGN

GRADES 11 & 12

FULL YEAR – 1 CREDIT

#### Course Description:

Advanced Placement Studio Art is intended for the motivated students who are seriously interested in the study of art. Through the creation of works that exhibit quality, concentration, and a broad exploration of artistic concepts, art movements and media use, the student prepares a portfolio. Students who register for the Advanced Placement Studio Art will present their portfolio as part of the examination through the College Board. In this course, students will study materials contained in the following content standards: Career Prep A 3, C 1.

#### Criteria for Acceptance in the Course:

There are no specific curricular prerequisites for taking AP Studio Art, although it is strongly recommended that students have previous training in art.

#### Expectations for Student Performance:

Students will be expected to research art movements, styles, and artists in books, Internet, videos, magazines, exhibits, etc. Students will maintain a sketchbook and do regular studio projects at home. Students need to be highly motivated and committed to the study of art and their own individual artistic growth. Class participation in critiques, sharing of ideas and developing a portfolio is an important aspect of this class. Students are expected to take the Advanced Placement Exam in the spring.

#### Means for Measuring Student Achievement:

Portfolio of projects completed in class  
Homework                      Participation  
Written work                      Test/Quizzes

## **BUSINESS EDUCATION - CAREER PREPARATION**

The Lisbon High School Business/Career Preparation addresses the Maine Learning Results through the following standards:

### **A. PREPARING FOR THE FUTURE**

**Students will be knowledgeable about the world of work, explore career options, and relate personal skill, aptitudes, and abilities to future career decisions.**

### **B. EDUCATION/CAREER PLANNING AND MANAGEMENT**

**Guided by self assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals.**

### **C. INTEGRATED AND APPLIED LEARNING**

**Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.**

### **D. BALANCING RESPONSIBILITIES**

**Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities.**

## **ADVANCED COMPUTER APPLICATIONS**

**GRADES 10 -12**

### **INDEPENDENT STUDY - ONE SEMESTER – ½ CREDIT**

Software: Windows 2000, Microsoft Office 2000 and Email

#### **Course Description:**

Microsoft Office has become an industry standard for computer use. This class will continue to emphasize the development of good computing and problem solving skills in a clear easy-to-understand format. Four concepts are dealt with in this one semester class: word processing, spreadsheets, database, and PowerPoint. Each concept is first discussed and then followed by a practice session that requires the student to apply newly learned skills through a hands-on approach on the computer. Students will complete a daily assignment log. This course fulfills the computer requirement for graduation. In this course, students will study materials contained in the following content standards: Career Prep A 1-4, B 2, 4, C 1, 2, 3, 4, 5, D 2, 4.

#### **Criteria for Acceptance in the Course:**

Successful completion of the Computer Applications class, and only with instructor's approval. This is an independent study class. Students must be self-motivated.

#### **Expectations for Student Performance:**

Students are expected to demonstrate computer proficiency in this advanced level program using Word, Excel, Powerpoint, and Access.

#### **Means for Measuring Student Achievement:**

Students are expected to successfully complete daily assignment logs, daily activities, quizzes, and exams.

## **COMPUTER KEYBOARDING**

**GRADES 9-12**

### **ONE SEMESTER - ½ CREDIT**

Software: Windows 2000, Word processing and Email

#### **Course Description:**

Computers are not just for business anymore. They are here to stay. Learn how to deal with **Keyboarding!** Do you need to start from the beginning or do you need to refresh your skills? Computer keyboarding will help you review the home row and improve your speed and accuracy. Enhance your keyboarding skills and learn how to format the following: Title page, Table of Contents, Bibliography, Footnotes, Memos, Reports, Personal/Business letters, and E-mail. Time will be devoted for students to compose at the keyboard. Learn how to make the computer work for you. **Strongly recommended as a first computer class.** In this course, students will study materials contained in the following content standards: Career Prep A 1-4, B 2, 4, C 1, 2, 3, 4, 5, D 2, 4.

## **BUSINESS EDUCATION – CAREER PREPARATION (Continued)**

### **Criteria for Acceptance in the Course:**

None

### **Expectations for Student Performance:**

Students are expected to demonstrate computer-typing proficiency using a word processor.

### **Means for Measuring Student Achievement:**

Students are expected to successfully complete daily work, quizzes, exams, and typing skills.

## **COMPUTER APPLICATIONS (FORMERLY MICROSOFT OFFICE)**

**GRADES 9-12**

**ONE SEMESTER – ½ CREDIT**

Software: Windows 2000, Microsoft Office 2000 and Email

### **Course Description:**

Computer Applications is an integrated computer class that uses Microsoft Office 2000 software package. Students will learn to use three popular computer software programs: word processing, spreadsheets, and databases. These can be used for many applications such as writing letters or research papers, making lists of names and addresses, and exchanging information. The class is intended for students who are going on to business or furthering their education or entering the work force. Microsoft Office is commonly used in today's world to help students perform routine tasks in a more rapid and accurate way, thus improving students' efficiency and productivity. Students will learn through a hands-on approach. This course fulfills the computer requirement for graduation. In this course, students will study materials contained in the following content standards: Career Prep A 1-4, B 2, 4, C 1, 2, 3, 4, 5, D 2, 4.

### **Criteria for Acceptance in the Course:**

None (Keyboarding is recommended.)

### **Expectations for Student Performances:**

Students are expected to demonstrate computer proficiency in this entry-level program using word processing, spreadsheets, and database operations.

### **Means for Measuring Student Achievement:**

Students are expected to successfully complete activities, quizzes, exams

## **COMPUTER ASSISTED DESIGN (CAD)**

**GRADES 9-12**

**ONE SEMESTER – ½ CREDIT**

Software: Windows 2000, Cadkey 97 and Email

### **Course Description:**

CAD is a computer program that uses the computer to help students perform computer aided drafting. CAD is a computer class that introduces students of all levels to a versatile computer software program. All work will be completed on the computer, printed and submitted for evaluation. Students will draw architectural and mechanical drawings. Students will work with two-dimensional and three-dimensional drawings. Students will complete the drawing by using lines, circles, arcs, and curves. Students will also add notes, labels and dimensions to the drawing. CAD is available to any student who is interested in the application of computers for drafting, design, and technical illustrations. This course fulfills the computer requirement for graduation. In this course, students will study materials contained in the following content standards: Career Prep A 1-4, B 2, 4, C 1, 2, 3, 4, 5, D 2, 4.

### **Criteria for Acceptance in the Course:**

Students need a working knowledge of computers and software.

## **BUSINESS EDUCATION – CAREER PREPARATION (Continued)**

### **Expectations for Student Performance:**

Students will gain a working knowledge of what makes up a CAD program. Students will gain an expertise of working with a large computer program.

### **Means for Measuring Student Achievement:**

Successfully complete assigned drawing activities, electronic storage of drawings, and exams.

## **CONQUERING THE INTERNET**

**GRADES 9-12**

**ONE SEMESTER – ½ CREDIT**

Software: Windows 2000, Internet Explorer Version X and Email

### **Course Description:**

The Internet has put the information of the world literally at our fingertips. This class is designed to help students develop a solid logical approach to using the Internet. The Internet is more than a playground; it's an excellent tool for gaining knowledge, and students should learn how to use this tool called the information highway. Learners are required to compile an electronic notebook and a list of web sites both of which will be provided by the instructor. Students will gain a foundation for using the Internet by a hands-on use of the Internet. The class will help students develop an understanding of how the Internet works and a strong working vocabulary of both computer and Internet terms. Learners will leave the class with a list of useful Internet sites for future use. This course fulfills the computer requirement for graduation. In this course, students will study materials contained in the following content standards: Career Prep A 1-4, B 2, 4, C 1, 2, 3, 4, 5, D 2, 4.

### **Criteria for Acceptance in the Course:**

None

### **Expectations for Student Performance:**

Students will be able to gather information through the use of the Internet. They will gain an understanding of how the Internet has evolved to its present status.

### **Means for Measuring Student Achievement:**

Students are expected to successfully complete activities, an electronic notebook, quizzes, and exams

## **DESKTOP PUBLISHING**

**GRADES 9-12**

**ONE SEMESTER – ½ CREDIT**

Software: Windows 2000 & Microsoft Publisher 2000 and Email

### **Course Description:**

This class combines two important facets of computers: basic computer operations and desktop publishing. Computer students will gain knowledge in the understanding of the basics of the Windows 2000 operation platform. They will learn to operate in a computer-network environment. Students will learn to save materials to a floppy drive, create folders on the hard drive, copy and delete files, and basic care of the computer technology. The second part of the class is learning the differences between a desktop publishing system and a word processing system. This class has solid hands-on approach to mastering the fundamentals of desktop publishing software. Desktop publishing students will use the computer to combine art, graphics, clipart, and text to produce attractive publications. This course fulfills the computer requirement for graduation. This course fulfills the computer requirement for graduation. In this course, students will study materials contained in the following content standards: Career Prep A 1-4, B 2, 4, C 1, 2, 3, 4, 5, D 2, 4.

### **Criteria for Acceptance in the Course:**

None

## **BUSINESS EDUCATION – CAREER PREPARATION (Continued)**

### **Expectations for Student Performance:**

Students will gain a working knowledge of the computer operating system Windows 2000. Students will be able to identify the differences between word processing and Desktop Publishing and identify what makes up the finer points of each.

### **Means for Measuring Student Achievement:**

Students are expected to successfully complete activities, quizzes, exams.

## **YEARBOOK**

**GRADES 9-12**

### **PILOT PROGRAM FOR 2008-2009 FIRST SEMESTER - ½ CREDIT**

Software: Windows 2000, Microsoft Office 2000, Internet and Email

### **Course Description:**

In Yearbook class, students will be using digital cameras, scanners, computer programs, email and the Internet to organize, market, sell and create the Lisbon High School yearbook, *The Lisbonian*. The yearbook is more than an annual book. In doing the actual yearbook, other technology skills will be learned. Yearbook is available to any student who is interested in desktop publishing with an actual hard copy result. This course fulfills the computer requirement for graduation. In this course, students will study materials contained in the following Maine Learning Results: A1, A3, C1, C3, C4, D2, D4.

### **Criteria for Acceptance in the Course:**

None

### **Expectations for Student Performance:**

Students will be able to gather information through the use of the Internet. They will gain knowledge of how the Internet, Excel, Word, and Publisher work. Students will complete all assignments on or before the due dates.

### **Means for Measuring Student Achievement:**

Students are expected to successfully complete daily activities, work, quizzes, exams and electronic storage of work, yearbook pages, and email.

## **FINANCE**

### **AP 4ALL**

**Offered through Distance Learning (ATM) through Fort Fairfield High School . See your Guidance Counselor for more information.**

## ENGLISH DEPARTMENT

As users of language, students need to understand and to be understood in order to maximize their individual abilities. The levels of the English program are designed to meet the abilities and needs of students with various degrees of competency in reading and comprehension as well as in written and oral expression. Placement in each level is determined primarily by the student's academic performance and an analysis of the student's potential as determined by standardized test scores.

Specifically, the curriculum in each is sequentially organized to aid the development of the following skills: composition, analysis of literature, critical thinking, vocabulary, oral communication, reading comprehension and library use. A major focus of the program is on aiding each student in learning effective methods for generating ideas and for developing papers of various types and purposes. All courses encourage an appreciation of literature through discussion of assigned texts and papers/book reports on novels of the student's choice. Vocabulary development is stressed in each course with techniques ranging from contextual meaning to formal word study. Finally, activities involving speaking are a part of the total English program.

The compilation of an English portfolio will be required each of the four years. It will consist of at least one common assessment per year as well as other course requirements as designed by the teacher.

The Lisbon High School English curriculum addresses the Maine Learning Results through the following standards:

**A. READING - Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.**

**A2. LITERARY TEXTS - Students read text, within a grade appropriate span of text complexity, and present analysis of fiction, nonfiction, drama and poetry, using excerpts from the text to defend their assertions.**

**A3. INFORMATIONAL TEXTS - Students evaluate the validity, truthfulness, and usefulness of ideas presented in informational texts, within a grade appropriate span of text complexity, noting how the text features and text structures affect the information presented.**

**A4. PERSUASIVE TEXTS - Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the structural features and rhetorical devices affect the information and argument(s) presented.**

**B. WRITING - Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.**

**C. RESEARCH - Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.**

**D. LANGUAGE - Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.**

**E. LISTENING AND SPEAKING - Students listen to comprehend and speak to communicate effectively.**

**F. MEDIA - Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.**

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## REQUIRED ENGLISH CLASSES

### ENGLISH 9 - BASIC

GRADE 9

FULL YEAR - 1 CREDIT

#### Course Description

The course emphasizes the development and improvement of basic reading and writing skills and strategies. The student is encouraged to write complete sentences and progress is made toward writing solid paragraphs and basic multi-paragraph essays. Spelling, vocabulary, organization of ideas, and correct use of the basic conventions (mechanics) of writing are emphasized. Research skills and processes are taught.

The students are introduced to a number of popular literary genres and selections that provide them with an understanding of meaningful themes about life. Using complete literary works to develop basic reading skills is an essential aspect of this course. Through the reading of authentic literature, the focus is on developing and improving reading rate, comprehension, and fluency. Emphasis is placed on students developing the literacy skills/strategies to become competent independent readers and writers. The literature used in this class may include *Rite of Passage*, *Deathwatch*, *Downriver*, *Of Mice and Men*, *Romeo and Juliet*, *The Giver*, short stories, poetry, and self-selected novels. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E and F

#### Criteria for Acceptance in the Course:

Teacher recommendation

Must be enrolled in Reading and Learning Strategies for Success

#### Expectations for Student Performance:

Write periodic journal entries

Participate in discussion of reading and writing

Read short stories, novels, and drama

Be able to identify literary terms and analyze literature

Be able to use grammar and punctuation effectively and correctly

Read independently as well as complete group readings

Write frequently for a variety of reasons

#### Means for Measuring Student Achievement:

In class work/writing

Homework

Quizzes – announced and unannounced

Tests

Journal assignments

Essays

Oral presentations

Group work

Writing folders/portfolios

Notebooks

Semester/final examinations

### ENGLISH 9 - ACADEMIC

GRADE 9

FULL YEAR - 1 CREDIT

#### Course Description:

This course is designed for students with solid literacy skills. The course will focus on a thematic approach to literature introducing students to several universal themes. Full-length works will be read as well as some short stories and poetry. Vocabulary, literary terms, and characteristics relating to fiction, drama, and poetry will be studied in context of the literary works. Students will be expected to analyze literary themes as well as author style. A primary writing goal of this course is for students to learn to write a well organized, adequately supported, and coherent multi-paragraph essay. Therefore, the students will learn to write solid thesis statements with sound supporting evidence. Organization, methods of development of ideas, and sentence structure are taught. The students will write several types of papers: narrative, descriptive, analytical, creative, and research/report based. The literature in this class may include *Summer of My German Soldier*, *When Legends Die*, *Lord of the Flies*, *Romeo and Juliet*, *To Kill a Mockingbird*, *Johnny Tremain*, *Of Mice and Men*, selections from *Insights*, and self-selected works. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E and F

## ENGLISH (Continued)

### Criteria for Acceptance in the Course:

Enrollment as a Grade 9 student  
Teacher recommendation

### Expectations for Student Performance:

Write periodic journal entries  
Participate in discussion of reading and writing  
Read short stories, novel, and drama  
Be able to identify literary terms and analyze literature  
Be able to use grammar and punctuation effectively and correctly  
Read independently as well as complete group readings  
Write frequently for a variety of reasons

### Means for Measuring Student Achievement:

In-class work/writing	Oral presentations
Homework	Group work
Quizzes – announced and unannounced	Writing folders/portfolios
Tests	Notebooks
Journal assignments	Semester/final examinations
Essays	

## ENGLISH 9 – HONORS

## GRADE 9

### FULL YEAR - 1 CREDIT

### Course Description:

This course is designed for students who have exceptionally strong reading and writing skills and strategies. Students will use these strengths to grow as they read challenging literature. The course focuses on a thematic approach to literature emphasizing several major universal themes. Literary terms and characteristics relating to fiction, drama, and poetry will be studied in the context of the literary works. Students will be expected to analyze literary themes as well as author's styles. A primary writing goal of this course is for students to learn to write a well-organized, adequately supported and coherent multi-paragraph essay. Therefore, the students will learn to write solid thesis statements with sound supporting evidence. The students will write several types of papers: narrative, descriptive, analytical, creative, and research/report based. Summer reading and journals may be assigned for the summer preceding the freshman year. Literature that may be used in this course includes *To Kill a Mockingbird*, *Summer of My German Soldier*, *Lord of the Flies*, *Johnny Tremain*, *Of Mice and Men*, *Romeo and Juliet*, selections from *Insight*, and self-selected novels. This course is for highly motivated and high achieving students. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E, and F.

