

Forest Hills High School

Registration Handbook
2016/17



MISSION

Educate, Empower and Challenge

Vision

We meet the educational needs of all students, both in and beyond the classroom. We challenge each other to continuously improve. We are life-long learners. As empowered citizens, we are responsible and respectful leaders in the world. We reach our full potential

Core Beliefs

- We are unique learners.
- All individuals can learn, want to learn, and are most successful when it is meaningful and relevant.
- High expectations of performance are expected of all; mistakes are inherent in learning.
- Clear learning goals are essential for successful learning.
- We learn best in a safe, healthy environment.
- Positive role models are necessary for continuous improvement.
- To be successful, Forest Hills School relies on support from staff, students, families and community.

Academic Expectations

- ✚ *To assess the cultural, environmental, economic and political impacts of humans and their behavior on the world*
- ✚ *To read and write effectively*
- ✚ *To speak and listen effectively*
- ✚ *To analyze and evaluate sources critically and objectively*
- ✚ *To apply math skills in practical and theoretical situations*
- ✚ *To use the scientific method to solve everyday problems*
- ✚ *To be proficient in the use of information technology*
- ✚ *To demonstrate artistic knowledge and techniques*
- ✚ *To be physically fit and aware of healthy lifestyles*

Social and Civic Expectations (Habits of Work)

- ✓ *To make responsible personal choices and set appropriate goals*
- ✓ *To demonstrate teamwork and leadership skills*
- ✓ *To be an aware, contributing, and responsible citizen*
- ✓ *To demonstrate respect and honor diversity*

Table of Contents

Schedule of Classes Offered	4
General Information	5
Adding & Dropping Classes/Course Challenge	5
Graduation Requirements	6
Grade Reporting	8
Class Rank	9
English Course Descriptions	11
Social Studies Course Descriptions	14
Mathematics Course Descriptions	19
Science Course Descriptions	24
Administrative and Technology Education	28
Physical Ed./Health Course Descriptions	33
Art Course Descriptions	34
Industrial Arts Course Descriptions	38
World Language Course Descriptions	39
Library Services Course Descriptions	40
Alternative Course Offerings	41
University of Maine System Statement of College Readiness	42
Class Registration Form	44

HR: 7:53	BLOCK A 8 – 9:18				BLOCK B 9:30 – 10:50				BLOCK C 10:52 – 12:10				BLOCK D 12:44 – 2:04	
TEACHER	S1	8:40	S2	8:40	S1	10:11	S2	10:11	S1	11:32	S2	11:32	S1	S2
Heidi Grindahl	English 3		English 4		French	Elem	French	Elem	English 1	English 2	English 1	English 2	Prep	Prep
Natalie Costello	Algebra 1 Part 1		Algebra 1 Part 2		Geometry		Algebra II		Prep		Prep		Statistics	Pre-Calc/Trigonometry
Ami Amero	Prep		Prep		Economic Systems		U.S. History		Social History	Personal Finance (12)	Media Bias	Public Speaking	American Government (9)	Culture and Globalization
Melissa Kneeland	Physics Part 1		Physics Part 2		Physics Part 1		Physics Part 2		Prep		Prep		Environmental Science	Environmental Science
Anthony Amero	Prep		Prep		Middle School	H.S. Ind. Study	Middle School	H.S. Ind. Study	Careers (10)	Microsoft Aps (9)	Careers (10)	Microsoft Aps (9)	Business Mgm/Math Art Expression Film Coaching Principles Athletic Mgm. Criminal Justice	Business Mgm/Math Art Expression Film Coaching Principles Athletic Mgm. Criminal Justice
Dena Giroux		Prep		Prep	Middle School	Elem School	Middle School	Elem School	Ind. Art Studio/Alternative Path		Ind. Art Studio/Alternative Path		Ceramics	Foundations in Art
TBA	Health/Wellness & Personal Fitness		PE		Middle School	Elem School	Middle School	Elem School	Prep		Prep			
McBrierty/Begin	Library Services		Library Services		Library Services		Library Services		Library Services		Library Services		Library Services	Library Services
Costello/Cuddy														
Late Start/Early Release														

Students/Parents Please Note: The following Part I courses will result in one “Elective Credit” upon successful completion (students must complete Part II of each course to receive a math and/or science credit): Algebra, Biology, Physics
 Most elective classes are flexible to student need and are often independent study. If you are interested in taking one of these classes and it is not during a period that is open for you, please speak to the instructors to see if alternative arrangements can be made.

**** ALL Schedules subject to change based upon course enrollments. Homerooms: 7:53-7:58 9th Mrs. Grindahl 10th Ms. Giroux 11th Mrs. Amero 12th Mrs. Kneeland**

A. PURPOSE OF THIS BOOKLET:

This booklet gives course descriptions and prerequisites so parents and students can have a clear and definite idea of the courses that are offered at Forest Hills High School.

B. COURSE SELECTION:

Students are asked to take full advantage of their high school years. We recommend that they not choose an assortment of easy courses that add up to the barest minimum of credits or basic diploma requirements. We recommend that students select courses that challenge their abilities and are in the area of their interests.

Students should ask themselves what they want to be prepared to do when they graduate. Pertinent questions they should ask themselves are:

1. Do I want to prepare for a specific occupation?
2. Do I want to continue my education beyond high school?
3. What kind of career do I want?

When choosing a course, **note carefully the prerequisites**, the course descriptions, the credit and the objectives of the course. Consult with your parents, your teachers, the Guidance/Social Worker or the Principal before you make your final choice.

C. ADDING & DROPPING CLASSES/CHALLENGING COURSES:

Classes may be added or dropped for the first five days of each semester. At that point, students should have their schedules established. If any student wants to change their classes after this, they **MUST** have permission from the principal. For the Class of 2017, courses dropped after this period will result in either a WF (withdrew failing) or a WP (withdrew passing) being included on the student's transcript beside the name of the course.

Challenging a course: The teacher in which the course in question to be challenged shall determine if it is appropriate or not to demonstrate proficiency via a course challenge. If the teacher approves that it does, they will be responsible for providing the student with the appropriate challenge assessment. Courses challenged will indicate as such on the student's transcript and will be added to GPA.

D. GRADUATION REQUIREMENTS-BASED ON M.S.A.D. #12/R.S.U. #82 POLICY – IKF

<u>Class of 2017</u>	<u>Class of 2018 and beyond</u>
<p>As a minimum for graduation from high school, the prospective graduate must have completed successfully a total of twenty-four (24) credits at the secondary level (grades 9 through 12).</p> <p>Of those credits, the following must be included:</p> <ul style="list-style-type: none"> 4 credits of Social Science: <ul style="list-style-type: none"> -1 U.S. History -1 American Government -1 Contemporary History -1 Elective History 3 credits of Mathematics including <ul style="list-style-type: none"> -1 Algebra I -1 Geometry -1 Algebra II 1 credit of Computer Science 1 credit of Fine Arts 1 ½ credits of Physical Education ½ credit of Health and Wellness 3 credits in Science (1/2 year lab to be included) 4 credits of English <p>The remaining required credits will be selected from elective courses</p> <p>*Maine studies (if not taken in grade 8) must be taken in addition</p> <p>**Students planning to gain admission into a 4-year college are urged to take at least 2 years of a world language.</p>	<p>As a minimum for graduation from high school, the graduate must demonstrate proficiency in the content areas identified in Maine’s system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all graduation requirements set by the Board rather than the accumulation of credits.</p> <ol style="list-style-type: none"> 1. Engage in educational experiences in the content areas that follow in each year of their high school program: <ul style="list-style-type: none"> English Language Arts Mathematics Science and Technology 2. Engage in at least two educational experiences in: <ul style="list-style-type: none"> Social Studies 3. Engage in at least one educational experience in: <ul style="list-style-type: none"> Visual and performing arts 4. Demonstrate proficiency in: <ul style="list-style-type: none"> Health Education and Physical Education World Languages Career and Education Development <p>Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results:</p> <ul style="list-style-type: none"> Clear and effective communicator Self-directed & life-long learner Creative & analytical problem solver Responsible & involved citizen Integrative & informed thinker <p>40 Hours of Community Service Completed while in high school</p>

Maine State Learning Results and Chapter 127

A student who is deficient in the above-listed requirements may meet those requirements through a post-graduate course, a state-approved Adult Education course(s), a state-approved summer school program, or a correspondence course approved by the Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements. Students who have accepted an early admission at the collegiate level may graduate with the class if they so inform the high school Principal at the time of their acceptance into the early admissions program and once they have obtained 30 hours of college credit.

When developing the Individualized Education Program (IEP) of a student with a disability between the ages of 15 and 20, inclusive, reasonable and appropriate adaptations of and accommodations to the state and local graduation requirements may be made to reflect the unique skills and abilities of the student, and shall specify in the student's IEP the projected date of graduation.

F. GRADE REPORTING FOR THE CLASS of 2017:

The basis for grading student performance is the teacher's evaluation of the quality of student work in a given subject. A student must achieve at least a 70 in order to earn credit for a subject. *Some courses require demonstration of proficiency in the content area and students may be expected to achieve minimum requirements other than numerical grades. Some courses may require a performance of more than a 70 to demonstrate proficiency.* Letter grades correspond to the following numerical grades, which are used for permanent records and transcript.

A=93-100 B=85-92 C=77-84 D=70-76 F=0-69 *Incomplete=student work not meeting proficiency*

Rank cards and progress reports are both sent home four times each year. **Information can be obtained 24/7 from Powerschool.** Please note the dates for these reports listed on the school calendar. Parents and teachers should communicate with each other regularly to keep on top of what is going on in the classroom.

