

Forest Hills High School



Course Registration Book
2011-2012

NEPN/NSBA Code: AD

**M.S.A.D. #12 POLICY
MISSION**

The mission of Forest Hills Consolidated School, in partnership with staff, students, family and community, is to educate, empower and challenge students to realize their full potential, as individuals and as citizens of the world, and to develop a life-long thirst for knowledge.

Academic Expectations

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

Social and Civic Expectations

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

Legal Reference:

20-A MRSA, §§ 1001 et seq.; 4511.3, A

Adopted: August 13, 2002

Revised: September 11, 2007

Revised: November 2007

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STUDENTS/PARENTS PLEASE NOTE: INDUSTRIAL ARTS AND BUSINESS EDUCATION CLASSES ARE FLEXIBLE TO STUDENT NEEDS. IF YOU ARE INTERESTED IN TAKING ONE OF THESE CLASSES AND IT IS NOT DURING A PERIOD THAT IS OPEN FOR YOU, PLEASE SPEAK TO THE INSTRUCTORS TO SEE IF ALTERNATIVE ARRANGEMENTS CAN BE MADE.

HIGH SCHOOL BELL SCHEDULE

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 8:00-8:05 am | Homeroom | Homeroom | Homeroom | Homeroom | Homeroom |
| 8:07-9:25 | Block A | Block A | Block A | Block A | Block A |
| 9:25-9:30 | Break | Break | Break | Break | Break |
| 9:32-10:50 | Block B | Block B | Block B | Block B | Block B |
| 10:52-12:10 | Block C | Block C | Block C | Block C | Block C |
| 12:10-12:44 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:46-2:04 | Block D | Block D | Block D | Block D | Block D |

GENERAL INFORMATION

A. PURPOSE OF THIS BOOKLET:

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

B. COURSE SELECTION:

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

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

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

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

C. MINIMUM CREDIT LOAD:

All students must take a minimum of three (3) classroom courses out of the four block day. Working as an aide, work study or correspondence courses do not count toward the requirement of three classes.

D. ADDING & DROPPING CLASSES:

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

E. GRADUATION REQUIREMENTS-BASED ON M.S.A.D. #12 POLICY - IKF

As a minimum for graduation from high school, the prospective graduate must have completed successfully a total of twenty-four (24) credits at the secondary level (grades 9 through 12).

Of those credits, the following must be included:

- 4 credits of Social Science:
 - 1 U.S. History
 - 1 American Government
 - 1 Contemporary History
 - 1 Elective History
- 3 credits of Mathematics including

- 1 Algebra I
- 1 Geometry
- 1 Algebra II
- 1 credit of Computer Science
- 1 credit of Fine Arts
- 1 ½ credits of Physical Education
- ½ credit of Health and Wellness
- 3 credits in Science (1/2 year lab to be included)
- 4 credits of English
- The remaining required credits will be selected from elective courses
- *Maine studies (if not taken in grade 8) must be taken in addition

****Students planning to gain admission into a 4 year college are urged to take at least 2 years of a world language.**

Maine State Learning Results and Chapter 127

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

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

F. GRADE REPORTING:

The basis for grading student performance is the teacher's evaluation of the quality of student work in a given subject. A student must achieve at least a 70 in order to earn credit for a subject. Letter grades correspond to the following numerical grades, which are used for permanent records and transcript.

A=93-100 B=85-92 C=77-84 D=70-76 F=0-69

Rank cards and progress reports are both sent home four times each year. In addition, parent-teacher conferences are held twice each year. Please note the dates for these reports listed on the school calendar. Parents and teachers should communicate with each other regularly to keep on top of what is going on in the classroom.

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

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

G. CLASS RANK:

Each student's rank in his/her class is widely used by colleges in making admission decisions. Numerical values are assigned to final grades according to the schedule listed below. These are used to compute a student's class rank and are based on the relative difficulty of the courses taken. The total number of courses taken also affects class rank.

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

College Courses are not included in the determination of class rank.

Students who repeat a class for any reason will receive the higher of the two final grades calculated into their G.P.A. Both course attempts will appear on the student's transcript however.