### Criteria for Acceptance in the Course:

Teacher recommendation  
Proven academic success in previous English classes

### Expectations for Student Performance:

Students will complete summer assignments when appropriate; participate in discussion of reading and writing; read class assignments and individual assignments; be able to identify literary terms and analyze literature; be able to use conventions (mechanics) of the language consistently and correctly; and write frequently for a variety of purposes

## ENGLISH (Continued)

### Means for Measuring Student Achievement:

In class work/writing	Essays
Homework	Oral presentations
Quizzes – announced and unannounced	Group work
Tests	Writing folders/portfolios
Journal assignments	Notebooks
	Semester/final examinations

### ENGLISH 10 - ACADEMIC

GRADE 10

FULL YEAR - 1 CREDIT

### Course Description:

This course continues the development started in English 9. Students will expand their abilities to write well-developed paragraphs of exposition, narration, and description. Five paragraph essays and short stories will be emphasized. A research unit will be included with focus on a thematic approach to literature continuing the investigation of universal themes introduced in English 9. Full-length works will be read as well as some short stories, plays, and poetry. Vocabulary, literary terms and characteristics relating to fiction, drama, and poetry will be studied in context of the literary works.

Students will be expected to analyze literary themes as well as author style. Literature that may be used in this course includes *Into the Wild*, *Animal Farm*, selections from *Encounters*, *Brave New World*, *Separate Peace*.

In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E, and F

### Criteria for Acceptance in the Course:

Successful completion of English 9.

### Expectations for Student Performance:

Successful completion of assigned homework.  
Successful completion of in-class assignments.  
Successful mastery of the five paragraph expository essay.  
Completion and presentation of a research project.  
Familiarity with standard English grammar and literary and analytical terms.

### Means for Measuring Student Achievement:

In class work/writing/participation	Essays
Homework	Oral presentations
Quizzes – announced and unannounced	Group work
Tests	Writing folders/portfolios
Journal assignments	Notebooks
Semester/final examinations	

### ENGLISH 10 – HONORS

GRADE 10

FULL YEAR - 1 CREDIT

### Course Description:

This course is focused on writing, vocabulary development, and an historical and thematic study of literature. Greater emphasis will be placed on coordination and subordination in sentence structure, sentence variety, and correct punctuation and capitalization. Students will compose expository, descriptive, and narrative pieces, with emphasis on the five-paragraph essay, especially essays of literary analysis. Students will research a subject and write a research paper. This course is for the highly motivated and high achieving student. Literature that may be used in this course includes *Great Expectations*, *Into the Wild*, *Animal Farm*, a Shakespeare play, *Twelve Angry Men*, *Brave New World*, *A Separate Peace*. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E, and F

## ENGLISH (Continued)

### Criteria for Acceptance in the Course:

Successful completion of Honors Level English 9 or teacher recommendation.  
Summer reading and journals

### Expectations for Student Performance:

Competent writing skills and mastery of fundamental literary analysis  
Successful completion of assigned homework.  
Successful completion of in-class assignments.  
Successful mastery of the five-paragraph essay.  
Presentation of a researched speech.

### Means for Measuring Student Achievement:

In class work/writing/participation	Oral presentations
Homework	Group work
Quizzes – announced and unannounced	Writing folders/portfolios
Tests	Notebooks
Journal assignments and essays	Semester/final examinations

## ENGLISH 11 - ACADEMIC

GRADE 11

FULL YEAR - 1 CREDIT

### Course Description:

In the Junior Academic English course students will examine the major writers and trends in American literature, both chronologically and thematically, from Puritan times to the modern period. In addition to short stories, poems and essays from the anthology, students will read and write about such classics as *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Grapes of Wrath*, *The Catcher in the Rye* and *The Things They Carried*. Students may be assigned summer reading. This course is designed for students who will be pursuing post-secondary education (community college to four-year college). Writing will include literary responses, self-reflection, expository, and creative pieces, as well as an in-depth research paper and presentation. Students will have systematic vocabulary tests for college preparation and SAT tests, in addition to formal grammar study. Students will be expected to participate in high levels of reading, writing, and speaking and to complete homework assignments of a minimum of an hour per class. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E, and F.

### Criteria for Acceptance in the Course:

Successful completion of English 10.

### Expectations for Student Performance:

Students will participate in discussions of reading and writing; be able to use grammar and punctuation effectively and correctly; read short stories, poetry, novels, and drama pieces; read independently as well as complete group readings; write frequently in various forms of writing; use the Writing Process effectively.

### Means for Measuring Student Achievement:

In-class work and participation	Essays
Homework	Extensive research paper
Quizzes	Group work
Tests	Presentations
Journal assignments and notebooks	Semester and final examinations

## ENGLISH (Continued)

### ENGLISH 11 - HONORS

GRADE 11

FULL YEAR - 1 CREDIT

#### Course Description:

The Junior Honors English program is based on a chronological examination of American literature from Native American literature to the 20<sup>th</sup> century American literature. It will include the study of class novels, short stories, essays, poetry, drama, and self-selected novels. The primary text will be the McDougal, Littell edition of American Literature. The core text will be supplemented by such novels as *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, *The Grapes of Wrath*, *The Catcher in the Rye*, *The Things They Carried* and *The Great Gatsby*, and by such dramas as *The Crucible*, *Our Town*, or *Death of a Salesman*. In addition, students will be required to read two summer reading novels. This course is designed for highly motivated and achieving students who are willing to do lengthy reading assignments and critical analyses, as a part of solid college preparation leading possibly to 12<sup>th</sup> Grade Advanced Placement English. Writing will focus on exposition, literary analysis, description, persuasion, and reflection. A rigorous research paper and oral presentation will be assigned. Grammatical precision and mastery of vocabulary will be required. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E, and F

#### Criteria for Acceptance in the Course:

Teacher recommendation

Proven academic success in previous English classes.

#### Expectations for Student Performance:

Students will participate in discussions of reading and writing; demonstrate a mastery of standard grammar and punctuation; read various literary genre, both independently and in class; recognize a variety of literary techniques and concepts; and achieve a mastery of various forms of writing and vocabulary, leading to success in Advanced Placement English.

#### Means for Measuring Student Achievement:

In-class work and participation

Homework

Quizzes and tests

Essays

Extensive research paper and presentation

Group work

Semester and final examinations

### ENGLISH 12 - ACADEMIC

GRADE 12

FULL YEAR - 1 CREDIT

#### Course Description:

This course emphasizes the development of more sophisticated writing and literary analysis skills in addition to the expansion of vocabulary. World literature will be studied with a focus on British literature. Students will work on improving sentence structure and variety and will compose expository and personal essays, literary analyses, a college application essay, and research project. Literature that may be used for this course includes *Oedipus*, *Antigone*, *A Man For All Seasons*, a Shakespeare tragedy, *1984*, *Bean Trees* and selections from British Literature. In this course, students will study materials contained in the following content standards: Career Prep A 3, B 2, 3, C 1, D 2.

#### Criteria for Acceptance in the Course:

Successful completion of English 11.

#### Expectations for Student Performance:

Successful completion of assigned homework.

Successful completion of in-class assignments.

Successful mastery of the essay.

Class participation.

## ENGLISH (Continued)

### Means of Measuring Student Achievement:

Homework	Tests
In-class assignments	Midterm and final exams
Quizzes	Class participation
Notebook	Writing folders/portfolios
Presentations	Writing assignments

### ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

GRADE 12

### FULL YEAR - 1 CREDIT

#### Course Description:

This course is designed to challenge students who have excellent reading, writing, and oral expressions skills. It will focus on helping students develop critical standards for interpreting literature and strong expression in their writing. Critical thinking and an analytical approach to the course content will be emphasized. A variety of literary works from classics to contemporary pieces will be read. Extensive writing assignments will include expository, analytical, persuasive essays and creative writing. This course teaches and emphasizes the knowledge and skills necessary for the Advanced Placement Examination. Students will choose to take the A.P. exam which may earn them college credit. This course is intensive and fast paced. Students should be interested and motivated. The following literature may be used in the class: *A Prayer for Owen Meany*, *Oedipus*, *Antigone*, a Shakespeare tragedy, *Awakening*, *Doll's House*, *Dinner at Homesick Restaurant*, *King Lear*, *Othello*, *Crime and Punishment*, *Wuthering Heights*, *The Color Purple*, selected poetry from the 16<sup>th</sup> century to the 20<sup>th</sup> century, British literature, various critical essays and non-fiction pieces, and self-selected pieces from the suggested list or with teacher's permission. This course is for the highly motivated and high achieving student. In this course, students will study materials contained in the following content standards: A, A2, A3, A4, B, C, D, E, and F.

#### Criteria for Acceptance in the Course:

There are no specific curricular prerequisites for students taking AP English Literature and Composition.

#### Expectations for Student Performance:

Students will read a wide variety of genres, write frequently for a variety of purposes, participate in discussions of reading and writing, lead discussions and/or present material orally to the class, and complete a major research term paper project. Students are expected to take the Advanced Placement Exam in the spring.

#### Means of Measuring Student Achievement:

Homework	Tests	Presentations
In-class assignments	Midterm and final exams	Writing assignments
Quizzes	Class participation	
Notebook	Writing folders/portfolios	

## ELECTIVE ENGLISH CLASSES

### CREATIVE WRITING I

GRADES 10-12

ONE SEMESTER - ½ CREDIT

**Course Description:**

This course allows students to explore their creative side through writing. Students are encouraged to discover what type of writing interests them most, whether it is narrative, expository or poetry. Students will read stories and poetry as well as write their own. Students will be encouraged to try new styles poetic techniques, and digital storytelling to discover what helps them write well. Students will share their works with each other. Students will also be given opportunities to publish with the class, within the school, and in other publications.

**Criteria for Acceptance in the Course:**

Successful completion of English 9.

**Expectations for Student Performance:**

Students are required to produce several pages of fresh writing per week. Students will read their writing to the class to be critiqued.

**Means for Measuring Student Achievement:**

Portfolio of major pieces of writing  
Homework  
Class participation.  
Projects

### CREATIVE WRITING II

GRADES 10-12

ONE SEMESTER - ½ CREDIT

**Course Description:**

Students will continue to work on their writing and will be expected to take on a leadership role in the class.

**Criteria for Acceptance in the Course:**

Successful completion of Creative Writing I.

**Expectations of Student Performance:**

In addition to the weekly writing, each student will work on an individual project that is chosen/designed by the student and with teacher input.

**Means for Measuring Student Achievement:**

Portfolio of major pieces of writing  
Homework  
Class participation  
Project

### JOURNALISM I

GRADES 10-12

ONE SEMESTER - ½ CREDIT

**Course Description:**

Journalism I will focus on the study of journalistic practices, expectations, and standards. Students will learn about the basics of news, feature, and editorial articles. The history of journalism as well as career opportunities may be studied. An integral part of this course is to write and publish a school newspaper at frequent and regular intervals. The students will use the technology available in the school to do this but may also investigate other means of publishing as well. Therefore, this course will concentrate on the application of the content in practical ways.

**Criteria for Acceptance in the Course:**

Successful completion of English 9.

## **ELECTIVE ENGLISH CLASSES (Continued)**

### **Expectations for Student Performance:**

Students will write articles for the school newspaper, participate in activities to publish the school paper; read newspapers/text/books for reviews; write journal entries; participate in class discussion activities, understand the role of journalists; and complete quarterly projects.

### **Means for Measuring Student Achievement:**

Tests/quizzes	Articles/reviews
Journals	Activities to publish school paper
Homework	In-class activities

## **JOURNALISM II**

**GRADES 10-12**

**ONE SEMESTER - ½ CREDIT**

### **Course Descriptions:**

Journalism II will initially be offered at the same time as Journalism I for students who have successfully completed the first course. These students will participate in a brief review of the basics of journalism practice but will explore certain areas of interest in more detail. These students take more responsibilities for the technical aspects of publishing the school newspaper. They also will be required to commit to major individual projects on related topics of personal interest.

### **Criteria for Acceptance in the Course:**

Successful completion of Journalism I.

### **Expectations for Student Performance:**

Students will write articles for the school newspaper, participate in activities to publish the school paper; read newspapers/text/books for reviews; write journal entries; participate in class discussion activities; understand the role of journalists; complete independent projects; and act as editors for the school paper.

### **Means for Measuring Student Achievement:**

Tests/quizzes	Articles/reviews
Journals	Activities to publish school paper
Homework	In-class activities

## **LITERACY AND MEDIA**

**GRADES 10-12**

**ONE SEMESTER - ½ CREDIT**

### **Course Description:**

This course makes a solid connection between technology and literacy, enabling students to review and apply skills they learn in the English classroom. Students will review good reading strategies and apply those strategies to analyze film and digital media. Students will explore literary elements (foreshadowing, flashback, symbolism, and theme, for example) and complex plot structures within the context of film. In addition to viewing and interpreting films, student will read and write critical essays and reviews. After studying film as a genre, students will apply what they have learned by scripting, storyboarding, and filming their own movies. A second component of the course will include digital storytelling, which will give the students the opportunity to write and produce public service and creative pieces.

### **Criteria for Acceptance in the Course:**

Successful completion of English 9

### **Expectations for Student Performance:**

Completion of assigned work  
Classroom participation

## ELECTIVE ENGLISH CLASSES (Continued)

### **Means of Measuring Student Achievement:**

Homework	In-class assignments
Selected readings	Digital stories
Essay/Critical Reviews	Student-produced movies

### **MYTHOLOGY**

**ONE SEMESTER - ½ CREDIT**

**GRADES 10-12**

### **Course Description:**

In Mythology students will read and discuss myths which have influenced and enriched our culture, literature, art, and language. They will learn words and phrases derived from the classical myths and create myths and projects of their own. Students will also view instructional filmstrips and movies as well as film adaptations of the myths as time permits.

### **Criteria for Acceptance in the Course:**

Successful completion of English 9 and teacher recommendation.

### **Expectations for Student Performance:**

Successful completion of assigned work

### **Means of Measuring Student Achievement:**

Homework	Mid-term exam
In-class assignments	Individual/group projects or writing
Quizzes and tests	Class participation

### **POETRY**

**ONE SEMESTER - ½ CREDIT**

**GRADES 10-12**

### **Course Description:**

Explore your poetic side and experience the fun of reading and writing poetry. This elective will give you the opportunity to write and read poetry and explore the many styles of the art. During the course we will read and discuss the works of many authors of many eras. For a major project, students will focus on the works of one author, learning about that author and his or her representative works in depth.

