

Lisbon High School

Program of Studies

2017-2018



Updated 9/14/15, Revised: 3/9/16, 6/28/17

ACCREDITATION STATEMENT

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

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

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

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

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD
BEDFORD, MA 01730-1433
617-271-0022**

The Lisbon School Department insures equal educational opportunities and affirmative action regardless of race, color, national origin, religion, marital status, age, or handicap. Any person who believes that he or she has been discriminated against shall write to Affirmative Action Officer, 19 Gartley Street, Lisbon, Maine 04250 or call 353-6711.

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INTRODUCTION

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

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

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

LISBON HIGH SCHOOL MISSION STATEMENT

The Lisbon School Department is united with our community to provide a personalized, innovative education for all learners in an ever-changing world.

LISBON HIGH SCHOOL VISION STATEMENT

All students learn in different ways and in different timeframes given the appropriate opportunities and resources.

GUIDING PRINCIPLES

Learning is a life-long endeavor that requires a personal and community investment. Student learning requires complex thinking and problem solving skills to meet the student needs. Educators require ongoing professional development in order to facilitate and model innovative education.

CONNECT - INNOVATE - APPLY

GRADUATION REQUIREMENTS

Twenty (20) credits (Carnegie Units) are required for graduation for the classes of 2018 and 2019. Twenty-two (22) credits are required for graduation for the classes of 2020, 2021 and classes thereafter. Of these credits, 12 ½ must be those specified by the State of Maine. Students are expected to complete the following:

English	4 credits
Social Studies	2 credits
Mathematics	3 credits
Science	3 credits
World Languages	1 credit
Health	½ credit
Fine Arts	1 year
Physical Education	1 year
Computer	must demonstrate proficiency
Electives	4 ½ credits (class of 2018 & 2019)
Electives	6 ½ credits (class of 2020, 2021 and thereafter)

Seniors must show that they have applied to an accredited, degree-granting institution of higher education, military and/or school-to-work transition program approved by Lisbon High School administration.

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

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

At the end of this booklet, on pages 56 to 57, the Lisbon School Department Policy on Graduation Requirements, NEPN/NSBA Code IKF is printed in full.

PROGRAM OF STUDIES

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

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

RECOMMENDED SEQUENCE OF COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English 9	English 10	English 11	English 12
Social Studies - American Citizenship	Mathematics - Geometry	Social Studies - U.S. History	Mathematics - electives
Mathematics - Algebra I	Science - Biology	Mathematics - Algebra II	Science - electives
Science - Physical Science	World Language	Science - Chemistry	Social Studies - electives
Computer	Health	World Language	
World Language			
Fine Arts			
Physical Education			
	1 or more electives	1 or more electives	1 or more electives
	(i.e. PE, Fine Arts, Music, Computers, etc.)	(i.e. PE, Fine Arts, Music, Computers, etc.)	(i.e. PE, Fine Arts, Music, Computers, etc.)

IF YOU HAVE ANY QUESTIONS ON WHAT TO TAKE FOR CLASSES - CHECK WITH YOUR GUIDANCE COUNSELOR

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

1. Fulfilling the required courses and credits outlined in this booklet.
2. Attending Lewiston Regional Technical Center or Region 10 in Brunswick for training in specific areas (11th and 12th grade)
3. Consulting your Guidance Counselor about requirements for specific colleges and schools or for particular careers.
4. Planning as far ahead as you can.

GRADING SYSTEM

Lisbon High School uses a standards based grading system of the class of 2017, 2018, 2019 and all classes thereafter. The passing grade for courses is a 2.5 The following is a description of scores:

- | | |
|---|---|
| 4 | Consistently shows a thorough understanding, in-depth inferences and applications that go beyond what is taught |
| 3 | Consistently shows a clear understanding of the important concepts and/or skills that were explicitly taught and was able to give examples. |
| 2 | Shows a basic understanding of the concepts and skills, but may have difficulty with complex material. |
| 1 | Shows little understanding of the concepts and/or skills. |

HONOR ROLL RECOGNITION

Honor Roll Recognition status is awarded at two levels: High Honor Roll and Honor Roll Recognition. The following criteria will be followed for the classes of 2018, 2019 and beyond:

1. High Honor Roll will be awarded for a 3.5-4.0 average or higher.
2. Honor Roll will be awarded for a 3.0-3.4 average or higher.
3. A score lower than 3 in any class will disqualify a student from both levels.
4. In order to be eligible for Honor Roll status, a student must be enrolled in a minimum of five (5) graded classes.

INDEPENDENT STUDY

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

In general, we expect that students must take their classes at Lisbon High School in order to fulfill their graduation requirements. Students are allowed to pursue academic enrichment activities not available at our school with administrative approval. Some of the options available include: summer school, adult education, correspondence courses, college/university courses, and independent study options sponsored by a member of the faculty and approved by the principal. All of these options must be from an accredited educational institution.

An independent study form must be filled out and given to a Guidance Counselor. Each request is reviewed individually and administrative approval may be granted providing the request adds to, not detracts from, the

student's educational goals and requirements. All independent study options must be approved in advance or no credit will be awarded. In no case may a student be allowed more than four "out of school" credits to be applied to graduation requirements.

ADD / DROP

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

- 1. The courses selected during spring scheduling are the courses you will likely be enrolled in for the following year.**
- 2. Once a school year starts, and following the 2 week ADD/DROP period, changes will not be permitted without administrative approval.**
- 3. Students who wish to withdraw from a course must still be carrying five (5) courses after the request to drop a course has been approved.**
- 4. Students who receive approval to withdraw from a course will not receive any academic credit for the course being dropped.**
- 5. Students must complete the ADD/DROP form and obtain appropriate signatures.**
- 6. Parents must acknowledge all changes by signing the ADD/DROP form.**
- 7. Courses dropped after the 2 week ADD/DROP period will appear on a transcript and will be listed as a "W" for withdrawal.**

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

HONORS / ADVANCED PLACEMENT (AP) COURSES

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

GIFTED AND TALENTED STUDENTS

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

VIRTUAL HIGH SCHOOL COLLABORATIVE

For students who are self-motivated and willing to explore e-learning:

- Most of the classes are semester classes
- You will be assigned a study hall and you will need to request permission to go to the lab.
- You must have a recommendation from the VHS Coordinator/Counselor
- You must show a solid history of completing homework on time

ART

FINE ART

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

ARTS LITERACY
CREATION, PERFORMANCE, AND EXPRESSION
CREATIVE PROBLEM- SOLVING
AESTHETICS AND CRITICISM
VISUAL ARTS RELATING TO OTHER ARTS AND DISCIPLINES

The Lisbon High School Art Curriculum reflects the Maine Learning Results:

VISUAL ARTS

A. Disciplinary Literacy

- 1. Artist's Purpose**
- 2. Elements of Art and Principles of Design**
- 3. Media, Tools, Techniques, and Processes**

B. Creation, Performance, and Expression

- 1. Media Skills**
- 2. Composition Skills**
- 3. Making Meaning**
- 4. Exhibition**

C. Creative Problem-Solving

- 1. Application of Creative Process**

D. Aesthetics and Criticism

- 1. Aesthetics and Criticism**

E. Visual and Performing Arts Connections

- 1. The Arts and History and World Cultures**
- 2. The Arts and Other Disciplines**
- 3. Goal-Setting**
- 4. Impact of the Arts on Lifestyle and Career**
- 5. Interpersonal Skills**

ART (CONTINUED)

ART FOUNDATIONS F-S

GRADES: 9-12

ONE SEMESTER – ½ CREDIT

Course Description:

These are sequential introductory courses designed to expose the student to the variety of media and art forms with an integration of creative expression, cultural heritage and criticism and aesthetics. Working with the various elements and principles of art, students will gain knowledge of visual order and composition. An assortment of art media will be introduced including drawing materials, paints, printing materials, clay, and mixed media.

The Art Foundations courses address the following standards:

1. Define and apply the elements and principles of art and other art vocabulary.
2. Demonstrate the importance of practice when developing art skills.
3. Create artwork using the elements and principles of art.
4. Demonstrate features of composition.
5. Create original artworks using media, tools, techniques and processes.
6. Create artwork that communicates ideas, feelings, and meanings.
7. Prepare and help exhibit their artwork in school and other public settings.
8. Articulate the ideas behind their artwork.
9. Apply creative thinking skills, problem-solve, and brainstorm ideas to create and improve their own artwork and/or the work of others.
10. Analyze, interpret, and expand knowledge and understand about art movements, periods, and artists.
11. Evaluate, compare, critique their artwork and the artwork of others.
12. Compare personal opinion and an educated judgment.
13. Compare relationships and make connections among the arts and other disciplines, such as history and world culture.
14. Analyze the characteristics and purposes of artwork.
15. Explain the impact and importance of the arts.

Criteria for Acceptance in the Course:

Art Foundations F: Open to all 9-12 grades with preference given to upperclassmen and students who might want to pursue a career in visual art.

Art Foundations S: Successful completion of Art Foundations F

Expectations for Student Performance:

Students will develop and improve visual communication and skills through weekly sketchbook/visual journal assignments-- both assigned and student choice. Students will read, write, listen, and discuss art, artists, art movements, and other related topics. Students will complete a variety of artworks using a variety of media in class.

Means for Measuring Student Achievement:

Portfolio of artwork and assignments completed in class

Sketchbook/Visual Journal entries

Written work

Discussions and critiques

Tests/Quizzes

ART (CONTINUED)

POTTERY F-S

GRADES: 9-12

ONE SEMESTER – ½ CREDIT

Course Description:

This course provides students the opportunity to work intensely with clay. Students will be introduced to a variety of hand building techniques, and an assortment of glazing techniques. While incorporating the elements and principles of art, a personal approach to clay and design will be encouraged. The study of contemporary potters and clay artists as well as the historical significance of clay objects will be explored.

