

**DEXTER REGIONAL HIGH SCHOOL
CORE CURRICULUM REQUIREMENTS FOR GRADUATION**

In order for students to meet the Maine Learning Results and to be subjected to the material of the Maine Educational Assessment (MEA'S), they must take the following courses:

<u>ENGLISH</u>	4 Credits
<u>MATHEMATICS</u>	3 Full years
<u>SCIENCE</u>	3 Full years
<u>HISTORY</u>	3 Credits
<u>COMPUTER LITERACY</u>	Meet Computer Literacy Requirements
<u>HEALTH/CHARACTER</u>	½ Credit
<u>FINE ARTS</u>	1 Credit
<u>PHYSICAL EDUCATION</u>	1 Credit

TO MEET GRADUATION REQUIREMENTS THE CLASS MUST COMPLETE THE FOLLOWING:

RECOMMENDED CURRICULUM BY YEAR OF GRADUATION

COURSES	CLASS OF 2009	CLASS OF 2010	CLASS OF 2011	CLASS OF 2012
English	4	4	4	4
Mathematics	3	3	3	3
Science	4	4	4	4
Social Studies	3	3	3	3
Fine Arts	1	1	1	1
Phys. Education	1	1	1	1
Health/Character	½	½	½	½
Advisory	2	2	2	2
Total Core Courses	18 ½	18 ½	18 ½	18 ½
Electives	3 ½	3 ½	3 ½	3 ½
Number of credits Needed to Graduate	22	22	22	22

CORE CURRICULUM REQUIREMENTS

FINE ARTS: One credit of fine arts will be required. This requirement may be satisfied through core curriculum or elective courses, and include but are not limited to the following: **Visual Art, Band, Chorus, American Popular Music, Creative Writing, Production & Design, or Dance Class.**

COMPUTER LITERACY: All students are required to demonstrate some proficiency in using a computer, as well as a basic understanding of its fundamental application. To fulfill this requirement students must take both of the following electives: **Keyboarding and Computer Applications.** Dexter Middle School students may have already passed the literacy test in the eighth grade.

MAINE STUDIES: Students who have not taken Maine studies in Grades 6, 7 or 8 **must** add this course to their schedule before graduation. Most students who have attended Dexter Middle School have already fulfilled this state requirement.

METHOD OF DETERMINING GRADE POINT AVERAGE AND RANK IN CLASS

The grade point average (GPA) is a weighted figure, which reflects both the grade and the level of difficulty of all courses completed. All courses are considered in the calculation of the GPA, with the exception of those courses graded Pass/Fail, Music, Physical Education, Adult Education and Correspondence Courses. Rank in Class (RIC) is based on the grade point average, with the student attaining the highest grade point average ranking first in class, and so on. Students who achieve identical grade point averages will share a position in class.

Student athletes interested in NCAA Division I athletic eligibility standards for participating in sports at the college level should consult the guidance counselor or athletic director concerning the possible difference in the computation of the GPA to meet NCAA standards.

YEARLY REQUIREMENTS

A minimum of five courses or the equivalent per semester, **minus labs, teacher aides or peer helpers is required of all students except technical center students.**

REGISTRATION PROCEDURES

The following steps are necessary for the registration process:

1. Read and study very carefully all the information pertaining to Dexter Regional High School's basic requirements. Understanding this information is absolutely essential. All information necessary to choose the proper course of study is in the Course Selection Booklet, but should any questions arise check with the guidance director, principal or a faculty member.
2. Each student should select the appropriate level described in this booklet. Each level has a basic four-year sequence plus electives to enrich your program and fulfill graduation requirements.
3. Using the registration form select your courses for next year, including all course numbers and credits.
4. Schedules must be completed and signed by the student and a parent **before being submitted** to the guidance office.

PROCEDURES FOR ADDING/DROPPING COURSES

When students register for their classes, considerable time is devoted to a study of their requirements, ability levels, and appropriate electives. Assistance is provided by the classroom teachers, administration and guidance director. The individual schedules which result represent the best possible choices for each student. For those reasons, the **add-drop procedures are very restrictive**. The few authorized reasons for course changes are explained below.

No course changes will be approved without authorization from the classroom teacher involved and the administration.

A. PRIOR TO THE START OF THE SCHOOL YEAR

STUDENT INITIATED CHANGES: Before any course is dropped from your schedule after completing the registration form, the following procedure will be followed:

1. Changes will be considered during the add-drop period two weeks before the beginning of each semester.
 - A. Semester one changes will be considered **up to two weeks prior to the start of school only.**
 - B. Semester two changes will be considered **up to two weeks prior to the start of the second semester only.**
2. Changes must be approved by the school counselor.
3. Any substantial change in a student's schedule will require parental permission unless the student is 18 years of age.
4. **No changes will be made without significant reason.**

B. AFTER THE START OF THE SCHOOL YEAR

1. Any course dropped after the add/drop period will result in a withdrawal-failing (WF) and a grade no higher than a 65.
 2. Any senior who has been accepted into college and then drops a course after the one week add/drop period will result in a letter to their college or university.
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1. **TEACHER INITIATED REQUESTS:** Requests for course changes will originate with the classroom teacher, and the request will be sent directly to the guidance director for subsequent action. If the request seems warranted, the guidance director will process the change. If necessary, an appointment will be made for a conference with the student and parents.
 2. **STUDENT INITIATED REQUESTS:** If a student wishes to make a course change contrary to the advice of the classroom teacher, the teacher will initiate a request to be submitted to the guidance director, and a conference will be scheduled with all interested parties to include at least one parent. While the request is being processed the student will continue to attend all scheduled classes. **Course changes will not be permitted after the fourth week of the semester unless extraordinary circumstances exist.**
 3. **COURSE ADD PROCEDURE:** A student who wishes to add a course may do so during the first week of the semester **if there are courses available and sufficient room** to replace study halls. The student's basic schedule will not be modified to accommodate a request for an additional class if required courses and appropriate instructional level courses would otherwise be affected.
 4. **GRADE 9 PLACEMENT REVIEW:** In order to promote academic success for freshmen, teachers may initiate a change of course level placement at any time during the first four weeks of school.

CO-CURRICULAR ELIGIBILITY POLICY

The purpose of this policy is to put into perspective the importance of academics and to encourage students to emphasize their studies.

1. All students must be passing a minimum of four courses, each time grades are checked (approximately every 4 ½ weeks).
 2. If a student is not actively enrolled in and passing four courses when deficiency notices are reviewed or grades are issued, that student is ineligible to participate in the activity for the next 4 ½ weeks.
 3. The last quarter grade in the spring will determine eligibility in the fall. This practice will extend to students who have completed the eighth grade. Students cannot fail more than one course during the last quarter of the eighth grade year in order to be eligible for extracurricular participation at the high school level.
 4. Incompletes will be treated as failures until such time as the incomplete is made up and a passing grade received.
 5. Dates when deficiency notices will be distributed and when students will be ineligible or eligible will be published.
 6. Activities that this policy will cover are as follows:

Athletics	Musical	Jazz Band
Show Choir	Math Team	Chess Club
- B The use of summer school courses or correspondence courses to re-establish eligibility over the summer is not allowed.**

STUDENT ACTIVITIES

The following activities are available to students at Dexter Regional High School. It is our hope that all students will take part in as many of these activities as possible.

FALL ATHLETICS:	Varsity Football JV Football Varsity Football Cheering Golf	Varsity Soccer Varsity Field Hockey J V Field Hockey Cross-Country
WINTER ATHLETICS:	Varsity Basketball Wrestling	JV Basketball Varsity Cheering
SPRING ATHLETICS:	Varsity Baseball Tennis	Varsity Softball Track
CO-CURRICULAR:	Key Club Math Team Spanish Club Show Choir Musical Drama Club Project Graduation	Student Council National Honor Society Jazz Band World Language Club Library Club Prom Committee Chess Club

COLLEGE FRESHMAN ELIGIBILITY REQUIREMENTS FOR NCAA DIVISION I INSTITUTIONS:

This provision stipulates that a student-athlete entering an NCAA Division I college or post-secondary institution must meet certain requirements to be eligible for financial aid, athletic scholarships, or to practice and compete on an inter-collegiate team during the first year of attendance. This rule applies only to eligibility for athletics. The requirements for admission to college as a student only are a completely separate matter. Please consult the guidance counselor or athletic director if you have any questions regarding athletic eligibility at the college level or concerning the college admissions process in general.