### **Criteria for Acceptance in the Course:**

Successful completion of English 9

### **Expectations for Student Performance:**

Reading and writing poetry  
Poetry analysis

### **Means for Measuring Student Achievement:**

In-course writing	Tests and quizzes
Daily homework	Memorization of short poem
Poetry project	Class participation
Final Exam	

### **PUBLIC SPEAKING**

**ONE SEMESTER - ½ CREDIT**

**GRADES 10-12**

### **Course Description:**

This course is designed to provide students with an opportunity to improve their speaking skills through writing and presenting speeches.

## **ELECTIVE ENGLISH CLASSES (Continued)**

### **Criteria for Acceptance in the Course:**

Open to all students in grades 10-12 who have successfully completed one English course.

### **Expectations for Student Performance:**

Students will give a demonstration speech, a persuasive speech, a researched speech, and a eulogy. Students will also practice debating skills.

### **Means for Measuring Student Achievement:**

Presentation of speeches in class, written work, homework, class participation.

## **READING AND LEARNING STRATEGIES FOR SUCCESS ONE SEMESTER - 1/2 CREDIT**

**GRADES 9-12**

### **Course Description:**

This class is designed to help students improve their reading and learning strategies. Central to the course is an individualized computer program that assesses a student's strengths and weaknesses and provides instructional lessons to address those needs. Weaker students will benefit from the program tailored to help them build new skills. Stronger students will benefit by building on current strengths and learning strategies that can be helpful in not only high school but in post-secondary programs. The course lessons will support the computer program and provide students with plenty of opportunities and time to practice and master new material.

### **Criteria for Acceptance in the Course:**

Students may be assigned to this class or may opt to take it. Test scores, performance levels, and teacher recommendations may be used to assign students. All students enrolled in Basic English will be enrolled in this class.

### **Expectations for Student Performance:**

Students will use the individualized computer based programs, individual reading selections, and class activities. Most work will be completed in the class periods.

### **Means for Measuring Student Performance:**

Test scores  
Progress with computer program  
Logs

## **TEACHERS'S ASSISTANT – ENGLISH ELECTIVE**

**GRADES 10-12**

### **ONE SEMESTER – 1/2 CREDIT (PASS/FAIL)**

### **Course Description:**

Highly motivated students who excel in an English elective and demonstrate strong leadership qualities may, at the teacher's request, become class leaders. While the specific criteria for acceptance will vary according to the course, all teachers' assistants must be self-guided learners who display a high level of interest in the subject matter. This course will add depth to students' understanding of the material and offer basic teaching experience to those considering a career in education. A teacher's assistant's duties may include (under the guidance and supervision of the instructor) facilitating classroom discussions, providing models of student work, piloting class assignments, and planning and/or presenting lessons. These processes will allow students to grow as self-directed learners and collaborative workers.

### **Criteria for Acceptance in the Course:**

Successful completion of English 9.  
Successful completion of the specified elective.  
Teacher recommendation

## **ELECTIVE ENGLISH CLASSES (Continued)**

### **Expectations for Student Performance:**

Students will need to be willing to facilitate discussions, provide models of exemplary work, and assume leadership roles as necessary,

### **Means of Measuring Student Achievement:**

To be determined in a contract between student and teacher.

# MATHEMATICS

**ALL GRADE NINE STUDENTS MUST ENROLL IN A MATH COURSE.** This course will be determined by teacher recommendation.

**The following courses count toward the three-credit mathematics requirement:**

- Every Day Algebra I 80 minutes every day
- Academic Algebra I
- Algebra Honors
- Conceptual Geometry
- Academic Geometry
- Geometry Honors
- Conceptual Algebra II
- Academic Algebra II
- Algebra II Honors
- Algebra III and Trigonometry
- Pre-Calculus
- Advanced Placement Calculus
- Advanced Placement Statistics

## College Entrance Requirements

Almost all four-year colleges and business schools require at least three years of high school mathematics for admission. In the Lisbon High School curricula Algebra I, Geometry, and Algebra II meet these requirements. Many two-year technical colleges require Algebra II. A few liberal arts colleges and technical schools may require a fourth year of high school mathematics beyond Algebra II.

The Lisbon High School Mathematics Curriculum addresses the Maine Learning Results through the following standards:

### A. NUMBERS AND NUMBER SENSE

**Students will understand and demonstrate a sense of what numbers mean and how they are used.**

### B. COMPUTATION

**Students will understand and demonstrate computation skills.**

### C. DATA ANALYSIS AND STATISTICS

**Students will understand and apply concepts of data analysis.**

### D. PROBABILITY

**Students will understand and apply concepts of probability.**

### E. GEOMETRY

**Students will understand and apply concepts from geometry.**

### F. MEASUREMENT

**Students will understand and demonstrate measurement skills.**

### G. PATTERNS, RELATIONS, FUNCTIONS

**Students will understand that mathematics is a science of patterns, relationships, and functions.**

### H. ALGEBRA CONCEPTS

**Students will understand and apply algebraic concepts.**

### I. DISCRETE MATHEMATICS

**Students will understand and apply concepts in discrete mathematics.**

## MATHEMATICS (Continued)

### J. MATHEMATICAL REASONING

Students will understand and apply concepts of mathematical reasoning.

### K. MATHEMATICAL COMMUNICATION

Students will reflect upon and clarify their understanding of mathematical ideas and relationships.

## EVERY DAY ALGEBRA I

GRADE 9

FULL YEAR - 2 CREDIT

(1 math credit plus 1 elective credit)

### Course Description:

This course covers the same material as Academic Algebra I but is designated for students who need extra time to complete their Algebra I requirement.

### Criteria for Acceptance in the Course:

Recommendation of teacher.

### Expectations for Student Performance:

Consistent effort and achievement on homework and projects.

Consistent effort and achievement on tests, quizzes, and semester examinations.

Consistent on-task performance in both individual and group settings.

Demonstration of a positive attitude toward scholarship.

### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects

Mid-term and Final Exams

Class participation

Homework

## ACADEMIC ALGEBRA I

GRADES 9 – 11

FULL YEAR - 1 CREDIT

### Course Description:

Algebra is a study of the properties of the real number system. Specific topics include properties of the real numbers, equations and inequalities, graphs, polynomials, factoring, rational expressions and equations, exponents, radicals, linear and quadratic functions, and problem solving applications.

This course is for students who need extra time to complete their Algebra I requirement. The year will be devoted to completing the Algebra I curriculum. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

### Criteria for Acceptance in the Course:

Recommendation of teacher.

### Expectations for Student Performance:

Consistent effort and achievement on homework and projects.

Consistent effort and achievement on tests, quizzes, and semester examinations.

Consistent on-task performance in both individual and group settings.

Demonstration of a positive attitude toward scholarship.

## MATHEMATICS (Continued)

### **Means for Measuring Student Achievement:**

Written quizzes, tests, and/or projects  
Mid-term and Final Exams  
Class participation  
Homework

### **ALGEBRA I HONORS**

**GRADE 9**

**FULL YEAR - 1 CREDIT**

### **Course Description:**

Algebra is a study of the properties of the real number system. Specific topics include properties of the real numbers, equations and inequalities, graphs, polynomials, factoring, rational expressions and equations, exponents, radicals, linear and quadratic functions, and problem solving applications. This is a course for well-motivated and high achieving students. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

### **Criteria for Acceptance in the Course:**

Recommendation of mathematics teacher

### **Expectations for Student Performance:**

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship.

### **Means for Measuring Student Achievement:**

Written quizzes, tests, and/or projects  
Mid-term and Final Exams  
Class participation and homework

### **CONCEPTUAL GEOMETRY**

**GRADES 10-12**

**FULL YEAR - 1 CREDIT**

### **Course Description:**

This course is designed to help students discover, learn and apply geometry. This course will present the same geometry concepts presented in regular Geometry without the rigor of formal proof. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

### **Criteria for Acceptance in the Course:**

Algebra I

### **Expectations for Student Performance:**

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both the individual and group settings.  
Demonstration of a positive attitude toward scholarship.

### **Means for Measuring Student Achievement:**

Written quizzes, tests, and/or projects  
Mid-term and final exams  
Class participation and homework

## MATHEMATICS (Continued)

### ACADEMIC GEOMETRY

GRADES 10-12

FULL YEAR - 1 CREDIT

#### Course Description:

This is a traditional course in Euclidean plane geometry. Inductive and deductive reasoning are used to study various geometric topics which include points, lines, planes, angles, polygons, parallelism, perpendicularity, congruency, similarity, circles, spheres, solids, and right triangle trigonometry. This course will offer a practical setting in which to use arithmetic and algebraic skills. Direct (two column), indirect, and algebraic proofs are explored but with less emphasis than in Geometry Honors. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

#### Criteria for Acceptance in the Course:

Algebra I with a passing grade.

#### Expectations for Student Performance:

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship.

#### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects  
Mid-term and Final Exams  
Class participation and homework

### GEOMETRY HONORS

GRADES 9-11

FULL YEAR - 1 CREDIT

#### Course Description:

This is a demanding course in traditional Euclidean plane and solid geometry. Topics will include all that are listed in Geometry but in greater depth and detail. This is a course for well-motivated and high achieving students. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

#### Criteria for Acceptance in the Course:

Algebra I and teacher recommendation

#### Expectations for Student Performance:

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship.

#### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects  
Mid-term and Final Exams

Class participation  
Homework

## MATHEMATICS (Continued)

### CONCEPTUAL ALGEBRA II

GRADES 11-12

FULL YEAR - 1 CREDIT

#### Course Description

This course covers the traditional Algebra II topics at a slower pace than Academic Algebra II. This course also introduces trigonometry and exponential functions, vital concepts for real world applications. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

#### Criteria for Acceptance in the Course:

Algebra I and Geometry with passing grades.

#### Expectations for Student Performance:

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship.

#### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects  
Mid-term and final exams  
Class participation  
Homework

### ACADEMIC ALGEBRA II

GRADES 10-12

FULL YEAR - 1 CREDIT

#### Course Description:

Algebra II reviews and expands topics from Algebra I. Topics include functions, graphing linear and quadratic equations, and inequalities, exponents, probability, statistics, and radicals. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

#### Criteria for Acceptance in the Course:

Algebra I and Geometry with passing grades.

#### Expectations for Student Performance

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship.

#### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects  
Mid-term and Final Exams  
Class participation  
Homework

### ALGEBRA II HONORS

GRADES 10-12

FULL YEAR - 1 CREDIT

#### Course Description:

After a review of the real number system and the basics of Algebra I, the following topics are covered: complex number, functions in general and the linear, quadratic, polynomial, and exponential functions in particular. Additional topics include logarithmic functions, coordinate geometry, and determinants. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

## MATHEMATICS (Continued)

### **Criteria for Acceptance in the Course:**

Algebra I, Geometry, and teacher recommendation.

### **Expectations for Student Performance:**

Consistent effort and achievement on homework and projects.

Consistent effort and achievement on tests, quizzes, and semester examinations.

Consistent on-task performance in both individual and group settings.

Demonstration of a positive attitude toward scholarship.

### **Means for Measuring Student Achievement:**

Written quizzes, tests, and/or projects

Mid-term and Final Exams

Class participation

Homework

## ALGEBRA III AND TRIGONOMETRY

GRADES 11-12

FULL YEAR - 1 CREDIT

### **Course Description:**

This course reviews, extends, and applies topics from Algebra II, including trigonometry, systems of equations, determinants, matrices, exponents, radicals, and logarithms. Students will need a scientific calculator. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

### **Criteria for Acceptance in the Course:**

Algebra II with a passing grade.

### **Expectations for Student Performance:**

Consistent effort and achievement on homework and projects.

Consistent effort and achievement on tests, quizzes, and semester examinations.

Consistent on-task performance in both individual and group settings.

Demonstration of a positive attitude toward scholarship.

### **Means for Measuring Student Achievement:**

Written quizzes, tests, and/or projects

Mid-term and Final Exams

Class participation

Homework

## PRE-CALCULUS

GRADES 11-12

FULL YEAR - 1 CREDIT

### **Course Description:**

This course provides a strong background for further studies in mathematics and related areas. A review and extension of topics from Algebra II Honors are included. The function is the underlying and unifying concept of the topics in this course. All the function topics from Algebra II Honors are revisited and expanded. Additional topics include polynomial functions, trigonometry, symmetry, and curve sketching. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

### **Criteria for Acceptance in the Course:**

Algebra II Honors or Algebra III and Trigonometry.

### **Expectations for Student Performance:**

Consistent effort and achievement on homework and projects.

Consistent effort and achievement on tests, quizzes, and semester examinations.

Consistent on-task performance in both individual and group settings.

Demonstration of a positive attitude toward scholarship.

## MATHEMATICS (Continued)

### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects  
Mid-term and Final Exams  
Class participation  
Homework

### ADVANCED PLACEMENT CALCULUS

GRADE 12

FULL YEAR - 1 CREDIT

### Course Description:

Advanced Placement Calculus is intended to prepare students for the AP Calculus exam. Topics that will be covered in this course are: Function Graphs and Limits, Derivations and their applications, Integrals, the Fundamental Theorem of Calculus, and anti-differentiation. Students in this course must have a solid foundation in elementary function to include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise defined functions. An understanding of the properties of function, their graphs, and the language used to describe them is a necessary component of success. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, C 1, 3, 4, D 2.

### Criteria for Acceptance in the Course:

Demonstrated mastery of algebra, geometry, and trigonometry

### Expectations for Student Performance:

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes, and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship  
Students are required to take the Advanced Placement Exam in the spring.

### Means for Measuring Student Achievement:

Written quizzes, tests, and/or projects  
Mid-term and Final Exams  
Class participation  
Homework

### ADVANCED PLACEMENT STATISTICS

GRADES 11-12

FULL YEAR - 1 CREDIT

### Course Description:

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:

1. Exploring Data: Describing patterns and departure from patterns.
2. Sampling and Experimentation: Planning and collecting a study.
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

### Criteria for Acceptance in the Course:

Algebra II with a passing grade.

### Expectations for Student Performance

Consistent effort and achievement on homework and projects.  
Consistent effort and achievement on tests, quizzes and semester examinations.  
Consistent on-task performance in both individual and group settings.  
Demonstration of a positive attitude toward scholarship.

## MATHEMATICS (Continued)

Students are required to take the Advanced Placement Exam in the spring.

### **Means for Measuring Student Achievement:**

Written quizzes, tests, and/or projects.

Mid-term and final exams.

Class participation

Homework

# MUSIC

The Lisbon High School Music Curriculum addresses the Maine Learning Results through the following standards:

## A. CREATIVE EXPRESSION

Students will create and/or perform to express ideas and feelings.

## B. CULTURAL HERITAGE

Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

## C. CRITICISM AND AESTHETICS

Students will reflect upon and assess the characteristics and merits of art works.

## BAND

GRADES 9-12

### FULL YEAR - 1 CREDIT

#### Course Description:

Band is a skill/performance-oriented course designed to provide for the development of the moderate through advanced individual and ensemble skills through instrumental music. Study includes music reading, limited notation, performance of literature varied in difficulty, from an array of historical time periods, styles and genres, as well as critical listening and analysis of varied recordings. Students are required to participate in scheduled performance/events such as concerts and home football games. Grades are based upon participation. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

#### Criteria for Acceptance in the Course:

A student must play an instrument that is part of the concert band instrumentation: flute, oboe, clarinet, saxophone, bassoon, trumpet, horn, trombone, baritone horn, tuba or percussion. An intermediate level of proficiency is required.