Suggested Course sequence:

Grade 9

English 9/10
 Algebra 1 Pt. 1&2
 World Language
 Biology
 American Government
 Physical Education
 Computers I
 Art

Grade 10

English 9/10
 Algebra II
 Geometry
 Biology Pt. 1&2
 U.S. History
 Physical Education/Health
 World Language
 Art

Grade 11

English 11
 Trig/Calculus/Statistics
 **Chemistry
 **Physics
 **Environmental Science
 World Language
 Contemporary World Affairs
 AP Courses
 Electives
 Art

Grade 12

English 12
 Trig/Calculus/Statistics
 **Chemistry
 **Environmental Science
 **Physics
 World Language
 AP Courses
 Electives
 Art

See **ELECTIVES** on next page:

Electives:

| | | |
|--------------------------------------|---------------------------|---------------------|
| Applied Technology | Shop Mechanics | Business Management |
| Wood Working | Film & Media | Accounting I & II |
| Literary Appreciation | Career & Educational Dev. | Technical Drawing |
| Physics (Every other year) | AP US History | Select Topics |
| AP English Lit. | AP Language | Computers |
| AP U.S. Government | Art | Pre-Calculus |
| AP Comparative Government & Politics | | Economics |
| Careers | | |

**Physics requires Algebra, Geometry, Chemistry, & Biology

**Chemistry requires Algebra I

**Environmental Science requires Biology

COURSE DESCRIPTIONS

ENGLISH

Schoolwide Academic Expectations Assessed:

A2- To read and write effectively

A3 - To speak and listen effectively

A4 - To analyze and evaluate sources critically and objectively and English Common Core standards

The Forest Hills English curriculum is designed with the intention of meeting each student's need. Students begin with Introduction to Fiction and Introduction to Nonfiction courses taught on alternating years. These courses are designed to provide a foundation for both general and Advanced Placement upper level English courses. Each student will have had several opportunities to and will have successfully met targeted district and common core academic standards. Students will analyze a variety of written works (both fiction and nonfiction), the authors who wrote them, the periods in which they were written, and the methods of writing which have enabled these works to become classics. Students will also use this knowledge to develop their own writing skills, to write with a purpose, to create a distinct writing voice, and to make the most effective word choices. Summer reading will be required for all English course offerings.

English 9-10

General

1 credit

English 9-10 – Introduction to Non-fiction

This course is designed to introduce students to the different genres of non-fiction writing. Students will analyze several works on non-fiction and model the structures and purposes of the works in original compositions. Students will complete several writing assignments working through the stages of composing from planning the pre-writing to editing and word-smithing. The grammar and mechanics of writing will be addressed through the use of grammar texts and writing handbooks. Vocabulary enhancement will include vocabulary lists and literary terms. Students will be required to utilize vocabulary in writing assignments.

English 9-10 – Introduction to Fiction

This course is designed to introduce students to works of fiction from different periods, different genres, and

Pilgrim at Tinker Creek

Road to Coorain

Teacher selected articles and media

Prerequisites: Successful completion of English 9/10 – Introduction to Fiction, English 9/10 – Introduction to Non-fiction and summer reading assignment

A.P. English Literature and Composition-Grades 11-12 A.P. 1.5 credits
(3-15 college credits may be awarded)

The advanced English literature and composition course is designed to be the secondary school equivalent of a college literary analysis course. Students completing the course may take the College Board Advanced Placement examination, earning college credits with scores of 3 or better. Whereas the language course primarily studies language in nonfiction works, this course requires students to closely analyze works of fiction and write insightfully about its specific aspects. The literature taught is selected to provide students with exposure to canonical works from different periods and cultural origins. Units taught will include plot, character, setting, theme, symbol, point of view, and critical approaches to literature. Students will be assessed in daily literary term presentations, weekly timed writings, a creative writing for each unit, and lengthy analytical essays regarding the development of the element of literature being studied in the assigned work.

During the summer, students will be required to read two works and complete a writing assignment due on the first day of class.