COURSE LEVELS

LEVEL IV: A college preparatory course taught to prepare students for the Advanced Placement (AP) Exam. Students taking these courses should be highly motivated and self-directed learners. Course work may include some early preparation such as summer reading. Successfully completing the AP Exam may allow seniors to receive some college credit.

LEVEL III: Honors courses taught to prepare the student for success at a four-year college. Expectations are high, and good work ethics are essential. The student will develop the ability to be an independent and highly motivated learner. A high degree of outside work will be required. Areas such as writing, reading, research, problem solving and data analysis will be part of the outside work.

LEVEL II: Courses designed to prepare students for post-secondary education, especially in the areas of vocational education, community colleges, junior colleges and military careers. Some outside work in the areas of writing, reading, problem solving and research will be expected.

LEVEL I: General level courses to prepare students for entry level jobs in the manufacturing and services fields. A large portion of the work will be completed within the class period. Some directed outside work or research will be assigned.

STATEMENT ON COLLEGE READINESS

From the Chief Academic Officers of the University of Maine System

While the seven campuses of the University of Maine System 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 years of *math* courses that include at least Algebra 1 and 2, and Geometry, 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* in courses which emphasize 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*.

GRADE 9 (FRESHMAN) COURSES

ENGLISH

English 9
Honors English 9

SCIENCE

Physical Science
Honors Physical Science
Forensic Research & Design

SOCIAL STUDIES

Honors Western/Eastern World
Western/Eastern World

MATHEMATICS

Abstract Algebra I
Hon. Abstract Algebra I
Contextual Algebra I
H. Contextual Algebra I

BUSINESS

Keyboarding
Computer Applications

OTHER CORE COURSES

French I
Spanish I
American Pop Music
Health/Character
Chorus
Band
Visual Art

PHYSICAL EDUCATION

Physical Education
Outdoor Education
Fit For Life
Dance
Physical Management

GRADE 10 (SOPHOMORE) COURSES

ENGLISH

English 10
Honors English 10

SCIENCE

Biology
Honors Biology
Forensic Research & Design

SOCIAL STUDIES

Modern History/H. Mod History
US History 1/H.US History 1

MATHEMATICS

Geometry
Honors Geometry
H. Abstract Algebra II

BUSINESS

Computer Applications
Keyboarding

OTHER CORE COURSES

French II
Spanish II
Health/Character
Chorus
Band
Visual Art

ELECTIVES

American Pop Music
Social Problems
History of Maine
Creative Writing
SAT Prep Course

PHYSICAL EDUCATION

Physical Education
Outdoor Education
Fit for Life
Dance
Physical Management

GRADE 11 (JUNIOR) COURSES

ENGLISH

English 11
Honors English 11
AP English Language

SCIENCE

Chemistry
Honors Chemistry
Forensic Research & Design

SOCIAL STUDIES

U.S. History II/III
Honors U. S. History II/III

MATHEMATICS

Pre-Calculus
Hon. Abstract Algebra II
Algebra II/Pre-Calculus
H. Cont/Contextual Algebra II

BUSINESS

Accounting
Computer Applications
Keyboarding
Production & Design

OTHER CORE COURSES

Chorus
American Popular Music
Visual Art
Band

ELECTIVES

Film & Drama
History of Maine
Creative Writing
Social Problems
SAT Prep Course
Spanish III
French III

PHYSICAL EDUCATION

Physical Education
Coaching & Officiating
Fit for Life
Dance
Physical Management
Outdoor Education

GRADE 12 (SENIOR) COURSES

ENGLISH

English 12
H. English 12
AP English Literature

SCIENCE

Physics
Honors Physics
Forensic Research & Design
Advanced Biology

SOCIAL STUDIES

Psychology
AP U.S. History

MATHEMATICS

Pre-Calculus
AP Calculus
College Algebra/Geometry

BUSINESS

Accounting
Computer Applications
Production & Design
Keyboarding

OTHER ELECTIVE COURSES

Creative Writing
History of Maine
Social Problems
Visual Art
Band
Chorus
American Popular Music
Government
Film & Drama
Spanish IV
French III
AP French Literature

PHYSICAL EDUCATION

Physical Education
Coaching & Officiating
Outdoor Education
Fit For Life
Dance
Physical Management

DEXTER REGIONAL HIGH SCHOOL CURRICULUM OVERVIEW

All students should be given the opportunity to stretch themselves academically. Heterogeneous grouping will be utilized in most classroom settings. Students that have been historically tracked in less demanding courses and students with learning disabilities are expected to meet high standards. To those that have special needs, adequate time and support are given to achieve the standards. All teachers will work diligently to ensure that students are appropriately challenged. No student should go through Dexter Regional High School without being challenged at his/her highest potential.

The Dexter Regional High School curriculum is designed to challenge all students. Honors or Advanced Placement classes exist in all core curriculum courses. These courses are a separate track and include independent research, additional assignments or readings, seminars and/or public exhibitions that go above and beyond the typical classes. All students are eligible to take these classes as long as they maintain a high level of performance. Poor grades will mean that students need to be placed in the regular curriculum. Students who successfully complete the honors and advanced placement courses will have this designated on their transcripts.

FINE ARTS

100	Visual Art	S1 or S2	9-12	18 Weeks
	Level 1			½ Credit

This elective course designed for motivated and self-disciplined students is an introduction to studio art and the fundamental principles of design. Projects, readings, class discussions, and critiques examine the visual language of art and its creative process. Historic and contemporary approaches are considered with emphasis placed on developing the practical and critical thinking skills that are part of the creative problem solving process. A variety of two-dimensional media and techniques will be explored through drawing, painting and printmaking. Students will participate in the preparation and display of artworks for school and community exhibits. This course may be taken twice to earn one fine arts credit. Teacher recommendation is required for students requesting to take this class more than twice. Class size is limited to 14 students.

MUSIC

125	Band	Year	9-12	36 Weeks
	Level 1			1 Credit

An elective course open to any student who has completed one year of study on any band instrument or received special permission from the director. Required performances include concerts, basketball and football games. Participation in the concert band is necessary to be eligible for Jazz Ensemble.

126	American Pop Music	S1 or S2	9-12	18 Weeks
	Level 1			½ Credit

A look at the popular music of America in the 1900's from the big bands to the Beatles and more. No special musical skills required. Sign up for one semester only.

150	Chorus	Year	9-12	36 Weeks
	Level 1			1 Credit

An elective course for any student who has an interest in singing. One study hall period each week will be required for sectional rehearsal. Attendance at scheduled performances throughout the year is required, as well as one Christmas and one spring concert.