Criteria for Acceptance in the Course:

Pottery F: Open to all 9-12 grades with preference given to upperclassmen and students who might want to pursue a career in visual art.

Pottery S: Successful Completion of Pottery F.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Portfolio of artwork and assignments completed in class

Preparation sketches

Written work

Discussions and critiques

Tests/Quizzes

POTTERY II F-S

GRADES: 9-12

ONE SEMESTER – ½ CREDIT

Course Description:

This advanced level course provides students the opportunity to continue to work intensely with clay. Students will continue to work with a variety of hand building techniques as well as the potter's wheel, and an assortment of glazing techniques. While incorporating the elements and principles of art, a personal approach to clay and design will be encouraged. The study of contemporary potters and clay artists as well as the historical significance of clay objects will be explored.

Criteria for Acceptance in the Course:

Pottery II F: Open to all 10-12 grades who have completed pottery I, with preference given to upperclassmen and students who might want to pursue a career in visual art.

Pottery II S: Successful completion of Pottery II F.

ART (CONTINUED)

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Portfolio of artwork and assignments completed in class
Preparation sketches
Written work
Discussions and critiques
Tests/Quizzes

PHOTOGRAPHY F-S	GRADES: 9-12
ONE SEMESTER – ½ CREDIT	

Course Description:

In the fall semester of Photography students will explore alternative black and white photography processes, including cyanotypes, photograms, and pinhole photography. Students will build knowledge and understanding of the history of photography its processes. Students will also gain an understanding of photography as a fine art and a form of communication through exploring the elements and principles of art and creating artworks that use manipulated photographs. The spring semester will focus on camera use, film development, and printing. Students will continue to develop understanding of photography aesthetics studying photographers both past and contemporary and creating artworks that incorporate photographs. Students are encouraged to have access to a manual 35mm camera but this is not a requirement.

Criteria for Acceptance in the Course:

Photography F: Open to all 9-12 grades with preference given to upperclassmen and students who might want to pursue a career in visual art.
Photography S: Successful completion of Photography F.

Expectations for Student Performance:

Students will take photographs and create artworks incorporating photographs and photographic processes. Students will read, discuss, and write about photography topics and the elements and principles of art. Students will expand their knowledge about photography through various means including video, reading, writing, creating artwork and completing a variety of photography assignments in class.

Means for Measuring Student Achievement:

Portfolio of photographs and artwork completed in class
Discussion and critiques
Tests/Quizzes
Written work

ART (CONTINUED)

STUDIO ART F-S

GRADES: 10-12

ONE SEMESTER – ½ CREDIT

Course Description:

In both the fall and spring semesters students continue to address the Art Foundations standards on a more advanced, complex level. The purpose of these courses is to reinforce the basic skills and knowledge introduced in the Art Foundations course and to offer more advanced art experiences in various media. It is designed for students who wish to further develop their skills, work habits, and interests in art while also increasing their understanding of art, artists, art history, and art materials.

Criteria for Acceptance in the Course:

Studio Art A: Open to all 9-12 grades with preference given to upperclassmen and students who might want to pursue a career in visual art.

Studio Art B: Successful completion of Studio Art A.

Expectations for Student Performance:

Students will maintain a sketchbook. Students will expand their knowledge about art, artists, art movements, and media through various means including video, reading, writing, and completing a variety of art assignments in class.

Means for Measuring Student Achievement

Portfolio of artwork and assignments completed in class

Sketchbook/Visual Journal entries

Written work

Discussions and critiques

Tests/Quizzes

**ADVANCED PLACEMENT STUDIO
ART: 2D DESIGN, 3D DESIGN, AND
DRAWING**

GRADES: 10-12

FULL YEAR - 1 CREDIT

Course Description:

Advanced Placement Studio Art is intended for the motivated students who are seriously interested in the study of art. Through the creation of works that exhibit quality, concentration, and a broad exploration of artistic concepts, art movements and media use, the student prepares a portfolio. Students who register for the Advanced Placement Studio Art will present their portfolio as part of the examination through the College Board.

Criteria for Acceptance in the Course:

Open to all 10-12 grades with preference given to upperclassmen and students who might want to pursue a career in visual art.

Expectations for Student Performance:

Students will be expected to research art movements, styles, and artists in books, Internet, videos, magazines, exhibits, etc. Students will maintain a sketchbook and do regular studio work at home. Students need to be highly

ART (CONTINUED)

motivated and committed to the study of art and their own individual artistic growth. Class participation in critiques, sharing of ideas and developing a portfolio is an important aspect of this class. Students are expected to take the Advanced Placement Exam in the spring.

Means for Measuring Student Achievement:

Portfolio of artwork and assignments completed in class
Sketchbook/Visual Journal entries
Written work
Discussions and critiques
Tests/Quizzes

THEATRE ARTS F-S

GRADES: 9-12

ONE SEMESTER – ½ CREDIT

Course Description:

This is an introductory course designed to provide students with the knowledge and skills necessary to continue studies at the college level, pursue theatre as an avocation, and/or become educated audience members. The focus of the course is on enhancing perception, interpretations, and performance: understanding heritage and tradition; understanding influences of theatre, film, television, and technology; reflecting and evaluating personal work and the work of others.

Criteria for Acceptance in the Course:

Theatre Arts F: Open to all 9-12 grade students with preference given to upperclassmen and students who might want to pursue a career in the performing arts.

Theatre Arts S: Successful completion of Theatre Arts F

Expectations for Student Performance:

Students will explore the historical and aesthetic evolution of theatre by studying the works of significant artists. Students will analyze all text and subtext in a script to reveal physical, emotional, intellectual, and social dimensions of characters from various genres. Students will keep a portfolio to demonstrate basic principles of theatrical design, such as unity, balance, proportion, and color. Students explore their understanding by building three-dimensional models of sets and scenery; drafting floor plans; and drawing set elevations. Class participation will include warm-up exercises and performances to develop control of movement, voice, and timing. Students will be expected to do regular preparation for studio projects at home, including reading scripts, doing sketches, and rehearsing scenes.

Means for Measuring Student Achievement:

Performance projects completed in class
Written Work
Ensemble work
Tests/Quizzes

COMPUTER TECHNOLOGY

The Lisbon High School Computer Technology addresses the Maine Learning Results through the following standards:

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

D. BALANCING RESPONSIBILITIES

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

COMPUTER APPLICATIONS

GRADES: 9-12

ONE SEMESTER – ½ CREDIT

Course Description:

Students will learn how to create word processing documents, spreadsheets, charts and graphs, and presentations. This class is intended for all students in order to effectively function and work in today's 21st Century society. Learning is accomplished in a self-paced lab environment with students completing lessons in each topic area above. This course fulfills the graduation requirement for technology.

Criteria for Acceptance in the Course:

Students need a working knowledge of computers and software. Keyboarding familiarity is recommended.

Expectations for Student Performances:

Students are expected to progress in skill and demonstrate entry-level proficiency in each software package as outlined above.

Means for Measuring Student Achievement:

Students are expected to successfully complete lessons, quizzes and exams

DESKTOP PUBLISHING

GRADES: 9-12

ONE SEMESTER - ½ CREDIT

Course Description

Students will learn how to create professionally designed flyers, brochures, posters, etc, following standard design principles of graphic arts. This class is intended for students with an artistic interest in professional graphic design. Learning is accomplished in a project based, self-paced lab environment. This course fulfills the graduation requirement for technology.

Criteria for Acceptance

Students need a working knowledge of computers and software and a strong interest in artistic design of print media. Keyboarding familiarity is recommended.

Expectations for Student Performance

Students are expected to progress in skill as demonstrated through completion of projects.

Means for Measuring Student Achievement

Students are expected to successfully complete a variety of design projects.

ENGLISH DEPARTMENT

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

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

The Lisbon High School English curriculum addresses the following standards:

1. Understand key ideas and details in a text.
2. Analyze how craft and structure develop meaning in a text.
3. Produce written pieces that develop a clear purpose with relevant details and evidence.
4. Structure and organize a piece of writing to create coherence and flow.
5. Use stylistic techniques to develop voice and purpose in a written piece.
6. Use the writing process to plan and revise written pieces within an established timeline.
7. Participate effectively in discussions.
8. Deliver information in a presentation appropriate to task and audience.
9. Develop new vocabulary and recognize language usage in context.
10. Demonstrate a command of the conventions of English including grammar, mechanics, and MLA style.

REQUIRED ENGLISH CLASSES

Lisbon High School requires students to earn four English credits to graduate. Each required English course is broken into a fall semester (F) and a spring semester (S). Students earn $\frac{1}{2}$ a credit upon successful completion of each semester. The only exceptions to this are the Advanced Placement (AP) courses, which are full-year courses earning a whole credit.

Students in ninth and tenth grades can choose between academic-level courses and honors-level courses. The curricula and learning objectives for both levels are the same; however, the pacing and depth of instruction at the honors level are designed for motivated and high achieving students with strong reading and writing skills. Students in eleventh and twelfth grade have the option of taking either academic-level courses or Advanced Placement English courses. AP English courses are accelerated college-level courses designed to challenge highly motivated students who have excellent literacy skills. These students generally take the AP exam offered by the College Board in May and may have the opportunity to earn college credit depending on their scores and the college they matriculate. The chart below outlines students' option in each year.