Resources used will include:

How to Read Literature Like an English Professor

Writing about Literature

And teacher selected novels, novellas, myths and dramas

Prerequisites: Successful completion of English 9/10 – Introduction to Fiction, English 9/10 – Introduction to Non-fiction and summer reading assignment

SOCIAL STUDIES

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

American Government-Grade 9 General 1 credit

Schoolwide Academic Expectations Assessed:

A1 - To assess the cultural, environmental, economic and political impacts of humans and their behaviors on the world

A3 – To speak and listen effectively

A7 – To be proficient in the use of technology

perspective. A significant emphasis will be placed on world geography.

Select Current Topics in Social Studies-Grades 11-12 College 1 credit

Schoolwide Academic Expectations Assessed:

A1 - To assess the cultural, environmental, economic and political impacts of humans and their behaviors on the world

A3 – To speak and listen effectively

A7 – To be proficient in the use of technology

Rationale: Recognizing that the Social Studies curriculum does not offer the breadth and depth of course offerings found in some larger schools, this course will endeavor to introduce some selected subject matter previously not available to our students.

This course is being offered as a Social Studies elective. It is intended for the college bound student but may be taken by any upper level junior or senior. *This course may be taken more than once, as topics will change from year to year.*

This course will divide the semester up into a series of short units of study. These short units will serve to introduce the student, in a broad fashion, to subjects currently not covered in our curriculum. The student will become familiar with major concepts and terminology associated with each subject. Topics to be covered will include but not be limited to personal budgets and financial planning, world history, geography, and current events. This course could perhaps be characterized by saying it will be “extremely interesting”. Each unit will cover much territory in a short time period.

AP U.S. History-Grades 11-12 AP 1.5 credits

Its content includes an investigation of the most significant political, economic, social and cultural developments in U.S. history from the Colonial period (1600-1775) until the present day. Students will examine the transformation of America from an agrarian to an industrial nation and the maturation of a nineteenth century developing country into a modern superpower. Highlights include the Revolution, Civil War & Reconstruction, immigration, the inventiveness of the Gilded Age, Prohibition, economic prosperity, the Great Depression, the World Wars, Cold War society, global détente, the struggle for domestic civil rights, and the multitude of challenges currently facing America in a post 9/11 world.

Advanced U.S. Government-Grades 11-12 Honors/Accelerated 1 credit

This is a survey course designed to provide students with the thinking, reading, and writing skills needed to understand the U.S. Government and politics for taking the Advanced Placement Examination. It will contain a study of the formal and informal relationship to one another, as well as other related topics.

Method: This course will include lecture and discussion using the assigned texts as the primary sources, as well as a variety of assignments outside the class block utilizing the Internet, newspapers, and other printed resources.

Texts: Burns, James MacGregor, Peltason, J.W., Cronin, Thomas E., Magleby, David B. and O'Brien, David M., Government by the People, 2000-2001 ed., National Issue, Prentice-Hall, Inc. Upper Saddle River, New Jersey, 2002

Elowitz, Larry, Government by the People, Study Guide, 2000-2001 ed., Prentice-Hall, Inc. Upper Saddle River, New Jersey, 2002

Grading: The student's grade for the course will be based on their performance on regular section quizzes, chapter tests, completion of homework assignments and readings, assigned projects as well as class participation and preparedness. A scoring rubric will be provided for each assignment outside of class and made available to students prior to assignments due dates.

Expectations: Students are expected to take this class seriously in preparing themselves for the Advanced Placement exam, and in preparation for their place in society as informed, participating citizens. You are the future of the United States and its institutions and as such are obligated to strive to make this country, this government, and this world a better place to live.

| |
|--------------------|
| MATHEMATICS |
|--------------------|

Schoolwide Academic Expectations Assessed:

A5 – To apply math skills in practical and theoretical situations

Courses offered in mathematics seek to develop skills and knowledge, which aid in analyzing and solving problems in a wide range of mathematical areas. Emphasis is placed on active student participation in all parts of the work. Other goals include the development of logical and critical thinking and precision in the use of language and symbols.

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

IN ALL MATHEMATICS CLASSES, THE FOLLOWING WILL APPLY:

Use of the computer and TI-83 or equivalent graphing calculators will be provided and will be incorporated into the course wherever possible. Considerable out-of-class preparation will be expected!