151	Chorus 1/2 Yr.	S1 or S2	9-12	18 Weeks
	Level 1			½ Credit
This elective course is for students who only wish to take a 1/2 year. Attendance at the spring concert or the Christmas concert is required for credit.				
185	Production & Design	S1	11-12	18 Weeks
	Level 2			½ Credit
The overall purpose of this course is to produce the school yearbook and a literary magazine or newspaper. All students will be expected to participate actively in class on all aspects of production, including: sales, advertising layout and design, research, art/graphics, photography and copywriting. Students must submit an application form available at the end of this booklet. Successful completion of keyboarding is recommended but not a necessity. Class size is limited to ten. <u>Selection of students will be done by yearbook advisor.</u>				
191	Film & Drama	S1 or S2	11-12	18 Weeks
	Level 1			½ Credit
This course is an introduction to the film making process and acting. Throughout the course, students will write, direct, and make a movie using and applying techniques introduced in class. Students will also be involved with numerous acting activities and learn specific techniques to improve acting skills. Class limit: 15				
325	Creative Writing	S1 or S2	10-12	18 Weeks
	Level 2			½ Credit
This semester course will offer a study of writing in various genres, including poetry, fiction, non-fiction and drama. Not open to freshmen. This course can also be used as a fine arts credit. Class limit: 12				
605	Dance	S1 or S2	9-12	18 Weeks
	Level 1			½ Credit
This physical education class will concentrate on dancing. The class will consist of learning line and partner dances including the salsa, the cha-cha, swing, ballroom, disco, square and country line and two step dancing. In this class, students will be expected to participate in an end of the semester production to be performed at night. <u>This class could be used as ½ PE credit, or ½ fine arts credit.</u>				

BUSINESS/COMPUTER SCIENCE COURSES

201	Keyboarding	S1 or S2	9-12	18 Weeks
	Level 1			½ Credit
Students will develop keyboarding skills for efficient use of the computer in school, at home, and in the workplace. This course is for students who need to learn to key by touch without looking at the keyboard. After learning the keyboard, students will use Microsoft Word for word processing basic reports and correspondence as they continue developing keyboarding speed and accuracy. Students have the opportunity to be certified in the first four standards of the Computer Literacy Requirements.				
203	Computer Applications	S1 or S2	10-12	18 Weeks
	Level 2			½ Credit
Students will use Microsoft Office to develop computer skills in word processing, desktop publishing, multimedia presentation, spreadsheets, and database. The Internet will also be utilized in classroom projects. It is recommended that students have a basic touch typing skill.				

207	Accounting	S1 or S2	11-12	18 Weeks ½ Credit
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Level 2
This course will provide students with basic accounting skills for 1) preparing for the study of accounting or business in college; 2) learning the language of business for use in many careers or in business ownership; 3) obtaining an entry-level job in the accounting field; and 4) handling personal finances. Students will learn to analyze and record transactions in a journal and prepare financial statements for a service business.

ENGLISH

Students who fail an English course may take more than one English course at one time during their high school years.

Student placement in Honors or AP English courses is determined by student performance and teacher recommendation.

Under no circumstances can elective courses be substituted for core courses. Elective courses may only be taken in addition to core courses.

Honors Program

302	Honors English 9	S1	9	18 Weeks ½ Credit
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Level 3
An English course for freshmen who are enrolled in the Honors Program. Areas of study will include research, literature, vocabulary, writing, spelling and grammar.

339	Honors English 9	S2	9	18 Weeks ½ Credit
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Level 3
A continuation of semester 1.

307	Honors English 10	S1	10	18 Weeks ½ Credit
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Level 3
All sophomores enrolled in the Honors Program are required to take this English course. Students will read selected works from British literature and do appropriate writing. Teacher recommendation is suggested.

308	Honors English 10	S2	10	18 Weeks ½ Credit
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Level 3
A continuation of semester one.

315	Honors English 11	S1	11	18 Weeks ½ Credit
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Level 3
Juniors must have an average grade of 85 in Honors English 10 for semesters one and two and/or the teacher's recommendation to take this course. Reading, writing and vocabulary study will be required. The emphasis is on expository writing and includes a research project done in conjunction with the Social Studies Department.

316	Honors English 11	S2	11	18 Weeks ½ Credit
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Level 3
This course is for juniors who have completed Honors English 11 semester one and is a chronological study of American literature. Required readings include *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great*

Gatsby, and To Kill A Mockingbird. Selected readings from an American Literature Anthology are also included. Students must attain an 85 average and/or the teacher's recommendation to advance to Honors English 12.

317 AP English Language S1 11 18 Weeks
 Level 4 ½ Credit
 The AP Language and composition course places emphasis on students' ability to analyze texts **rhetorically** and to use **rhetoric** effectively as they compose essay responses. In addition to analyzing the essays, speeches, and texts of other authors, we will also be creating our own works of writing that employ these rhetorical techniques. We will be learning how to write varying types of essays and how to use language to persuade, argue, and defend. **All students must take the AP Exam and are expected to pay the cost of this exam in advance.**

318 AP English Language S2 11 18 Weeks
 Level 4 ½ Credit
 Juniors who have successfully completed AP English Language (and composition) semester one will continue in this course. Students will take the AP Placement English Language Exam in May. **There is a fee associated with the AP exam that the students will be required to pay at the beginning of the year.**

321 Honors English 12 S1 12 18 Weeks
 Level 3 ½ Credit
 This is an intermediate course for seniors in a college program and will provide a broad literary background in western literature for future college English programs. The course emphasizes reading, writing, critical thinking and discussion.

322 Honors English 12 S2 12 18 Weeks
 Level 3 ½ Credit
 This course is for students who have completed Honors English 12 semester I and will have the same emphasis as that course.

323 AP English Literature 12 S1 12 18 Weeks
 Level 4 ½ Credit
 The difference between AP English Language 11 and AP English Literature 12 lies in the literature that the students read. In AP English Literature, the focus is primarily on fictional literature ranging from Shakespeare, to the Victorian Age, as well as more modern authors. In addition, students also spend a great deal of time examining poetry as well as learning how to write poetry explications. Through class discussions and writing papers over novels and poetry, students learn how to analyze in great depth the literature they experience. **There is a fee associated with the AP exam that the students will be required to pay. Payment will be due in September in order to ensure Advanced Placement registration for the May test.**

324 AP English Literature 12 S2 12 18 Weeks
 Level 4 ½ Credit
 Seniors who have successfully completed AP English semester one will continue in this course. Students will take the AP Placement English Literature Exam in May. **There is a fee associated with the AP exam that the students will be required to pay. Payment will be due in September in order to ensure Advanced Placement registration.**

Core Program

301 English 9 S1 9 18 Weeks
 Level 2 ½ Credit
 A required course for freshmen. Areas of study will be literature, writing, vocabulary, and grammar.

334 English 9 S2 9 18 Weeks
 Level 2 ½ Credit
 A continuation of Semester 1.

305	English 10	S1	10	18 Weeks ½ Credit
Level 2 All sophomores are required to take this English course. Students will read selected works from British Literature and do appropriate writing.				
306	English 10	S2	10	18 Weeks ½ Credit
Level 2 A continuation of semester one.				
311	English 11	S1	11	18 Weeks ½ Credit
Level 2 Juniors will be required to take this course which will include expository writing, a review of basic grammar and usage, and vocabulary study. A research project done in conjunction with the Social Studies Department is required.				
312	English 11	S2	11	18 Weeks ½ Credit
Level 2 A required course for juniors with study in the areas of writing, vocabulary and American literature. Required reading include <i>The Crucible</i> , <i>To Kill a Mockingbird</i> , and <i>Bread Givers</i> . Selected readings from and American Literature Anthology are also included.				
319	English 12	S1	12	18 Weeks ½ Credit
Level 2 A required course for seniors that includes world literature, writing and discussion.				
320	English 12	S2	12	18 Weeks ½ Credit
Level 2 A continuation of semester one.				

English Electives

204	SAT Prep Course	S1	10-11	18 Weeks ½ Credit
Level 2 This course is designed to help students develop the skills necessary to do well on the SAT test. This course will focus on practicing the SAT test and developing strategies for taking the test in May.				
325	Creative Writing	S1 or S2	10-12	18 Weeks ½ Credit
Level 2 This semester course will offer a study of writing in various genres, including poetry, fiction, non-fiction and drama. Not open to freshmen. The course can also be used as a fine arts credit. Class limit: 12				

MODERN LANGUAGE

FRENCH

350	French I	Yr.	9-12	36 Weeks 1 Credit
Level 3				

French I is designed for motivated and self-disciplined students who are eager to acquire proficiency in the French language via TPRS. (*Total Physical Response Storytelling, a method of instruction that results in accurate fluency) TPRS includes gesturing, personalizing, story telling, reading, discussing, student and teacher retelling, and assessing. Heavy emphasis is placed on the continued development of fluency and accuracy in aural comprehension, speaking, reading and writing. Weekly lesson plans are dedicated to storytelling, writing, reading, French culture, and film. The student text is *Look I can Talk!* by Blaine Ray and Greg Buchan.