Grade 9	Grade 10	Grade 11	Grade 12
Conceptual English 9 F/S English 9 Academic F/S OR English 9 Honors F/S	Conceptual Engl. 10 F/S English 10 Academic F/S OR English 10 Honors F/S	Conceptual Engl. 11 F/S English 11 Academic F/S OR AP Language	Conceptual Engl. F/S English 12 Academic F/S OR AP Literature

ENGLISH (CONTINUED)

**ENGLISH 9-F
ACADEMIC or HONORS**

GRADE 9 FALL

ONE SEMESTER – ½ CREDIT

Course Description:

This course is divided into two distinct units. In the first unit, students will engage with nonfiction texts that help to inform them about topics of interest. As they read, they will study the structures and techniques that non-fiction authors use to develop their ideas and clearly communicate with their audience. Students will then write their own expository pieces with a focus on clear structure and organization of ideas.

The second unit of semester one is designed to introduce the students to the concept and process of research. This unit is intended to teach students the basic skills that will be reinforced and expanded in subsequent years. Students will use the skills they learn to complete a five-paragraph essay in which they organize research to support a stated argument or central idea.

Criteria for Acceptance in the Course:

Academic: Demonstrated proficiency in grade eight English standards

Honors: Teacher recommendation based on proven academic success in previous English classes

Expectations for Student Performance:

Cite direct and indirect evidence to analyze how the interaction of textual details develops a central idea; write narratives with clearly developed story elements; write expository texts that develop the topic and organize content in a manner appropriate to purpose, audience, and task; show evidence of planning, revising, and editing that takes into account the feedback of peers and teachers; participate effectively in discussions by responding to questions, making connections, and justifying views with evidence

Means for Measuring Student Achievement:

Personal narrative; expository essays; quizzes; skill checks; discussions; self-assessments

**ENGLISH 9-S
ACADEMIC or HONORS**

GRADE 9 SPRING

ONE SEMESTER – ½ CREDIT

Course Description:

The second unit of this semester is focused on the comprehension and analysis of full-length works of fiction and the development of literary arguments that explore the impact of important elements within the text.

Criteria for Acceptance in the Course:

Academic: Demonstrated proficiency in grade eight English standards

Honors: Teacher recommendation based on proven academic success in previous English classes

Expectations for Student Performance:

Show evidence of planning, revising, and editing that takes into account the feedback of peers and teachers; synthesize relevant information from a variety of reliable sources to answer research questions; cite source information, both in line and generally, using a standard format; deliver information in a presentation that is appropriately developed and organized for purpose, audience, and task; use voice and body language in a manner appropriate to audience, purpose, and task; use digital media to focus presentation in an aesthetic manner; produce writing that conforms to the guidelines of MLA style; cite direct and indirect evidence to analyze how the interaction of textual details develops a central idea; analyze the representation of the same subject in two mediums to determine how each emphasizes different details; write effective arguments that introduce and

ENGLISH (CONTINUED)

develop clear relationships among relevant claims, reasons, and evidence

Means for Measuring Student Achievement:

Five-paragraph essays; works cited pages; MLA in-text citations; presentation using digital media

ENGLISH 10-F

ACADEMIC or HONORS

GRADE 10 FALL

ONE SEMESTER – ½ CREDIT

Course Description:

This unit is designed to reinforce and extend the research knowledge and skills that students learned as freshmen. Students will be expected to apply the knowledge and skills they acquire by writing a research paper that focuses on a personal long-term goal that students want to achieve (i.e. a career goal or endeavor involving travel, physical fitness, character growth, etc.) that will have a positive impact on themselves and society

Criteria for Acceptance in the Course:

Academic: Successful completion of English 9

Honors: Successful completion of English 9 Honors or teacher recommendation

Expectations for Student Performance:

Analyze an author's choice of diction, syntax, and figurative language to determine how it impacts meaning and tone; Use techniques such as structure, syntax, figurative language, and imagery to enhance creative writing; Participate effectively in discussions by posing questions, building on and challenging ideas, making connections, and justifying views with evidence; Determine the meaning of unknown words using clues such as context, roots, and affixes; Analyze figurative language and nuance in a text to determine meaning; Cite direct and indirect evidence to analyze how the interaction of textual details develops a central idea; Write effective arguments that introduce and develop clear relationships among relevant claims, reasons, and evidence; Maintain a style and tone appropriate to formal writing; Use a variety of transitions to link and clarify the relationships between ideas; Show evidence of planning, revising, and editing that takes into account the feedback of peers and teachers; Integrate relevant information in a variety of ways (quoting, paraphrasing, summarizing) to maintain the flow of ideas; Demonstrate command of the conventions of English grammar and mechanics in writing and speaking as appropriate to task; Produce writing that conforms to the guidelines of MLA style.

Means for Measuring Student Achievement:

Short analytical responses; quizzes and tests; discussion; narrative short story; formal literary essay; Mid-term Examination.

ENGLISH 10-S

ACADEMIC or HONORS

GRADE 10 SPRING

ONE SEMESTER – ½ CREDIT

Course Description:

Students will examine how authorial choices concerning language and structure (style) impact the tone and meaning of a text. Students will develop their own writing that seeks to convey tone and meaning through the deliberate choice of specific stylistic techniques. Students will ultimately produce a short story using stylistic techniques to convey meaning and tone. Next, students will read, analyze, and evaluate novels and write formal

ENGLISH (CONTINUED)

essays that explore how the central ideas of literary texts are developed. This unit reinforces and builds upon skills learned in previous literary analysis and writing units. In the next unit, students will compare and contrast similar themes across multiple texts to explore the shift or consistency of perspectives across cultures and eras. Students will discover how familiarity with a broader base of cultural and historical knowledge can impact their understanding of a text. This will be accomplished through presentations.

Criteria for Acceptance in the Course:

Academic: Successful completion of English 9

Honors: Successful completion of English 9 Honors or teacher recommendation

Expectations for Student Performance:

Write expository texts that develop the topic and organize content in a manner appropriate to purpose, audience, and task; Show evidence of planning, revising, and editing that takes into account the feedback of peers and teachers; Synthesize relevant information from a variety of reliable sources to answer self-generated research questions; Integrate relevant information in a variety of ways (quoting, paraphrasing, summarizing) to maintain the flow of ideas; Cite source information, both in line and generally, using a standard format; Demonstrate command of the conventions of English grammar and mechanics in writing and speaking as appropriate to task; Cite direct and indirect evidence to analyze how the interaction of textual details develops a central idea; Analyze the representation of the same topic or theme in two texts, including how one text draws on material from the other; Participate effectively in discussions by posing questions, building on and challenging ideas, making connections, and justifying views with evidence; Deliver information in a presentation that is appropriately developed and organized for purpose, audience, and task; Use voice and body language in a manner appropriate to audience, purpose, and task; Use digital media in a presentation to enhance the audience's understanding of the content

Means for Measuring Student Achievement:

Research outline, paper, and works cited; planning artifacts; presentation; short analytical responses; online forum; discussion; quizzes; Final Examination

ENGLISH 11-F ACADEMIC	GRADE 11 FALL
ONE SEMESTER – ½ CREDIT	

Course Description:

In the first semester, students will study established techniques of argument and rhetoric. They will learn how to effectively use said techniques in the analysis and creation of argumentative works, including advertisements and speeches. Students will work individually and in groups to produce these works in a variety of mediums.

Criteria for Acceptance in the Course:

Academic: Successful completion of English 9 and English 10

Honors: Successful completion of English 9 Honors and English 10 Honors or teacher recommendation

Expectations for Student Performance:

Students will read texts independently in adherence to an assigned reading schedule; participate respectfully in group discussion; complete both on-demand and extended writing assignments; conduct formal research projects and presentations; demonstrate correct and effective use of grammar and mechanics; effectively employ the writing process to plan, edit, and revise; acquire and use new vocabulary.

Means for Measuring Student Achievement:

Practice Exercises/Assignments; Class Participation; Informal Writing/Journals; Formal Writing/Essays; Group Discussions; Oral Presentations/Debate; Quizzes and Tests; Midterm Examination

**ENGLISH 11-S
ACADEMIC**

GRADE 11 SPRING

ONE SEMESTER – ½ CREDIT

Course Description:

In the second semester, students will identify local or global issues of interest and conduct research to understand their causes and their impact on the community. They will develop formal research papers and multi media presentations that explore the issues and generate proposals to effect change.

Criteria for Acceptance in the Course:

Academic: Successful completion of English 9 and English 10

Honors: Successful completion of English 9 Honors and English 10 Honors or teacher recommendation

Expectations for Student Performance:

Students will read texts independently in adherence to an assigned reading schedule; participate respectfully in group discussion; complete both on-demand and extended writing assignments; conduct formal research projects and presentations; demonstrate correct and effective use of grammar and mechanics; effectively employ the writing process to plan, edit, and revise; acquire and use new vocabulary.

Means for Measuring Student Achievement:

Practice Exercises/Assignments; Class Participation; Informal Writing/Journals; Formal Writing/Essays; Research Projects; Group Discussions; Oral Presentations; Quizzes and Tests; Final Examination

**ENGLISH 12-F
ACADEMIC**

GRADE 12 FALL

ONE SEMESTER – ½ CREDIT

Course Description:

In the first semester of this course, students will study the techniques employed by authors in various genres (short stories, plays, poems). Students will read and discuss these texts, analyzing authorial choices such as point of view, word choice, structure, and figurative language. Students will then produce original works that make use of these techniques to achieve a desired result.

Criteria for Acceptance in the Course:

Successful completion of English 9, English 10, and English 11

Expectations for Student Performance:

Students will read texts independently in adherence to an assigned reading schedule; participate respectfully in group discussion; complete both on-demand and extended writing assignments; conduct formal research projects and presentations; demonstrate correct and effective use of grammar and mechanics; effectively employ the writing process to plan, edit, and revise; acquire and use new vocabulary.