#### Expectations for Student Performance:

Students will attend scheduled classes and rehearsals and bring their instrument, folder and pencil to each class/rehearsal, treat themselves, others and all equipment and property with proper respect, keep storage areas neat, fully participate in each class/rehearsal, demonstrating proper posture, breathing, instrument position, hand position, fingerings and stickings as applicable, practice assigned materials on a regular basis and show continued improvement, take an active role in set-up and tear-down for rehearsals and performances and attend all required performances.

#### Means for Measuring Student Achievement:

Daily participation, performances, preparation, progress	80%
Quizzes, tests, written and performed	20%

## CHORUS

GRADES 9-12

### FULL YEAR -- 1 CREDIT

#### Course Description

Chorus is a skill/performance-oriented course designed to provide for the development of the moderate through advanced individual and ensemble skills through vocal music. Study includes music reading, limited notation, performance of literature varied in difficulty, from an array of historical time periods, languages, styles and genres, as well as critical listening and analysis of varied recordings. Students are required to participate in scheduled concerts and other performance/events. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

## MUSIC (Continued)

### Criteria for Acceptance in the Course:

Students must have an interest in singing and a desire to gain skills in reading music along with other vocal techniques. Previous experience is helpful but not required.

### Expectations for Student Performance:

Students will attend scheduled classes/rehearsals and bring their folder and pencil to each class/rehearsal, treat themselves, others and all equipment and property with proper respect, fully participate in each class/rehearsal, demonstrating proper posture, breathing, practice assigned materials on a regular basis and show continued improvement, take an active role in set-up and tear-down for rehearsals and performances, and attend all required performances.

### Means for Measuring Student Achievement:

Daily participation, performances, preparation, progress	80%
Quizzes, tests, written and performed	20%

## MUSIC HISTORY

GRADES 9-12

ONE SEMESTER - ½ CREDIT

### Course Description

This is an academic oriented course that traces the development of music from the Medieval period through the 20<sup>th</sup> Century. Exploration of various styles of music, form, and instruments as well as representative composers will be covered. Study includes listening and critical analysis of works from the major time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Impressionistic and the 20<sup>th</sup> Century). In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

### Criteria for Acceptance in the Course

No prerequisites.

### Expectations for Student Performance:

Students will come to class prepared with notebook, pen and applicable texts, treat themselves, others and all equipment and property with proper respect, complete homework in a timely manner, and fully participate in each class discussion.

### Means for Measuring Student Achievement:

Daily participation, performances, group projects, preparation, listening	40%
Tests, written and performed	30%
Quizzes and homework	20%
Research paper	10%

## FAST TRACK BAND

GRADES 9-12

FULL YEAR - 1 CREDIT

### Course Description:

Fast Track Band is a fun beginner level instrumental band course designed to provide the student with playing skills up to the intermediate level. Through the use of a digital computer enhanced program called *SMART MUSIC*, students will make rapid progress in their study which includes music reading, appropriate tone production, solid rhythm skills, correct fingerings and limited ear training. Opportunities for performance will be made available by the instructor. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

### Criteria for Acceptance in the Course:

Students will need to have access to one of the following band instruments of their choice: flute, oboe, clarinet, saxophone (alto or tenor), trumpet, horn . and trombone. Students have the option to rent or buy their respective instruments. Please see instructor for rental details. (NOTE: students with prior experience at the elementary level but still at the beginner stage are welcome to participate.)

## MUSIC (Continued)

### Expectations for Student Performance:

Students will attend scheduled classes, have an instrument in working condition at all times, bring music book and pencil to each class, treat themselves, others and all school equipment and property with proper respect, keep storage areas neat, fully participate in each class, demonstrate progress, take an active roll in set-up and tear-down for class, and attend performances.

### Means for Measuring Student Achievement:

Daily participation, progress, and performance 100%

## MUSIC THEORY

GRADES 9-12

ONE SEMESTER - 1/2 CREDIT

### Course Description:

This class covers the “nuts and bolts” of how music is built/composed. Material to be covered will include basic theory, reading, chord analysis, rhythmic notation, scales, key signatures, limited sight singing, intervals, triads, transposition and writing/composing music. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

### Criteria for Acceptance in the Course:

Ability to read music.

### Expectations for Student Performance:

Students will attend scheduled classes, bring staff notebook, music/texts and pencil to each class, treat themselves, others and all equipment and property with proper respect, fully participate in each class and complete all assignments on time.

### Means for Measuring Student Achievement:

Daily participation/in-class work	50%
Tests, quizzes, homework	25%
Musical Composition/Project	25%

## SURVEY OF AMERICAN MUSIC

GRADES 9-12

ONE SEMESTER -- 1/2 CREDIT

### Course Description:

We will trace the roots and progress of American music during the 20<sup>th</sup> Century. Our timeline will include the origins of Black American music, blues, rhythm and blues, rock n’ roll, rap, as well as other musical genres, the Broadway musical, the influences of the recording industry and radio and specific societal and historical influences. We will also touch on basic elements of music, notation and composition (limited) as well as listening and critical analysis of recordings from the major genres discussed. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

### Criteria for Acceptance in the Course:

No prerequisites.

### Expectations for Student Performance:

Students will come to class prepared with notebook, pen and applicable texts, treat themselves, others and all equipment and property with proper respect, complete homework in a timely manner, fully participate in each class discussion, performance and project.

## MUSIC (Continued)

### Means for Measuring Student Achievement:

Tests and quizzes	50%
Daily Participation and Preparation	20%
Reports	30%

### STRINGS PROGRAM

GRADES 9-12

ONE SEMESTER - ½ CREDIT

### Course Description:

This class is for students to rehearse and perform on string instruments, specifically the violin, viola, or cello. Students will study music from a variety of styles, from standard classical repertoire to jazz and other more popular styles. Students will have the opportunity to perform at least once a year in an after-school event. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

### Criteria for Acceptance in the Course:

Students will need access to an instrument. The instructor has contact information for instrumentals if necessary. Students may rent from any company they wish to utilize. Experience playing an instrument is expected although students with no musical training will be considered.

### Expectations for Student Performance:

Regular attendance is an expectation. Students will need to be prepared and bring their instrument, music book and folder, and a pencil to all lessons. Daily practice at home is also an expectation and goal setting for the amount of daily practice will be part of the course.

### Means for Measuring Student Achievement:

Attendance  
Preparation  
Performance  
Practice

### ACOUSTIC GUITAR LAB

GRADES 9-12

ONE SEMESTER – ½ CREDIT

### Course Description:

Acoustic Guitar Lab is a self-paced skill/performance course designed for the beginner. Students will develop the following skills: music reading, proper tuning techniques, basic three to four note chords, strumming techniques and limited ear training. Working from a method book, students will develop independently and participate as an ensemble. Opportunities for performance will be made available by the instructor.

### Criteria for Acceptance

No prerequisites (**Note:** class size eight (8) students)

### Expectations for Student Performances:

Students will attend scheduled classes, bring music book and pencil to each class, fully participate in each class, demonstrate progress, treat school property with proper respect, take an active roll in set-up and tear down for class, and attend performances.

### Means for Measuring Student Achievement:

Daily participation, progress, and performance	100%
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## SCIENCE CREDIT and COURSE REQUIREMENTS

To help all students meet the Maine's Learning Results requirements for Science:

- A minimum of three (3) science credits will be required.
- If a student wishes to have an accelerated schedule, s/he may take the required courses a year *earlier, but not later*, than specified.
- All Freshmen will take Physical Science or Honors Physical Science. (Qualified Freshmen may also take Honors Biology.)
- All Sophomores will take Biology or Honors Biology. (Qualified Sophomores may take Honors Chemistry and/or electives.)
- All Juniors will take Conceptual Chemistry, Chemistry, or Honors Chemistry. (Qualified Juniors may elect to take AP Biology and/or other science electives.)
- Required courses that are failed must be made up before graduation.

## MAINE LEARNING RESULTS REQUIREMENTS FOR SCIENCE

- A. **Unifying Themes**
  - 1. **Systems**
  - 2. **Models**
  - 3. **Constancy and Change**
  - 4. **Scale**
- B. **The Skills and Traits of Scientific Inquiry and Technological Design**
  - 1. **Skills and Traits of Scientific Inquiry**
  - 2. **Skills and Traits of Technological Design**
- C. **The Scientific and Technological Enterprise**
  - 1. **Understandings of Inquiry**
  - 2. **Understandings about Science and Technology**
  - 3. **Science, Technology, and Society**
  - 4. **History and Nature of Science**
- D. **The Physical Setting**
  - 1. **Universe and Solar System**
  - 2. **Earth**
  - 3. **Matter and Energy**
  - 4. **Force and Motion**
- E. **The Living Environment**
  - 1. **Biodiversity**
  - 2. **Ecosystems**
  - 3. **Cells**
  - 4. **Heredity and Reproduction**
  - 5. **Evolution**

## SCIENCE (Continued)

### SCIENCE REQUIREMENTS by GRADE LEVEL

#### FRESHMEN

(Choose one physical science course.)

**PHYSICAL SCIENCE**

**GRADE 9**

**FULL YEAR – 1 CREDIT**

##### Course Description:

This course will introduce topics in Physics and Earth Science, while teaching fundamental science skills, such as measurement, lab skills, organization, and problem solving strategies. Lab activities will be done to complement lectures and reading assignments. The following topics will be covered in the Physics portion of the year; Motion, Force, Gravity and Momentum, Work, Energy, Power, Electricity, and Magnetism. Earth Science topics include; Universe and Solar System, Composition and Processes of the Earth and its Atmosphere. In this course, students will study materials contained in the following content standards: A, B, C, and D.

##### Criteria for Acceptance in the Course:

None

##### Expectations for Student Performance

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

##### Means for Measuring Student Achievement:

Exams/quizzes  
Lab grades  
Home work  
Class projects

**HONORS PHYSICAL SCIENCE**

**GRADE 9**

**FULL YEAR – 1 CREDIT**

##### Course Description:

This is a faster paced, rigorous, and more in-depth version of Physical Science. This course will introduce topics in Physics and Earth Science, while teaching fundamental science skills, such as measurement, lab skills, organization, and problem solving strategies. Lab activities will be done to complement lectures and reading assignments. The following topics will be covered in the Physics portion of the year; Motion, Force, Gravity and Momentum, Work, Energy, Power, Electricity, and Magnetism. Earth Science topics include; Universe and Solar System, Composition and Processes of the Earth and its Atmosphere. In this course, students will study materials contained in the following content standards: A, B, C, and D.

##### Criteria for Acceptance in the Course:

Currently enrolled in Algebra I  
Reading at or above grade level, based on NWEA test results

##### Expectations for Student Performance

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

##### Means for Measuring Student Achievement:

Exams/quizzes  
Lab grades  
Home work  
Class projects

## SCIENCE (Continued)

### **SOPHOMORES**

(Choose one biology course.)

#### **BIOLOGY**

**GRADE 10**

**FULL YEAR – 1 CREDIT**

#### **Course Description:**

This is a lab oriented course in the life sciences. All major concepts of Biology including cells, growth, reproduction, heredity, evolution, genetic engineering, bioenergetics, classification, genetics, microbiology, invertebrate and vertebrate animals, and current topics in life sciences are studied as they apply to organisms such as plants and animals. In this course, students will study materials contained in the following content standards: Science and Technology: A, B, C, E

#### **Criteria for Acceptance in the course:**

Has taken or currently is taking physical science  
Recommendation of teacher

#### **Expectations for Student Performance:**

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

#### **Means for Measuring Student Achievement:**

Tests and quizzes  
Lab reports  
Homework  
Science notebook

#### **HONORS BIOLOGY**

**GRADES: 9, 10**

**FULL YEAR – 1 CREDIT**

#### **Course Description:**

This is a faster-paced, rigorous, and more in-depth version of Biology. All major concepts of Biology including cells, growth, reproduction, heredity, evolution, genetic engineering, bioenergetics, classification, genetics, microbiology, invertebrate and vertebrate animals, and current topics in life sciences are studied as they apply to organisms such as plants and animals. In this course, students will study materials contained in the following content standards: Science and Technology: A, B, C, E.

#### **Criteria for Acceptance in the course:**

Has taken or is currently taking physical science  
Recommendation of teacher

#### **Expectations for Student Performance:**

No late homework accepted  
Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities  
Year-long individual scientific research project

#### **Means for Measuring Student Achievement:**

Tests and quizzes  
Lab reports  
Homework  
Science notebook

## **SCIENCE (Continued)**

### **JUNIORS**

(Choose one chemistry course based on your intended career choice and ability.)

#### **CONCEPTUAL CHEMISTRY**

**GRADE 11**

**FULL YEAR – 1 CREDIT**

##### **Course Description:**

This is a lab-oriented course, emphasizing the chemistry of everyday life. Successful completion of this course will meet the needs of students who do *not* plan on a science-related career, after high school. (Examples of science-related jobs this course will qualify one to pursue are nurse's aide and vet tech.) Topics will include atomic structure, compounds, reactions, gases, bonding, solutions, acids, bases, and nuclear chemistry. Lab activities will be done to support concepts being studied. Basic arithmetic skills will be used in solving problems. A research paper or project may be required. In this course, students will study materials contained in the following content standards: Science and Technology: A, B, C, D3.

##### **Criteria for Acceptance in the course:**

Has taken physical science and biology  
Recommendation of teacher

##### **Expectations for Student Performance:**

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

##### **Means for Measuring Student Achievement:**

Tests and quizzes  
Lab reports  
Homework  
Science notebook

#### **CHEMISTRY**

**GRADE 11**

**FULL YEAR – 1 CREDIT**

##### **Course Description:**

This is a faster-paced, more in-depth version of the Conceptual Chemistry course that satisfies the criteria of a "lab-science" by all four-year non-vocational colleges. Examples of science-related jobs one could pursue, with further study, after taking this course are registered nurse, veterinarian assistant, radiologist, and lab assistant. Topics will include atomic structure, compounds, reactions, gases, bonding, solutions, acids, bases, and nuclear chemistry. Lab activities will be done to support concepts being studied. Basic Algebra skills will be used in solving problems. A research paper or project may be required. In this course, students will study materials contained in the following content standards: Science and Technology: A, B, C, D3.

##### **Criteria for Acceptance in the course:**

Has taken physical science and biology  
Passed Algebra I  
Recommendation of teacher

##### **Expectations for Student Performance:**

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

##### **Means for Measuring Student Achievement:**

Tests and quizzes  
Lab reports  
Homework  
Science notebook

## SCIENCE (Continued)

### HONORS CHEMISTRY

GRADE 11

FULL YEAR – 1.5 CREDITS

#### Course Description:

This is a faster-paced, more in-depth version of the Chemistry course that satisfies the criteria of a “lab-science” by all four-year colleges and universities. This course is designed to prepare students who plan to pursue a degree in any science area at four-year college. Examples of science-related jobs one could pursue, with further study, after taking this course are registered nurse, veterinarian, medical doctor, engineer, high school science teacher, and science researcher. It requires students to possess strong problem-solving skills. Topics will include atomic structure, compounds, reactions, gases, bonding, solutions, acids, bases, nuclear chemistry, and reaction kinetics. Lab activities will be done to support concepts being studied. Algebra skills will be used in solving problems. A research paper or project may be required. In this course, students will study materials contained in the following content standards: Science and Technology: A, B, C, D3.