Transition to Algebra I-Part II will require that the student has passed the respective Part I course.

| | | |
|-------------------------------------|----------------|--------------------------|
| Algebra 1-Part I-Grades 9-11 | College | 1 Elective Credit |
|-------------------------------------|----------------|--------------------------|

Algebra 1A is the basic course necessary for future work in mathematics and the more rigorous science courses. This is a fast course for highly motivated students who have mastered the basic skill areas in fractions, decimals, and signed numbers. The content of this course includes the study of sets, graphing, the fundamental operations with algebraic numbers, factoring, and techniques in the solution of word problems and functions. Class size limited to 18 students. Certain exceptions may apply.

| | | |
|--------------------------------------|----------------|----------------------|
| Algebra 1-Part II-Grades 9-11 | College | 1 Math Credit |
|--------------------------------------|----------------|----------------------|

Continuation of Algebra IA Part I.

| | | |
|------------------------------|----------------|----------------------|
| Geometry-Grades 10-11 | College | 1 Math Credit |
|------------------------------|----------------|----------------------|

Geometry, while building a knowledge of the relationships among plane and solid figures, develops an understanding of the deductive method of reasoning. It also provides an opportunity to use and strengthen algebraic skills and to gain some knowledge of the way in which algebra and geometry compliment each

SCIENCE

Schoolwide Academic Expectations Assessed:

A2 – To read and write effectively

A3 – To speak and listen effectively

A6 – To use the scientific method to solve everyday problems

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

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

The following Science content Standards are assessed by the state of Maine at the end of the student's junior year in high school.

The Physical World

1. Universe and Solar System
2. Earth
3. Matter and Energy
4. Force and Motion

The Living Environment

1. Biodiversity
2. Ecosystems
3. Cells
4. Heredity and Reproduction and Evolution

Biology I-Part I-Grades 9-10

College

1 Elective Credit

Biology is the study of living things; beginning with their interrelationships in ecosystems and then progressing to cell structure, function, and utilization of energy. Basic Chemistry is explored to assist the understanding of cells. The semester concludes with the Continuation of Life through cellular reproduction. This is a laboratory course.

Biology I-Part II-Grades 9-10

College

1 Science Credit

The study of Heredity, the chemistry of Genes, leading to human genetics begins Biology Part 2. Evolutionary Relationships follow and are explored through adaptation, classification, and the study of microorganisms. Life Functions of Organisms combines all the previous studies and knowledge of Biology with studies of systems developing from simple animals to complex animals. This is a laboratory course.

Prerequisite: Successful completion of Biology 1 Part 1.

Introduction to Chemistry - Grades 10-11

College

1 Science Credit

Chemistry is an inquiry-based program where students learn by inquiry and apply the knowledge they've gained to their own lives. While studying fundamental chemistry processes of Matter and Change the students will be building critical skills and using scientific method to problem solve for lifelong learning.

Accounting I-Grades 10-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A5 – To apply math skills in practical and theoretical situations**

The presentation of the fundamentals of bookkeeping for personal and business purposes is the scope of this course. This first year course is for students who have a variety of career objectives:

- 1) Beginning vocational preparation for careers in accounting
- 2) Accounting knowledge and skill needed for careers in related business fields
- 3) A foundation on which to continue studying business and accounting at the collegiate level.

In each part, new topics are presented that build on previous learnings. Learning progresses from the simple to the complex. Students will know accounting as it relates to careers, know accounting terminology, understand accounting concepts, principles, and practices, and apply accounting procedures. End-of-chapter activities provide drill and practice. Reinforcement activities and business simulations strengthen the learning in each accounting cycle, which are the sole proprietorship, and partnership. Students will learn how to start an accounting on the computer. Students will use an integrated automated accounting system demonstrating the accounting principles learned earlier in the year. A spreadsheet program will be introduced which will show students how it can contribute to the informational and decision-making needs of business. **Accounting I is open to sophomores with teacher approval**

Accounting II-Grades 11-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A5 – To apply math skills in practical and theoretical situations**

This advanced course is primarily for students with determined career objectives in the accounting profession. The course is designed for students who:

- 1) want an accounting position upon graduation from high school, or
- 2) want to go to college and major in accounting or some phase of business.