At the end of each quarter ranking period, an honor roll is published recognizing those students who have done exceptional work during the previous quarter. The honor roll is divided into High Honors for those students earning A's in all subjects and Honors for those earning A's and B's in all subjects.

PL 1991, Chapter 248 of the Maine Revised Statutes states: *When grades are given for any course of instruction offered by a school, the grade awarded to a student is the grade determined by the teacher of the course and determination of a student's grade by that teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, is final.*

G. REPORTING FOR THE CLASS OF 2018 AND BEYOND:

By state law, all students must demonstrate proficiency in all the content areas as well as the guiding principles with a score of 3 or higher. All content areas, as well as the guiding principles and individual student progress in meeting proficiencies, can be accessed 24/7, using Empower (formerly Educate).

Proficiency levels, which are used for permanent records and transcripts, are defined as follows:

- 4 In addition to the 3.0 knowledge, infers or applies beyond what was taught
- 3 Demonstrates proficiency
- 2 Knows terms, details or processes
- 1 With help, has the 2 content

The district will seek to minimize paper usage and “quarterly-only” reporting and rather seek to have students and parents check progress frequently using the appropriate technology. Accommodations will be made for those who require access to the information through means other than technology.

Frequent parent/teacher conferences are encouraged for those students who are particularly not demonstrating proficiency in their measurement topics, Habits of Mind and/or Guiding Principles and can be made at any time that the parent and teacher deem necessary. Habits of Mind will be formally assessed in the third year of high school, end of first semester.

Four times a year, an honor roll is published recognizing those students who have done exceptional work during the previous quarter. The honor roll is divided into: High Honors for students who have met teacher pace and expectations (these are often individual goals) and Habits of Work/guiding principles **in all subjects**; Honors for students who have met teacher pace and expectations (these are often individual goals) and Habits of Work/guiding principles **in all subjects except one**. Note that there are some measurement topics where the maximum achievable score is a 3 and that will be factored in as the highest possible score. Beginning the second semester of the third year of high school, Habits of Mind proficiency levels will be included in the honor roll determinations. This information will also be recorded on the student transcripts.

PL 1991, Chapter 248 of the Maine Revised Statutes states: When grades are given for any course of instruction offered by a school, the grade awarded to a student is the grade determined by the teacher of the course and determination of a student's grade by that teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, is final.

Habits of Mind: Quality Habits of Mind are an essential part of student success. **For eligibility to participate in extra-curricular activities, learners need to be demonstrating proficiency in habits of mind—see Student Handbook for more information.** Students demonstrate these proficiencies in all courses and will receive feedback in all courses. The better one’s Habits of Mind, the more s/he will achieve and learn and find success in school and beyond.

H. CLASS RANK:

Class of 2017

Each student's rank in his/her class may be used by colleges in making admission decisions. Numerical values are assigned to final grades according to the schedule listed below. These are used to compute a student's class rank and are based on the relative difficulty of the courses taken. The total number of courses taken also affects class rank. Final class rank standing is determined after the 1st semester of the senior year.

<u>Course Level</u>	<u>93-100</u>	<u>89-92</u>	<u>85-88</u>	<u>81-84</u>	<u>77-80</u>	<u>70-76</u>
General	4	3.5	3	2.5	2	1
College Prep	5	4.5	4	3.5	3	1
Honors/Accelerated	6	5.5	5	4.0	3	1
Advanced Placement	7	6.0	5	4.5	4	1

College courses are **not** included in the determination of class rank and are not given points toward GPA. If a student would like the college course to be included in G.P.A./class rank that student must show that s/he is a self-directed learner by providing the course description and curriculum as well as evidence of the college being accredited to the FHCS teacher for that subject area. **This must be completed in the first two weeks of the class. All classes must be completed by the first semester of the senior year to be included in class rank.** If at that time the teacher approves that the content meets the criteria to be weighted as a College Prep or Honors/Accelerated course the weight will be added to the ranking. Students who repeat a class for any reason will receive the higher of the two final grades calculated into their GPA. Both course attempts will appear on the student’s transcript however.

Class of 2018 and beyond

Each student's rank in his/her class may be used by colleges in making admission decisions. Numerical values are assigned to final grades according to the schedule listed below. These are used to compute a student's class rank and are based on the relative difficulty of the courses taken. The total number of courses taken also affects class rank. Final class rank standing is determined after the 1st semester of the senior year.

<u>Course Level</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	
Required for Graduation	4	3	2	1	Required for graduation
Beyond Graduation but highly	5	4	3	2	Not required for diploma recommended for college
Advanced Placement courses	6	5	4	3	College Board approved

COURSE/PLAYLIST DESCRIPTIONS

ENGLISH

English 1

General/Required for Graduation

1 Credit

This course begins with the writing process with a specific focus on a standard 5-paragraph essay and the differences between formal and informal writing. Students will revise and proofread their work and that of their classmates. They will read several novels, short stories, plays, letters, non-fiction works, and articles. There will be a heavy emphasis on analysis and respectful discussion of both fiction and non-fiction pieces. Grammar and spelling beyond the standards below will be taught and reviewed as needed.

- Understands bias, currency, and author's qualifications are used to assess the credibility and relevance of a source. (Research: Analyzing Information Level 01)
- Understands the rules for using colons and semi-colons. (Language Conventions: Punctuation Level 07)
- Understands the rules for using devices that indicate pause. (Language Conventions: Punctuation Level 08)
- Understands the function of phrases and clauses in sentences. (Language Conventions: sentences, conjunctions, phrases Level 06)
- Understands the function of a modifier. (Language Conventions: sentences, conjunctions, phrases Level 07)
- Understands characters develop through internal and external conflicts. (Reading Literature : Character Development Level 05)
- Understands the purpose of protagonists and antagonists, including archetypal characters. (Reading Literature: Character Development Level 06)
- Understands complex characters develop, influence one another, advance the plot and develop the theme of the text. Understands various and complex characters in literature, especially from other cultures and other eras, influence beliefs, values and prejudices. (Reading Literature: Character Development Level 07)
- Is skilled at establishing and maintaining a formal style for specific audiences. (Writing: Types and Purpose: Informative/Explanatory Level 08)
- Understands the impact of limited and omniscient narration. (Reading Literature: Narration Level 03)
- Understands argumentation advances a point of view and purpose for a specific audience. (Reading: Informational: Rhetorical Modes Level 02)
- Understands differences between multiple accounts of the same event and/or subject. (Informational: Authors Reasoning Level 03)

English 2

General/Required for Graduation

1 Credit

This course builds upon the material that was introduced in English 1. The writing process will be briefly reviewed as students learn to develop their own voices as writers while maintaining a formal and academic stance. Students will read and analyze several novels,

short stories, poetry, plays, letters, non-fiction works, and articles. They will continue to further their understanding of literary analysis and the accuracy and relevance of sources for research purposes. Grammar and spelling will be taught and reviewed as needed.

- Knows the accuracy and relevance of information is enhanced by using multiple sources. (Research: Analyzing Information Level 02)
- Understands complex characters develop, influence one another, advance the plot and develop the theme of the text. Understands various and complex characters in literature, especially from other cultures and eras, influence beliefs, values, and prejudices. (Reading Literature: Character Development Level 07)
- Understands the author uses flashback and foreshadowing to impact the plot. (Reading Literature: Plot Development Level 07)
- Understands allusion and analogy provide meaning and contribute to tone and mood. (Language Acquisition: Use of Language Level 07)
- Understands common themes exist in literature across genres. (Reading Literature: Theme Level 04)
- Is skilled at using varied transitions, linking major sections of a text, connecting relationships and creating cohesion in a piece of writing. (Writing: Types and Purpose: Opinion/Argument Level 06)
- Is skilled at analyzing claims and counterclaims using reasoning and evidence. (Writing: Types and Purpose: Opinion/Argument Level 07)
- Understands the advantages and disadvantages of using different mediums for a variety of audiences and purposes. (Informational Text Structures and Features Level 06)
- Understands the difference between sound/unsound reasoning and relevant/irrelevant evidence used to support an argument. (Informational: Authors Reasoning Level 04)

English 3

General/Required for Graduation

1 Credit

English 3 builds upon the knowledge established in previous courses, especially regarding literary analysis, discussion, and the writing process. Students will be reading several fiction and non-fiction pieces. As students learn to write other formal and informal pieces, both fiction and non-fiction, they will also be constructing their own multi-genre autobiographies. Students will learn how to effectively plan and write narratives, business letters, resumes, and essays. Grammar and spelling will be taught and reviewed as needed.