#### Criteria for Acceptance in the course:

Has passed Algebra I

#### Expectations for Student Performance:

Keep up with the pace set by the instructor  
Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

#### Means for Measuring Student Achievement:

Tests and quizzes  
Lab reports  
Homework  
Science notebook

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## SCIENCE ELECTIVES

### CONCEPTUAL PHYSICS

GRADE 11, 12

FULL YEAR – 1 CREDIT

#### Course Description:

This is a lab-oriented course, emphasizing the physics observed in everyday life. Topics will include mechanics, heat, electricity, magnetism, waves, and optics. Lab activities will be done to support concepts being studied. Basic Algebra skills will be used in solving problems. A research paper or project may be required. Maine Learning Results Standards: A, B, C, D3 & D4.

#### Criteria for Acceptance in the course:

Has taken physical science, biology, and conceptual chemistry  
Passed Algebra I  
Recommendation of teacher

#### Expectations for Student Performance:

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

#### Means for Measuring Student Achievement:

Tests and quizzes  
Lab reports  
Homework  
Science notebook

## SCIENCE (Continued)

### PHYSICS

GRADE 11, 12

FULL YEAR – 1 CREDIT

#### Course Description:

This is a faster-paced, more in-depth version of the Conceptual Physics course that satisfies the criteria of a “lab-science” by all four-year non-vocational colleges. Examples of science-related jobs one could pursue, with further study, after taking this course are lab tech, computer tech, science teacher, registered nurse, athletic trainer, and physical therapist. Topics will include mechanics, heat, electricity, magnetism, waves, and optics. Lab activities will be done to support concepts being studied. Strong Algebra skills will be needed in solving problems. A research paper or project may be required. Maine Learning Results Standards: A, B, C, D3 & D4.

#### Criteria for Acceptance in the course:

Has taken physical science, biology, and chemistry  
Passed Algebra II and is concurrently enrolled in Algebra III or higher math.  
And/Or recommendation of teacher

#### Expectations for Student Performance:

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

#### Means for Measuring Student Achievement:

Tests and quizzes  
Lab reports  
Homework  
Science notebook

### HONORS PHYSICS

GRADES 11, 12

FULL YEAR – 1 CREDIT

#### Course Description:

This is a faster-paced, more in-depth version of the Physics course that satisfies the criteria of a “lab-science” by all four-year colleges and universities. This course requires students to possess strong problem-solving skills. Successful completion of this course will meet the needs of students who plan to attend a four-year college and who plan to major in a science. Examples of science-related jobs one could pursue, with further study, after taking this course are engineer, science researcher, science teacher, and medical doctor. Topics will include mechanics, heat, electricity, magnetism, waves, and optics. Lab activities will be done to support concepts being studied. Excellent Algebra as well as basic Trigonometry skills will be required in solving problems. A research paper or project may be required. Maine Learning Results Standards: A, B, C, D3 & D4.

#### Criteria for Acceptance in the course:

Has taken physical science, biology, and chemistry or recommendation of teacher  
Has passed Algebra II and is concurrently enrolled in or has successfully completed Pre-Cal or higher math courses.

#### Expectations for Student Performance:

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

#### Means for Measuring Student Achievement:

Tests and quizzes  
Lab reports  
Homework  
Science notebook

## SCIENCE (Continued)

### AP BIOLOGY (ADVANCED PLACEMENT)

GRADE: 11, 12

FULL YEAR (2 PERIODS) – 2 CREDITS

#### Course Description:

This rigorous lab-oriented course is designed to be the equivalent of a college introductory biology course usually taken by Biology majors during their first year. It is intended for well-motivated and high-achieving students who have a strong interest and ability in the Biological sciences and wish to pursue a related field in post-secondary studies. Students will prepare diligently for the College Board Exam, with the goal of receiving college credit for a high score exam. This class will meet for two consecutive periods every other day. The course aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Major topics introduced in Honors Biology will be covered in much greater detail including molecules and cells, heredity and evolution, and organisms and populations. Maine Learning Results Standards: A, B, C, E.

#### Criteria for Acceptance in the course:

Has passed one high school biology course and one high school chemistry course and/or teacher recommendation: signature required

#### Expectations for Student Performance:

Students are expected to be highly motivated and committed to working at the college level. Students are expected to complete regular assignments, work cooperatively in groups, participate in class discussions and lab activities, and complete a term project. Students are required to take the Advanced Placement Exam in the spring. Failure to take the AP Exam will result in a zero on the final.

#### Means for Measuring Student Achievement:

Lab Reports  
Exams/ Quizzes  
Homework  
Projects  
Independent Research  
AP Exam

### ANATOMY AND PHYSIOLOGY

GRADE: 11, 12

FULL YEAR 1 CREDIT

#### Course Description:

This course is designed to allow students to gain experience with the structure and function of the human body. Topics will include the major organ systems of the body and how their structure relates to vital functions. Emphasis will also be placed on understanding how diseases and disorders impact both. A significant number of dissections will be done as part of this course. This class would be a good introductory course for students interested in health science careers such as nursing, veterinary medicine, or physician, or for students with an interest in how our complex bodies work. Maine Learning Results Standards: A, B, C, E.

#### Criteria for Acceptance in the course:

Has taken physical science *and* biology  
And/or teacher recommendation

#### Expectations for Student Performance:

Maintain an organized science notebook  
Consistent effort on homework  
Participation in class discussions and lab activities

#### Means for Measuring Student Achievement:

Tests and quizzes  
Lab reports  
Homework  
Science notebook  
Research paper

## SCIENCE (Continued)

### AP CHEMISTRY (ADVANCED PLACEMENT)

GRADES 11-12

FULL YEAR (2 PERIODS) - 2 CREDITS

#### Course Description:

This rigorous lab-oriented course is designed to be the equivalent of a college introductory chemistry course usually taken by Chemistry majors during their first year. It is intended for well-motivated and high-achieving students who have a strong interest and ability in the sciences and wish to pursue a related field in post-secondary studies. Students will prepare diligently for the College Board Exam, with the goal of receiving college credit for a high score exam. This class will meet for two consecutive periods every other day. Maine Learning Results Standards: A, B, C, D3.

#### Criteria for Acceptance in the course:

Has passed one high school biology course and one high school chemistry course and/or teacher recommendation, signature required.

#### Expectations for Student Performance

Students are expected to be highly motivated and committed to working at the college level. Students are expected to complete regular assignments, work cooperatively in groups, participate in class discussions and lab activities, and complete a term project. Students are required to take the Advanced Placement Exam in the spring. Failure to take the AP exam will result in a zero on the final.

#### Means for Measuring Student Achievement:

Lab Reports  
Exams/Quizzes  
Homework  
Projects  
Independent Research  
AP Exam

### FIELD ECOLOGY

GRADES 10, 11, 12

ONE SEMESTER – ½ CREDIT

#### Course Description:

This is an inquiry based, hands-on course designed for students interested in the study of the environment and its interrelationships with humans and living organisms. This course will involve outdoor lab work on school property where students will learn sampling techniques used in forest, freshwater, and soil ecology. This course requires a commitment from each student to accept responsibility and to carry out experiments and labs in a mature and productive manner. Students must be prepared to work outdoors in all seasons and any weather!

Maine Learning Results Standards: A, B, C, E1 & E2.

#### Criteria for Acceptance in this Course:

Teacher recommendation: **signature required.**

#### Expectations for Student Performance:

Students are expected to be prepared for class, maintain an organized notebook, participate in class work and in labs, be respectful and courteous to others at all times and abide by the rules of the student handbook. As many of the activities will take place out of doors, students are expected to be dressed appropriately for outdoor activity on a daily basis.

#### Means for Measuring Student Achievement:

Grades will be based on class work, lab reports, projects, tests, quizzes, and notebooks

### OCEANOGRAPHY

GRADES 11, 12

ONE SEMESTER – ½ CREDIT

#### Course Description:

This is an inquiry based, hands-on course designed for students interested in the study of physical oceanography and the marine environment. This course is designed to be the first of a two part series (marine biology being the second course) in which students will explore many topics related to the study of the ocean environment. Topics

include: the history of oceanography, plate tectonics, sea floor spreading, chemistry of sea water, waves, currents, tides, tsunamis, conservation and technology. Maine Learning Results Standards: A, B, C, D2, D3, D4.

## **SCIENCE (Continued)**

### **Criteria for Acceptance in this Course:**

Teacher recommendation: **signature required.**

### **Expectations for Student Performance:**

Students are expected to be prepared for class, maintain an organized notebook, participate in class work and in labs, be respectful and courteous to others at all times and abide by the rules of the student handbook.

### **Means for Measuring Student Achievement:**

Grades will be based on class work, lab reports, projects, tests, quizzes, and notebooks

## **MARINE BIOLOGY**

**GRADES 11 – 12**

**ONE SEMESTER – ½ CREDIT**

### **Course Description:**

This is an inquiry based, hands-on course designed for students interested in the study of the interrelationships of marine organisms and the marine environment. This course is designed to be the second of a two part series (oceanography being the first part) in which students will explore many topics related to the study of marine organisms. Topics include: the ocean zones, algae, plankton, marine invertebrates, fish, marine mammals and birds, fishing methods, problems, and conservation strategies. Maine Learning Results Standards: A, B, C, E1, E2, E5.

### **Criteria for Acceptance in this Course:**

Passing grade in oceanography **and/or** teacher recommendation: **signature required.**

### **Expectations for Student Performance:**

Students are expected to be prepared for class, maintain an organized notebook, participate in class work and in labs, be respectful and courteous to others at all times and abide by the rules of the student handbook.

### **Means for Measuring Student Achievement:**

Grades will be based on class work, lab reports, projects, tests, quizzes, and notebooks.

# **SOCIAL STUDIES**

Social studies emphasizes the three dimensional nature of the aims of Social Studies instruction, not only growth in knowledge, but the development of appropriate skills and values as well. This means that students are expected to become clear and effective communicators, responsible and involved citizens, and integrative and informed thinkers.

It is recommended that, in this fast-changing society of ours, the truly experienced students will be the “innovators of tomorrow.” It is recommended that students pursue a yearly commitment to Social Studies in order to become an innovator.

The Lisbon High School Social Studies Curriculum addresses the Maine Learning Results through the following standards:

## **CIVICS AND GOVERNMENT**

### **A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION**

Students will understand the rights and responsibilities of civic life and employ the skills of effective civic participation.

### **B. PURPOSE AND TYPES OF GOVERNMENT**

Students will understand the types and purposes of governments, their evolution, and their relationships with the governed.

### **C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS**

Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.

## **HISTORY**

### **A. CHRONOLOGY**

Students will use the chronology of history and major eras to demonstrate the relationship of events and people.

### **B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS**

Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.

### **C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION**

Students will learn to evaluate resource material such as documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

## **GEOGRAPHY**

### **A. SKILLS AND TOOLS**

Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions, and environments.

### **B. HUMAN INTERACTION WITH ENVIRONMENTS**

Students will understand and analyze the relationships among people and their physical environments.

## **ECONOMICS**

### **A. PERSONAL AND CONSUMER ECONOMICS**

Students will understand that economics decisions are based on the availability of resources and the costs and benefits of choices.

### **B. ECONOMIC SYSTEMS OF THE UNITED STATES**

Students will understand the economic system of the United States, including its principles, development, and institutions.

## RECOMMENDED COURSE OF STUDIES

\* Any student who has not completed Maine Studies prior to entry into grade 9 must complete this course prior to graduation.

| GRADE | REQUIREMENT                                                            | ELECTIVE                                                           |
|-------|------------------------------------------------------------------------|--------------------------------------------------------------------|
| 9     | American Citizenship<br>American Citizenship Honors<br>Maine Studies * |                                                                    |
| 10    | World History<br>World History Honors<br>Maine Studies *               | The Civil War                                                      |
| 11    | United States History<br>AP U.S. History<br>Maine Studies *            | The Civil War                                                      |
| 12    | Maine Studies *                                                        | The Civil War<br>Introduction to Psychology<br>AP European History |

## SOCIAL STUDIES (Continued)

### AMERICAN CITIZENSHIP

GRADE 9

FULL YEAR - 1 CREDIT

#### Course Description:

This is a required course for all students. Students will develop an understanding of the background of our government and why it is necessary. Students will also examine how politics can affect their daily lives. Finally this course will explore the workings of the executive, legislative, and judicial branches of the federal government. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### Criteria for Acceptance in the Course:

This is a required class for all grade 9 students.

#### Expectations for Student Performance:

Completion of all assigned work on time.  
Cooperativeness in working with others.  
Participation in making the classroom a positive learning community.  
Write frequently editorials, case studies, and reports.

#### Means for Measuring Student Achievement:

|          |         |
|----------|---------|
| Projects | Quizzes |
| Homework | Tests   |

### AMERICAN CITIZENSHIP – HONORS

GRADE 9

FULL YEAR - 1 CREDIT

#### Course Description:

This course is designed for students who have exceptionally strong writing, analytical, and reading ability. Students will use these abilities to study American Government. This study will explore the functions of government, political ideology, political process, and to apply these skills. This course is designed to expand community awareness and encourage participation in the political process. This is a course for well-motivated and high achieving students. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### Criteria for Acceptance in the Course:

Proven academic success in previous Social Studies classes.  
Standardized test scores if appropriate/applicable

#### Expectations for Student Performance:

Completion of all assigned work on time.  
Cooperativeness in working with others.  
Participation in making the classroom a positive learning community.  
Write frequently editorials, case studies, and reports.  
Positive attitude toward scholarship.  
Consistent performance in classroom activities that includes active involvement in class discussion and presentations.  
Active participation in local government and service functions.  
Write frequently editorials, research projects, essays, and book reports.  
Use of critical thinking skills

#### Means for Measuring Student Achievement:

|                   |                 |
|-------------------|-----------------|
| Tests             | Critical essays |
| Quizzes           | Film review     |
| Research projects | Final exams     |

Homework

## **SOCIAL STUDIES (Continued)**

### **WORLD HISTORY**

**GRADE 10**

**FULL YEAR - 1 CREDIT**

#### **Course Description:**

World History is the record of the adventures of mankind. By examining our past, students have the opportunity to find meaning in events in the past and discover how they affect our lives today. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### **Criteria for Acceptance in the Course:**

World History is a multi-phased course which is required for all sophomores.

#### **Expectations for Student Performance:**

Completion of all assigned work on time; use of new study skills, cooperativeness in working with others; participation in making the classroom a positive learning community.

#### **Means for Measuring Student Achievement:**

Projects  
Homework  
Quizzes  
Tests  
Midterm exam  
Final exam

### **WORLD HISTORY HONORS**

**GRADE 10**

**FULL YEAR - 1 CREDIT**

#### **Course Description:**

This course is designed for students who have exceptionally strong writing, analytical, and reading skills, as well as those who are highly motivated. It will examine that while historical events are unique, they often have repeating forces. This course will engage itself in the themes of power and authority, religious systems, revolution, interaction with environment, economics, cultural interaction/diffusion, empire building, and technology. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### **Criteria for Acceptance in the Course:**

Proven academic success in previous Social Studies classes  
Teacher recommendation

#### **Expectations for Student Performance:**

Completion of all assigned work on time.  
A high level of quality work will be expected of each student.  
Use of critical thinking skills  
High level of interest and motivation to learn  
Consistent effort and achievement on all assigned tasks

#### **Means for Measuring Student Achievement:**

Tests  
Reading Assessments  
Unit projects (Research)  
Homework  
Film Reviews  
Journal entries/critical essays  
Outside readings  
Mid-term and final exams

## SOCIAL STUDIES (Continued)

### UNITED STATES HISTORY

GRADE 11

FULL YEAR - 1 CREDIT

#### Course Description:

This is a required course which offers a general survey of American History from colonial days to the present. In this course, students will explore how change is a constant in history. Upheavals are not new, and people have always confronted problems and thus developed better ways of living. Students will discover the value of historical perspective, diversity, and change. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### Criteria for Acceptance in the Course:

This required course is offered to juniors. All students must have passed American Citizenship, World History and Sophomore English to take U.S. History.