Means for Measuring Student Achievement:

Practice Exercises/Assignments; Class Participation; Informal Writing/Journals; Formal Writing/Essays; Research Projects; Group Discussions; Oral Presentations; Quizzes and Tests; Midterm Examinations

ENGLISH (CONTINUED)

**ENGLISH 12-S
ACADEMIC**

GRADE 12 SPRING

ONE SEMESTER – ½ CREDIT

Course Description:

In the second semester of this course, students will read and discuss multiple full-length texts, analyzing how the authorial choices they explored in the first semester help to develop themes. They will then construct formal written arguments interpreting the manner by which authors develop themes.

Criteria for Acceptance in the Course:

Successful completion of English 9, English 10, and English 11

Expectations for Student Performance:

Students will read texts independently in adherence to an assigned reading schedule; participate respectfully in group discussion; complete both on-demand and extended writing assignments; conduct formal research projects and presentations; demonstrate correct and effective use of grammar and mechanics; effectively employ the writing process to plan, edit, and revise; acquire and use new vocabulary.

Means for Measuring Student Achievement:

Practice Exercises/Assignments; Class Participation; Informal Writing/Journals; Formal Writing/Essays; Research Projects; Group Discussions; Oral Presentations; Quizzes and Tests; Final Examinations

**ADVANCED PLACEMENT ENGLISH
LANGUAGE AND COMPOSITION**

GRADE 11

FULL YEAR - 1 CREDIT

Course Description:

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students learn how to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, to cite sources using conventions recommended by professional organizations, and to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skill in reading.

Criteria for Acceptance in the Course:

Successful completion of English 9 Honors and English 10 Honors or teacher recommendation

Expectations for Student Performance:

Students will analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques; apply effective strategies and techniques in their own writing; create and sustain arguments based on readings, research and/or personal experience; write for a variety of purposes; produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions; demonstrate understanding and mastery of standard written English as well as stylistic maturity in

ENGLISH (CONTINUED)

their own writings; demonstrate understanding of the conventions of citing primary and secondary sources; move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review; write thoughtfully about their own process of composition; revise a work to make it suitable for a different audience; analyze image as text; and evaluate and incorporate reference documents into researched papers

Means of Measuring Student Achievement:

Practice Exercises/Assignments; Class Participation; Informal Writing/Journals; Formal Writing/Essays; Research Projects; Group Discussions; Oral Presentations; Quizzes and Tests; Midterm/Final Examinations

**ADVANCED PLACEMENT ENGLISH
LITERATURE AND COMPOSITION**

GRADE 12

FULL YEAR - 1 CREDIT

Course Description:

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of works from various genres and periods, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. In addition to considering a work's literary artistry, students reflect on the social and historical values it embodies. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Although critical analysis makes up the bulk of student writing for the course, well-constructed creative writing assignments help students sharpen their understanding of what writers have accomplished and deepen their appreciation of literary artistry.

Criteria for Acceptance in the Course:

Successful completion of English 9 Honors, English 10 Honors, and AP Language or teacher recommendation

Expectations for Student Performance:

Students will read literature from a wide variety of genres and periods; analyze structure, style, theme, figurative language, imagery, symbolism, and tone; analyze social and historical values; participate in discussions of reading; write frequently for a variety of purposes; use a wide-ranging vocabulary with denotative accuracy and connotative resourcefulness; use a variety of sentence structures, including appropriate use of subordinate and coordinate constructions; use a logical organization, enhanced by specific techniques of coherence such as repetition, transitions and emphasis; use a balance of generalization with specific illustrative detail; make effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

Means of Measuring Student Achievement:

Practice Exercises/Assignments; Class Participation; Informal Writing/Journals; Formal Writing/Essays; Timed Essays; Research Projects; Group Discussions; Oral Presentations; Quizzes and Tests; Midterm/Final Examinations.

ELECTIVE ENGLISH CLASSES

CREATIVE WRITING

GRADES 10-12
(as offered)

ONE SEMESTER - ½ CREDIT

Course Description:

In this course you will be allowed to let your imagination run wild. You will be writing several different pieces to develop a setting, create characters, and outline your plot and conflict in order to create the framework for a larger novel or short story. To do well in this class you must be prepared to talk about your idea, listen to other ideas and give constructive feedback, write, revise and edit your work and the work of others, and share what you have written with classmates and others. This class may have a fantasy/sci-fi twist depending on scheduling and interest.

Criteria for Acceptance in the Course:

Successful completion of English 9

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Portfolio; Class Participation; Projects

PUBLIC SPEAKING

GRADES 10-12
(as offered)

ONE SEMESTER - ½ CREDIT

Course Description:

This course provides instruction and experience in the preparation and delivery of speeches. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

Criteria for Acceptance in the Course:

Successful completion of English 9

Expectations for Student Performance:

Students are required to produce speeches for a variety of purposes and deliver them to the class and/or other authentic audiences.

Means for Measuring Student Achievement:

Portfolio; Class Participation; Oral Presentations

ENGLISH (CONTINUED)

FILM STUDIES

**GRADES 10-12
(as offered)**

ONE SEMESTER - ½ CREDIT

Course Description:

In this course you would be expected to: learn the five major elements of film and the techniques that go in to using each element; study the history of film and how it's changed throughout history, and analyze the cultural context for major changes; write analysis essays about the five elements of film and their impact on tone and theme, sometimes comparing elements between two films; keep records of elements in film as you watch to help prepare for detailed assessments. This is a writing-intensive course and requires strong participation and attendance in class in order to be successful. If you are not present when part of the film is shown, you will need to come in promptly (as coordinated with your instructor) to watch the missed section, or find outside means to access the footage.

Criteria for Acceptance in the Course:

Successful completion of English 9

Expectations for Student Performance:

Students are required to produce regular contributions to the school newspaper

Means for Measuring Student Achievement:

Portfolio; Class Participation and Teamwork; Articles for School Newspaper

WORLD MYTHOLOGY

**GRADES 10-12
(as offered)**

ONE SEMESTER - ½ CREDIT

Course Description:

This course provides an introduction to popular mythological tales from various parts of world including Greek, Norse, Middle Eastern, African, and American mythologies. Students study the elements of the myths, looking for details that reveal what was important to these cultures at the time the myths were written. They identify the archetypes that span culture and time and discuss the ideals that unify people across the world.

Criteria for Acceptance in the Course:

Successful completion of English 9

Expectations for Student Performance:

Students will analyze world myths using Campbell's mono-myth structure and Jung's narrative archetypes as well as produce writing of their own which employs these structures. Students will also use discussion, informal writing, and formal writing to compare myths and discuss their significance to modern audiences.

Means for Measuring Student Achievement:

Essays; Class Participation; Oral Presentations

MATHEMATICS

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

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

Conceptual Algebra 1
Academic Algebra 1
Honors Algebra 1
Conceptual Geometry
Academic Geometry
Honors Geometry
Conceptual Algebra 2
Academic Algebra 2
Honors Algebra 2
Conceptual Algebra 3
Advanced Mathematics with Trigonometry
Honors Pre-Calculus
Advanced Placement Calculus
Advanced Placement Statistics

College Entrance Requirements

Almost all four-year colleges and business schools require at least three years of high school mathematics for admission. In the Lisbon High School curriculum Algebra 1, Geometry, and Algebra 2 meet these requirements. Many two-year technical colleges require Algebra 2. A few liberal arts colleges and technical schools may require a fourth year of high school mathematics beyond Algebra 2.

The Lisbon High School Mathematics Curriculum addresses the National Common Core Standards.

CONCEPTUAL ALGEBRA 1

GRADE 9

FULL YEAR - 1 CREDIT

Course Description:

This course covers the core concepts of Algebra 1 with a concentrated focus on skill building. Algebra is the study of the properties of the real number system. Specific topics include properties of the real numbers, equations and inequalities, graphs, polynomials, exponents, linear functions, and problem solving applications.

Criteria for Acceptance in the Course:

Recommendation of teacher

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

ACADEMIC ALGEBRA 1

GRADES 9 – 10

FULL YEAR - 1 CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

Recommendation of teacher

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

HONORS ALGEBRA 1

GRADE 9

FULL YEAR - 1 CREDIT

Course Description:

Algebra is the study of the properties of the real number system. Specific topics include properties of the real numbers, equations and inequalities, graphs, polynomials, factoring, rational expressions and equations, exponents, radicals, linear and quadratic functions, and problem solving applications. This is a course for well-motivated and high achieving students

Criteria for Acceptance in the Course:

Recommendation of mathematics teacher

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

CONCEPTUAL GEOMETRY

GRADES 10-12

FULL YEAR - 1 CREDIT

Course Description:

This course is designed to help students discover, learn and apply geometry. This course will present the same geometry concepts presented in Academic Geometry without the rigor of formal proof. Students will need a scientific calculator.

Criteria for Acceptance in the Course:

Successful completion of Algebra I

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

ACADEMIC GEOMETRY

GRADES 10-12

FULL YEAR - 1 CREDIT

Course Description:

This is a traditional course in Euclidean plane geometry. Inductive and deductive reasoning are used to study various geometric topics, which include points, lines, planes, angles, polygons, parallelism, perpendicularity, congruency, similarity, circles, spheres, solids, and right triangle trigonometry. This course will offer a practical setting in which to use arithmetic and algebraic skills. Direct (two column), indirect, and algebraic proofs are explored but with less emphasis than in Geometry Honors. Students will need a scientific calculator.

Criteria for Acceptance in the Course:

Successful completion of Algebra I.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

HONORS GEOMETRY

GRADES 9-11

FULL YEAR - 1 CREDIT

Course Description:

This is a demanding course in traditional Euclidean plane and solid geometry. Topics will include all that are listed in Geometry but in greater depth and detail. This is a course for well-motivated and high achieving students. Students will need a scientific calculator.