351 French II Yr. 10-12 **36 Weeks**
Level 3 1 Credit

French II is a TPRS course (*see description above) designed for students who are dedicated to improving their accuracy and fluency of the French language. Heavy emphasis is placed on aural comprehension, speaking, reading and writing in the target language. Weekly lesson plans are dedicated to storytelling, reading, writing, French culture and film. The student text is *Look I can Talk More!* by Blaine Ray, Joe Neilson, Dave Cline and Carole Stevens. Prerequisite: Successful completion of French I.

340 French III Yr. 11-12 **36 Weeks**
Level 3 1 Credit

Third year French establishes a more thorough knowledge of the language. Important principles of grammar are reviewed and expanded. The student is assigned oral and written reports on texts studied in class. Heavy emphasis is placed on reading comprehension, written, and spoken proficiency. Classes are conducted almost exclusively in French. The student text include but are not limited to: *Look I'm Still Talking!* by Joe Neilson and Blaine Ray. *Discovering French rouge* by Valette and Valette, *Champs-Élysées* audio magazine, *Contes et Légendes de France*, and *Le petit Nicolas* by Sempé-Goscinny. Current and classic French films are viewed for linguistic and cultural learning (*Amélie*, *Paris, je t' aime*, *Un long dimanche de fiançailles*, *Indochine*) Successful completion of French II is required. Contingent upon approval, students may experience weekend immersion in Quebec City, or another francophone culture.

353 French Literature (Honors) Yr. 12 **36 Weeks**
Level 4 1 Credit

Students in the French Literature course have the following objectives:

- A. Gain proficiency in the fundamental language skills that enable them to: 1: Read and understand prose and verse of moderate difficulty and mature content, 2: Formulate and express critical opinions and judgments in correct oral and written French.
- B. Develop the ability to read and analyze critically and to discuss perceptively representative works of French Literature.

Student texts are selected from the required reading list for the May AP exams (such as *L' enfant noir*, *Pierre et Jean*, and *Candide*). Prerequisite: Successful completion of French III and teacher recommendation.

Contingent upon approval, students may experience immersion in a francophone culture.

SPANISH

355 Spanish I Yr. 9-12 **36 Weeks**
Level 3 1 Credit

Spanish I is a beginning course for college-oriented students. It will include communication and language skills which enable one to function in a Spanish-speaking environment, including listening comprehension, person to person oral proficiency, reading comprehension, writing skills, and a basic understanding of aspects of the Hispanic culture including dance, song, holidays and food. This is for students who are serious about their interest in seeking cultural knowledge and foreign language skills.

356 Spanish II Yr. 10-12 **36 Weeks**
Level 3 1 Credit

Students will continue the basic language skills taught in Spanish I. They will expand on their base knowledge from last year incorporating new units on the body, clothes, food, the house, the chores and the town. The course focuses on grammatical structure and accuracy as well as live conversational practice and vocabulary building. Culture is explored more in depth. Successful completion of Spanish I is a prerequisite.

358 Spanish III Yr. **11-12** **36 Weeks**
 Level 3 1 Credit
 Students will continue the basic language skills taught in Spanish II. More emphasis will be placed on conversational proficiency, vocabulary building, grammatical structure and reading proficiency. Students will read Spanish novels and continue their study of the Hispanic culture. This course involves continuous review and reiteration of skills learned from Spanish I and II. Students will be exposed to a significant amount of new grammatical concepts, thematic vocabulary units, and important current cultural events. This class is recommended for students who plan to travel to Spanish speaking countries or continue their foreign language studies in college. Spanish I and II are prerequisites.

357 Hon. Spanish IV Yr. **12** **36 Weeks**
 Level 3 1 Credit
 Students in Spanish IV have a targeted goal of intermediate proficiency in the language. In addition to building off of all concepts learned in Spanish I, II and III, students will explore and study important Hispanic figures from history and of today. Students will expand on their previous knowledge, strengthen familiar concepts and build on new units such as current events, careers, literature and school. The course focuses on grammatical structure and accuracy as well as live conversational practice and constant vocabulary building. Culture is covered in depth and with much frequency. Successful completion of Spanish I, II and III are prerequisites.

MATHEMATICS

Dexter Regional High School offers two distinct programs of study in mathematics. They are based on the premise that different students learn in different ways. The course of study is the Algebra I, Geometry, & Algebra II sequence. The difference in the two programs is in the mode of presentation. Both programs are excellent for college preparation and four year programs. **Honors Program: A program of mathematical study primarily for the student who intends to pursue a four-year college degree in Science, Engineering, Computer Studies or Mathematics. In all math classes students are expected to have and use a graphing calculator. Model T1-83 from Texas Instruments is the one that will be taught. Honors classes will be doing the same work as the regular classes only in more depth, work, and concentration.**

Abstract Math

This method is the more traditional approach to mathematics that stresses more theory and computational skills.

502	Algebra I	Yr. 9	36 Weeks 1 ½ Credits
517	Hon. Algebra I	Yr. 9	36 Weeks 1 ½ Credits
507	Geometry	Yr. 10	36 Weeks 1 ½ Credits
518	Hon. Geometry	Yr. 10	36 Weeks 1 ½ Credits
519	Honors Algebra II (must also be taking Geometry) Yr. 10		36 Weeks 1 Credit
513	Algebra II/Pre Calculus	Yr. 11	36 Weeks 2 Credits
510	Algebra II	Yr. 11	36 Weeks 1Credit

509	Pre Calculus	Yr. 10-12	36 Weeks 1Credit
511	AP Calculus	Yr. 12	36 Weeks 1Credit

Contextual Math

This method uses the technique that is more “hands on” and is more contextual or relevant to real life experiences while incorporating some computational skills.

500	Algebra I	Yr. 9	36 Weeks 1 ½ Credits
520	Hon. Algebra I	Yr. 9	36 Weeks 1 ½ Credits
505	Geometry	Yr. 10	36 Weeks 1 ½ Credits
521	Hon. Geometry	Yr. 10	36 Weeks 1 ½ Credits
508	Honors Algebra II (must also be taking Geometry)	Yr. 10	36 Weeks 1 Credit
506	Algebra II	Yr. 11	36 Weeks 1 Credit
516	College Algebra/Geometry	Yr. 12	36 Weeks 1 Credit

500 or 502	Algebra I	Yr. 9	36 Weeks 1 ½ Credits
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Algebra I is a required course for all grade nine students. This class will meet one full block and part of another. Areas of study will include (but is not limited to) writing, solving, graphing equations, working with real numbers, working with polygons, and working with exponents, etc. There are two different Algebra 1 courses that a student can take. *Contextual Algebra (500)* is slightly more of a “hands-on” course and is often more relevant to real life experiences. *Abstract Algebra (502)* is a more traditional approach to mathematics. This class stresses more theory and computational skills.

517 or 520	Honors Algebra 1	Yr. 9	36 Weeks 1 ½ Credits
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Honors Algebra is available for students that would like the extra challenge involved in learning higher level mathematics. Students will be expected to do some additional work. *Course # 517 is Honors Abstract and #520 is Honors Contextual.*

505 or 507	Geometry	Yr. 10	36 Weeks 1 ½ Credits
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Geometry is a required course for all grade 10 students. This class will meet one full block and part of another. Areas of study will include (but is not limited to) parallel and perpendicular lines, triangle congruence, polygons and quadrilaterals, similarity, right triangles and trigonometry, circles etc. There are two different Geometry courses a student can take. *Contextual Geometry (505)* is slightly more of a “hands-on” course and is often more relevant to real life experiences. *Abstract Geometry (507)* is a more traditional approach to mathematics. This class stresses more theory and computational skills.

518	Honors Geometry	Yr. 10	36 Weeks 1 ½ Credits
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There is an honors challenge offered in both abstract and contextual Geometry for students that are looking to be challenged. Extra work and more difficult problems will be assigned to those that sign up for this challenge.