- Understands the purpose of using compound-complex sentences in a piece of writing. (Language Conventions: sentences, conjunctions, phrases Level 08)
- Understands subplots interact in a text. Understands parallel plots interact in a text. (Reading literature: Plot Development Level 08)
- Understands verbal irony and puns contribute to meaning and contribute to tone and mood. (Language Acquisition: Use of Language Level 08)
- Understands Euphemism and oxymoron contribute to meaning and create tone and mood. (Language Acquisition: Use of Language Level 09)
- Is skilled at developing a conclusion to support a thesis statement. (Writing: Types and Purpose: Informative/Explanatory Level 09)
- Is skilled at linking complex ideas and information within and across paragraphs using varied transitions to clarify the relationship among ideas. (Writing: Types and Purpose: Informative/Explanatory Level 10)
- Is skilled at providing a conclusion that reflects experience, observation, or resolution. (Writing: Types and Purpose: Narratives Level 09)
- Is skilled at establishing perspective by creating a smooth progression of ideas and establishing a particular tone and mood. (Writing: Types and Purpose: Narratives Level 10)
- Understands the development of central idea through multiple main ideas in a text. (Reading: Informational: Central Idea Level 04)

- Understands multiple themes can interact and build upon one another in a text and/or artistic media. (Reading Literature: Theme Level 05)
- Understands when a narrator is unreliable and how it affects the point of view. (Reading Literature: Narration Level 04)
- Understands an author critiques arguments on the same topic. Understands why an author may present one or more points of view or lines of reasoning for a specific audience and purpose. (Informational: Authors Reasoning Level 05)

English 4

General/Required for Graduation

1 Credit

This course takes reading and writing to a new level and prepares students for reading and writing in college and/or the workplace. Students will read, analyze, and discuss several fiction and non-fiction pieces. They will write several essays, research papers, letters, and creative writing pieces. Grammar and spelling will be taught and reviewed as needed.

- Understands advanced research includes conducting an advanced search, using multiple print and online sources, adjusting strategies as appropriate, citing information and creating a properly formatted bibliography. (Writing: Research: Accessing Information Level 06)
- Understands maintaining the flow of ideas in a text depends on integrating information selectively from multiple sources. (Research: Analyzing Information Level 03)
- Understands hyperbole and paradox contribute to meaning and create tone and mood. (Language Acquisition: Use of Language Level 10)
- Understands complex symbolism, complex personification and allegory provide meaning and contribute to tone and mood. (Language Acquisition: Use of Language Level 11)
- Is skilled at developing connections and distinctions while maintaining a clear and objective tone by introducing a complex thesis and organizing complex ideas, concepts and information. (Writing: Types and Purpose: Informative/Explanatory Level 11)
- Understands a central idea may be developed through multiple texts with multiple main ideas. (Reading: Informational: Central Idea Level 05)
- Understands that relationships among themes in multiple texts and/or artistic media. Understands modern fiction reflects or transforms themes from myths, traditional stories, classical literature or religious work. (Reading Literature: Theme Level 06)
- Is skilled at anticipating and addressing the audience's point of view to enhance a piece of writing. (Writing: Types and Purpose: Opinion/Argument Level 08)
- Understands author's choice of structure affects the reader and impacts understanding. (Informational Text: Structures and Features Level 07)
- Understands an author may use fallacious reasoning to influence an audience. Understands an author acknowledges and responds to conflicting evidence and viewpoints. (Informational: Authors Reasoning Level 06)
- Understands purpose and function of parallel structure (Language: Conventions: Sentences, conjunctions and phrases Level 09)

SOCIAL STUDIES

Social Studies comprise that area of human knowledge and experience that pertains to man as a social being. It leads the student to a clearer understanding of how historical forces, environmental factors, political institutions and the accumulation of human experiences through the centuries is essential background for intelligent citizenship. As a consequence, the social sciences are critical to the survival of democracy. Courses are designed to assist all students in their development of self-identity toward the end of becoming contributing citizens.

<u>Culture & Globalization</u>	<u>General/Required for Graduation</u>	<u>1 credit</u>
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This course is for incoming freshmen; otherwise instructor permission is required and will be granted only if extenuating circumstances apply.

*Class of 2017 can take this course to fulfill their Contemporary History requirement or History elective

This course is designed for incoming freshmen with the understanding that in addition to the content listed, heavy emphasis will also be placed on assessing Habits of Mind, goal setting, and introducing students to the practice and use of Complex Reasoning processes. In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

- Understands how the interactions of various religions has impacted history (World History: Religion, Diversity & Identity, Level 3)
- Understands that different cultural perspectives lead groups to interpret the same events differently (Culture: Awareness & Understanding, Level 4)
- Understands interaction between cultural groups can result in sharing products. ideas, consensus, compromise or conflict (Culture: Awareness & Understanding, Level 4)
- Understands contemporary conflict in the world (Culture: Awareness & Understanding, Level 6)
- Understands the concept of globalization and global interconnectedness (World History: Globalization, Level 1)
- Understands the impact of globalization on people and societies (World History: Globalization, Level 2)
- Understands why countries isolate or cooperate internationally (World History: Globalization, Level 3)
- Understands the impact of globalization on social, political and economic aspects of society (World History, Globalization, Level 4)
- Understands the many facets of the current globalized world based on historical situations (World History, Globalization, Level 5)

United States History **General/Required for Graduation** **1 credit**

*Class of 2017 students can take this course to fulfill US History requirement or as a History elective.

In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

- Understands international diplomacy (US History/World History: War & Diplomacy, Level 2)
- Understands the significance of major turning points during United States wars or conflicts and their implication (US History/World History: War & Diplomacy, Level 3)
- Understands the immediate effects and outcomes of select wars and conflicts (US History/World History: War & Diplomacy, Level 4)
- Understands the long-term effects war has had on society, politics and economics (US History/World History: War & Diplomacy, Level 5)
- Understands the impact of leaders on their country, society and time period (World History: Leadership & People, Level 4)
- Understands what social, political and economic reform is (US History: Social, Political & Economic Reform, Level 1)
- Understands the major social, political and economic reforms on a society during a specific time period (US History: Social, Political & Economic Reform, Level 2)
- Understands the impact of social, political & economic reform on US history over time (US History: Social, Political & Economic Reform, Level 3)
- Understands how social, political & economic reforms of the past impact current events in the US (US History: Social, Political & Economic Reform, Level 4)

American Government **General/Required for Graduation** **1 credit**

*Class of 2017 students can take this course to fulfill their American Government, US History or History elective requirement or as a general elective.

In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

- Understands how principles & ideals of the framers influenced the structure government laid forth in the constitution (Govt: Constitution & the Legal System, Level 4)
- Understands the concept of limited government in the us constitution (Government: Constitution & the Legal System, Level 5)
- Understands the Constitution is a living document that can be changed thru the amendment process (Government: Constitution & the Legal System, Level 6)
- Understands the basis for and significance of major US Supreme Court decisions (Government: Constitution & the Legal System, Level 7)

- Understands how an individual has a voice in the decision making process in a democracy (Government and Civics: Rights & Responsibilities of Citizenship, Level 5)
- Understands the roles and influence of citizens and groups in the political process (Government and Civics: Rights & Responsibilities of Citizenship, Level 6)
- Understands challenges & conflicts in exercising one's rights & responsibilities of citizenship (Government and Civics: Rights & Responsibilities of Citizenship, Level 7)
- Understands the evolution of political elites, the development of political parties, ideologies, and other forms of mass politics (World History: Leadership & People, Level 5)
- Understands the similarities and differences between the major world systems of government (World History: Comparative Government, Level 1)
- Understands the interactions between various forms of government in world history (World History: Comparative Government, Level 2)
- Understands the impact of various forms of government in history and the world today (World History: Comparative Government, Level 3)
- Understands the growth and changing forms of nationalism (World History: Comparative Government, Level 4)
- Understands the relationship between the geography and politics of world regions (Geography: World Geography, Level 7)

Economic Systems General/Required for Graduation 1 credit

Class of 2017 students can take this course to fulfill either their Contemporary History or History elective requirement or as a general elective.

In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

- Understands how economic systems work and the role they play in society (Economics: Functional Economics, Level 2)
- Understands the concept of a free market economy (Economics: Functional Economics, Level 3)
- Understands how entrepreneurs and other producers of goods & services respond to consumers' wants & needs (Economics: Functional Economics, Level 4)
- Understands how government, taxation and trade impact the market economy (Economics: Functional Economics, Level 5)
- Understands various economic indicators and how they represent and influence economic activity (Economics: Functional Economics, Level 6)
- Understands the factors that lead to economic transformation (Economics: Economic Transformation, Level 1)
- Understands the causes & effects of boom & bust cycles in history (Economics: Economic Transformation, Level 1)

- Economic Transformation, Level 2)
- Understands decisions are made to provide economic stability (Economics: Economic Transformation, Level 3)
- Understands the way the US Economic system and economic policy shaped the growth and transition of the US today (Economics: Economic Transformation, Level 4)
- Understands ways different labor systems have developed over time (Economics: Economic Transformation, Level 5)
-

Personal Finance **General/Required for Graduation** **1 credit**
(For Seniors)

*Class of 2017 can take this course to fulfill their History elective requirement.

This course will involve extensive lessons in the skill of personal budgeting and financial planning. In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

- Understands the concepts of wants & needs (Economics, Personal Economics, Level 1)
- Understands the differences between goods & services (Economics: Personal Economics, Level 2)
- Understands the reasons for saving money (Economics: Personal Economics, Level 3)
- Understands factors that contribute to decisions related to personal spending and savings (Economics: Personal Economics, Level 4)
- Understands different ways of investing and managing money (Economics: Personal Economics, Level 5)
- Understands the impact that using credit can have on individual finances (Economics: Personal Economics, Level 6)

Social History **Beyond Graduation Requirement** **1 credit**

*Class of 2017 can take this course as an elective. Class of 2018 and beyond can take this to fulfill an “*English Language Arts educational experience*” as outlined in MSAD12/RSU 82 Policy #IKF. Learning targets listed have been given “beyond graduation” distinction.

This course will explore social history by giving attention to gender roles, race issues and socio-economic class structures. We will draw on examples from both the United States as well as world history.