Criteria for Acceptance in the Course:

Successful completion of Algebra I and teacher recommendation

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

CONCEPTUAL ALGEBRA 2

GRADES 11-12

FULL YEAR - 1 CREDIT

Course Description

This course covers the core concepts of Algebra 2. Algebra 2 reviews and expands topics from Algebra 1. Topics include functions, graphing linear and quadratic equations, and inequalities, exponents, probability, statistics, and radicals. Students will need a scientific calculator.

Criteria for Acceptance in the Course:

Successful completion of Algebra I and Geometry.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

ACADEMIC ALGEBRA 2

GRADES 10-12

FULL YEAR - 1 CREDIT

Course Description:

Algebra 2 reviews and expands topics from Algebra 1. Topics include functions, graphing linear and quadratic equations, and inequalities, exponents, probability, statistics, and radicals. Students will need a scientific calculator.

Criteria for Acceptance in the Course:

Successful completion of Algebra I and Geometry

Expectations for Student Performance

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

Means for Measuring Student Achievement:

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

HONORS ALGEBRA 2

GRADES 10-12

FULL YEAR - 1 CREDIT

Course Description:

After a review of the real number system and the basics of Algebra 1, the following topics are covered: complex numbers, functions in general and the linear, quadratic, polynomial, and exponential functions in particular. Additional topics include logarithmic functions, coordinate geometry, and determinants.

Criteria for Acceptance in the Course:

Successful completion of Algebra I, Geometry, and teacher recommendation

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

CONCEPTUAL ADVANCED MATH

GRADES 11-12

FULL YEAR - 1 CREDIT

Course Description:

This course covers the core concepts of Algebra 3. This course reviews, extends, and applies topics from Algebra 2, including trigonometry, systems of equations, determinants, matrices, exponents, radicals, and logarithms. Students will need a scientific calculator.

Criteria for Acceptance in the Course:

Successful completion of Algebra 2

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

ADVANCED MATHEMATICS WITH TRIGONOMETRY

GRADES 11-12

FULL YEAR - 1 CREDIT

Course Description:

This course provides a strong background for further studies in mathematics and related areas. A review and extension of topics from Algebra 2 are included. The function is the underlying and unifying concept of the topics in this course. All the function topics from Algebra 2 are revisited and expanded. Additional topics include polynomial functions, trigonometry, symmetry and curve sketching.

Criteria for Acceptance in the Course:

Successful completion of Algebra 2

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

HONORS PRE-CALCULUS

GRADES 11-12

FULL YEAR - 1 CREDIT

Course Description:

This course provides a strong background for further studies in mathematics and related areas. A review and extension of topics from Honors Algebra 2 are included. The function is the underlying and unifying concept of the topics in this course. All the function topics from Honors Algebra 2 are revisited and expanded. Additional topics include polynomial functions, trigonometry, symmetry, and curve sketching.

Criteria for Acceptance in the Course:

Successful completion of Algebra 2 and teacher recommendation

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

ADVANCED PLACEMENT CALCULUS

GRADE 12

FULL YEAR - 1 CREDIT

Course Description:

Advanced Placement Calculus is intended to prepare students for the AP Calculus exam. Topics that will be covered in this course are: Function Graphs and Limits, Derivations and their applications, Integrals, the Fundamental Theorem of Calculus, and anti-differentiation. Students in this course must have a solid foundation in elementary functions to include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric and piecewise defined functions. An understanding of the properties of functions, their graphs, and the language used to describe them is a necessary component of success.

Criteria for Acceptance in the Course:

Successful completion of Pre-Calculus or Advanced Mathematics with Trigonometry

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MATHEMATICS (CONTINUED)

ADVANCED PLACEMENT STATISTICS

GRADES: 11-12

FULL YEAR - 1 CREDIT

Course Description:

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

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

Criteria for Acceptance in the Course:

Successful completion of Algebra 2

Expectations for Student Performance

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

Means for Measuring Student Achievement:

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

CREDIT RECOVERY

GRADES: 10-12

½ YEAR - FULL YEAR (VARIES ON COMPLETION OF WORK)

Course Description:

Students who did not successfully pass their Algebra, Geometry or Algebra II class may be able to take this course to recover their credit instead of completely retaking a course.

Criteria for Acceptance in the Course:

Teacher recommendation, failing grade of 2.1-2.4, and ability to fit the course in student's schedule.

MUSIC

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

A. CREATIVE EXPRESSION

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

B. CULTURAL HERITAGE

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

C. CRITICISM AND AESTHETICS

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

BAND

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description:

The course is a continuation of the instrumental programs offered at the elementary and middle school. Students in this ensemble learn advanced techniques on their instrument through performing a variety of literature ranging from contemporary pop, rock, funk, soul, Latin, jazz and blues. Skills developed include breath control, balance, phrasing, articulation, stylistic nuance, intonation, and music literacy in a variety of time signatures and clefs. We perform several times through the school year and typically participate in an adjudicated festival like the one offered at Canobie Lake or Funtown. We also take part in a multi school exchange concert with Oakhill, Leavitt, Monmouth Academy, and Islesboro Central school. Next year we will be touring Washington D.C. and performing at the Iwo Jima and Lincoln Memorials. Students who successfully complete this course will receive 1 credit toward their fine arts graduation requirement. Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

Criteria for Acceptance in the Course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MUSIC (CONTINUED)

CHORUS

GRADES 9-12

FULL YEAR -- 1 CREDIT

Course Description

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

Criteria for Acceptance in the Course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MUSIC HISTORY

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description

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

Criteria for Acceptance in the Course

No prerequisites.

Expectations for Student Performance:

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

MUSIC (CONTINUED)

MUSIC THEORY

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description

In this course students will learn how to analyze the elemental components of music such as pitch, rhythm, tone color, dynamics, melody, harmony, key, form, and texture. Students will learn how to read and notate pitch in a variety of clefs, how to interpret rhythms in various time signature, identifying and writing intervals, how to identify key signatures and spell major and minor scales, how to construct triads and 7th chords, basic voice leading principles, how to analyze common chord progression, and recognize non-chord tone. We also work on develop sight singing and ear training skills. Students who successfully complete this course will receive 1 credit toward their fine arts graduation requirement.

SURVEY OF AMERICAN MUSIC: FROM BLUES TO JAZZ TO ROCK AND ROLL

GRADES 9-12

ONE SEMESTER -- ½ CREDIT

Course Description:

This course is designed for the all students (musician or non-musician) interested in learning about the origins and evolution of American Popular Music. The course is a survey of American popular music from the late nineteenth century to the late twentieth century, including the basic elements of music; the evolution of the music industry, music media, and music-related technology; American popular song and musical theater; the African American traditions from spirituals and work songs through the blues and jazz; the Anglo-American traditions from country and western, bluegrass, to urban folk; and rock music from *ca.* 1955 to *ca.* 1990. In each unit we will discuss the major historical events that shaped and defined the culture of the era, the key composers, artists, and bands that made the greatest contributions to the development of the principal genres associated with the historical time period, and the characteristic that defined the style. The course, which includes lectures, videos, and recordings, explores American popular music both as a cultural phenomenon and as an art form worthy of study for its own aesthetic merit. Students who successfully complete this course will receive .5 credits toward their fine arts graduation requirement. In this course, students will study materials contained in the following content standards: Career Prep A 1, 2, B 2, 3, C 1, 2, D 2, 3.

Criteria for Acceptance in the Course:

No prerequisites.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

MUSIC (CONTINUED)

BEGINNING PERCUSSION TECHNIQUE

GRADES 9-12

ONE SEMESTER -- ½ CREDIT

Course Description:

This course is designed for the **beginning** musician. Students in this class will learn to how to count rhythm in a variety of time signatures, aurally (by ear) identify patterns, and how to notate patterns on the staff. The primary instruments studied in this course is the snare and bass drums. Students will learn to stick control by modeling good posture and hand technique. The exercises and solo pieces in the text are progressive and will introduce students to the basic rudiments (sticking patterns) of drumming. When students become comfortable with reading and hand technique we will learn some of the beginning rock and jazz patterns on the drum set. If time permits some world and non-traditional percussion will also be explored. Students who successfully complete this course will receive .5 credits toward their fine arts graduation requirement

Criteria for Acceptance in the Course:

No prerequisites.

Expectations for Student Performance:

Punctual attendance is important for your success in this course. The participation component of your grade includes regular attendance, familiarity with lecture materials and participation in lecture discussions.

Means for Measuring Student Achievement:

Learning Behaviors: Effort, Cooperation, Attendance, Participation 15%

Homework/Daily Practice 20%

Playing and Written Quizzes 20%

Playing and Written Exams 30%

Projects 15%

TOPICS IN MUSIC TECHNOLOGY

GRADES 9-12

ONE SEMESTER -- ½ CREDIT

Course Description:

This course is designed for the all students (musician or non-musician) interested in learning about the music technology available in the latest version of the I-Life Suite 10 (i-Tunes, i-Movie, Garageband) as well as some free web based applications. This course is a hands-on class which gives students an opportunity to explore music composition through the use of technology. Some software used in this course includes but are not limited to iTunes (for playback, mastering, and burning), Audacity (waveform audio editor), Garage Band (Entry-level Digital Audio Workstation), and Note-Flight (music notation). These programs have become main-stream for many musicians/composers from amateur to professional. Students will demonstrate skill with the various functions of each application through completing a series of composition projects. This is a great opportunity for you to tap into the musical modality of your intelligence. Students who successfully complete this course will receive .5 credits toward their fine arts graduation requirement.

Criteria for Acceptance in the Course:

No prerequisites.

Expectations for Student Performance:

Punctual attendance is important for your success in this course. The participation component of your grade included regular attendance, familiarity with lecture materials, and participation in lecture discussions.