The student in Accounting II should be able to apply all principles of Accounting I. Corporate accounting procedures are described, applied and practiced, then reinforced. Learning continues to progress from the simple to the complex. The reinforcement activities in the textbook and business simulation provide realistic practice and strengthen the learning. Computer applications provide student with hands-on experience using microcomputers to complete an automated accounting cycle. Spreadsheet exercises range from simple data gathering and reporting to complicated financial planning and analysis and “what if” situations. The pre-requisite for this course is that a student must have at least a B average Accounting I and permission from the teacher.

Business Management-Grades 11-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A1 – To assess the cultural, environmental, economic and political impacts of humans and their behavior on the world****A5 – To apply math skills in practical and theoretical situations****A7 – To be proficient in the use of information technology****SC1 – To make responsible personal choices and set appropriate goals****SC2 – To demonstrate teamwork and leadership skills**

This course is designed for a student planning to own a small business or be a business administration major in college. Using a realistic framework, all aspects of owning your own business are examined in detail including academic skills, management concepts and practices, personal traits of entrepreneurs. Students

learn to identify, develop, and apply their attitudes, abilities, skills, and goals in the most effective way. Topics covered in the course are planning a new enterprise, budgets, sales, marketing plans, financing, and accounting for small businesses. Each student will use word processing and spreadsheet software to complete a detailed business plan project. A business simulation will also be completed during the year.

Economics **General** **1 Credit**

Schoolwide Academic Expectations Assessed:

A4 – To analyze and evaluate sources critically and objectively

A5 – To apply math skills in practical and theoretical situations

A7 – To be proficient in the use of information technology

SC1 – To make responsible personal choices and set appropriate goals

SC2 – To demonstrate teamwork and leadership skills

Students will develop a keen understanding of personal finance, our market economy, principles of entrepreneurship and how to develop a plan that could be used to start their own business.

Computers I-Grades 9-12 **General** **1 Credit**

Schoolwide Academic Expectations Assessed:

A7 – To be proficient in the use of information technology

SC2 – To demonstrate teamwork and leadership skills

Students will first be introduced to the basic background and history of computers, followed by an overview of the basic features of MS WINDOWS 10 and/or an updated version. The major components of MS OFFICE will be taught; namely WORD, POWERPOINT, and EXCEL. Students will work within a structured, supervised program in a computer lab environment, where each computer user will learn, practice, apply, demonstrate and produce numerous challenging exercises, activities and projects with the classroom teacher assuming the role as program facilitator and guide.

Computers II-Grades 10-12 **General** **1 Credit**

Schoolwide Academic Expectations Assessed:

A4 – To analyze and evaluate sources critically and objectively

A7 – To be proficient in the use of information technology

A8 – To demonstrate artistic knowledge and techniques

SC2 – To demonstrate teamwork and leadership skills

Students will continue to learn advanced features of MS OFFICE; namely INTERNET EXPLORER and/or ACCESS. Students will work be introduced and work with such programs as DESKTOP PUBLISHER, POWERPOINT PRESENTATIONS, ART EXPLOSION, and DATABASE TECHNIQUES. Increased time with use of the digital camera will also be allowed. Students work within a structured, supervised computer lab environment, where each computer user will learn, practice, apply, demonstrate, and produce numerous challenging exercises, activities, and projects with the classroom teacher assuming the role as program facilitator and guide.

Prerequisite: Successful completion of Introduction to Computers/Teacher approval

Film & Media - Grades 10-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A7 – To be proficient in the use of information technology****A8 – To demonstrate artistic knowledge and techniques****SC1 – To make responsible personal choices and set appropriate goals****SC2 – To demonstrate teamwork and leadership skills**

This course will expose students to a number of advanced technological skills including, but not limited to, web design, movie making, song producing, desktop publishing, and other new and varied technology projects. Students must be self motivated and willing to complete independent projects with the classroom teacher assuming the role as program facilitator and guide.

Prerequisite: Successful completion of Introduction to Computers/Teacher approval

*This course also meets the criteria for the Fine Arts credit.