- Understands gender roles and their influence on work, social structure, family structure, and interest group formation (World History: Social History, Level 1)
- Understands changes in the demographic structure and reproductive patterns of Europeans: causes and consequences (World History: Social History, Level 2)

- Understands the shift in social structures from hierarchal orders to modern social classes; the changing distribution of wealth & poverty (World History: Social History, Level 3)
- Understands the changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe (World History: Social History, Level 4)

Media Bias Beyond Graduation Requirement 1 credit

*Class of 2017 can take this course as an elective. Class of 2018 and beyond can take this to fulfill an “*English Language Arts educational experience OR Math experience*” as outlined in MSAD12/RSU 82 Policy #IKF. Learning targets listed have been given “beyond graduation” distinction.

Learning Targets in Statistics and Probability under review at time of Course Registration Book development. **See teacher for more information.**

Public Speaking Graduation Requirement/Beyond Graduation Requirement 1 credit

*Class of 2017 can take this course as an elective. Class of 2018 and beyond can take to fulfill an “*English Language Arts educational experience*” as outlined in MSAD12/RSU 82 Policy #IKF.

Students will have an opportunity to gain skill, confidence and fluency in public speaking and learn how to structure informative, persuasive, and impromptu messages. Students will practice evaluation of speech content, delivery and style of speeches as well as prepare and deliver these 3 types of speeches.

Graduation requirements for Learning Targets Speaking and Listening: Presentation and Delivery Level 5 will be assessed for students to be able to demonstrate proficiency in this required standard.

MATHEMATICS

Courses offered in mathematics seek to develop skills and knowledge, which aid in analyzing and solving problems in a wide range of mathematical areas. Emphasis is placed on active student participation in all parts of the work. Other goals include the development of logical and critical thinking and precision in the use of language and symbols. **There is a required sequence of content in all classes where the student must demonstrate proficiency before moving on to the next content area.**

Students anticipating the study of science, mathematics, or engineering in college must include at least four units of mathematics during their high school preparation. Four-year colleges of business require at least three units of mathematics.

IN ALL MATHEMATICS CLASSES, THE FOLLOWING WILL APPLY:

Use of the computer and TI-83 or equivalent graphing calculators will be provided and will be incorporated into the course wherever possible. Considerable out-of-class preparation will be expected! In addition, **all students are expected to have their own scientific calculators.**

Pre-Algebra Required for Graduation 1 Credit

Required for students who have not met the required standards to take Algebra I. This is based on teacher recommendation. Upon successful completion of this course students will be able to demonstrate:

- Is skilled at adding, subtracting, multiplying and dividing rational numbers. (Number and Quantity: Number Systems, Level 4)
- Understands written expressions can be written as a numeric expression or equation. (Algebra: Expressions, equations, and Inequalities, Level 1)
- Is skilled at solving an equation as a process of substitution that makes the statement true. (Algebra: Expressions, Equations, and Inequalities, Level 2)
- Understands the solution to an inequality results in an infinite set of answers as plotted on a number line. (Algebra: Expressions, Equations, and Inequalities, Level 3)
- Is skilled at solving one step equation using integers. Is skilled at solving one-step inequalities using integers. (Algebra: Expressions, Equations, and Inequalities, Level 4)
- Is skilled at using proportional relationships to solve problems. (Numbers Sense: Fractions, Decimals, Percents, Level 14)
- Is skilled at finding the area of triangles, parallelograms, trapezoids, and other polygons. (Geometry: Measurement, Level 6)
- Is skilled at finding area and circumference of circles. (Geometry: Measurement, Level 7)
- Understands reproducing a scale drawing at a different scale of a geometric shape or drawing (Geometry: Measurement, Level 8)
- Understands the chance of an outcome of a simple event. (Statistics & Probability: Probability, Level 1)

Algebra I Part I Required for Graduation

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Understands the rules for converting measurement units within the same system. (Tools of Measurement: Measurement, Level 6)
- Is skilled at solving multi-step word problems requiring conversions of measurements. (Tools of Measurement: Measurement, Level 7)
- Is skilled at adding, subtracting, multiplying and dividing rational numbers. (Number and Quantity: Number Systems, Level 4)
- Is skilled at solving one step equations using rational numbers. Is skilled at solving one-step inequalities using rational numbers. (Algebra: Expressions, Equations, and Inequalities, Level 5)
- Is skilled at adding, subtracting, factoring (numbers), & expanding (distributive property) linear expressions with rational coefficients using the properties of operations (i.e. Commutative, associative, etc. (Algebra: Expressions, Equations, and Inequalities, Level 6)
- Understands the process for solving multi-step equations and inequalities (using algebraic properties). (Algebra: Expressions, Equations, and Inequalities, Level 7)
- Is skilled at solving equations and inequalities involving absolute values. (Algebra: Expressions, Equations, and Inequalities, Level 13)
- Understands that a function is a rule that assigns to each input (domain) exactly one output (range). Understand the concepts behind rate of change, and initial value for a linear function with regards to the given situation it models (Algebra: Interpreting Functions, Level 1)
- Understands the relationship between the equations and the graphs of linear and absolute value functions (Algebra: Interpreting Functions, Level 8)

Algebra I Part II Required for Graduation

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Understand the functional relationships between two linear functions with the same representation. (Algebra: Interpreting Functions, Level 4)
- Understand the relationship between independent and dependent variables as a representative of real-life situations. Understands the connection between the independent and dependent variables within equations. (Algebra: Building Functions, Level 1)
- Is skilled at constructing and interpreting scatterplots between two sets of linked data. Is skilled at solving problems using the linear model to interpret the slope and intercept. (Algebra: Interpreting Functions, Level 5)
- Is skilled at solving systems of two linear equations through substitution or cancellation (elimination) with one solution, no solution, or infinitely many solutions (Algebra: Expressions, Equations, and Inequalities, Level 8)
- Is skilled at solving systems of two linear inequalities through graphing. (Algebra: Expressions, Equations, and Inequalities, Level 9)
- Understands the rules of exponents (i.e. power of product, product of a power). Understands the relationship between multiplication and positive exponents. Understand the relationship between multiplication and negative exponents. (Number and Quantity: Number systems, Level 5)
- Is skilled at basic operations using scientific notation. (Number and Quantity: Number Systems, Level 6)
- Understands the relationship between rational and irrational numbers. (Number and Quantity: Number Systems, Level 7)
- Is skilled at performing operations on and simplifying radical expressions (Algebra: Expressions, Equations, and Inequalities, Level 12)
- Is skilled at performing operations on polynomials (Algebra: Expressions, Equations, and Inequalities, Level 10)
- Is skilled at solving a quadratic equations through factoring, quadratic formula, and technology. (Algebra: Expressions, Equations, and Inequalities, Level 11)

Geometry **Required for Graduation**

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Understands supplementary, complementary, vertical, and adjacent angles. Understand angle relationships: parallel lines cut by a transversal, angle sum and exterior angles of a triangle. (Geometry: Attributes and Properties, Level 8)
- Understands using coordinates to find perimeter of polygons and areas of triangles and rectangles. Understands using simple geometric theorems on a coordinate plane. (Geometry: Coordinate Systems, Level 4)
- Is skilled at solving problems applying the properties of triangles and quadrilaterals(i.e. sums of angles) (Geometry: Attributes and Properties, Level 11)
- Understands using theorems and multi-step reasoning to prove relationships in triangles, lines & angles and parallelograms. (Geometry: Attributes and Properties, Level 14)
- Understands that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. (Geometry: Attributes and Properties, Level 9)
- Understands that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, translations, and dilations. (Geometry: Attributes and Properties, Level 10)
- Is skilled at using trigonometric ratios, ratios for special right triangles, and the Pythagorean Theorem to solve right triangles in applied problems. (Geometry: Attributes and Properties, Level 13)
- Is skilled at finding surface area of triangular and rectangular prisms, triangular and rectangular pyramids. (Geometry: Measurement, Level 9)
- Is skilled at finding surface area of cones, cylinders, spheres, prisms and pyramids (Geometry, Measurement, Level 11)
- Is skilled at finding volume of cones, cylinders, spheres, prisms, and pyramids (Geometry, Measurement, Level 10)
- Understands the relationship between inscribed angles, radii, chords, arc lengths, and sectors of circles. (Geometry: Attributes and Properties, Level 14)

Algebra II **Required for Graduation**

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Understand the relationship between the equations and the graphs of quadratic and square root functions. (Algebra: Interpreting Functions, Level 9)
- Is skilled at modeling and solving radical equation. (Algebra: Expressions, Equations, and Inequalities, Level 15)
- Understands that there is a number system beyond the real number system. Understands what an imaginary number is. (Number and Quantity: Number Systems, Level 9)
- Understand the relationship between the equations and the graphs of exponential growth and decay functions. (Algebra: Interpreting Functions, Level 10)
- Understands a function can be represented algebraically, graphically, numerically or by verbal description. (Algebra: Interpreting Functions, Level 2)
- Understand the functional relationship between two quantities in a graph. (Algebra: Interpreting Functions, Level 3)
- Understand function notation and the domain of a function. (Algebra: Interpreting Functions, level 6)
- Understand key features of graphs and tables in a functional relationship between two quantities. (Algebra: Interpreting Functions, Level 7)
- Understand new functions can be created from existing functions. (Algebra: Building Functions, Level 2)
- Understand the properties of rational exponents. (Number and Quantity: Number Systems, Level 8)