MUSIC (CONTINUED)

Means for Measuring Student Achievement:

Class participation: Work Ethic/Time Management/Attendance 10%

Projects/Assignments 60%

Tests & Quizzes 30%

GUITAR FOR BEGINNERS

GRADES 9-12

ONE SEMESTER -- ½ CREDIT

Course Description:

This course is a skills and performance based course designed for the **beginning** guitarist. Throughout the course of the semester students will develop music literacy skills (pitch/rhythm), hand position and posture, proper tuning techniques, basic three to four note chords, basic strumming patterns, and ear training. These skills will give students the ability to play simple melodies in a variety of styles from our method book. Students in this course will move for the most part as their own pace and perform both alone and in the group setting. Students who successfully complete this course will receive .5 credits toward their fine arts graduation requirement.

PHYSICAL EDUCATION AND HEALTH

HEALTH

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

The curriculum addresses the Maine Learning Results through the following standards:

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts.

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

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

C. HEALTH PROMOTION AND RISK REDUCTION

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

D. INFLUENCES ON HEALTH

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

E. COMMUNICATION & ADVOCACY SKILLS

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

HEALTH AND PHYSICAL EDUCATION (Continued)

F. DECISION-MAKING AND GOAL SETTING

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

PHYSICAL EDUCATION

A. PHYSICAL FITNESS

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

B. MOTOR SKILLS

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

C. PERSONAL AND SOCIAL INTERACTIONS

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

HEALTH

HEALTH

GRADES 9 - 12

ONE SEMESTER (2 QUARTERS) - ½ CREDIT

Course Description:

Health class units include: nutrition and your health; drugs-tobacco and abused substances prevention, Human Growth and development including STD/ pregnancy prevention.

Criteria for Acceptance in the Course:

Required for graduation

Expectations for Student Performance:

Students are expected to participate in class discussions, complete projects, in-class assignments, and tests/quizzes.

Means for Measuring Student Achievement:

Weekly participation
Homework assignments
Projects
Quizzes/tests
In-class assignments

HEALTH AND PHYSICAL EDUCATION (Continued)

PHYSICAL EDUCATION

PHYSICAL EDUCATION I

GRADE 9

ONE SEMESTER (2 QUARTERS) FALL SEMESTER - ½ CREDIT

Course Description:

Students will take Physical Education in the fall semester. Physical Education units include but not limited to Fitness, Volleyball, and golf. The class also includes daily fitness comprised of daily stretching, jogging, and strength activities.

Criteria for Acceptance in the Course:

Enrollment in Lisbon High School

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

PHYSICAL EDUCATION II

GRADE 9

ONE SEMESTER (2 QUARTERS) SPRING SEMESTER - ½ CREDIT

Course description:

Students will take Physical Education in the Spring Semester. Physical Education units include but not limited to Badminton, disc golf, and archery. The class also includes daily fitness comprised of daily stretching, jogging, and strength activities.

Criteria for Acceptance in the Course:

Enrollment in Lisbon High School

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

HEALTH AND PHYSICAL EDUCATION (Continued)

ADAPTIVE PHYSICAL EDUCATION

GRADES 9-12

ONE SEMESTER - ½ CREDIT

Course Description:

This course is offered to students with special limitations that cannot be addressed by participating in regular Physical Education class.

Criteria for Acceptance in the Course:

I.E.P. or 504 determination

Expectations for Student Performance:

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

Students are expected to participate in class.

Means for Measuring Student Achievement:

Participation

As outlined in individual I.E.P.'s

Special Olympic training logs

PE/HEALTH ELECTIVES

(as offered)

ADVANCED HEALTH

GRADES 11-12

ONE SEMESTER - ½ CREDIT

Course Description:

This is an elective offered to students to increase their knowledge in a variety of health topics. Topics may include: global health, nutrition and exercise, first aid/emergency situations,, stress management, mental health illnesses, health technology, sexual harassment/violence, and teen parenting struggles.

Expectations for Student Performance:

Class participation, research projects, in-class assignments and class discussions.

Means for Measuring Student Achievement:

Participation

Projects

Tests/quizzes

In-class assignments

COACHING PRINCIPLES

GRADES 10-12

ONE SEMESTER - ½ CREDIT

Course Description:

This is an elective offered to students that have on interest in learning how to coach.

HEALTH AND PHYSICAL EDUCATION (Continued)

Expectations for Student Performance:

Class participation, research projects, in-class assignments and class discussions

Criteria for Acceptance in the Course:

Completion of Physical Education I and II

Means for Measuring Student Achievement:

Participation
Injury Prevention and Care
Tests/quizzes
In-class assignments
Portfolio

ADVANCED PE

GRADES 10-12

ONE SEMESTER- ½ credit

Course Description:

Advanced Physical Education units include but not limited to Speedminton, nitroball, pickleball, cage ball, lacrosse, tennis, ultimate frisbee,. The class also includes daily fitness comprised of daily stretching, jogging, and strength activities.

Expectations for Student Performance:

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

Criteria for Acceptance in the Course:

Completion of Physical Education I and II

Means for Measuring Student Achievement:

Participation
Projects
Tests/quizzes
In-class assignments
Portfolio

SCIENCE CREDIT and COURSE REQUIREMENTS

- To help all students meet the Maine's Learning Results requirements for Science:
- A minimum of three (3) science credits will be required.
- Students who wish to take required and/or elective science courses ahead of sequence must be enrolled in honors-level science and math courses.
- All Freshmen will take Conceptual Physical Science, Academic Physical Science or Honors Physical Science. (Recommended Freshmen may **also take** Honors Biology.)
- All Sophomores will take Conceptual Biology, Academic Biology or Honors Biology. (Recommended Sophomores may take Honors Chemistry and/or electives.)
- All Juniors will take Conceptual Chemistry, Academic Chemistry, or Honors Chemistry. (Recommended Juniors may elect to take AP Biology and/or other science electives.)
- Required courses that are failed must be made up before graduation.

MAINE LEARNING RESULTS REQUIREMENTS FOR SCIENCE

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

SCIENCE REQUIREMENTS by GRADE LEVEL

FRESHMEN

(Choose one physical science course.)

ACADEMIC PHYSICAL SCIENCE

GRADE 9

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

None

Expectations for Student Performance

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

Means for Measuring Student Achievement:

Exams/quizzes
Lab grades
Class projects

HONORS PHYSICAL SCIENCE

GRADE 9

FULL YEAR – 1 CREDIT

Course Description:

This is a faster paced, rigorous, and more in-depth version of Physical Science. Lab activities will be done to complement lectures and reading assignments. The following topics will be covered in the Physics portion of the year; Motion, Force, Gravity, Work, Energy, Power, and Waves. Earth Science topics include; Universe, Solar System, and Climate Changes. In this course, students will study materials contained in the following content standards: A, B, C, and D.

Criteria for Acceptance in the Course:

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

Expectations for Student Performance

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

SCIENCE (CONTINUED)

Means for Measuring Student Achievement:

Exams/quizzes
Lab grades
Class projects

CONCEPTUAL PHYSICAL SCIENCE

GRADE 9

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

Recommendation of teacher

Expectations for Student Performance

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

Means for Measuring Student Achievement:

Exams/quizzes
Lab grades
Class projects

SOPHOMORES

(Choose one biology course.)

ACADEMIC BIOLOGY

GRADE

10

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

Has taken or currently is taking physical science and/or recommendation of teacher.

SCIENCE (CONTINUED)

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Class projects
Science notebook
Class Projects

HONORS BIOLOGY

GRADES: 9-10

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

Has taken or is currently taking physical science
Recommendation of teacher

Expectations for Student Performance:

Maintain an organized science notebook
Consistent effort on homework
Participation in class discussions and lab activities
Year-long individual scientific research project

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Homework
Science notebook

CONCEPTUAL BIOLOGY

GRADES: 9, 10

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

Recommendation of teacher

SCIENCE (CONTINUED)

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Class projects
Science notebook

JUNIORS

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

CONCEPTUAL CHEMISTRY

GRADE 11

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

Has taken physical science and biology
Recommendation of teacher

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Science notebook

ACADEMIC CHEMISTRY

GRADE 11

FULL YEAR – 1 CREDIT

Course Description:

This is a faster-paced, more in-depth version of the Conceptual Chemistry course that satisfies the criteria of a "lab-science" by all four-year non-vocational colleges. Examples of science-related jobs one could pursue, with further study, after taking this course are registered nurse, veterinarian assistant, radiologist, and lab assistant.

Topics will include atomic structure, compounds, reactions, gases, bonding, solutions, acids, bases, and nuclear chemistry. Lab activities will be done to support concepts being studied. Basic Algebra skills will be used in

SCIENCE (CONTINUED)

solving problems. A research paper or project may be required. In this course, students will study materials contained in the following content standards: Science and Technology: A, B, C, D3.

Criteria for Acceptance in the course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes Science Notebook

HONORS CHEMISTRY

GRADE 11

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

Has passed Algebra I
Has passed Honors Biology or teacher recommendation

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Science notebook

SCIENCE (CONTINUED)

SCIENCE ELECTIVES

Elective availability varies each year depending on student interest and teacher availability.

CONCEPTUAL PHYSICS (not being offered 17-18 school year)

GRADES 11, 12

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Science notebook

PHYSICS

GRADES 11, 12

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

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

SCIENCE (CONTINUED)

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Science notebook

HONORS PHYSICS

GRADES 11, 12

FULL YEAR – 1 CREDIT

Course Description:

This is a faster-paced, more in-depth version of the Physics course that satisfies the criteria of a “lab-science” by all four-year colleges and universities. This course requires students to possess strong problem-solving skills. Successful completion of this course will meet the needs of students who plan to attend a four-year college and who plan to major in a science. Examples of science-related jobs one could pursue, with further study, after taking this course are engineer, science researcher, science teacher, and medical doctor.