#### Expectations for Student Performance:

Consistent effort and achievement on all assigned tasks.  
Cooperativeness in working with others.  
Participation in making the classroom a positive learning community.  
Frequently write reaction papers, reports, and case studies.

#### Means for Measuring Student Achievement:

|                   |                 |
|-------------------|-----------------|
| Tests             | Film reviews    |
| Quizzes           | Critical essays |
| Research projects | Midyear exam    |
| Homework          | Final exam      |

### ADVANCED PLACEMENT UNITED STATES HISTORY

GRADE 11

FULL YEAR - 1 CREDIT

#### Course Description:

Advanced Placement United States History is a comprehensive study of the United States from the colonial days to the present. This course is for the serious-minded, well-motivated, high achieving student. This intensive course will give students an in-depth analysis of our nation's history with a strong focus on extensive reading, quality writing, and historical analysis of both primary and secondary sources. Advanced Placement United State History will instruct and articulate the knowledge and skills necessary for the Advanced Placement Examination. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### Criteria for Acceptance in the Course:

There are no specific curricular prerequisites for students taking AP U.S. History

#### Expectations for Student Performance:

Consistent effort and achievement on all assigned tasks.  
Cooperativeness in working with others.  
Participation in making the classroom a positive learning community.  
Write frequently reaction paper, research papers, reports, and case studies.  
A high level of quality work will be expected of each student.  
Willingness to engage in the writing process.  
High level of interest and motivation to learn.  
Use of critical thinking skills.  
Students are required to take the Advanced Placement Exam in the spring.

#### Means for Measuring Student Achievement:

|                   |                 |
|-------------------|-----------------|
| Tests             | Film reviews    |
| Quizzes           | Critical essays |
| Research projects | Midyear exam    |
| Homework          | Final exam      |

## SOCIAL STUDIES (Continued)

### MAINE STUDIES

GRADES 9-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

This is a survey course of our state with in-depth analysis of its historical, cultural, political, social, and economical features. Through the use of class seminars, class projects, guest speakers, and class studies, this course will expand and develop the awareness and understanding the student has of the State of Maine. Map work will be required to study physical geographic features, tourism, and Maine businesses. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### Criteria for Acceptance in the Course:

This is a course for any student who has not completed Maine Studies prior to entry into grade 9.

#### Expectations for Student Performance:

Students will do research via the internet/library resources on Maine personalities. In class students will expand their knowledge through various means including video, reading, writing, and oral presentations.

#### Means for Measuring Student Achievement:

Completed class projects  
Tests  
Quizzes  
Written Work  
Homework

### THE CIVIL WAR

GRADES 10-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

A comprehensive course on America before, during, and after the American Civil War. This time period, (in the words of historian Shelby Foote) “helped shape America into the real United States...and its results we have not figured out yet.” In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

This course is for the serious-minded student who wishes to explore an exciting period in our nation’s history. Through class projects, simulations, case studies, military campaigns, analysis, social-cultural studies, and multi-media productions, this course will expand the social studies skills for its participants.

#### Criteria for Acceptance in the Course:

Open to grades 10-12.  
Successful completion of American Citizenship  
Reading and writing at grade level  
Interest in the subject  
Ability to work in groups  
High-level listening and discussion skills

#### Expectations for Student Performance:

A high level of quality work will be expected of each student  
Cooperativeness in working with others  
Completion of all assigned work on time  
Participation in making the classroom a positive learning community.

#### Means for Measuring Student Achievement:

Projects  
Quizzes  
Homework  
Tests  
Presentations  
Final Exam

## SOCIAL STUDIES (Continued)

### INTRODUCTION TO PSYCHOLOGY

GRADE 12

ONE SEMESTER - ½ CREDIT

#### Course Description:

The objective of this course is to provide the student with scientific background in psychology and the opportunity to identify and seek solutions to personal, social, educational and vocational problems. It is hoped that students will further develop skills in decision making. The course will stress class discussion based on text materials, outside readings, and the sharing one's experiences and observations. In this course, students will study materials contained in the following content standards: Career Prep A 1, 3, B 3, C 1, 3, D 1, 2, 3.

#### Criteria for Acceptance in the Course:

Successful completion of English 11  
Interest in the subject  
High-level listening and discussion skills  
Respect confidentiality

#### Expectations for Student Performance:

A high level of quality work will be expected of each student.  
Cooperativeness in working with others.  
Completion of all assigned work on time.  
Participation in making the classroom a positive learning community.  
Willingness to engage in the writing process.  
Participation in oral presentations.  
Use of critical thinking skills.

#### Means for Measuring Student Achievement:

Research paper  
Projects  
Homework  
Quizzes  
Tests  
Case studies  
Final exam

### ADVANCED PLACEMENT EUROPEAN HISTORY

GRADE 12

FULL YEAR - 1 CREDIT

#### Course Description

Advanced Placement European History is a comprehensive examination of the history of the Western World from the Renaissance to modern times. A course for the serious student of history, it introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. The goals of the AP class are to develop an understanding of some of the principle themes of modern European history, an ability to analyze historical evidence and historical interpretations, and an ability to express historical understanding in writing. The major themes of AP European history are Intellectual and Cultural History, Political and Diplomatic History, and Social and Economic History. In this course, students will study materials in the following content standards: Career Prep, A 1, 3, B 3, C 1, 3, D 1, 2, 3 .

#### Criteria for Acceptance into the Course:

There are no specific curricular prerequisites for students taking AP European History.

#### Expectations for Student Performance

Demonstration of a knowledge of basic chronology and major events and trends from approximately 1450 to the present.  
Ability to engage in the serious academic discussion of historical issues.  
A serious and responsible work ethic and a cooperative spirit.  
Good writing skills.  
A commitment to quality work.  
Completion of a summer reading assignment.  
All AP European students are required to take the AP Test in the spring.

## **SOCIAL STUDIES (Continued)**

### **Means for Measuring Student Achievement**

Quizzes

Essays and other extended written work

Tests

Homework

Mid-year exam

Final exam

AP exam

### **HISTORY OF THE VIET NAM WAR**

**Offered through Distance Learning (ATM) through Bonny Eagle High School . See your Guidance Counselor for more information.**

## **WELLNESS**

Wellness is an integrated health program combining physical education and health concepts. Wellness aims to develop in each students an appreciation for lifelong health and fitness.

The Lisbon High School Wellness Curriculum addresses the Maine Learning Results through the following standards:

### **HEALTH**

#### **A. HEALTH CONCEPTS**

**Students will understand health promotion and disease prevention concepts.**

#### **B. HEALTH INFORMATION, SERVICES, AND PRODUCTS**

**Students will know how to acquire valid information about health issues, services, and products.**

#### **C. HEALTH PROMOTION AND RISK REDUCTION**

**Students will understand how to reduce their health risks through the practice o healthy behaviors.**

#### **D. INFLUENCES ON HEALTH**

**Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.**

#### **E. COMMUNICATION SKILLS**

**Students will understand that skillful communication can contribute to better health for them, their families, and the community.**

#### **F. DECISION-MAKING AND GOAL SETTING**

**Students will learn how to set personal goals and make decisions that lead to better health.**

## **PHYSICAL EDUCATION**

#### **A. PHYSICAL FITNESS**

**Students will acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.**

#### **B. MOTOR SKILLS**

**Students will develop motor skills and apply these to enhance their movement and physical performance.**

#### **C. PERSONAL AND SOCIAL INTERACTIONS**

**Students will demonstrate responsible personal and social behaviors in physical activity settings.**

## WELLNESS

### WELLNESS I

GRADE 9

TWO QUARTERS HEALTH AND TWO QUARTERS PHYS. ED. – 1 CREDIT

#### **Course Description:**

Students will be rotating every nine weeks between physical education and health class. Health class units include nutrition, weight control, personal health, communicable and chronic diseases. Activity participation in a recreational walk/talk is required. Physical education units include daily stretching, jog/walk circuit and strength activities, introduction to weight lifting/personal fitness, and fitness testing. Lifetime activities include introduction to badminton, bowling, cross country skiing, golf, and tennis.

#### **Criteria for Acceptance in the Course:**

Wellness I and II are graduation requirements.

#### **Expectations for Student Performance:**

Students are expected to participate in class.  
Students must complete the skills and fitness work.

#### **Means for Measuring Student Achievement:**

Participation  
Fitness test/fitness profile/fitness plan  
Skills evaluation  
Class work and homework  
Written tests and assessments

### WELLNESS II

GRADE 10

TWO QUARTERS HEALTH AND TWO QUARTERS PHYS. ED. – 1 CREDIT

#### **Course Description:**

Students will rotate every nine weeks between physical education and health class. Health units will include mental/emotional health, personal safety, environmental health, human growth and development, alcohol, tobacco, and other drugs. Activity participation in a recreational walk/talk is required. Physical Education units include daily fitness activities, fitness testing, personal fitness assessment – designing a personal fitness plan – implementing their fitness plan. Also units continue from Wellness I for the lifetime activities of volleyball, badminton, bowling, cross country skiing golf, tennis and yoga.

#### **Criteria for Acceptance in the Course:**

Wellness I and II are graduation requirements.

#### **Expectations for Student Performance:**

Students are expected to participate in class.  
Students must complete the skills and fitness work.

#### **Means for Measuring Student Achievement:**

Participation  
Fitness test/fitness profile/fitness plan  
Skills evaluation  
Class work and homework  
Written tests and assessments

## WELLNESS (Continued)

### JUNIOR/SENIOR WELLNESS SEMINAR

GRADES 11-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

This class will focus on current health topics affecting our society. Contemporary movies will be incorporated in the units to emphasize points of discussion. Students will learn about strategies and life management skills needed to survive independently and an emphasis will be placed on choosing a healthy lifestyle approach.

#### Criteria for Acceptance in the Course:

Must be a Junior or a Senior

#### Expectations for Student Performance:

Students are expected to participate in class.

On Fridays, an article review will be due to be shared with the class

#### Means for Measuring Student Achievement:

Portfolio

Class Work

Article Reviews

Projects

## HEALTH

### FOODS/NUTRITION

GRADES 10-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

This course starts with a brief introduction of food terms, measuring techniques, safety and sanitation in preparation for the food labs. Then the students will concentrate on food selection, preparation, and nutrition. Lab experiences will reinforce nutritional concepts, safety, and sanitation. Some of these labs are pasta, cheese, yeast and quick breads, meat and poultry. Units in vegetarian, low fat, holiday, and foreign cooking are also included. In this course, students will study materials contained in the following content standards: Career Prep A 1, C 1, 5, D 2, 4.

#### Criteria for Acceptance in the Course:

As an elective, the student should select this course based on interest of the subject, not appetite!

#### Expectations for Student Performance:

Demonstrate a willingness to participate in classroom learning activities to his/her highest level of achievement. Respect and tolerate each other's individual differences and learning styles while working together in kitchen groups. Complete food labs. Complete written work and homework to a satisfactory level.

#### Means for Measuring Student Achievement:

Written assignments

Lab time

Homework

Final exam

## WELLNESS (Continued)

### HERBS FOR HEALTH

GRADES 10-12

ONE SEMESTER - ½ CREDIT

#### Course Description:

This is an introductory class to the fascinating world of herbs. Students will explore the history and folklore of herbs and how herbs can assist in healing, cosmetics, aromatherapy, crafts and cooking foods class. This basic herb course will cover the benefits, functions and sources of 12 basic herbs. Information on herb gardening including cultivation, propagation, pests and diseases and harvesting will be covered. This is sure to be an aromatic and tasty experience.

#### Criteria for Acceptance in the Course:

As an elective, the students should select this course based on interest of the subject.

#### Expectations for Student Performance:

Demonstrate a willingness to participate in classroom learning activities to his/her highest level of achievement. Complete written work to a satisfactory level.

#### Means for Measuring Student Achievement:

|                                   |     |
|-----------------------------------|-----|
| Classwork                         | 20% |
| Quizzes                           | 20% |
| Homework (reviews and vocabulary) | 20% |
| Labs – cooking and crafting       | 20% |
| Exams                             | 20% |

### EXPLORING CHILDHOOD DEVELOPMENT

GRADES 10-12

ONE SEMESTER – ½ CREDIT

#### Course Description:

This course looks at the development of the infant, toddler, preschooler, and school age child. The content focuses on growth and development with emphasis on realistic expectations, activities, and positive methods for working with children. This course looks at constructive discipline, health and safety, along with current social issues that affect children in today's society. In this course, students will study materials contained in the following content standards: Career Prep A 1, C 1, 5, D 2, 4.

#### Criteria for Acceptance in the Course:

As an elective, the students should select this course based on interest of the subject.

#### Expectations for Student Performance:

Demonstrate a willingness to participate in classroom learning activities to his/her highest level of achievement. Complete written work to a satisfactory level.

#### Means for Measuring Student Achievement:

Portfolios, projects, article reviews, child observations and final exams.

### PARENTHOOD

GRADES 10-12

ONE SEMESTER – ½ CREDIT

#### Course Description:

Parenthood is designed to help students think about the role and responsibility of being a parent. Students will examine family structure, the role of families, rewards and responsibilities, teenage parenthood, personal readiness and a variety of parenting skills. In this course, students will study materials contained in the following content standards: Career Prep A 1, C 1, 5, D 1-4.

#### Criteria for Acceptance in the Course:

As an elective, the student should select the course based on interest of subject.

## WELLNESS (Continued)

### **Expectations for Student Performance:**

Demonstrate a willingness to participate in classroom learning activities to his/her highest achievement level. Complete projects related to class. Complete written work to a satisfactory level.

### **Means for Measuring Student Achievement:**

Projects  
Portfolios  
Article reviews  
Child observations  
Final exam

## **ADVANCED WELLNESS**

**GRADES 11-12**

**ONE SEMESTER - ½ CREDIT**

### **Course Description:**

Students will get more in-depth knowledge in the areas of personal fitness and wellness. Students will take a fitness test and assess their results. They will then set goals and design and implement a personal fitness plan.

### **Criteria for Acceptance in the Course:**

Wellness I and Wellness II credit

### **Expectations for Student Performance:**

Students are expected to be in class on a regular basis and participate.

### **Means for Measuring Student Achievement:**

Participation  
Completed Fitness Portfolio  
Class work and written exams.

## **ADAPTIVE PHYSICAL EDUCATION**

**GRADES 9-12**

**ONE SEMESTER - ½ CREDIT**

### **Course Description:**

- A. **INDIVIDUAL ADAPTIVE PROGRAMMING:** This course is offered to students with special limitations that cannot be addressed by participating in regular Physical Education class.

### **Criteria for Acceptance in the Course:**

I.E.P.. or 504 determination

### **Expectations for Student Performance:**

Students are expected to be in class on a regular basis.  
Students are expected to participate in class.

### **Means for Measuring Student Achievement:**

Participation  
As outlined in individual I.E.P.'s  
Special Olympic training logs

## WORLD LANGUAGES

Why learn another language? As technology enables us to connect with other countries and cultures more easily, learning a second language has become increasingly more important. Research has shown that math and verbal SAT scores are higher with each additional year of study of another language. Most students understand their first language (English for most students at LHS) better after study of another language.

Students who learn a second language are better prepared for a wide variety of careers in our growing global economy. Being able to use a second language can improve your opportunities for employment in a wide variety of areas, including the hotel and restaurant industries, law enforcement, customer-service positions. Government, the military, and almost any kind of business. Learning another language also gives us ways to connect with other cultures.