Pre-Calculus **Beyond Graduation Requirement**

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Is skilled at modeling and interpreting models of linear and piecewise defined functions in a variety of situations. (Algebra: Interpreting Functions, Level 13)
- Is skilled at finding the optimal solution graphically and algebraically based on a number of constraints and justify the solutions in words. (Algebra: Interpreting Functions, Level 14)
- Understand inverse functions. (Algebra: Interpreting Functions, Level 11)
- Understand graphing rational functions, identifying zeros and asymptotes when suitable factorizations are available and represents end behavior. (Algebra: Interpreting Functions, Level 15)
- Is skilled at solving polynomial functions. Is skilled at writing polynomial functions in factored form. (Algebra: Expressions, Equations, and Inequalities, Level 14)
- Is skilled at graphing polynomial functions, identifying zeros when factorizations are available and showing end behavior. (Algebra: Interpreting Functions, Level 12)
- Is skilled at using the law of sines and the law of cosines to find unknown measurements in right and non-right triangles. (Geometry: Measurement, Level 14)
- Is skilled at finding the area of a non-right triangle using trigonometry. (Geometry: Measurement, Level 13)
- Is skilled at solving exponential and Logarithmic functions. (Algebra: Expressions, Equations, and Inequalities, Level 16)
- Is skilled at modeling and solving real-life problems using logs and exponentials. (Algebra: Expressions, Equations, and Inequalities, Level 17)

Trigonometry **Beyond Graduation Requirement**

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Understand the radian measure of an angle as the length of the arc on the unit circle subtended by the angle. (Trigonometry, Level 1)
- Understand how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counter clockwise around the unit circle. (Trigonometry, Level 2)
- Understand how to use special triangles to determine geometrically the values of sine, cosine, tangent for $\frac{\pi}{6}$, $\frac{\pi}{4}$, and $\frac{\pi}{3}$ and use the unit circle to express the value of sine, cosine, and tangent for x , $\pi \pm x$, $2\pi \pm x$. (Trigonometry, Level 3)
- Is skilled at using the formulas for linear speed, angular speed, arc length and area of a sector. (Geometry: Measurement, Level 12)
- Is skilled at rewriting trigonometric expressions and solving trigonometric equations using the quotient identity, reciprocal identity, Pythagorean identity, functions, even and odd identities, and sum and difference formulas. (Trigonometry: Trigonometric Identities Level 1)
- Is skilled at using the Pythagorean Identity in problem solving situations. (Trigonometry: Trigonometric Identities, Level 2)
- Is skilled at rewriting trigonometric expressions and solving trigonometric equations using the even and odd identities, and sum and difference formulas. (Trigonometry: Trigonometric Identities, Level 3).
- Is skilled at rewriting trigonometric expression and solving trigonometric equations using multiple-angle formulas, power-reducing formulas, half-angle formulas, and product-to-sum formulas. (Trigonometry: Trigonometric Identities, Level 4)

As a result of successfully completing this course, students will be able to demonstrate:

- Understands data can be represented and interpreted using stem plots. (Statistics & Probability: Data Analysis, Level 7)
- Understands data can be represented and interpreted using boxplots. (Statistics & Probability: Data Analysis, Level 8)
- Understands data can be represented and interpreted using histograms. (Statistics & Probability: Data Analysis, Level 9)
- Is skilled at summarizing numerical data sets by using quantitative measures including median, mean, inter-quartile range. (Statistics & Probability: Data Analysis, Level 10)
- Is skilled at finding probabilities of compound events using organized lists, tables, tree diagrams. (Statistics & Probability: Probability, Level 2)
- Understands the rules for computing probabilities. (Statistics & Probability: Probability, Level 3)
- Understands when two events A and B are independent. (Statistics & Probability: Probability, Level 4)
- Understands how to use statistics to represent a distribution of data. Understands the mean and standard deviation of a data set to fit a normal distribution and can estimate the population percentages. (Statistics & Probability: Data Analysis, Level 12)

SCIENCE

Science is the study of the world around us both natural and physical. Students will learn problem solving skills by using scientific inquiry and scientific method. Students will use these problems solving skills and apply them to current world and life issues.

Training programs of study and most college programs require the study of at least one lab science and frequently expect or recommend the study of two or three courses in high school. The study of science contributes to the development of a meaningful understanding of observable phenomena in our natural environment.

Biology Part I

General/Required for Graduation

1 Elective Credit

Biology is the study of living things. This is a laboratory course. **This course is offered on alternate years.** Part I focuses on the basics of cellular life and reproduction and genes. Part I will include the measurement topics of:

- Understand how carbon, hydrogen and oxygen form sugar molecules and may combine with other elements to form amino acids and/or other large carbon based molecules. (Life Science: Cells & Organisms; Level 7)
- Understand how organisms use photosynthesis and cellular respiration to transfer energy. (Life Science: Cells & Organisms; Level 6)
- Understand organisms capture and store free energy for use in biological processes. (Cellular Processes: Energy & Communication; Level 1)
- Understand the role of passive and active transport mechanisms across cell membranes in maintaining homeostasis. (Life Science: Cells & Organisms; Level 8)
- Understand organisms use feedback mechanisms to maintain their internal environments and respond to external environmental changes. (Cellular Processes: Energy & Communication; Level 2)
- Understand signal transduction pathways link signal reception with cellular response. (Cellular Processes: Energy & Communication; Level 8)
- Understand that cells use genetic control mechanisms to regulate when they divide for growth and repair. Understand that changes in genes can lead to a loss of this control which may result in uncontrollable cell division called cancer. (Life Science: Cells & Organisms; Level 9)
- Understand how the laws of segregation and independent assortment during meiosis lead to genetic variations in offspring. (Life Science: Heredity & Reproduction; Level 5)
- Understand how genes are expressed through the process of transcription and translation. (Life Science: Heredity & Reproduction; Level 6)
- Understand the causes and effects of chromosomal and gene mutations. (Life Science: Heredity & Reproduction; Level 7)
- Understand viral replication results in genetic variation, and viral infection can introduce genetic variation. (Life Science: Heredity & Reproduction; Level 10)
- Understand the application and implications of genetic engineering and biotechnology. (Life Science: Heredity & Reproduction; Level 8)
- Understand that gene regulation results in differential gene expression, leading to cell specialization. (Life Science: Heredity & Reproduction; Level 9)

Biology Part II

General/Required for Graduation

1 Science Credit

Prerequisite: successful completion of Biology Part I.

Biology Part II focuses on the study of the human body, reproduction, heredity and evolution. This is a laboratory course. **This course is offered on alternate years.** Part II will include the measurement topics of:

- Understand how the Skeletal System and Muscular System work together to form joints which allow locomotion. (Life Science: Human Body; Level 4)
- Understand how the human body is controlled by the Nervous System along with the Endocrine System using short term and long term mechanisms. (Life Science: Human Body; Level 5)
- Understand how the Respiratory System and the Circulatory System work together to keep the tissues of the human body alive. (Life Science: Human Body; Level 6)
- Understand how the Digestive System and the Urinary System work together to absorb nutrients from food and remove metabolic waste from the tissues of the human body to keep it alive. (Life Science: Human Body; Level 7)
- Understand the Immune System and Integumentary System protect humans from a variety of physical and biological threats. (Life Science: Human Body; Level 8)
- Understand how body systems interact to maintain homeostasis and keep a human alive. (Life Science: Human Body; Level 9)
- Understand homeostatic mechanisms reflecting both common ancestry and divergence due to adaptation in different environments. (Cellular Processes: Energy & Communication; Level 4)
- Understand natural selection leads to adaptations of populations and the emergence of new species over time. (Life Science: Biodiversity & Evolution; Level 7)
- Understand the role of reproductive isolation in the development of new species. (Life Science: Biodiversity & Evolution; Level 6)
- Understand the theory of biological evolution and the current evidence to support it (e.g., fossil records, molecular evidence, similarities within diversity of living organisms, vestigial structures, embryological development). (Life Science: Biodiversity & Evolution; Level 8)
- Understand why some organisms that once lived on Earth have completely disappeared. Understands how some extinct organisms are similar to organisms living on Earth today. (Life Science: Biodiversity & Evolution; Level 5)
- Understand several hypotheses about the origin of life on Earth. (Life Science: Biodiversity & Evolution; Level 9)

Environmental Science

General/Required for Graduation (Class of 2018 and beyond)

1 Science Credit

- o Environmental Science is where we use physical and life science to better understand our environment and the problems facing it. This course will explore both environmental and health problems and climate. This is both a laboratory and inquiry-based course. **This course is offered on alternate years.** This course will include the measurement topics of:

- Understand the role of the greenhouse effect on the global climate. (Earth & Space: Atmosphere & Weather; Level 5)
- Understand the interaction between the factors that affect a weather system. (Earth & Space: Atmosphere & Weather; Level 5)

- Understand all biological systems from cells and organisms to populations, communities and ecosystems are affected by complex biotic and abiotic interactions involving exchange of matter and free energy. (Cellular Processes: Energy & Communication; Level 3)
- Understand different types of successional habitat and the resulting effects after a change in environment. (Life Science: Interdependent Relationships in Ecosystems; Level 8)
- Understand different management techniques. (Life Science: Interdependent Relationships in Ecosystems; Level 9)
- Understand the nitrogen cycle is impacted by natural and human changes. (Life Science: Interdependent Relationships in Ecosystems; Level 10)
- Understand plants and animals have a variety of chemical defenses against infections that affect dynamic homeostasis. (Cellular Processes: Energy & Communication; Level 5)
- Understand timing and coordination of physiological events are regulated by multiple mechanisms. Understand timing and coordination of behavior are regulated by various mechanisms and are important in natural selection. (Cellular Processes: Energy & Communication; Level 6)
- Understand that individuals can act on information and communicate it to others. (Cellular Processes: Energy & Communication; Level 7)

Chemistry Part I

General/Required for Graduation

1 Elective Credit

Prerequisite: successful completion of Algebra 1.