Topics will include mechanics, and at least one of the following: heat, electricity, magnetism, waves, and optics. Lab activities will be done to support concepts being studied. Excellent Algebra as well as basic Trigonometry skills will be required in solving problems. A research paper or project may be required. Maine Learning Results Standards: A, B, C, D3 & D4.

Criteria for Acceptance in the course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Science notebook

FORENSIC SCIENCE

GRADES 11, 12

SEMESTER - ½ CREDIT

Forensic Science is a semester long elective that investigates the relationship between science and the law. Topics include evidence collection, which may include hair and fiber analysis, fingerprinting, DNA evidence, and tool

markings and crime scene processing, and other forms of physical evidence, how evidence may be used to convict or exonerate a suspect, and lab skills involved in processing evidence.

SCIENCE (CONTINUED)

Criteria for Acceptance in the course:

Has taken Physical Science *and* Biology
And/or teacher recommendation

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports
Science notebook
Research paper
Projects

AP BIOLOGY (ADVANCED PLACEMENT)

GRADES: 11, 12

FULL YEAR – 1 CREDIT

Course Description:

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

Criteria for Acceptance in the course:

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

Expectations for Student Performance:

Students are expected to be highly motivated and committed to working at the college level. Students are expected to complete regular assignments, work cooperatively in groups, participate in class discussions and lab activities, and complete a term project. Students are encouraged to take the AP exam given in the spring.

Means for Measuring Student Achievement:

Lab Reports	Projects
Exams/ Quizzes	Independent Research

SCIENCE (CONTINUED)

AP CHEMISTRY (ADVANCED PLACEMENT)

GRADES: 11-12

FULL YEAR 1-CREDIT

Course Description:

This rigorous lab-oriented course is designed to be the equivalent of a college introductory chemistry course usually taken by Chemistry majors during their first year. It is intended for well-motivated and high-achieving students who have a strong interest and ability in the sciences and wish to pursue a related field in post-secondary studies.

Students will prepare diligently for the College Board Exam, with the goal of receiving college credit for a high score exam. This class will meet for two consecutive periods every other day. Maine Learning Results Standards: A, B, C, D3.

Criteria for Acceptance in the course:

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

Expectations for Student Performance

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

Means for Measuring Student Achievement:

Lab Reports
Exams/Quizzes
Projects
Independent Research

ANATOMY AND PHYSIOLOGY

GRADES: 11-12

FULL YEAR – 1 CREDIT

Course Description

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

Criteria for Acceptance in the course:

Has taken Physical Science *and* Biology
And/or teacher recommendation

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests and quizzes
Lab reports

Science notebook
Research paper & Projects

SCIENCE (CONTINUED)

MARINE SCIENCE (not offered 17-18 school year)

GRADES 11-12

FULL YEAR - 1 CREDIT

Course Description:

Marine Science is designed to introduce students to the oceans of the Earth, the living organisms that inhabit them, and current issues related to man's use of ocean resources. Anyone planning a career in oceanography or a marine biology related field should take this course.

Criteria for Acceptance in this Course:

Teacher recommendations.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

ENVIRONMENTAL SCIENCE

GRADES: 11-12

FULL YEAR - 1 CREDIT

Course Description:

This course is designed to allow students to learn about the ever changing environment and the impacts of humans on it. In this course, you will learn about and understand how living and non-living environments interact with each other, principles of conservation, and environmental issues that impact our world.

Criteria for Acceptance in this Course:

Teacher recommendations, and student should be in good academic standing.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

SOCIAL STUDIES

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

It is recommended that, in this fast-changing society of ours, the truly experienced students will be the "innovators of tomorrow." It is recommended that students pursue a yearly commitment to Social Studies in order to become an innovator. The Lisbon High School Social Studies Curriculum addresses the Maine Learning Results through the following standards:

SOCIAL STUDIES (Continued)

CIVICS AND GOVERNMENT

A. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

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

B. PURPOSE AND TYPES OF GOVERNMENT

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

C. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

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

HISTORY

A. CHRONOLOGY

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

B. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

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

C. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

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

GEOGRAPHY

A. SKILLS AND TOOLS

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

B. HUMAN INTERACTION WITH ENVIRONMENTS

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

ECONOMICS

A. PERSONAL AND CONSUMER ECONOMICS

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

B. ECONOMIC SYSTEMS OF THE UNITED STATES

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

SOCIAL STUDIES

RECOMMENDED COURSE SEQUENCE

GRADE	REQUIREMENT	ELECTIVE
9	American Citizenship American Citizenship Honors	
10		World History
11	US History	Consumer Economics AP U.S. History
12		Intro. to Psychology

AMERICAN CITIZENSHIP

GRADE 9

FULL YEAR - 1 CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

This is a required class for all grade 9 students.

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Projects	Quizzes
Homework	Tests

SOCIAL STUDIES (Continued)

AMERICAN CITIZENSHIP – HONORS

GRADE 9

FULL YEAR - 1 CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

Tests	Critical essays
Quizzes	Film review
Research projects	Final exams
Homework	

WORLD HISTORY

GRADES 10 - 12

ONE SEMESTER - ½ CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

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

Expectations for Student Performance:

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

SOCIAL STUDIES (Continued)

Means for Measuring Student Achievement:

Projects
Homework
Quizzes
Tests
Midterm exam
Final exam

UNITED STATES HISTORY

GRADES 11 - 12

FULL YEAR - 1 CREDIT

Course Description:

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

Criteria for Acceptance in the Course:

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

Expectations for Student Performance:

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

Means for Measuring Student Achievement:

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

ADVANCED PLACEMENT UNITED STATES HISTORY

GRADES 11 - 12

FULL YEAR - 1 CREDIT

Course Description:

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

SOCIAL STUDIES (Continued)

Criteria for Acceptance in the Course:

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

Expectations for Student Performance:

Consistent effort and achievement on all assigned tasks.

Cooperativeness in working with others.

Participation in making the classroom a positive learning community.

Write frequently reaction paper, research papers, reports, and case studies.

A high level of quality work will be expected of each student.

Willingness to engage in the writing process.

High level of interest and motivation to learn.

Use of critical thinking skills.

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

Means for Measuring Student Achievement:

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

INTRODUCTION TO PSYCHOLOGY

GRADES 11- 12

ONE SEMESTER - ½ CREDIT

Course Description:

The objective of this course is to provide the student with scientific background in psychology and the opportunity to identify and seek solutions to personal, social, educational and vocational problems. It is hoped that students will further develop skills in decision making. The course will stress class discussion based on text materials, outside reading, and the sharing of one's experiences and observations.

Criteria for Acceptance in the Course:

Successful completion of English 11

Interest in the subject

High level listening and discussion skills

Respect confidentiality

Expectations for Student Performance:

A high level of quality work will be expected of each student

Cooperativeness in working with others

Completion of all assigned work on time

Participation in making the classroom a positive learning community

Willingness to engage in the writing process

Participation in oral presentations

Use of critical thinking skills.

SOCIAL STUDIES (Continued)

Means for Measuring Student Achievement:

Research paper
Projects
Homework
Quizzes
Tests
Case Studies
Final Exam

CONSUMER ECONOMICS

GRADES 11-12

ONE SEMESTER - ½ CREDIT

Course Description:

This is a survey course in Consumer Economics. Students will examine the basic concepts to prepare students for the challenges in today's economy, paying for post high school education, housing, buying a car, financing, finding employment, the value of insurance, managing your money, and investing will be taught among other topics.

Criteria for Acceptance in this Course:

Students should be in good academic standing and must have completed American Citizenship.

WORLD LANGUAGES

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

Students who learn a second language are better prepared for a wide variety of careers in our growing global economy. Being able to use a second language can improve your opportunities for employment in a wide variety of areas. Learning another language also gives us ways to connect with other cultures.

Currently French and Spanish are offered at Lisbon High School. Colleges with a language requirement for entrance expect students to have studied one language for several years.

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

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

WORLD LANGUAGES (CONTINUED)

A. COMMUNICATION: Students communicate in target language. Students will develop conversation skills for direct conversation and written correspondence.

B. CULTURES: Students demonstrate an understanding of a culture(s) in which the target language is spoken. Students will develop reading, listening, and viewing skills so they can obtain and interpret information.

C. CONNECTIONS: Students expand their knowledge by connecting their study of a world language(s) with other content areas. Students will develop skills in oral and written presentation for one-way communication with an individual or a group.

D. COMMUNITIES: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

FRENCH

FRENCH I

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description:

In French I, students will be introduced to the four areas that are important to learning a foreign language: comprehension, speaking, reading, and writing. Students will also be introduced to French culture including food, geography, landmarks, and a variety of French speaking cultures. We will learn what life is like in France and other French-speaking countries.

This course will stress basic communication skills: How to get food, clothing, shelter, how to ask and follow directions, etc. We will learn greetings, numbers, weather, time, dates and the regular and common forms of present and future tense of verbs. They will also learn basic vocabulary and idioms.

Every possible effort will be made to accommodate this course to a wide variety of backgrounds and levels of preparation among the students enrolled. This course will use the Maine Learning Results as a teaching guide.

Criteria for Acceptance in the Course:

None

Expectations for Student Performance:

Students must show a consistent effort and achievement on quizzes, oral work, projects, homework, daily in-class work, individual and group activities, and mid-term and finals. Students are also expected to participate actively in class and must demonstrate a willingness to speak French. They must also possess a positive attitude toward and acceptance of other cultures.

WORLD LANGUAGES (CONTINUED)

Means for Measuring Student Achievement:

Quizzes
Tests
Class participation/verbal assessments
Written Assignments/Projects
Homework
Midterm/Final exams

FRENCH II

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description:

This course is a review and continuation of French grammatical principles, basic vocabulary, and French culture. Students will continue to explore present tense, future tense, and we will add past tense. Students will continue to improve reading, writing, comprehension, and verbal skills. We will continue to explore additional French speaking cultures.