Currently French, Spanish, and American Language are offered at Lisbon High School. Students are encouraged to take several years in one language before beginning study of another language. Colleges with a language requirement for entrance expect students to have studied one language for several years, frequently for three years. Students also need to be aware that some colleges may not recognize American Sign Language for a language credit.

Beginning with the Class of 2010 students at Lisbon High School are required to take three years of a World Language.

For most students learning a second language requires an every day commitment to study vocabulary and use the language. For spoken or signed language, it is essential that students practice outside of the classroom. For each succeeding level of class, it is expected that students will use the language being studied more and more and that less (or no) English will be used in class.

The Lisbon High School World Languages Curriculum addresses the Maine Learning Results through the following standards:

### **A. PERSON-TO-PERSON COMMUNICATION**

**Students will develop communication skills for direct conversation and written correspondence.**

### **B. READING, LISTENING, AND VIEWING FOR UNDERSTANDING**

**Students will develop reading, listening, and viewing skills so they can obtain and interpret information.**

### **C. ORAL AND WRITTEN PRESENTATIONS**

**Students will develop skills in oral and written presentation for one-way communication with an individual or a group.**

### **D. WORKINGS OF LANGUAGE**

**Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems.**

### **E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES**

**Students will gain insight into another culture through an understanding of its social practices, products, and perspectives.**

### **F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS**

**Students will recognize the connections that link people, countries, and historical periods such as cultural and religious traditions, historical events, political thought, or geography.**

## FRENCH

### FRENCH I

GRADES 9-12

#### FULL YEAR - 1 CREDIT

##### Course Description:

The course is an introduction to French language and culture. The student will follow the process of language communication in the natural sequence: from listening to speaking and from reading to writing.

The course will stress oral work including basic communication strategies: How to get food, clothing, shelter, how to ask and follow directions, etc. The teacher will introduce students to an overview of French culture, geography, and the varieties of francophone culture: contemporary France, Canada, Brussels, Switzerland, Africa, USA, and the Caribbean Islands of Martinique and Guadeloupe. The students will learn greetings, numbers, weather, time, dates, and the regular and common forms of the present and future tenses, as well as basic vocabulary and idioms. The teacher will supplement the course with a variety of audio and video taped material. Every possible effort will be made to accommodate this course to a wide variety of backgrounds and levels of preparation among the students enrolled. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, 3, B 3, C 1, 3, D 2

##### Criteria for Acceptance in the Course:

None

##### Expectations for Student Performance:

Consistent effort and achievement in quizzes, oral work, projects, homework, daily in-class work, individual and group activities, and mid-term and final exams. Students are expected to participate actively in class, which requires that they engage in an average of 60 minutes independent preparation between classes.

Students must demonstrate a willingness to speak French and possess a positive attitude toward and an acceptance of other cultures.

##### Means for Measuring Student Achievement:

Quizzes

Oral

Homework and class preparedness

Mid-term and final exam

A project or term paper will also be required

### FRENCH II

GRADES 9-12

#### FULL YEAR - 1 CREDIT

##### Course Description:

The course is a review and continuation of French grammatical principles, basic vocabulary, and francophone culture. The student will read aloud and use directed dialogues. The student should master past tense verbs as well as vocabulary and idioms taught. The cultural focus will review and continue to develop an awareness of a variety of francophone countries throughout the world. The book includes reading sections which focus on culture and history. The teacher will supplement the course with a variety of audio and video taped materials. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, 3, B 3, C 1, 3, D 2

##### Criteria for Acceptance in the Course:

Successful completion of French I

## WORLD LANGUAGES (Continued)

### **Expectations for Student Performance:**

Consistent effort and achievement in quizzes, tests, projects, homework, daily in-class work, oral work, individual and group activities, and mid-term and final exams. Students must have a willingness to speak French. Students must have a positive attitude and acceptance of other cultures.

### **Means for Measuring Student Achievement:**

|           |                                 |
|-----------|---------------------------------|
| Quizzes   | Homework and class preparedness |
| Oral work | Midterm and final exam          |

## **FRENCH III**

**GRADES 10-12**

**FULL YEAR - 1 CREDIT**

### **Course Description:**

The course reviews French grammar and culture taught. New grammar includes the Subjunctive Mood verb tenses, as well as Reflexive Verbs and l'Imparfait. Students will read contemporary short stories and lectures about art and history as well as other works by famous authors. The text also includes extensive cultural readings which give students many glimpses into the lives of French teenagers. Translation skills will be developed and students will be watching films, some of which may be in the target language. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, 3, B 3, C 1, 3, D 2

### **Criteria for Acceptance in the Course:**

Successful completion of French II.

### **Expectations for Student Performance:**

Consistent effort and achievement in quizzes, tests, projects, homework, daily in-class work, oral work, individual and group activities, and mid-term and final exams.

### **Means for Measuring Student Achievement:**

Quizzes  
Oral work  
Homework/translations  
Mid-term and final exams

## **FRENCH IV**

**GRADES 11-12**

**FULL YEAR - 1 CREDIT**

### **Course Description:**

Students who have successfully completed French III may take French IV. Students will review structure and improve their vocabulary and writing skills. They will read authentic French literature and news magazines. In this course, students will study materials contained in the following content standards: A, B, C, D, E, F.

### **Criteria for Acceptance in the Course:**

Successful completion of French II.

### **Expectations for Student Performance:**

Consistent effort and achievement in quizzes, tests, projects, oral conversations, writings, mid-term and final exams and class discussions.

### **Means for Measuring Student Achievement:**

Listening, reading and writing comprehension quizzes and tests, midterms and final exams.

## WORLD LANGUAGES (Continued)

### ADVANCED PLACEMENT FRENCH

GRADES 11-12

FULL YEAR - 1 CREDIT

#### Course Description:

Students will review structure and improve their vocabulary and writing skills. They will read authentic French literature and news magazines. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, 3, B 3, C 1, 3, D 2

#### Criteria for Acceptance in the Course:

Students should have a good command of French grammar and vocabulary and have competence in listening, reading, speaking, and writing.

#### Expectations for Student Performance:

Consistent effort and achievement in quizzes, tests, projects, oral conversations, writings, mid-term and final exams, and class discussions. Students are required to take the Advanced Placement Exam in the spring.

#### Means for measuring Student Achievement:

Listening, reading and writing comprehension quizzes and tests, midterms and final exams.

## SPANISH

### SPANISH I

GRADES 9-12

FULL YEAR - 1 CREDIT

#### Course Description:

This beginning course provides students with basic communication skills in the Spanish language and a general introduction to Hispanic cultures. Students learn to communicate orally and in writing as they begin to learn and develop vocabulary. Emphasis in class is on speaking the language. Students will frequently work with a partner or in a small group to practice oral skills. Short compositions are required as reading and writing skills grow. Students may do some short projects or reports. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, 3, B 3, C 1, 3, D 2

#### Criteria for Acceptance in the Course:

None

#### Expectations for Student Performance:

Students are expected to do regular homework assignments. Students should plan to spend some time every day learning vocabulary. Students will write short compositions in Spanish and may write short reports in English on topics connected to Spanish-speaking peoples. Speaking in Spanish is a major part of the class. This includes short speeches, working with a partner or in a small group, or responding to general questions. Students submit an audiotape every quarter to focus on pronunciation skills.

#### Means for Measuring Student Achievement:

Oral work: class participation, work with a partner or in a group, short speeches in front of the class, quarterly tape requirement

Tests and quizzes: both oral and written

Original, short writing assignments

Homework: Actividades, worksheets, miscellaneous.

## WORLD LANGUAGES (Continued)

### SPANISH II

GRADES 9 - 12

FULL YEAR - 1 CREDIT

#### **Course Description:**

This course continues the development of skills learned in Spanish I, as new vocabulary is learned. Students learn additional verb tenses and learn to tell and write short stories using the past tenses. Student compositions are more developed than in Spanish I. Emphasis in class continues to be focused on speaking the language. Students will frequently work with a partner or in a small group to practice oral skills. Students may do some short projects or reports to learn more of Hispanic cultures. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, 3, B 3, C 1, 3, D 2

#### **Criteria for Acceptance in the Course:**

Successful completion of a first year of Spanish. (A first year may be Spanish I at the high school or Spanish in both 7<sup>th</sup> and 8<sup>th</sup> grades in the Middle School.)

#### **Expectations for Student Performance:**

Students are expected to do regular homework assignments. Students should spend some time every day learning vocabulary. Students are expected to primarily speak in Spanish in class. Speaking in Spanish is a major focus of the class. Students will work with a partner or in a small group, participate in interviews and skits, give short speeches, and respond to teacher questions in Spanish. Students will write short compositions in Spanish and may write short reports, in English, on topics connected to the class. Students will practice pronunciation skills by doing an audiotape every quarter.

#### **Means for Measuring Student Achievement:**

Oral work: class participation, work with a partner or in a group, short speeches in front of the class, quarterly tape requirement

Tests and quizzes: both oral and written

Original, short writing assignments or short reports on cultural topics

Homework: Actividades, worksheets, miscellaneous

### SPANISH III

GRADES 10-12

FULL YEAR - 1 CREDIT

#### **Course Description:**

This course reviews the grammatical structures studied in Spanish I and II and continues with the study of all commonly used tenses and moods of the verb. Students will read some short literary works in Spanish, as well as other stories to improve reading and understanding skills. The focus in class is on speaking the language, and students are expected to speak in Spanish for all classroom activities. The class is conducted in Spanish, with explanations in English only when necessary. Students will write short compositions and may do some short projects or reports to learn more of Hispanic cultures.

#### **Criteria for Acceptance in the Course:**

Successful completion of Spanish II.

#### **Expectations for Student Performance:**

Students are expected to speak in Spanish in class. (Clarifications and questions are done in English only when necessary.) A major part of every class involves talking about various topics with classmates. Students will be expected to do regular homework assignments, write short compositions and submit an audiotape quarterly.

#### **Means for Measuring Student Achievement:**

Oral work, class participation, work with a partner or in a group, quarterly tape requirements

Test and quizzes: both oral and written

Original, short writing assignments

Homework: Actividades, worksheets, oral "show and tell" presentations, miscellaneous

## WORLD LANGUAGES (Continued)

### SPANISH IV

GRADES 11-12

FULL YEAR - 1 CREDIT

#### **Course Description:**

Spanish IV is a pre-AP course and will prepare students to enroll in an AP Spanish class. Students will develop their ability to speak, read, write, and understand Spanish using all verb tenses and both indicative and subjunctive moods. Students will read short pieces of literature and a variety of articles. Films will be used for cultural information and as a means of discussion. Various listening activities will help students increase their listening comprehension. Students will be involved in a variety of speaking activities to improve their fluency. Students may research topics connected with the Hispanic world.

#### **Criteria for Acceptance in the Course:**

Successful completion of Spanish III.

#### **Expectations for Student Performance:**

Students are expected to do the assigned work and to fully participate in the activities of the class. It is expected that students are speaking in Spanish during the class.

#### **Means for Measuring Student Achievement:**

Oral and written tests and quizzes  
Short original writing assignments  
Miscellaneous activities

### AMERICAN SIGN LANGUAGE I

GRADES 9-12

FULL YEAR - 1 CREDIT

#### **Course Description:**

The goal of this course is to encourage students to see through a language and culture different from their own. Through addressing similarities and differences between American Sign Language in the deaf culture and English in the hearing world, students increase awareness of their own culture and the workings of language. Deaf culture and history are emphasized throughout the beginning of the first quarter. This provides students with awareness of expected classroom behaviors to seek attention and maintain conversation. Use of gestures and American Sign Language are emphasized in the classroom. Students learn to ask and respond to questions, express wants, give directions, apologize, and use appropriate grammatical structures. Homework involves reading assignments and activities that are completed in response to corresponding videotapes. All language lessons are designed to be presented in American Sign Language. The use of voice and written English is avoided when possible so that students improve their expressive ability.

#### **Criteria for Acceptance in the Course:**

None

#### **Expectations for Student Performance:**

To be announced

#### **Means for Measuring Student Achievement**

To be announced

## **WORLD LANGUAGES (Continued)**

### **AMERICAN SIGN LANGUAGE II**

**GRADES 10-12**

**FULL YEAR - 1 CREDIT**

#### **Course Description:**

The goal of this course is to increase students' expressive skills and comprehension of grammar. Students will also address the controversy of Cochlear Implants and study various deaf artists, such as Chuck Baird and Douglas Tilden through research projects, class presentations and discussion. Students will expand on their ability to describe environments, describe people, give directions, make requests, talk about family and occupations, attribute qualities to others and talk about routines. Grammatical targets include role shifting, one-character role shifting, spatial referencing, contrastive structure, spatial verbs, inflecting verbs, money numbers, ordinal numbers, age numbers and temporal sequencing. Emphasis will be placed on assessing expressive skills through class observations, presentations, and videotapes presentations. Students will be expected to maintain a videotaped journal to document their increased expressive skills throughout the year.

#### **Criteria for Acceptance in the Course:**

Demonstrated American Sign Language ability equal to American Sign Language I.

#### **Expectations for Student Performance:**

To be announced

#### **Means for Measuring Student Achievement**

To be announced

### **AMERICAN SIGN LANGUAGE III**

**GRADES 11-12**

**FULL YEAR - 1 CREDIT**

#### **Course Description:**

American Sign Language III will provide students with the opportunity to expand upon their expressive skills and knowledge of deaf culture and history. American Sign Language continues to be the primary language in the classroom, where verb mastery and vocabulary skills continue to develop. Various subjects are explored which include stories and poetry. Students will be expected to develop their own poetry and stories in addition to maintaining a videotapes portfolio to document their progress over the year.

#### **Criteria for Acceptance in the Course:**

Demonstrated American Sign Language ability equal to American Sign Language II.

#### **Expectations for Student Performance:**

To be announced

#### **Means for Measuring Student Achievement**

To be announced

## **SPECIAL EDUCATION**

Consistent with state and federal laws, “all efforts shall be made to meet a student’s educational and social needs within the context of the services which are part of the regular education program.” All efforts are made to modify the regular program to meet such needs; for example, adjusting course levels, providing extra help, offering guidance counseling, etc. When, despite such modification, a student is still not progressing in regular classes, a Special Education referral can be made by an administrator, teacher, guidance counselor, parent and/or student.

An evaluation is completed to determine if the student has a disability and is eligible for Special Education Services. Disabilities include Autism, Emotional/Behavior Impairment, Deaf/Blind, Learning Disability, Mental Retardation, Multi-handicapped, and Other Health Impairment. This evaluation is done by the School Psychological Service Provider, a Special Education Teacher and/or Speech Pathologist. Testing is completed only after a parent, or student who is eighteen signs permission.

An Individual Education Planning (I.E.P.) meeting is then held to determine eligibility. If determined eligible, an Individualized Education Plan (IEP) is developed and services outlined.

A variety of Special Education services are available based upon the identified individual’s educational needs. All Special Education students are required to take courses aligned with the Learning Results but may need support and modifications to understand and master the curriculum. Some students will need individualized academic instruction at a lower level than the secondary curriculum. The Special Education teachers work with mainstream teachers to provide students with the extra help and support needed to be successful in mainstream classes. There is also support for those students whose behavior interferes with the learning process. Behavior Intervention Plans are developed for these students. Supportive tutoring, individual counseling, social skills groups as well as parent consultation are available through Special Education.

Self-contained services are available for students who have multi-handicaps through the S.A.A.F.E Program which is designed for students achieving a functional education and unable to access a full secondary-level program.

Hospital or homebound Special Education students are provided tutoring, while more severely handicapped students may be placed in special programs in and/or outside the community.