Chemistry is known as the central science. Its understanding is paramount if we are to understand the other fields of science. Chemistry Part I will focus on learning about: matter, the periodic table, kinetics, thermodynamics, nuclear chemistry, chemical bonding and nomenclature. This course is offered on alternate years. This is a laboratory course. This course will include the measurement topics of:

- Understand the properties and uses of different parts of the electromagnetic spectrum.
- Understand the concept of wave intensity (energy delivered/ area).
- Understand the properties of different types of radiation. (Physical Science: Waves; Level 4)
- Understand the role of subatomic particles in nuclear reactions, including fusion and fission, and the energy they release.
- Understands radioactive decay and half-life. (Physical Science: Matter; Level 10)
- Is skilled at measuring the direction of heat flow and identifying different properties of substances (specific heat, stored energy). (Physical Science: Heat Energy; Level 3)
- Understand how energy can be released or absorbed through chemical reactions. (Physical Science: Heat Energy; Level 4)

Chemistry Part II

General/Required for Graduation

1 Science Credit

Prerequisite: successful completion of Algebra 1 & Chemistry Part I.

Chemistry Part II will focus on chemical reactions, gas laws, stoichiometry and acids and bases. These topics require more mathematics than Part I. This course is offered on alternate years. This course will include the measurement topics of:

- Is skilled at determining valence electrons based on the element's location on a periodic table.
- Understand the role of the atomic structure in determining chemical properties. (Physical Science: Matter; Level 11)
- Understand how the number and arrangement of electrons in an atom determines the types of bonds it forms with other elements.
- Understand the process of writing and naming chemical formulas. (Physical Science: Matter; Level 12)
- Understand writing and balancing simple chemical equations.
- Understand the five types of chemical reactions. (Physical Science: Matter; Level 13)
- Understand the relationship between temperature, volume, and pressure in terms of the particles present. Understand various factors that affect the rate of chemical reactions (concentration, pressure, temperature, enzymes, etc.). (Physical Science: Matter; Level 14)
- Understand the quantitative nature of stoichiometry and how it is based on mole to mole ratios obtained from balanced chemical equations. (Physical Science: Matter; Level 15)

Physics Part I (Classical Physics)

General/Required for Graduation

1 Elective Credit

Corequisite: Algebra 1 Part 1.

- o We observe the phenomena of classical physics every day. This class will explore the physics of motion by mathematical modeling and conducting laboratory experiments. This course is offered on alternate years. This course will include the measurement topics of:

- Understand the rock cycle including the processes of fossil formation. (Earth & Space: Composition and Structure of the Earth: Physical Science; Level 5)
- Understand the theory of plate tectonics and its role in shaping the Earth. Understand how the Earth's internal energy source plays a role in plate tectonics, plate boundary interactions, volcanic eruptions, and earthquakes. (Earth & Space: Composition and Structure of the Earth: Physical Science; Level 6)
- Understand evidence from Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's past. (Earth & Space: Composition and Structure of the Earth: Physical Science; Level 7)
- Understand the effects of the relative positions that the Earth, Moon, and Sun have on tides. (Earth & Space: Universe: Physical Science; Level 5)
- Understand the sun's gravity holds the Earth and other planets in their orbits, just as each planet's gravity keeps its moons in orbit. Understands how mass relates to gravity. (Earth & Space: Universe: Physical Science; Level 6)
- Understand our location within the galaxy and that other galaxies exist with their own components. Understands how and why light years describe distances in the universe. (Earth & Space: Universe: Physical Science; Level 7)
- Understand the role of gravity in forming and maintaining galaxies, stars, and the solar system. Understand the life cycle of a star. (Earth & Space: Universe: Physical Science; Level 8)
- Understand the evidence for the age, origin, and process of formation of the universe as currently understood by science. Understands the tools and technology used by astronomers to gather information about the universe. (Earth & Space: Universe: Physical Science; Level 9)

Prerequisite: successful completion Physics Part I

Corequisite: Algebra 1 Part 1

In this course we will see that while classical physics does a great job for describing the macroscopic world, we need new tools to explain the microscopic world. In this course we will explore if warp speed is possible, how electricity works and it will have a focus on alternative energy. This is a lab course. This course is offered on alternate years. This course will include the measurement topics of:

- Is skilled at calculating force, given mass and acceleration. (Physical Science: Force & Motion; Level 6)
- Is skilled at using motion graphs (velocity, acceleration, and displacement/distance) to interpret motion. (Physical Science: Force & Motion; Level 7)
- Understand that gravity pulls on a mass to create weight and can calculate weight in terms of a force. (Physical Science: Force & Motion; Level 8)
- Is skilled at calculating potential and kinetic energy and converting between the two. (Physical Science: Force & Motion; Level 9)
- Is skilled at using and calculating force and free body diagrams to solve problems. (Physical Science: Force & Motion; Level 10)
- Is skilled at applying Newton's Third Law to everyday objects. (Physical Science: Force & Motion; Level 11)
- Understand how kinetic and potential energy predict motion of a complex system (e.g., car accident).
- Understand how to quantify kinetic and potential energy. Understands that all forms of energy (heat, light, electrical, kinetic, potential) are conserved and transformed in a system. (Physical Science: Mechanical Systems; Level 4)
- Understand the relationship between the concepts of work and power in a system. Is skilled at predicting or calculating mechanical advantage in simple machines using their inputs and outputs. Is skilled at calculating potential energy and work done. (Physical Science: Mechanical Systems; Level 5)
- Is skilled at calculating angular momentum in a closed system. Understand angular momentum of a closed system remains constant in both magnitude and direction. (Physical Science: Mechanical Systems; Level 6)
- Understand how most electricity is generated through the use of a generator/motor. (Physical Science: Electricity & Magnetism; Level 6)
- Is skilled at using Ohm's law ($V=IR$) to calculate voltage, resistance and current. (Physical Science: Electricity & Magnetism; Level 7)

ADMINISTRATIVE & TECHNOLOGY EDUCATION

Business Management

General for Class of 2017 only

1 Credit

As a result of successfully completing this course, students will be able to demonstrate:

- Is skilled at solving word problems with proportional relationships, ratios and percent (Number Sense: Fractions, Decimals & Percent, Level 10)
- Is skilled at organizing, representing and interpreting a simple set of data (Statistics & Probability: Data Analysis, Level 1)
- Is skilled at representing and interpreting pie charts (circle graphs) (Statistics & Probability: Data Analysis, Level 4)
- Understands how to use data from a random sample to draw inferences about a population with an unknown characteristic of interest (Statistics & Probability: Data Analysis, Level 9)
- Understands how to make informal comparative inferences about two populations (Statistics & Probability: Data Analysis, Level 9)

Microsoft Applications

Required for Graduation for Class of 2018 any beyond

1 credit

Students will first be introduced to the basic background and history of computers, followed by an overview of the basic features of MS WINDOWS and/or an updated version. The major components of MS OFFICE will be taught; namely WORD, POWERPOINT, and EXCEL. Students will work within a structured, supervised program in a computer lab environment, where each computer user will learn, practice, apply, demonstrate and produce numerous challenging exercises, activities and projects with the classroom teacher assuming the role as program facilitator and guide.

In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

Microsoft Office basics:

- Using a word processor
- Formatting documents
- Advanced formatting features

- Using a spreadsheet
- Functions and data organization
- Creating charts
- Advanced spreadsheet techniques
- Working with a database
- Relational database techniques
- Analyzing data in a database
- Creating presentations
- Advanced PowerPoint features
- Desktop publishing
- Using OneNote

Coaching Principles & Athletic Safety College Prep/Not Required for Graduation 1 credit/1 Thomas College Credit (fee involved)

Description: All units of study offered thru this course are authorized by the National Federation of State High Schools Association (NFHS) and include: First Aid, CPR, Fundamentals of Coaching, Sportsmanship and Concussions in Sports. After successful completion of Coaching Principals & Athletic Safety - Students will have the opportunity to earn college credit at Thomas College. Certifications can also be obtained (fee involved)

In this course, students will have the opportunity to demonstrate proficiency for the following learning targets:

- Heat illness prevention
- Sportsmanship
- Concussion management
- Cardiac arrest
- Captain's course
- Unified sports
- Sports nutrition
- Learning Pro: Homework Helper
- Learning Pro: Reading and Learning Strategies
- Learning Pro: Research Skills
- Learning Pro: Testing Tips

Athletic Management (Part 1) College Prep/Not Required for Graduation 1 FH credit/Thomas College credit (fee involved)

Description: All units of study offered thru this course are authorized by the National Athletic Administrators Association (NIAAA) and include:

- LTC 501 – Philosophy, Leadership Organizations & Professional Programs
- LTC 502 – Principles, Strategies & Method
- Creating a safe and respectful environment
- Positive Sports Parenting
- NCAA eligibility

National Certifications and Thomas College credit can also be obtained (fee involved).

Athletic Management (Part 2) PRE-REQUISITE, Part 1 College Prep/Not Required for Graduation 1 credit

Description: All units of study offered thru this course are authorized by the National Athletic Administrators Association (NIAAA) and include:

- LTC 504 – Legal Issues I (Risk Management)
- LTC 506 – Legal Issues II (Title IX, Sexual Harassment).