506	Algebra II	Yr. 10	36 Weeks
	Level 2		1 Credit
	Algebra 2 will review the material from Algebra 1 on a deeper level and will also introduce math that will help prepare students for Pre-calculus. A variety of functions will be explored using equations, tables, graphs, and applications. Some probability and statistics will also be covered.		
508	Honors Algebra II	Yr. 10	36 Weeks
	Level 3		1 Credit
	This is an accelerated Algebra II class for those sophomores who are also taking Geometry. Those who take this class should have a solid Algebra I background and plan to take Pre-Calculus in their junior year and AP Calculus in their senior year.		
513	Algebra II/Pre-Calculus	Yr. 11-12	36 Weeks
	Level 3		2 Credits
	This class will meet every day and is for juniors who want to take AP Calculus in their senior year. Algebra II material will be covered in the 1 st semester and Pre-Calculus will be covered in the 2 nd semester.		
509	Pre-Calculus	Yr. 11-12	36 Weeks
	Level 3		1 Credit
	Students will add to their understanding of functions and analytical geometry. They will earn the vocabulary used to describe the characteristics of functions, as well as the various ways of defining new functions from their growing repertoire of basic functions. An investigation of trigonometry with both practical and theoretical applications will ensure readiness for success in college calculus, AP calculus, or statistics.		
511	AP Calculus	Yr. 12	36 Weeks
	Level 4		1 Credit
	The ultimate goal of this course is success on the AP Calculus Exam offered by Educational Testing Service. The student will develop a complete understanding of differential and integral calculus. Through algebraic (analytical), graphical, verbal, and technological (numbers) methods, the student will gain skill in the mechanics of differentiation and integration. The ramifications of the first and second derivations and where, when and how to use them to solve problems involving optimization and related rates will be the focus of the first part of the course. The second part of the course will deal with the mechanics of anti-differentiation/integration. The fundamental Theorem of Calculus will unite the two parts of the course prior to delving into simple differential equations and application of the integral as an accumulation function. Lessons may be taped and made available to students during off hours. <u>All students must take the AP Exam and are expected to pay the cost of this exam in advance.</u>		
516	College Algebra/Geometry	Yr. 12	36 Weeks
	Level 2		1 Credit
	This is a senior based class for students that are entering a liberal arts program. It is designed to help all students meet college mathematics requirements. Dexter Regional High School, through this course, wants to make sure that all students that aspire to a higher education, graduate from here with the skills and knowledge they need to be successful. The class will focus on fundamental math skills including algebra, computation, mathematical reasoning, geometry, data analysis and statistics. The class will be an effective preparation tool for the math accuplacer exam often used by colleges for admission and placement.		

HEALTH & PHYSICAL EDUCATION

One full credit of physical education is required of all students.

600	Health/Character Education	Yr.	9-10	36 Weeks
Level 1				1 Credit
<u>This class is a required subject of all students.</u> Units explore the many aspects of dealing with one's mental, physical, social and psychological health, which are all discussed and brought into focus at the adolescent level. Human sexuality and family relationships will be an integral part of this study. Basic first aid will be presented so that students can recognize symptoms and provide emergency care. This class will also focus on areas of trustworthiness, respect, responsibility, fairness, caring, citizenship, honesty, courage, diligence and integrity. Videos, discussion groups, writing assignments and learning activities will also be included in the class.				
602	Physical Education	S1 or S2	9-12	18 Weeks
Level 1				½ Credit
This physical education class will concentrate on units consisting of more competitive sports. This will include football, field hockey, soccer, volleyball, floor hockey, softball, basketball and game type activities. This class is geared to the very competitive type of person that enjoys team sports.				
603	Coaching & Officiating	S1 or S2	12	18 Weeks
Level 1				½ Credit
This physical education class will be an independent study/classroom lecture type of class that will concentrate on getting students ready to either coach or officiate immediately after they graduate. Students will be concentrating on the sport/sports that they are interested in. The class will provide help in practice planning, strength/conditioning (off, pre and in season) and sports psychology. The student will also become proficient in the rules of their sport and will take a practice test for officiating. Once the student has reached 18 years of age and has a coaching position, they will have everything they will need to become certified. This class will have a \$40.00 fee which is for the UMO coaching course that students will take and receive a certificate for. Students will also receive a certification in CPR and first aid. This class will be limited to 10 and will be open to seniors first, that are serious about coaching or officiating.				
604	Outdoor Education	S1 or S2	9-12	18 Weeks
Level 1				½ Credit
This physical education class will concentrate on all outdoor activities including canoeing, kayaking, biking, hiking, rock climbing, archery, snowshoeing, cross-country skiing, ice skating, fishing (fly & ice) and map/compass activities. Due to the unpredictable Maine weather, there are times when we will be inside and students will need to be prepared everyday to either go outside or stay inside. It is imperative that only students with a love for the outdoors sign up for this class. This is not the type of class to sign up for if you are looking to get out of a typical physical education class. This class is limited to twelve students each semester.				
605	Dance	S1 or S2	9-12	18 Weeks
Level 1				½ Credit
This physical education class will concentrate on dancing. The class will consist of learning line and partner dances including the salsa, the cha-cha, swing, ballroom, disco, square and country line and two step dancing. In this class, students will be expected to participate in an end of the semester production to be performed at night. <u>This class could be used as ½ PE credit, or ½ fine arts credit.</u>				
606	Fit For Life	S1 or S2	9-12	18 Weeks
Level 1				½ Credit

This physical education class will consist of an introduction to the components of fitness, wellness and promotion of healthy lifestyles. It will also include an introduction to numerous life long physical activities which include bowling, golf, tennis, walking, jogging, biking, roller-blading, recreational games, volleyball, and weight lifting. This class is geared to the semi-competitive person that prefers individual types of activities.

607 Physical Management S1 or S2 9-12 18 Weeks
Level 1 ½ Credit

Do you hate typical physical education class? Do you hate competition? Would you prefer to have a say in your own fitness? If you can answer yes to some of these questions, then this may be the class for you! This is a new PE class that allows the student to develop their own fitness goals. Whether you want to get stronger, faster, be in better shape or just loose weight, this is the class to take. As long as we are all staying active, the class will dictate what we do. We will look at the components of physical fitness and go where you want to go.

SCIENCE

Core Program/Honors Program

702 Physical Science I Yr. 9 36 Weeks
Level 2 1 ½ Credits

This is a mandatory freshman science lab course if you are not enrolled in Honors Physical Science. It will meet one full block and part of another. This course is the first of a three year science program. The first year will concentrate on earth and physical science concepts.

703 Honors Physical Science I Yr. 9 36 Weeks
Level 3 1 ½ Credits

This advanced science course will meet during the same time as Physical Science for one full block and part of another. It is the first course of a rigorous four-year honors program designed for students who plan to enroll in a four-year college and major in a math or science career. Requirements include maintaining a 90 average and all work completed on time. Students will be placed in the honors program of Physical Science I after the first progress reports. The instructor and the student will agree upon an individual contract for this course.

706 Biology Yr. 10 36 Weeks
Level 2 1 ½ Credits

This course is a mandatory core science lab course for all sophomores who are not enrolled in the Honors Biology course. It will meet one full block and part of another. Biology is a laboratory-centered course which places emphasis on the basic concepts of cells, classification, ecology, evolution, genetics and the scientific method.

707 Honors Biology Yr. 10 36 Weeks
Level 3 1 ½ Credits

This advanced science course will meet during the same time as Biology for one full block and part of another. It is the second course of a rigorous four-year honors program designed for students who plan to enroll in a four-year college and major in a math or science career. Honors Biology is a laboratory-centered course which places emphasis on the basic concepts of cells, classification, ecology, evolution, genetics and the scientific method. Honors students will be expected to use word processing and spreadsheet programs especially for laboratory write-ups. Students will also conduct several independent projects throughout the year. Honors status will be determined at the end of the first five weeks of class based on a teacher-student contract.