Athletic Management - Grades 10-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A4 – To analyze and evaluate sources critically and objectively****A9 – To be physically fit and aware of healthy lifestyles****SC1 – To make responsible personal choices and set appropriate goals****SC2 – To demonstrate teamwork and leadership skills**

The course will introduce students into the world of Athletic Management as a career. The course will give the foundations of the NFHS, NIAAA, MIAAA and MPA. The course will cover leadership styles, time management, communications, the certification process, understanding technology in the workplace, networking and job opportunities in this field.

Business Math - Grades 9-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A4 – To analyze and evaluate sources critically and objectively****A5 – To apply math skills in practical and theoretical situations****SC1 – To make responsible personal choices and set appropriate goals**

The course will cover managing your money, spending wisely, making money grow and general everyday business mathematics skills. This course is developed to help students make educated financial decisions upon graduation of high school.

PHYSICAL EDUCATION/HEALTH**Schoolwide Academic Expectations Assessed:****A9 – To be physically fit and aware of healthy lifestyles**

Physical Education is more than playing games. It is to give the students the knowledge and skills to develop a life long fitness plan. Studies have shown that lifetime leisure-time activities make up 30-40% of a person's life. Our physical education program will give each student skills and choices to help them develop a lifetime goal of wellness and fitness. Two years of physical education is required for graduation.

Physical Education I-Grade 9-11 **General** **1 Credit**

Students will be taught and will participate in the following activities that will enhance their learning in the following areas, Personal Fitness, Motor Skills, and Personal and Social Interactions. Throughout the year they will be introduced to games and individual activities that will give them choices for them to make for a healthy life style. Grades will be based on written and skills test, participation, sportsmanship, and proper dress. One full credit will be awarded.

Physical Education II-Grade 9-12 **General** **½ Credit**

Students will be taught and participate in activities that will enhance their learning in the following areas, Personal Fitness, Motor Skills, and Personal and Social Interactions. Throughout the year they will be introduced to games and individual activities that will give them choices for them to make for a healthy life style. Grades will be based on written and skills test, participation, sportsmanship, and proper dress. The course will be taught along with Health on a week on, week off format (one week of PE followed by one week of Health for the whole school year). ½ credit for each class will be awarded.

Health\Wellness I-Grade 9-12 **General** **½ Credit**

Students enrolled in this course will learn the necessary skills for a healthy lifestyle and wellness for life. With the focus on each student receiving knowledge and skills to thrive physically, mentally, emotionally, and socially. The program will look at the following areas: Health Concepts, Health Information, Services and Information, Health Promotion and Risk Reduction, Health Influences, Communication Skills, and Decision and Goal Setting. The course will be taught along with Grade 10 PE on a week on week off format (one week of PE followed by one week of Health for the whole school year). ½ credit for each class will be awarded. Grades will be based on participation, individual projects, and written tests.

ART

**Schoolwide Academic Expectations Assessed:
A8 – To demonstrate artistic knowledge and techniques**

Art in Focus -Grades 9-12 **General** **1 Credit**

Art in Focus is an introductory course in which students will be acquainted with the fundamental elements and principles of art: line, shape, texture, space, form, and resulting composition. Color is introduced with theory, scheme formation and application. Students will investigate 2-D design, drawing and painting with a variety of media. Art history traces the development of art from the Paleolithic period to the Renaissance. Students are required to take notes, keep a sketchbook of weekly drawing assignments, and to complete all class projects, participate in class critiques, and tests. Study of the human face and figure culminates with an introduction to sculpture. Relief painting is explored.

Ceramics -Grades 9-12 **General** **1 Credit**

The Ceramics course will cover all basic techniques in the creating clay pottery and sculpture. Students will become familiar with basic techniques, proper use of ceramic tools, history of ceramics, and three-dimensional design concept. This course is designed to give students a chance to develop their own skills, understanding, and appreciation for ceramics.