After successful completion of Athletic Management, Parts 1 AND 2, students will have the opportunity to earn college credit at Thomas College. National Certifications can also be obtained (fee involved).

Business Math General/Not Required for Graduation 1 credit

As a result of successfully completing this course, students will be able to demonstrate:

- Managing your money
- Spending wisely
- Making money grow
- Business/personal mathematics
- Introduction to statistics

Criminal Justice **College Prep—/Not Required for Graduation** **1 FH credit/CMCC credit (no fee)**
For Juniors and Seniors

This course introduces students to the variety of careers in the criminal justice field. Students will discuss the impact crime has on our society, develop an understanding of root causes of crime, explore laws and regulations that officers must adhere to and examine the structure and function that courts play. Upon successful completion of program requirements, students will receive credit at CMCC*.

Targets for this class will be broken down in five units as follows (also requires a research paper as a capstone project):

- The Criminal Justice System
- Police and Law Enforcement
- Criminal Courts
- Corrections
- Special Issues: Juvenile Justice & Current Challenges
- Research Paper

*Credit earned through dual enrollment may be transferred to other colleges or universities at the request of the student.

Careers **General/Required for graduation** **1 credit (10th grade)**

As a result of successfully completing this course, students will be able to demonstrate:

- Understands that people have different roles & responsibilities (Career Exploration & Planning, Level 1)
- Understands that there are different types of jobs (Career Exploration & Planning, Level 2)
- Understands the difference between a job and a career (Career Exploration & Planning, Level 3)
- Knows that people chose a job based on their unique aptitude, interests, knowledge and skill sets (Career Exploration & Planning, Level 4)
- Understands that career clusters contain pathways of related jobs based on foundational knowledge and skills (Career Exploration & Planning, Level 5)
- Understands that a person's interests, experiences, motivations, and aptitudes lead to job/career choices that are included in a career and education plan (Career Exploration & Planning, Level 6)
- Understands the relationship among one's own interests, goals, education, jobs and careers and how decisions impact future learning and experiences (Career Exploration & Planning, Level 7)
- Is skilled at exploring post-secondary and career choices (Career Exploration & Planning, Level 8)

- Understands that transferable knowledge and skills affect one's ability to compete locally, nationally, and/or globally (Career Exploration & Planning, Level 9)
- Understands the appropriate protocol for interviews (Career & Education Development: Marketing Self, Level 4)

PHYSICAL EDUCATION/HEALTH

Physical Education

General/Required for Graduation

1 Credit

Students will participate in many different games and activities to enhance their learning of the importance of life long fitness. They will engage in activities requiring teamwork along with games requiring individual skill and effort. Areas of focus will be: Life-Long Fitness as well as Skill related Fitness, which includes catching, striking, throwing, dodging, fleeing and kicking games. Students will participate in games such as Soccer, Basketball, Baseball/Softball, Ultimate Football, Ultimate Frisbee, Handball, Volleyball and many more.

As a result of successfully completing this course, students will be able to demonstrate:

- How body parts work together during coordinated movements.
- How agility is affected by balance and coordination.
- How speed effects movement.
- Understanding center of gravity and balance related to fitness.
- An understanding of team rules and regulations during certain team sports.
- An understanding of manipulative skills (kicking, striking, throwing, etc and the ability to perform them in game situations)
- The importance of teamwork and cooperation.
- An understating of team goals and supporting others.
- The importance of staying physically fit and active throughout one's life.
- Finding different activities to help one achieve personal wellness throughout their lives.
- The benefits of physical activity on lifelong health.

Health\Wellness and Personal Fitness

General/Required for Graduation

1 Credit

Students will be introduced to many health and wellness topics such as Nutritional Health, Mental Health, Healthy Relationships, Food Preparation and Safety, and Prevention of Tobacco and Drug use. They will learn about the effects of Alcohol, especially during pregnancy. Topics will be

covered regarding Reproductive Health and the prevention of both Communicable and Non-Communicable disease. In addition, students will learn about how diet and exercise promote lifelong fitness.

Students will alternate doing 3 days of Health study, and 2 days of Personal Fitness. During Personal Fitness, they will learn to develop a personal fitness plan, understand the F.I.T.T principle, track nutrition habits and understand how to make healthier choices. They will spend their Personal Fitness days in the weight room, following a personal fitness plan, doing yoga or fitness DVD programs and fitness circuits.

As a result of successfully completing this course, students will be able to demonstrate:

- The effects of alcohol, drugs and tobacco on the body.
- Prevention of addiction to drugs, alcohol and tobacco.
- Communicable and Non-Communicable diseases, and the prevention of them.
- Food safety preparation
- Ways to maintain a healthy mental state
- What healthy relationships look like and the ability to recognize poor relationship choices. Along with resources for help if facing a poor relationship.
- Reproductive health including the stages of pregnancy.
- Developing a personal fitness plan based on fitness/health goals
- How to read a nutrition label and how to make healthy snack choices.
- How diet and exercise benefit one's lifelong health.
- Understanding sleep and the effects on the body.
- How the body works during coordinated movements, including speed, agility, balance and coordination.
- The difference between cardiovascular and muscle building activities.

ART

Required Art Targets & Classes for Graduation

****Some undefined art targets (not required for graduation) will be included in each art class to give students the chance to reach higher level art concepts and enhance their transcript. Some art targets will be repeated in several art classes in order to give students enough time to fully digest each target in its entirety.**

All proficiency based students must take Foundations in Art & Ceramics to complete their graduation requirements.

Artist Purpose: Level 3
2D: Level 5
3D: Level 4-7
Making Meaning: Level 4
Elements & Principals: Level 4
Materials: Level 2, 3
Exhibition: Level 2 & 4
Critique: Level 4
Culture & History: Level 1-4

Art Foundations**General/Required for Graduation****1 Credit**

Art Foundations teaches students the basics of art and design. It allows them to experiment with their own creative ideas and processes through 2D and 3D materials & techniques. Projects combine art making methods & concepts such as: Photoshop, drawing, shading, perspective, painting, color theory, clay, found object sculpture, plaster and other 3D media. Lessons primarily focus on art making but will also foster critical thinking skills through discussions, reflections/critiques, writing assignments, and short art history units. Outside work will include sketchbook and occasional writing assignments.

Art begins with an idea and some simple lines and shapes. Whether you think you're an artists or not everyone has the potential to create art. *Art Foundations* opens student's eyes to the variety of mediums, styles, processes and concepts from which art takes form. Art-making can be expressive or precise depending on the way you choose to manipulate the materials and ideas you are working with. Art can be used to sell a product, to tell a story, to advertise an idea and/or to strengthen communities and support the people within them. We live in a world littered with visual culture and *Art Foundations* brings students through an expressive journey to begin understanding that world.

*****Students must provide their own 8'X11'' or larger drawing or mixed media journals (blank white pages). Strathmore brand drawing or mixed media journals can be purchased at Walmart or Staples.

- Elements & Principles (Level 2-3)
- Materials (Level 2, 3)
- Exhibition (Level 2, 4)
- Making Meaning (Level 2)
- 2D Media, Tools & Techniques (Level 2-5)
- 3D Media, Tools & Techniques (Level 4, 7)
- Aesthetics (Level 1)
- Criticism (Level 1-3)

- Culture & History (Level 3-5)

Drawing Conclusions (Portfolio Development)

General/Not required for Graduation

1 Credit

Pre-requisite: Drawing Art Foundations & Ceramics

Drawing Conclusions is an advanced “Portfolio Preparation” class based on the portfolio guidelines art colleges require in their application process. This class puts emphasis on drawing and painting techniques as well as the creation of a mini thesis. Students will aim to create a body of work that shares a common theme. Through short essays, art history research and on-line gallery/museum visits students will analyze artworks and will discover how his/her work fits within the greater context of life and art. Students will be expected to actively participate in group discussions and critiques. Students will use self-assessment to improve their work. They will be expected to work independently completing writing and sketch book assignments on time. This course is best suited for Juniors who want to pursue art in college but anyone who has fulfilled the pre-requisites, who shows great passion and desire to develop their artistic talents are welcome.

*****Students must provide their own 8’X11” or larger drawing or mixed media journals (blank white pages). Strathmore brand drawing or mixed media journals can be purchased at Walmart or Staples.

- Elements & Principles (Level 3-6)
- Materials (Level 2,3)
- Exhibition (Level 2-4)
- Making Meaning (Level 4, 5)
- 2D Media, Tools & Techniques (Level 3-5)
- 3D Media, Tools & Techniques (Level 2-6)
- Aesthetics (Level 1-4)
- Criticism (Level 3-5)
- Culture & History (Level 4, 5)
- Lifestyle & Career (Level 2, 3)

Ceramic Art (Sculpture & Function)

General/Required for Graduation

1 Credit

This course provides experiences in the study of ceramics and sculpture. This course emphasizes the use of 3D techniques primarily in clay. The mixed materials used in conjunction with clay are glass beads, wood, stone, plaster and found objects. Additive, subtractive and manipulation techniques will be used. Students are acquainted with the history of sculpture. They view work from contemporary and historical artists. Students are expected to actively participate in group discussions. Written reports, gallery/museum visits and oral critiques are integral parts of the curriculum and students learn to use self-assessment strategies to improve personal work as well as to give helpful feedback to his/her peers.

Critique
Aesthetics
Elements & Principals of Design
Making Meaning

The student's working to exceed may also try to become proficient or exceed standards that are "undefined" or not required to graduate, enhancing their overall transcript information.