721 Advanced Biology Yr. 12 36 Week
Level 3 1 ½ Credits

Prerequisites: Must have taken and passed Physical Science, Biology and Chemistry.

This course is designed to cover the concepts of Ecology, Evolution, Anatomy, Physiology, and Genetics in greater detail than Sophomore Biology. The purpose is to prepare students for college level biology/science courses. Students will be expected to conduct several small independent projects and one large independent project over the

course of the year. Additional concepts of experimental design, data analysis, and scientific literacy will be built into the curriculum. This will be a rigorous class with high expectations of student effort.

of experimental design, data analysis, and scientific literacy will be built into the curriculum. This will be a rigorous class with high expectations of student effort.

710 Chemistry Yr. 11 36 Weeks
Level 2 1 Credit
A practical chemistry course for students who plan to end their formal education upon graduation or who plan to pursue a post-secondary education but not in an area which has a science/mathematics concentration. Class work builds on basic concepts learned in previous years. Labs are designed to build on the learner's scientific skills and foster critical thinking. Practical application of chemistry concepts will be explored. Students will be required to present information that they have researched both cooperatively and individually.

711 Honors Chemistry Yr. 11 36 Weeks
Level 3 1 ½ Credits
A preparatory course for students planning post-secondary education. Emphasis is placed on the chemical concepts necessary to understand and participate in a college level course in chemistry. Laboratory work stresses accuracy in measurement, skill in using laboratory equipment and the collection and evaluation of data. Students should be able to read at the 11th grade level and perform mathematical and algebraic calculations. Students who choose to take this course should have attained a minimum grade average of 85 in Honors Biology, plus teacher recommendation, and instructor approval. Maximum capacity is 16 students.

712 Physics Yr. 12 36 Weeks
Level 2 1 Credit
This course covers a survey of basic physical principles. Topics in wave motion, light, electricity and mechanics will be studied, with limited laboratory study. It is designed for students who intend to pursue one or two-year degree programs after high school in a technical field. Students enrolling in this course should have successfully completed a course in Algebra I or Applied Math I & II.

714 Honors Physics Yr. 12 36 Weeks
Level 3 2 Credits
A course for students planning a two or four-year degree program after high school. It provides an opportunity to expand and sharpen previously learned concepts of matter and energy necessary for participation in technical and college level courses in physics. It will provide skill in using laboratory apparatus and in the collection and analysis of physical data. A minimum grade average of 85 in algebra is essential; knowledge of trigonometry is highly recommended. Maximum capacity is 16 students.

705 Forensic Research & Design Yr. 9-12 36 Weeks
Level 2 1 Credit
Forensic Research and Design is a college preparatory class for grade 9-10 students who have demonstrated serious interest in science. Experimentation for this year will occur in three strands: forensics, chemistry, and medical research. Activities include crime scene investigations, microbiology and the human genome project, and students will also build a coral reef aquarium. Outcomes include collaboration with graduate students from The University of Southern Maine to plan experiments and strengthen skills in the lab. **Students must have a GPA of 85 and teacher recommendation. Class size is limited to 12 students.**

HISTORY

Honors Program

802 Honors Western World S1 9 18 Weeks
Level 3 ½ Credit

While incorporating Maine’s Learning Results students will do an in-depth study of the politics, physical geography, history and culture of Canada, Latin America and Europe. Students will engage in real-world problem solving, analyze the media coverage of world events, and investigate environmental concepts. A well-balanced mix of world literature, primary sources, and fine art will also be covered. A major research component will be done during this semester. This class is the first of history credits needed toward graduation.

803 Honors Eastern World S2 9 18 Weeks
Level 3 ½ Credit

Semester two will continue with an in-depth study of the politics, physical geography, history and culture of Russia, China, Japan, Africa and India. Incorporating Maine’s Learning Results students will engage in real-world problem solving, analyze the media coverage of world events, and investigate environmental concepts. A well-balanced mix of world literature, primary sources, and fine art will also be covered. A major research component will be done during the semester. This class is the first of history credits needed toward graduation.

807 Honors Modern History I S1 10 18 Weeks
Level 3 ½ Credit

This is mainly the study of Europe in terms of the Enlightenment, the French Revolution, the Industrial Revolution and World War I.

814 Honors U.S. History I S2 10 18 Weeks
Level 3 ½ Credit

A sophomore course implemented as the first in a three-step process in U. S. History. This course will encompass the period from Colonial America through the Civil War.

816 Honors U. S. History II S1 11 18 Weeks
Level 3 ½ Credit

This junior course is the first half of a review of United States history from the end of the Revolutionary War to the Civil War. The class examines in depth the Constitution, the rise of the west and south, slavery and the Civil War. Students will be required to complete a term paper to fulfill the requirements of the class, and tests are essay based. Periodic writing assignments are also required and one outside reading book is mandatory.

817 Honors U. S. History III S2 11 18 Weeks
Level 3 ½ Credit

The second half of a review of United States history for juniors, which covers events from reconstruction following the Civil War to the Great Depression. It examines in depth the treatment of the Native American, the rise of capitalism, reform, World War I and the Depression. As a requirement, students are assigned an outside reading book with a critical essay research paper. Tests are essay based and outside written assignments are also required.

810 AP U.S. History Yr. 12 36 Weeks
Level 4 1 Credit

The advanced placement U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with U.S. History from the age of exploration through to Vietnam. This is a very fast paced course. Students must be prepared to read and write extensively, think critically, and spend hours a night working on this subject. **All students are required to take the National AP Examination in May. Students are expected to pay the cost of this exam.** College credits may be obtained with an acceptable score. Pre-requisite, two semesters of U.S. History.

Core Program

800 Western World S1 9 18 Weeks
Level 2 ½ Credit

While incorporating Maine’s Learning Results students will study the unique geographic aspects of Canada, Latin America and Europe. Each unit explores issues related to the environment, conflict and the global economy. The content of the course is based on up-to-date research emphasizing global interdependence, cultural diffusion and diversity. A strong humanities stand helps students round out their understanding of each culture. This class is the first of history credits needed toward graduation.

801	Eastern World	S2	9	18 Weeks ½ Credit
Level 2 Semester two will continue with the study of the unique geographic aspects of Russia, China, Japan, Africa and India. Incorporating Maine’s Learning Results students explore issues related to the environment, conflict and the global economy. The content of the course is based on up-to-date research emphasizing global interdependence, cultural diffusion and diversity. A strong humanities stand helps students round out their understanding of each culture. This class is the first of history credits needed toward graduation.				
808	Modern History	S1	10	18 Weeks ½ Credit
Level 2 This is mainly the study of Europe in terms of the Enlightenment, the French Revolution, the Industrial Revolution and World War I.				
811	U. S. History I	S2	10	18 Weeks ½ Credits
Level 2 A sophomore course implemented as the first in a three-step process in U.S. History. This course will take up the period from Colonial America through the Civil War.				
812	U. S. History II	S1	11	18 Weeks ½ Credit
Level 2 This is the first half of a complete review of U. S. History for juniors. It will cover events from the end of the Revolutionary War, the Constitution, and the Civil War to the closing of the frontier and the rising of the west.				
813	U. S. History III	S2	11	18 Weeks ½ Credit
Level 2 The second phase for juniors begins with the Spanish American War as the United States becomes a world power. It continues with World Wars, the Depression and ends in the 1980’s.				
815	Psychology	S1 or S2	12	18 Weeks ½ Credit
Level 2 A course designed to introduce psychology to college-bound high school seniors . Some of the areas covered are behavior modification, therapy, our brain, how a child thinks, group influence, learning theory and sleep. Seniors taking this course must have completed one year of U. S. History.				