**SPECIAL EDUCATION**  
**COURSE OFFERINGS ALIGNED WITH THE LEARNING RESULTS**  
**SCHOOL YEAR 2009-2010**

**English/Language Arts**                      **Modified**                      **Grades 9, 10, 11, 12**                      **Level 1, 2, 3**

**This course will allow students to use:**

- skills and strategies of the reading process to comprehend, interpret, evaluate and appreciate what they have read.
- reading, listening, and viewing strategies to experience, understand and appreciate literature and culture.
- reading, listening and viewing strategies to informational texts across all areas of the curriculum.
- write and speak correctly using conventions of standard written and spoken English.
- stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience and to communicate feelings, knowledge and opinions.

**Mathematics**                                      **Modified**                                      **Grades 9, 10, 11, 12**                                      **Level 1, 2, 3**

**This course will allow students to understand and demonstrate:**

- a sense of what numbers mean and how they are used.
- computational skills
- concepts of data analysis
- concepts of probability
- concepts of geometry
- measurement skills
- the science of patterns, relationships and functions
- algebra concepts
- discrete mathematics
- mathematical reasoning
- mathematical ideas and relationships

**Science and Technology**                      **Modified**                                      **Grades 9, 10, 11, 12**                                      **Level 1, 2, 3**

**This course will allow students to understand and demonstrate:**

- similarities within the diversity of all living things.
- living things depend on one another and on non-living aspects of their environment.
- cells are the basic units of life.
- basis for all life and that all living things change over time.
- structure of matter and the changes it can undergo.
- knowledge about the earth and the processes that change it.
- knowledge about the universe and how humans have learned about it and about the principles upon which it operates.
- concepts of energy
- the motion of objects and how forces can change that motion
- inquiry and problem-solving approaches in science and technology.
- ideas and to make informed decisions.
- the ability to communicate effectively in the application of science and technology.
- the historical, social, economics, environmental and ethical implications of science and technology.

**Social Studies**                                      **Modified**                                      **Grades 9, 10, 11, 12**                                      **Level 1, 2, 3**

**Civics and Government**

**This course allows students to understand:**

- the rights and responsibilities of civic life and will employ the skills of effective civic participation.
- the types and purposes of governments, their evolution and their relationship with the government.
- the constitutional principles and the democratic foundations of the political institutions.
- the political relationships among the U.S. and other nations.

## **SPECIAL EDUCATION (Continued)**

### **Economics Modified**

**This course allows students to understand:**

- economic decisions are based on the availability of resources and the costs and benefits of choice.
- the economic system of the U.S. including principles, development and institutions.
- how difference economic system function and change over time.

### **Geography Modified**

**This course allows students to understand:**

- how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions and environments.
- the relationships among people and their physical environment.

### **History Modified**

**This course allows students to understand:**

- the chronology of history and major eras to demonstrate relationships of events and people.
- historical knowledge of major events, people and enduring themes in the U.S., in Maine and throughout world history.
- resource material such as documents, artifacts, maps, artwork and literature and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.

### **Career Preparation Modified Grades 9, 10, 11, 12 Level 1, 2, 3**

**This course allows students to understand and demonstrate:**

- knowledge about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.
- self-assessments and personal career interest and options as well as integrating school and work-based experiences to develop their career goals.
- the academic knowledge and skills that are applied in the workplace and other settings.
- the skills/concepts required to balance a personal, family, community and work responsibilities.

### **Job Readiness Training Modified I, II, III, IV Level 1, 2, 3**

This course allows students an opportunity for skill training for current and future employment. Classroom instruction places emphasis on students entering the world of work and their place in it along with personal and consumer responsibilities. Students will become involved in volunteer community based learning experiences consistent with the student's aptitudes, interests and needs.

### **Health/Life Skills Modified Grades 9, 10, 11, 12 Level 1, 2, 3**

**This course allows students to understand and demonstrate:**

- health promotion and disease prevention concepts.
- valid information about health issues, services and products.
- how to reduce health risks through the practices of healthy behaviors.
- how media techniques, cultural perspectives, technology, peers and family influence behaviors that affect health.
- skillful communication which can contribute to better health for themselves, their families, and the community.
- personal goals and make decisions that lead to better health.

### **Adaptive Physical Education Grades 9, 10, 11, 12 Level 1, 2, 3**

**This course allows students given their ability level and disability to:**

- acquire the knowledge needed to be physically fit and take part in healthful physical activity on a regular basis.
- develop motor skills and apply these to enhance their movement and physical performance.
- demonstrate responsible personal and social behaviors in physical activity settings.
- train for Special Olympic activities in order to reach individual potentials.

## **SPECIAL EDUCATION (Continued)**

### **S.A.A.F.E. (Students Achieving a Functional Education)**

**Grades 9, 10, 11, 12**

This program is designed to meet the educational, social, emotional and vocational needs of multi-handicapped students. The focus is to prepare the students with functional life skills in the areas of academics, social and vocational training. Coordination with outside support agencies for transition into the world of work is a major goal of the program. Students may also take courses offered by the Special Education Department given individual strengths and needs. Curriculum is aligned with the Maine Learning Results.

## VOCATIONAL EDUCATION LEWISTON REGIONAL TECHNICAL CENTER

Lisbon is fortunate to be one of the high schools in the state to have a vocational school in the area: Lewiston Regional Technical Center. LRTC offers various vocationally oriented programs to juniors and seniors at Lisbon High School.

Actual selection of students for the program will be made in the spring each year. However, it is important that interested students obtain tentative approval before that date. The information sessions and application process being in January of each year. See your guidance counselor for specific instructions and necessary forms.

A list of the LRTC course offering follows below. Additional information and descriptions of each course are available from Guidance.

|                                   |           |
|-----------------------------------|-----------|
| Accounting and Technology I       | 2 credits |
| Accounting and Technology II      | 2 credits |
| Automotives                       | 3 credits |
| Carpentry                         | 3 credits |
| Civil Engineering/Architecture    | 2 credits |
| Computer Repair                   | 2 credits |
| Computer Networking I             | 2 credits |
| Computer Networking II            | 1 credit  |
| Computer Operations               | 1 credit  |
| Culinary Arts                     | 3 credits |
| Education/Development of Children | 2 credits |
| Electricity                       | 3 credits |
| Entrepreneurship                  | 1 credit  |
| Health Science Careers            | 2 credits |
| Heating Service Technician        | 3 credits |
| Human Services                    | 3 credits |
| Law Enforcement/Criminal Justice  | 3 credits |
| Nurse Assisting                   | 3 credits |
| Marketing and Business Strategies | 2 credits |
| Multimedia Technology             | 2 credits |
| Pre-Nursing                       | 2 credits |
| Sheet metal/Welding               | 3 credits |
| Teaching Children Practicum       | 1 credit  |
| Trades Cluster First Year         | 2 credits |
| Trades Cluster II Second Year     | 3 credits |
| Web Page Design                   | 2 credits |

### **Maine Vocational Region 10, Brunswick offerings:**

- Auto Collision Repair
- Commercial Arts
- Horticulture/Landscaping
- Outdoor Power Equipment
- Pre-Apprenticeship

Students should see their Guidance Counselor for more information about these programs.

## **LISBON SCHOOL DEPARTMENT POLICY IKF**

### **GRADUATION REQUIREMENTS**

With the implementation of Maine's system of Learning Results, local assessment systems to measure student progress toward achievement of the content standards of the Learning Results, the phasing in of standards-based diploma requirements, and heightened community expectations for student learning, the Lisbon School Committee recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations.

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook.

The School Committee has approved this schedule of minimum requirements for graduation.

#### **I. FOR STUDENTS GRADUATING PRIOR TO THE START OF THE 2007-2008 SCHOOL YEAR**

Students who anticipate graduating in the Classes of 2004, 2005, 2006 or 2007, must meet the following minimum requirements in order to be awarded a high school diploma.

- A. The student must successfully complete a total of 24 credits. Of these credits, 12 ½ (twelve and one-half) must be those specified by the State of Maine. They are:
1. English/language arts – 4 credits;
  2. Mathematics – 2 credits;
  3. Social studies and history, including one year of American history and government – 2 credits;
  4. Science, including at least one year of laboratory study – 2 years;
  5. Fine arts, which may include art, music, forensics or drama – 1 credit;
  6. Health – .5 credit; and
  7. Physical education – 1 credit.
- B. The State also requires that students demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.

## LISBON SCHOOL DEPARTMENT POLICY IKF

### GRADUATION REQUIREMENTS

- C. In addition to the State requirements, the student must meet the following graduation requirements established by the School Committee:

|                      |                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------|
| Mathematics          | 1 Credit (for the classes of 2006, 2007)                                                                               |
| Social Studies       | .5 Credit (for the classes of 2004, 2005, 2006)<br>1 Credit (for the class of 2007)                                    |
| Science              | 1 Credit (for the classes of 2005, 2006, 2007)                                                                         |
| Fine Arts            | .5 Credit (A minimum of the total 1.5 credits must include .5 in Music and .5 in Art beginning with the class of 2006) |
| Living Skills/Health | .5 Credit                                                                                                              |
| Computer             | .5 Credit                                                                                                              |

Successful completion of the Senior Exhibition (beginning with the class of 2005)

Development of a personal learning plan

- For a minimum of 2 years beginning with the class of 2006
- For a minimum of 3 years beginning with the class of 2007

Development of portfolios to document progress toward graduation and local assessment system requirements.

Participate in and/or apply to an accredited, degree-granting institution of higher education and/or a school-to-work transition program approved by Lisbon High School administration, beginning with the class of 2005.

- D. The remaining credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.**

A student who is deficient in these requirements may meet these requirements through a post-secondary course, a State-approved adult education course, a State-approved summer school program, or a distance learning or correspondence course approved by the school principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who leaves Lisbon High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

- II. FOR STUDENTS GRADUATING AT THE END OF THE 2007-2008 SCHOOL YEAR BUT PRIOR TO THE START OF THE 2009-2010 SCHOOL YEAR—INITIAL STANDARDS-BASED DIPLOMA

**LISBON SCHOOL DEPARTMENT POLICY IKF**  
**GRADUATION REQUIREMENTS (Continued)**

Beginning with the 2007-2008 school year (the Class of 2008), diplomas will be awarded only to students who have met the content standards of the system of Learning Results in English/language arts, mathematics, science and technology, social studies, and health and physical education, as measured by the school unit's Local Assessment System.

In addition to the content standards described above, the student must meet the following requirements.

- A. The student must successfully complete a total of 24 credits including the 12½ (twelve and one-half) credits specified by Maine law. They are:
  - 1. English/language arts – 4 credits;
  - 2. Mathematics – 2 credits;
  - 3. Social studies and history, including one year of American history and government – 2 credits;
  - 4. Science, including at least one year of laboratory study – 2 years;
  - 5. Fine arts, which may include art, music, forensics, or drama – 1 credit.
  - 6. Health – .5 credit; and
  - 7. Physical education – 1 credit.
- B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, proficiency, and performance.
- C. In addition to the State requirements, the student must meet the following graduation requirements established by the School Committee:

|                      |                                                                                       |
|----------------------|---------------------------------------------------------------------------------------|
| Mathematics          | 1 Credit                                                                              |
| Social Studies       | 1 Credit                                                                              |
| Science              | 1 Credit                                                                              |
| Fine Arts            | .5 Credit (A minimum of the total 1.5 credits must include .5 in Music and .5 in Art) |
| Living Skills/Health | .5 Credit                                                                             |
| Computer             | .5 Credit                                                                             |

Successful completion of the Senior Exhibition

Development of a personal learning plan for a minimum of 4 years

## LISBON SCHOOL DEPARTMENT POLICY IKF

### GRADUATION REQUIREMENTS (Continued)

Development of portfolios to document progress toward graduation and local assessment system requirements.

Participate in and/or apply to an accredited, degree-granting institution of higher education and/or a school-to-work transition program approved by Lisbon High School administration.

- D. The remaining credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

### III. FOR STUDENTS GRADUATING AFTER THE START OF THE 2009-2010 SCHOOL YEAR AND THEREAFTER—STANDARDS-BASED DIPLOMA

Beginning with the 2009-2010 school year (the Class of 2010), diplomas will be awarded only to students who have met the content standards of all content areas of the system of Learning Results, as measured by the school unit's Local Assessment System. These content areas are: English/language arts, mathematics, science and technology, social studies, health and physical education, career preparation, modern and classical languages, and visual and performing arts.

In addition to the content standards described above, the student must meet the following requirements.

- A. The student must successfully complete a total of 24 credits, including the 12 ½ (twelve and one-half) credits specified by Maine law. They are:

1. English/language arts – 4 credits;
2. Mathematics – 2 credits;
3. Social studies and history, including one year of American history and government – 2 credits;
4. Science, including at least one year of laboratory study – 2 years;
5. Fine arts, which may include art, music, forensics, or drama – 1 credit;
6. Health – .5 credit; and
7. Physical education – 1 credit.

- B. In addition to the State requirements, the student must meet the following graduation requirements established by the School Committee:

|                |                                                                                       |
|----------------|---------------------------------------------------------------------------------------|
| Mathematics    | 1 Credit                                                                              |
| Social Studies | 1 Credit                                                                              |
| Science        | 1 Credit                                                                              |
| Fine Arts      | .5 Credit (A minimum of the total 1.5 Credits must include .5 in Music and .5 in Art) |

**LISBON SCHOOL DEPARTMENT POLICY IKF**  
**GRADUATION REQUIREMENTS (Continued)**

Living Skills/Health .5 Credit

Computer .5 Credit

Modern and Classical Languages 3 Credits

Successful completion of the Senior Exhibition

Development of a personal learning plan for a minimum of 4 years

Development of portfolios to document progress toward graduation and local assessment system requirements.

Participate in and/or apply to an accredited, degree-granting institution of higher education and/or a school-to-work transition program approved by Lisbon High School administration, beginning with the class of 2005.

- C. The remaining credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.**

**IV. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF STANDARDS-BASED DIPLOMAS**

- A. Transfer Students: For students who transfer to Lisbon High School from another state or from an educational program that is not required to meet the content standards of the system of Learning Results, the Lisbon High School principal shall determine the value of the student's prior educational experience towards achieving the standards in a manner consistent with the school unit's Local Assessment System and applicable School Committee policies.
- B. Early Awarding of Diplomas: A student who has met the State's and the School Committee's diploma requirements in fewer than four year of high school may be awarded a diploma.
- C. Certificate of Attendance: The School Committee may provide a student who leaves school without meeting the standards of the Learning Results with a Certificate of Attendance, provided that the student has attended for 4 years as a full-time student. This certificate acknowledges participation in the educational program for a specific period of time and includes a record of the student's achievement.
- D. Delayed Awarding of Diplomas: At the Superintendent's discretion, a student who leaves Lisbon High School to attend an accredited, degree-granting institution of higher education may, upon satisfactory completion of the freshman year, be awarded a high school diploma, although he/she may not have met all diploma requirements, provide that the student has notified the principal at the time of admission.
- E. Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

**LISBON SCHOOL DEPARTMENT POLICY IKF**  
**GRADUATION REQUIREMENTS (Continued)**

- F. Participation in Graduation Ceremony: A student must complete all requirements for a high school diploma in order to participate in graduation exercises.

Legal Reference:           20-A M.R.S.A. § 4722  
                                  Ch. 127 § 7 (Me. Dept. of Ed. Rules)

Cross Reference:         IKFA - Early Graduation  
                                  ILA - Testing and Assessment of Students (Local Assessment System)

Adopted: February 9, 2004