If the student has not yet reached proficiency in all art targets after taking required art classes (*Alternative Path for Artistic Growth*):

He/she repeats projects from previous classes/pathways adding a personalized twist, but still following the many target requirements. Each student will work hard to reach each missed target or strand making art with subject matter that relates directly to their personalized interests outside of the art world (i.e. trucks/mechanics, sports, cooking, hiking, wilderness adventures etc.) in hopes to reach art goals through a more passionate lens.

Art targets vary depending on needs of students

Artistic Expression Thru Film (Part 1)

General

1 credit

As a result of successfully completing this course, students will be able to demonstrate:

- Is skilled at improvising or composing simple rhythmic and/or melodic repeated pattern alone or with others (Visual & Performing Arts: Creation Performance Expression Music ICA, Level 3)
- Is skilled at improvising or composing rhythmic and/or melodic variations & embellishments (Visual & Performing Arts: Creation Performance Expression Music ICA, Level 4)
- Is skilled at improvising, composing, or arranging short songs and/or instrumental pieces using a variety of sound sources (Visual & Performing Arts: Creation Performance Expression Music ICA, Level 5)
- Understands how to describe an art form (Arts & Culture: Critique, Level 1)
- Understands how an art work is organized (Arts & Culture: Critique, Level 2)
- Understands how to interpret a specific art work (Arts & Culture: Critique, Level 3)
- Understands how to make informed judgments about an individual example of an art work (Arts & Culture: Critique, Level 4)

- Understands critical analysis of art works (Arts & Culture: Critique, Level 5)
- Understands art forms evoke sensory and emotional responses for the perceiver and/or creator (Arts & Culture: Aesthetics, Level1)
- Understands script writing and character development
- Understands basic camera operations
- Understands knowledge of editing software

INDUSTRIAL ARTS

Under construction.

WORLD LANGUAGE COURSES

French 1

General

1 Credit

This is an introduction to French. Students can expect to learn many basic verbs, vocabulary, and grammar structures. Students will be required to perform basic language skills such as speaking, writing, reading and listening comprehension. Heavy emphasis is placed on pronunciation and vocabulary. Students will be engaged in various projects and presentations throughout the semester. Students will be introduced to passé, composé and the immediate future.

French II

College

1 Credit

As a continuation of French 1 (required), students will continue to focus on communicating in French. Students will explore various French-speaking cultures, both in class and through projects. Students will write and present a variety of dialog and will gain a better understanding of the importance of the French language in our community.

French III

College

1 Credit

The intentions of this course are to branch out and explore other areas and aspects of the French culture. Along with continuing to learn rules of grammar and new verbs, areas such as French Art, Literature and Geography from the Francophone world will be studied. The skill of writing will be exercised often. Students can expect an increase in independent projects in addition to daily homework and assignments.

French IV

College

1 Credit

Advanced grammar skills and oral proficiency are stressed. A variety of resources will be used to enrich vocabulary and general language fluency. Students will continue to explore francophone cultures through class discussion and independent research projects. Students will also be exposed to classic plays, poetry, and novels from the Francophone world.

****Since World Languages are considered a sequenced program, students must earn above a C (77) in their current world language class if they wish to continue their enrollment at the next level.**

LIBRARY SERVICES

Library Services Grades 10, 11, 12

General/Not Required for Graduation

1 credit

There are dual purposes in offering the Library Services Class. One purpose is to expand library services by creating a well-trained staff. The second is to expand the knowledge and library experience for participating individuals. Students may take this course for two semesters for two credits.

Class Requirements and Grading

Participants will learn circulation: Sign-out, carding, shelving, AV, Destiny and online searching. Training starts first quarter and will be maintained all semesters. Evaluation consists of formative assessment based on best practice of library standards. As a result of successfully completing this course, students will be able to demonstrate:

- Willingness to follow directions to accomplish a task and to double check work for completion and adherence to expectations. (Habits of Mind: Meeting Quality Standards, Level 1)
- Pride in and responsibility for learning tasks. (Habits of Mind: Meeting Quality Standards, Level 2)
- Ability to organize time and resources to accomplish a task and double check work for accuracy and craftsmanship. (Habits of Mind: Meeting Quality Standards, Level 3)
- Willingness to seek feedback and correction to attain standards for excellence. (Habits of Mind: Meeting Quality Standards, Level 4)
- Willingness to keep trying and seek help until the task is completed. (Habits of Mind: Persevering, Level 1)
- Ability and willingness to identify and respond to the needs of others. (Habits of Mind: Working Toward Team Goals, Level 1)
- Ability and willingness to use effort as a path to success. (Habits of Mind: Maintaining a Growth Mindset, Level 1)
- Ability and willingness to listen with respect. (Habits of Mind: Listening with Understanding and empathy. (Level 3)

Extra Time Requirement (the equivalent of homework time)

The time commitment of this class amounts to one block per day at 80 minutes/block, 400 minutes per week. Considerations will be made for absences related to sports and other commitments within reason and alternate time(s) will be arranged. Meeting the extra time requirement may happen before school, after school, during a study hall, Saturday hours, or take home projects as needed. Such plans are mutually agreed upon by the student and librarian.

This course may be repeated for additional credit.

ALTERNATIVE COURSE OFFERINGS

Currently Forest Hills Consolidated School offers the following sources for course content, education and credit. These alternative sources range from long distance mail-in supervised coursework, Adult Education and computer/internet based curriculum. These resources are identified as follows:

1. **Advanced Placement for All**--Offered by the Maine Department of Education, AP4ALL provides online Advanced Placement courses free of charge. Students who participate in AP4ALL are taught by Maine certified teachers having had their courses approved by the College Board. The 34 subjects available are: English Language, English Literature, U. S. History, World History, Government and Politics, Comparative, Government and Politics United States, European History, Human Geography, Macroeconomics, Microeconomics, Statistics, Art History, Studio Art 2-D Design, Studio Art 3-D Design, Studio Art Drawing, Biology, Environmental Science, Chemistry, Physics B, Physics C Electricity and Magnetism, Physics D Mechanics, Calculus AB, Calculus CD, Computer Science A, French Language and Culture, Chinese, German, Italian, Japanese, Latin, Spanish, Music Theory, Psychology. Please go to www.collegeboard.com for full course descriptions.

2. **Early college opportunities**-- Students in the state of Maine are allowed to take up to 6 credits of college courses during their junior and senior years. The Maine Department of Education funds many of these opportunities. Some programs available include:

The University of Maine, Orono's Academ-e program which offers college courses online and free of charge except the cost of books

Kennebec Valley Community College offers a tuition-waiver program where students only pay a minimal fee for online or live courses plus the cost of books

UMPI and UMFK both offer online classes for students through the tuition waiver program at reduced cost plus the cost of books

UMF, USM and UMA all offer students live college courses through the tuition waiver program at reduced costs plus the cost of books

4. **Early College for Me-** The State of Maine Community College system sponsors the **ECforME** program which offers high school seniors opportunities to take Community College courses for free and/or earn a scholarship towards Community College. There are a limited amount of slots available.

3. **Correspondence Courses-** students are allowed 2 correspondence classes to count toward their electives during their high school career.

The American School offers traditional long distance mail-in courses which the student pre-pays for. Other online correspondence programs such as **Penn Foster** and **BYU** are available—see guidance counselor for details.

5. The Adult Education office also offers online courses through the **Ed2Go** program (Course Fees apply).

UNIVERSITY OF MAINE SYSTEM STATEMENT OF COLLEGE READINESS

Parents and Students,

The University of Maine System is committed to ensuring that every student who aspires to attend one of Maine's public universities graduates from high school prepared to meet the challenges of college level work.

To that end, the Chief Academic Officers of the System have identified the high school course of study that best prepares graduates for success in college. While the seven campuses have different criteria for admission and placement, they all share a common understanding of what comprises an optimal, college-ready high school transcript. Students who succeed in college and graduate on time usually have the following high school preparation in the core academic areas:

- Four years of English courses that incorporate a variety of texts (fiction, non-fiction, essays, memoirs, journalism) and that emphasize expository and analytic writing skills.

- Four math courses that include at least Algebra 1 and 2, Geometry, Trigonometry or Pre-Calculus taken as separate courses or as an integrated sequence of courses, and a 12th. grade college preparatory math course that provides a solid foundation in quantitative and algebraic reasoning. For those students planning to major in mathematics, science, or a technical or professional field that requires advanced math skills, a pre-calculus or calculus course is strongly recommended.
- At least three years of laboratory science—offered as either separate courses or as integrated core classes—that include the study of biology, chemistry, and physics. Science courses should emphasize the writing of technical reports and the quantitative representations and analyses of data.
- At least three years of history and social science courses that emphasizes the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- At least two years of study in a language other than English.

2016/17 Class Registration Form

STUDENT NAME: _____

GRADE ENTERING: _____

SCHEDULE FOR FALL SEMESTER 2015

BLOCK A		TEACHER INITIALS	
BLOCK B		TEACHER INITIALS	
BLOCK C		TEACHER INITIALS	
BLOCK D		TEACHER INITIALS	

SCHEDULE FOR SPRING SEMESTER 2016

BLOCK A		TEACHER INITIALS	
BLOCK B		TEACHER INITIALS	
BLOCK C		TEACHER INITIALS	
BLOCK D		TEACHER INITIALS	

STUDENT SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

PRINCIPAL/GUIDANCE DIRECTOR SIGNATURE: _____

DATE: _____