History Electives

804	History of Maine	S1	10-12	18 Weeks ½ Credit
Level 2 This course examines the history of Maine beginning with the Native Americans and the arrival of the Europeans up to the 20 th century. The course covers the social, economic and political forces, events and people that led to the formation of the state. The class uses “Maine-A Narrative History”, by Neil Rolde as a text along with numerous handouts pertaining to the state’s history. A class scrapbook on Maine history, a cemetery project and a visit to the Grist Mill Museum in Dexter are among the special projects featured in the class. This course will be offered over the ATM network; therefore the number may be limited with preference going to upperclassmen.				
806	Social Problems	S2	10-12	18 Weeks ½ Credit
Level 2 The first half of this course examines the causes and results of the holocaust and discussions of prejudice, discrimination and human behavior. Students will be required to keep a journal during the first eight weeks. The second part of the course covers the area of criminal law, especially as it relates to juvenile crime and current trends designed to deal with crime in America.				

A course based on current events that examine important current issues facing the United States. The class contains learning units on such topics as pollution, recycling, the death penalty, crime, violence and aids. The class is discussion-based with frequent handouts pertaining to the units of study.

818 Government **S1 or S2** **12** **18 Weeks**
 Level 2 $\frac{1}{2}$ Credit
 Students will learn the constitutional principles and the democratic foundations of national, state, and local systems and institutions. Further, students will learn how to exercise the rights and responsibilities of participation in civic life and to analyze and evaluate public policies. This understanding entails insight into political power, how it is distributed and expressed, the types and purposes of governments, and their relationships with the governed. Political relationships among the United States and other nations are also included in this content area.

TRI-COUNTY TECHNICAL CENTER

Tri-County Technical Center is a regional high school program providing occupational preparation courses. Participants attend classes at the Center and their high school on an every other day basis. Students are bussed to and from the Center by the school district. All students attending the Center complete an Employment Portfolio. Students earn three credits for each year of participation. Applications to programs offered at the Tri-County Technical Center are made through high school guidance services.

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|------------|--|------------|---------------------------------|
| 900 | Automotive Technology | 925 | Metals Manufacturing |
| 905 | Building Trades | 930 | Criminal Justice |
| 910 | Graphic Design and Communications | 935 | Commercial Truck Driving |
| 915 | Culinary Arts | 940 | Computer Systems Repair |
| 920 | Diversified Health Occupations | | |

900 Automotive Technology **Yr.** **11-12** **36 Weeks**
 Level 2 3 Credits
 The Automotive Technology Program provides students with realistic work experience designed to be a basis for employment and further education in the automotive service industry. Students spend one-third of the time in a classroom setting learning the fundamentals of automotive technology diagnosis and repair, and developing a job skill portfolio. The remainder of class time is used to complete real work projects by servicing and repairing customers' vehicles. Students use the latest automotive computer diagnostic tools and computerized automotive information systems to assist in these repairs. Many students continue their education in related fields or at technical colleges or other automotive training facilities.
Outcomes: Competency Certificate, Skill Profile, and Maine Department of Labor Safety Certificate

905 Building Trades **Yr.** **11-12** **36 Weeks**
 Level 2 3 Credits
 The Building Trades Program instructs students in the skills associated with residential house construction. Students are involved in a variety of building projects within the community that provide hands-on experience at a job site. Building Trades students learn accepted practices for the use of hand and power tools with an emphasis on safety. Students have the opportunity to learn basic building techniques involved in house construction, as well as develop their employability skills. Students who meet the requirements of the Wheels of Learning Curriculum will earn National Registration that is recognized by many construction companies. Students may also earn OSHA Certification and 30-Hour Safety Cards. Successful completion of the program provides students with entry-level skills and a strong base for further training in the field of Building Trades.
Outcomes: Certificate, Skill Profile, Wheels of Learning National Register for Construction Industry Certification, and OSHA Certification

910 Graphic Design & Communications **Yr.** **11-12** **36 Weeks**

Level 2

3 Credits

The Graphic Design & Communications program provides self-paced instruction and practice in the field of graphic arts. Students learn digital imaging concepts and skills in a modern graphic arts lab while gaining valuable workplace skills such as dependability, resourcefulness, initiative, diligence and interpersonal skills.

Students will gain experience in the following areas using the professional-level software packages of Adobe Illustrator, Adobe In-Design and Adobe Photoshop: Working with Selections, using Layers, Creating Masks and Channels, Creating Animations, Retouching and Repairing Images, Painting and Editing, Designing Publications such as flyers, CD jewel case Booklets, Newsletters and Magazine covers. Students will have the opportunity to apply those skills on “real” customer projects. Jobs may include business cards, photo ID’s, brochures, flyers, invitations, and bound reports. Students will scan basic art on a digital scanner and enhance it in an illustration program such as Adobe Illustrator. Students will have access to state-of-the-art equipment such as digital cameras, scanners, high speed printers, and professional laminators.

Outcomes: Competency Certificate, Skill profile, and Adobe Certified Expert Certification.

915 Culinary Arts

Yr.

11-12

36 Weeks

Level 2

3 Credits

The Culinary Arts Program prepares students for work in the food service/hospitality industry. Students apply skills by operating a full service restaurant, a bakery and a part-time catering service. Food preparation, presentation, and food service management skills are taught. Students learn to work in a teamwork atmosphere. Students explore and are encouraged to pursue post secondary education and work placement in the Culinary Arts and Hotel/Restaurant Management fields.

Outcomes: Competency Certificate, Skill Profile, and National Sanitation Serve Safe Certification

920 Diversified Health Occupations

Yr.

11-12

36 Weeks

Level 2

3 Credits

Program of Work

Diversified Health Occupations is designed to be a Career Awareness Course with skills learned for diverse medical careers. Areas of instruction include but are not limited to medical terminology, anatomy and physiology, prevention, health and disease, human growth and development, health career responsibilities, career research, communication and leadership skills as well as job seeking skills. Dexter Health Care, Hibbard Nursing Home and Mayo Regional Hospital provide sites for clinical experience. Students can choose from several different health careers that they are interested in for clinical rotations, students apply skills they have learned in their hands-on laboratory and classroom. Students wishing to obtain state certification as a nursing assistant (C.N.A.) or a personal support specialist (PSS) may do so through this program. Students may also seek national certification in Health Occupations through the National Occupational Competency Testing Institute (NOCTI). Students must maintain an eighty average to be eligible for all certifications. Health Occupations students participate in the National Student Leadership Organization entitled Health Occupations Students of America (HOSA) and attend state and national conventions. **OUTCOMES:** Competency Certificate, Skills Profile, Certification in Basic Life Support for Health Care Providers, Certification in American Heart Association First Aid, Certified Nursing Assistant (C.N.A.), Certified Personal Support Specialist (P.S.S.), and National Certification in Health Occupations through NOCTI.

925 Metals Manufacturing

Yr.

11-12

36 Weeks

Level 2

3 Credits

The Metals Manufacturing Program prepares students for employment or post secondary education in metals production occupations. Through application of metal working skills, students learn the manufacturing process. Production work in the program is designed to teach skills in teamwork, problem solving, and human relations. Activities include: Precision layout and measurement, lathes, Computer Numerical Control (CNC) conventional mills, Computer-Assisted Drafting (CAD) and blueprint reading. There are also some basic welding and cutting operations performed.

Outcomes: Competency certificate, Skill profile

930 Criminal Justice

Yr.

11-12

36 Weeks

Level 2

3 Credits

The Criminal Justice Program prepares students for an exciting and challenging career in the field of Law Enforcement, Criminal Investigations, and Forensic Science. Students in the Criminal Justice Program will get a

broad overview of the criminal justice system. It will provide competency-based instruction in crime scene investigations, professional ethics, evidence handling, fingerprinting, case preparation, constitutional rights, court systems, emergency vehicle operation and police combat shooting. Students are expected to follow law enforcement unit procedures, wear a BDU (Battle Dress Uniform) and complete physical training. Parts of the physical training and curriculum are based on the Maine Criminal Justice Academy requirements. Many units are supported with federal, state and local law enforcement personnel.

The course is recommended for students interested in pursuing careers in Criminal Justice, Law Enforcement, or the Military.