Fundamentals of Design -Grades 9-12**College****1 Credit**

This course is designed for those students who want to expand their knowledge of design concepts and applications as used in creating two and three-dimensional images. The course will cover the study of line, shape, form and texture as they relate to compositional and structural concerns of visual space planning. The class will prepare students for the required portfolio required in the AP Studio Art Class.

| |
|------------------------|
| INDUSTRIAL ARTS |
|------------------------|

The sequence of courses in the Industrial Arts and Technology Education area seeks to provide an opportunity for students having technical interests to explore the traditional areas of woods, metals, basic automotive repair, small engines, power plants, and electricity. Additionally, Applied Technology introduces the computer in areas such as computer aided design, computer theory and simulation . These courses are designed for the student to develop skills and competencies to select a post secondary vocational/ technical school program that will provide entry level job skills in the chosen areas.

Introduction to Wood Working-Grades 9-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A5 – To apply math skills in practical and theoretical situations****A6 – To use the scientific method to solve everyday problems****A7 – To be proficient in the use of information technology**

This is a basic course in wood working stressing the development of fundamental skills, including but not limited to, the proper use and maintenance of hand tools and wood working power machinery. Students will develop a plan and a working drawing prior to the construction of each project. Strict adherence to rules of safety and conduct are mandatory, no exceptions. Emphasis is on craftsmanship in the design, construction and finishing of all projects.

Advanced Wood Working-Grades 10-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A5 – To apply math skills in practical and theoretical situations****A6 – To use the scientific method to solve everyday problems****A7 – To be proficient in the use of information technology**

This is a course that is a sequel to introduction to wood working. This is an opportunity for students to develop more advanced skills in layout, joinery, hand and machine tool applications. Safety is the top priority. Students must have taken the introductory course in order to sign up for this.

Mechanics-Grades 10-12**General****1 Credit****Schoolwide Academic Expectations Assessed:****A1 – To assess the cultural, environmental, economic and political impacts of humans and their behavior on the world****A5 – To apply math skills in practical and theoretical situations****A6 – To use the scientific method to solve everyday problems****A7 – To be proficient in the use of information technology**

A minds on/hands on course covering technical shop areas including but not limited to small engines, power plants, automotive systems, metal working, and welding. Class is structured to provide opportunities for individual projects and in depth inquiry into selected areas of interest.

Applied Technology-Grades 10-12**College****1 Credit****Schoolwide Academic Expectations Assessed:**

A1 – To assess the cultural, environmental, economic and political impacts of humans and their behavior on the world

A5 – To apply math skills in practical and theoretical situations

A6 – To use the scientific method to solve everyday problems

A7 – To be proficient in the use of information technology

This is an introduction to the world of technology and its applications. This is an opportunity to explore technical drawing, computer aided design and drafting, engineering design and construction, aeronautics, advanced wood working and other technical content areas. Students will do an independent technology research project to engage the individual student in, in depth inquiry and performance of new understanding.

Technical Drawing and Computer Aided Drafting and Design General 1 Credit**Schoolwide Academic Expectations Assessed:**

A1 – To assess the cultural, environmental, economic and political impacts of humans and their behavior on the world

A5 – To apply math skills in practical and theoretical situations

A6 – To use the scientific method to solve everyday problems

A7 – To be proficient in the use of information technology

An introduction to different drawing perspectives and techniques as a way of communicating ideas. Students will draw multi-view, pictorial and schematic drawings according to industry standards. Engineering design activities will utilize computer aided drafting and design, the plotter, modeling, and production processes for design portfolio assignments. This course also fulfills the required Fine Arts credit.

Independent Study I.A.-Grades 11-12**General****1 Credit****Schoolwide Academic Expectations Assessed:**

A1 – To assess the cultural, environmental, economic and political impacts of humans and their behavior on the world

A5 – To apply math skills in practical and theoretical situations

A6 – To use the scientific method to solve everyday problems

A7 – To be proficient in the use of information technology

An advanced program which allows the student with prior technical lab experience to work on a well thought out and planned project of their choosing. The student in this class must have excellent work habits, and outstanding conduct/safety record and prior experience with the tools and machinery required for the specific project.