Criteria for Acceptance in the Course:

Successful completion of French I

Expectations for Student Performance:

Students must show a consistent effort and achievement on quizzes, oral work, projects, homework, daily in-class work, individual and group activities, and mid-term and finals. Students are also expected to participate actively in class and must demonstrate a willingness to speak French. They must also possess a positive attitude toward and acceptance of other cultures.

Means for Measuring Student Achievement:

Quizzes	Written Assignments/Projects
Tests	Class participation/verbal assessments
Homework	Mid-term/final exam

FRENCH III

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description:

This course is a review and continuation of French grammatical principles, basic vocabulary, and French culture. Students will continue to explore present tense, future tense, past tense (passé compose and imparfait) and subjective tenses. Students will continue to improve reading, writing, comprehension, and verbal skills. We will continue to explore additional French-speaking cultures.

Criteria for being accepted into this course:

Successful completion of French II.

Expectations for Student Performance:

Students must show a consistent effort and achievement on quizzes, oral work, projects, homework, daily in-class work and group activities and mid-term and finals. Students are also expected to participate actively in class and

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

WORLD LANGUAGES (CONTINUED)

Means for Measuring Student Achievement:

Quizzes	Written Assignments/Projects
Tests	Homework
Class Participation/Verbal Assessments	Midterms and Finals

FRENCH IV

GRADES 9 - 12

FULL YEAR - 1 CREDIT

Course Description:

This course is a review and continuation of French grammatical principles, basic vocabulary, and French culture. Students will continue to explore present tense, future tense, past tense (passé composé and imparfait) and subjunctive tenses. Students will continue to improve reading, writing, comprehension, and verbal skills. We will continue to explore additional French-speaking cultures.

Criteria for being accepted into this course:

Successful completion of French III

Expectations for Student Performance:

Students must show a consistent effort and achievement on quizzes, oral work, projects, homework, daily in-class work, individual and group activities, and mid-term and final exams. Students are also expected to participate actively in class and must demonstrate a willingness to speak French. They must also possess a positive attitude toward and acceptance of other cultures.

Means for Measuring Student Achievement:

Quizzes	Written Assignments/Projects
Tests	Homework
Class Participation/Verbal Assessments	Midterm and Finals

SPANISH

SPANISH I

GRADES 9-12

FULL YEAR - 1 CREDIT

Course Description:

The curriculum used in this beginning level course is based on a teaching method called Total Physical Response and Storytelling or TPRS. TPRS teaches through the acquisition of language. Most Lisbon High School students learned to speak English because they heard it all the time, and eventually acquired it. It wasn't until years after they could speak that they learned grammar. TPRS tries to model this real-to-life way of learning a language (although there will be some grammar taught along with the TPRS curriculum). Along with this curriculum students will be doing various projects, learning about the Spanish speaking cultures around the world and in our own country.

Criteria for Acceptance in the Course:

None

WORLD LANGUAGES (CONTINUED)

Expectations for Student Performance:

Students must show consistent effort and achievement in quizzes, oral work, papers, projects, homework, daily in-class work and midterm and final exams. Students are also expected to actively participate in class.

Means for Measuring Student Achievement:

Homework	Papers (culture)
Quizzes	Class participation
Tests	In-class activities
Projects (culture)	

SPANISH II

GRADES 9 - 12

FULL YEAR - 1 CREDIT

Course Description:

This course continues the development of skills learned in Spanish I. It will continue to build on students' language skills using the same TPRS curriculum. However, this course will be taught with a much stronger emphasis on grammar. Additionally, students will be expected to create much more with the Spanish language. Along with this curriculum students will also be doing various projects in order to broaden their understanding of the Spanish speaking cultures around the world and in our own country.

Criteria for Acceptance in the Course:

Successful completion of Spanish I.

Expectations for Student Performance:

Students must show consistent effort and achievement in quizzes, oral work, papers, projects, homework, daily in-class work and midterm and final exams. Students are also expected to actively participate in class.

Means for Measuring Student Achievement:

Homework
Quizzes
Tests
Projects
Papers
Class participation
In-class activities

SPANISH III (not offered 17-18 school year)

GRADES 9 – 12

FULL YEAR - 1 CREDIT

Course Description:

This course continues the development of skills learned in Spanish I and Spanish II. It will continue to build on students' language skills using the same TPRS curriculum. However, this course will be taught with a much stronger emphasis on grammar and verbal skills. Students will be expected to create much more with the Spanish

language. Along with this curriculum students will also be doing various projects in order to broaden their understanding of the Spanish-speaking cultures around the world and in our own country.

WORLD LANGUAGES (CONTINUED)

Criteria for Acceptance in the Course:

Successful completion of Spanish II

Expectations for Student Performance:

Students must show consistent effort and achievement in quizzes, oral work, papers, projects, homework, daily in-class work and mid-term and final exams. Students are also expected to actively participate in class.

Means for Measuring Student Achievement:

Homework	Papers
Quizzes	Class participation
Tests	in-class activities
Projects	

SPECIAL EDUCATION

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

An evaluation is completed to determine if the student has a disability and is eligible for Special Education Services. Disabilities include but are not limited to: Autism, Emotional/Behavioral Impairment, Deaf/Blind, Learning Disability, Mental Retardation, Multi-handicapped, and Other Health Impairment. This evaluation is done by the School Psychological Service Provider, a Special Education Teacher and/or Speech Pathologist. Testing is completed only after a parent, or student who is eighteen signs permission.

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

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

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

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

SPECIAL EDUCATION COURSE OFFERINGS ALIGNED WITH THE LEARNING RESULTS SCHOOL YEAR 2014-2015

Adaptive Physical Education

Grades 9-12

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

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

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

Grades 9 -12

This program is designed to meet the educational, social, emotional and vocational needs of multi-handicapped students. The focus is to prepare the students with functional life skills in the areas of academics, social and vocational training. Coordination with outside support agencies for transition into the world of work is a major goal of the program. Students participate in skill level development to include health, life skills social studies, geography, English/language arts, math, science, and career preparation. Curriculum is aligned with the Common Core curriculum.

RESOURCE ROOMS

Grades 9 - 12

These programs are designed to meet the educational, social, and emotional needs of students identified as a student with a disability working on skills outlined in their I.E.P. aligned with the Common Core curric

JOBS FOR MAINE'S GRADUATES (JMG)

JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials and pursue meaningful careers. JMG is a full-year course offered for 9th, 10th, 11th and 12th grade students and focuses on leadership development and career exploration through class work, field trips to businesses and schools, community service through active involvement in making our school and community a better place, and workplace skills through the study and practice of work competencies identified by Jobs for America's Graduates. Upon entering the JMG program, students become a part of the Career Association, which is a student-led group dedicated to preparing students for their life after high school. Career Association activities help to develop, practice and refine the skills necessary for personal, academic and career success. Students must sign off with the JMG specialist, fill out an interview form or be interviewed, and be referred by LHS staff. The number of JMG slots is limited and there is a selection process in place should enrollment exceed that amount. Note: Seniors must commit to JMG their entire senior year as well as commit to monthly communications (including allowing the Specialist to contact jobs, schools, etc.) with the JMG Specialist for the 12 months that follow graduation. Students receive 1 credit following successful completion of the course.

VOCATIONAL EDUCATION
LEWISTON REGIONAL TECHNICAL CENTER, LEWISTON
AND REGION 10 VOCATIONAL, BRUNSWICK

Lisbon is fortunate to be one of the high schools in the state to have two vocational schools in the area: Lewiston Regional Technical Center in Lewiston and Region 10 Vocational in Brunswick. Both offer various vocationally oriented programs to juniors and seniors at Lisbon High School.

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

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

Automotive Technology	2 years	3 credits per year
Building Construction/Carpentry	2 years	3 credits per year
Business Management	2 credits	2 credits per year
Culinary Arts	2 years	3 credits per year
Education/Development of Children	1 year	3 credits
Electricity	2 years	3 credits per year
Exploring Health Careers	1 year	2 credits
Hospitality and Tourism	1 year	2 credits
Information Technology	2 years	3 credits per year
Law Enforcement/Criminal Justice	2 years	3 credits per year
Marketing	1 year	2 credits
Mechanical/Manufacturing		
Engineering	2 years	3 credits per year
Medical Sciences	1 year	2 credits
Multimedia Technology	2 years	3 credits per year
Nurse Assistant	1 year	3 credits
Sheet Metal/Welding	2 years	3 credits per year
Trades Career Cluster	2 years	3 credits per year

A list of the Region 10 course offerings follows below. Additional information and descriptions of each course are available from Guidance.

A.M. Classes:

Commercial Art	3 credits
E.M.T	3 credits
Auto Collision Repair	3 credits

P.M. Classes:

Fire Fighting	3 credits
Auto Collision Repair	3 credits
Outdoor Power	3 credits

Bus/van transportation is provided to both vocational programs.

NEPN/NSBA Code: IKF

LISBON SCHOOL DEPARTMENT POLICY IKF GRADUATION REQUIREMENTS

The Lisbon School Committee recognizes the need to establish minimum standards for the awarding of a high school diploma that are consistent with State law and regulations and with community educational values and expectations.

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

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

1. FOR STUDENTS GRADUATING AT THE END OF THE 2010-2011 SCHOOL YEAR AND BEYOND

A. The student must successfully complete a total of 20 credits including the 12 ½ credits specified by Maine law. They are;

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

B. The student must demonstrate computer skills according to the school unit's standards for computer literacy, Proficiency, and performance.

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

1. Mathematics – 1 credit.

2. Science – 1 credit.

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

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

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

Cross Reference: IKFA – Early Graduation
ILA – Testing and Assessment of students (Local Assessment System)

Adopted: February 9, 2004
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Revised: November 13, 2006
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