Outcomes: Competency Certificate, Skill Profile

935 Commercial Truck Driving Yr. 11-12 36 Weeks
Level 2 3 Credits

The Truck Driving Program qualifies students to be tested by the State of Maine Department of Motor Vehicles for a commercial tractor-trailer driver's license (CDL Class A). Instruction is based on state laws, industry regulations, and equipment maintenance required for licensing. The Commercial Truck Drivers Manual and the Professional Truck Driving Institute of America Handbook/Workbook are used as the texts for the course. State standards for classroom and driving instruction are adhered to during the course. Students spend a good part of instructional time driving tractor-trailer rigs in skills practice and over the road experience. Students that successfully complete the program will possess entry-level skills required by the trucking industry and are able to use the school's truck and trailer to test for licensing. The employment success rate for students completing the course is very high. Students must have a valid Maine driver's license and must be seventeen years of age.

Outcomes: Competency Certificate, Skill Profile, Maine Commercial Drivers License (CDL) Class A with endorsements

940 Computer Systems Repair Yr. 11-12 36 Weeks
Level 2 3 Credits

This program is designed to provide students with the skills to repair, maintain, design, and set up computer network systems. The skills taught include diagnosing and upgrading personal computers, printers and other system components. Computer and electronics fundamentals will be taught during the course. Students completing this course will be prepared to test for certification in the A+ classification. Employment will be available to students in the computer systems and repair and design occupations. Many businesses are seeking people with these skills and the experience will be an asset to students pursuing many occupations.

Outcomes: Competency Certificate, Skill Profile, A+ Certification, and Network+ Certification.

POST SECONDARY OPPORTUNITIES

Several Tri-County Technical Center Programs have direct connections with related programs at Maine Community Colleges. These are called articulation agreements and colleges award credit for Community College Programs based upon competencies learned at Tri-County Technical Center.

Tri-County Technical Center Articulation Agreements:

Washington County Community College **with** Culinary Arts

Beal College **with** Criminal Justice, and Graphic Design & Communications

EMCC **with** Automotive Technology, Building Trades, Culinary Arts, and Metals Manufacturing

Andover College **with** Computer Systems Repair, and Criminal Justice

Husson College **with** Criminal Justice

April 1, 2008

Dear Dexter Regional High School Student:

Selecting courses for your program of study is one of the most important decisions you will make during your four years in high school. Your program is the focus of the high school transcript, a record of accomplishments that many of you will use in applying for educational and career opportunities in the future.

We encourage you to review this booklet very carefully. Personal course selections should be those best suited to your academic abilities, interests, and future goals. Designing a program that offers both variety and challenge is one way to maximize future options. When your program is combined with solid academic performance and active school citizenship, you have several key ingredients for eventual success.

It is important that you discuss course decisions with your parents and the counselor. If you have any questions about requirements for post-secondary programs you are considering or questions about course content or expectations, please be certain to ask early in the registration process. The administration, guidance counselor and teachers welcome your questions.

We wish you the best for the 2008-2009 school year.

Stephen Bell, Principal

Sandra Emerson, Assistant Principal

DeAnna Hartel, Director of Guidance

Production & Design Application Form

Please type or print legibly and neatly all requested information. Do not leave any blank items on this form.

NAME: _____

PARENT/GUARDIAN: _____

ADDRESS: _____

COURSE ENROLLED IN: _____ (Honors, Core, Business or Vocational)

PRESENT GRADE : _____ STUDY HALLS: _____

Please answer the following questions:

A. List any and all high school subjects and skills that you have already taken or possess which you feel will be of benefit to you as a yearbook/newspaper staff member.

B. Write a paragraph stating the reasons why you think that you would be an excellent yearbook candidate.

C. Write a paragraph stating your reasons for wanting to be on the yearbook staff.

D. What personal character traits do you feel a good yearbook staff member should possess? Give reasons for your answers.

E. What extra-curricular activities are you involved in at D.R.H.S.?

**DEXTER REGIONAL HIGH SCHOOL
COURSE SELECTION
2008-2009**

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SPECIAL EDUCATION

Only special education students with a current Individual Education Plan (IEP) may sign up for the following classes. The final decision on what classes are best for each student will be made at each student's Individual Education Plan (IEP) meeting.

Course offerings vary from year to year based on the needs of the individual students. The following are classes that are generally offered.

006 General English	S1 or S2	9-12	18 Weeks ½ Credit
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These courses count as an English credit. They are offered at various levels of difficulty and generally involve instruction in reading, writing, and speaking. Courses may involve literature or specialized reading programs.

099 Communication	Yr.	9-12	36 Weeks 1 Credit
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Communication courses count as an English credit. In this class the student will concentrate initially on practical life skills such as reading safety vocabulary, learning to fill in forms with personal data, answering the telephone, and taking a message. Other points of emphasis may be following written and verbal directions, or reading the driver's education manual. The content can also range to exposure to literature and individual reading skill lessons and practice on a more individual level.

032 General Math	S1 or S2	9-12	18 Weeks ½ Credit
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Resource room math classes are offered at several levels of difficulty and generally involve individualized instruction to some extent. Course content may focus on basic number facts, fractions, decimals and percents as well as understandings in budgeting, basic geometry, or individualized algebra.

503 Applied Math	S1 or S2	9-12	18 Weeks ½ Credit
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This resource room math class starts with review of pre-algebra skills and then focuses on applied algebra and geometry skills and understandings using the same text as is found in regular classes with instruction taking place at a more moderate pace.

090 Functional Skills Math	Yr.	9-12	36 Weeks 1 Credit
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Course content in these classes will focus on practical life skills such as using money, household measuring and telling time. Other topics may include time cards, pay checks, bank accounts, and personal budgeting. Real experiences with tools such as a cash register and authentic projects such as running a snack company will be used as much as possible in some of these classes.

096 Self Care	S1 or S2	9-12	18 Weeks ½ Credit
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Some students reach high school needing continued instruction and practice in self care skills. Subjects range from personal hygiene to taking medication, understanding and managing an on-going medical problem, and basic first aid.

026 Work Experience S1 or S2 9-12 18 Weeks
½

Credit

In these classes, students will be given an opportunity to apply for and participate in authentic work situations under the supervision of a job coach. Work sites generally include, but are not limited to, on-campus food service, custodial, or clerical positions. The emphasis is on development of positive work behaviors. It is important to note that these are short-term learning situations and the students earn only a very small “learning wage”.

014 Careers S1 or S2 9-12 18 Weeks
½ Credit

This class may count as a social studies credit. It focuses on individualized career exploration and generally includes tours of work sites in the community along with job shadowing and extended community-based work experiences. Students will receive instruction and gain experience with job applications, interviews, making appointments, and basic social skills.

020 Computer Proficiency S1 or S2 9-12 18 Weeks
½ Credit

This class allows students to work at their own pace to build competency in computer use. Students will work on basic keyboarding skills, as well as word processing, spreadsheets, data bases, power-point, use of digital cameras and scanners etc. The class is practical and uses authentic projects as much as possible. It may be helpful in meeting the state’s graduation requirements for computer proficiency.

015 Independent Living Yr. 9-12 36 Weeks
1 Credit

These classes focus on development of skills needed to live independently. Individualized instruction and hands-on practice in nutrition, shopping, cooking, cleaning, basic household maintenance, and basic household safety are commonly covered depending on the needs of the individual class members. Students use the community as their classroom for a good part of their instruction. Students in this class can participate in many activities which could include, volunteering in local community services, assisting the town services, employment experience in local businesses on a regular schedule.

Note: Students in independent living classes may run a small company. The primary source of profit for the company is snack sales. The company has a checking and savings account. Students count daily profit, re-fill inventory, make bank deposits, write checks, balance bank statements, hire employees, keep basic business accounts and use the profits for educational field trips and experiences. These activities are integrated within the students’ day and allow for authentic educational experiences.

034/035 Structured Study S1 or S2 9-12 18 Weeks
0 Credit

Structured study is an alternative to regular study hall. Students have access to direct support from a teacher or educational technician in a small group setting. There is no credit for structured study.