Class Requirements and Grading

Participants will,

1. Learn circulation: Sign-out, carding, shelving, AV, reference search. Which starts first quarter and will be maintained all year; evaluation shall consist on selected criteria from standard evaluation for permanent library/media staff.
2. Assume responsibility for one area of specialty in library operations, service and/or collection (see below); learn all library processes and procedures associated with the specialty assigned; starts first week of each semester. Some specialty areas are as follows, AV, library statistics, periodicals, all the vertical files, indexing, and assisting with elementary library visits. Evaluation for this project, which will start as soon as circulation desk is mastered, will be mutually agreed upon by library aide and library media specialist through mutually determined evaluation criteria.
3. Learn databasing; creating, maintaining, evaluating and/or updating, and/or using at least one database related to library operation. The evaluation of any new data will reflect completeness and usability in the library media center and will be agreed upon by both aide and specialist.

Extra Time Requirement (the equivalent of homework time)

The time commitment of this class amounts to one block per day and 600 minutes per semester pro-rated for the actual full days of school in a semester. Considerations will be made for sports and other commitments within reason and alternate time(s) will be arranged. Meeting the extra time requirement may happen before school, after school, during a study hall, Saturday hours, or take home projects as needed. Such plans are mutually agreed upon by the student and librarian.

Careers & Educational Development

General

1 Credit

Who am I? What do I want? How do I get it? High school teens should be asking these important questions early on in high school in preparation for college and/or the work force. This course will offer participants greater self knowledge, enabling them to make their own best decisions about their future. Key components of the class will include learning the basic skills of goal setting and decision making, recognizing and using mentors, dealing with rejection and overcoming irrational fears. This class is not for the faint of heart . . . you must possess both vision and energy. Successful completion of this class will depend on your vision and energy, completion of assignments in a timely manner, and a comprehensive, written career plan of action by the end of the course. *Do you have what it takes to answer those three questions above?*

ALTERNATIVE COURSE OFFERINGS

Currently Forest Hills High School offers 6 alternative sources for course content education and credit. These alternative sources range from long distance mail-in supervised coursework, Adult Education and computer/internet based curriculum.

These resources are identified as follows:

1. The University of Maine, Orono sponsors the **Academ-e** program which offers college level courses for Maine high school seniors at a reduced cost.
2. The **Virtual High School** (VHS) program offers a variety of “online” high school level as well as AP courses which the student is required to pay for.
3. **The American School** is a traditional long distance mail-in alternative which the student pre-pays for.
4. The State of Maine Community College system sponsors the **Early College for Me** program which offers high school senior students opportunities to take Community College courses.
5. The Adult Education office also offers online courses through the **Ed2Go** program (Course Fees apply).
6. Online Advanced Placement classes (all College Board classes) through AP for All programs.

MAINE’S PUBLIC UNIVERSITIES UNIVERSITY OF MAINE SYSTEM STATEMENT OF COLLEGE READINESS

Parents and Students,

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

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

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

- At least three years of history and social science courses that emphasizes the reading of primary and secondary texts, the writing of analytic and expository essays, and the use of quantitative data and research findings.
- At least two years of study in a language other than English.

FOREST HILLS HIGH SCHOOL
CLASS REGISTRATION FORM

STUDENT NAME: _____ GRADE ENTERING: _____

SCHEDULE FOR FALL SEMESTER 2011

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

SCHEDULE FOR SPRING SEMESTER 2012

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| BLOCK B | | TEACHER INITIALS | |
| BLOCK C | | TEACHER INITIALS | |
| BLOCK D | | TEACHER INITIALS | |

STUDENT SIGNATURE: _____

DATE: _____

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____

PRINCIPAL/GUIDANCE DIRECTOR SIGNATURE: _____

DATE: _____

FOREST HILLS HIGH SCHOOL CLASS REGISTRATION FORM

STUDENT NAME: _____ **GRADE ENTERING:** _____

SCHEDULE FOR FALL SEMESTER 2011

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| BLOCK D | | TEACHER INITIALS | |

STUDENT SIGNATURE: _____ **DATE:** _____

PARENT/GUARDIAN SIGNATURE: _____ **DATE:** _____

PRINCIPAL/GUIDANCE DIRECTOR SIGNATURE: _____ **DATE:** _____