



**Lawrence Schooley, Principal  
Oceanside West – Grades 8-9  
47 Valley Street  
Thomaston, ME 04861**

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**Program of Studies – West Campus  
2012-2013 Grades 8 and 9**

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**April 25, 2012**

## GRADUATION REQUIREMENTS

The RSU 13 School Board recognizes the need to establish minimum standards for awarding a high school diploma that are consistent with State law and regulations, and with community educational value and expectations. Upon entering high school it is necessary for students to know the requirements that will apply to their class in order to plan an appropriate sequence of course offerings that meets graduation requirements.

The Superintendent, through the high school principal, shall be responsible for making accurate information concerning graduation requirements available to incoming students and their parents prior to selecting courses for ninth grade. This policy will be included in the student handbook and program of studies each school year. Because the requirements set forth in this policy are different from those of MSAD 5 and MSAD 50, there is a phase-in period for full implementation. It is particularly important for students to note the requirements for the year they intend to graduate from high school in RSU 13.

<b><u>To Graduate in 2013:</u></b>	<b><u>Total Credits 24</u></b>	<b><u>To Graduate in 2014:</u></b>	<b><u>Total Credits 24</u></b>
English:	4 credits	English:	4 credits
Mathematics:	3 credits	Mathematics:	3 credits
Social Studies:	3 credits	Social Studies:	3 credits
Science:	3 credits including at least 1 credit in life science and 1 credit in physical science	Science:	3 credits including at least 1 credit in life science and 1 credit in physical science
Fine Arts:	1 credit	Fine Arts:	1 credit
Health:	1 credit	Health:	1 credit
Physical Education:	1 credit	Physical Education:	1 credit
Technology/Vocational Ed:	½ credit	Technology/Vocational Ed:	½ credit
Community Service:	20 hr as a senior 15 hr as a junior 10 hr as a sophomore 5 hr as a freshman	Community Service:	20 hr as a senior 15 hr as a junior 10 hr as a sophomore 5 hr as a freshman

  

<b><u>To Graduate in 2015 and Beyond:</u></b>	<b><u>Total Credits 24</u></b>
English:	4 credits
Mathematics:	3 credits
Social Studies:	3 credits
Science:	3 credits including at least 1 credit in life science and 1 credit in physical science
Fine Arts:	1 credit
Health:	1 credit
Physical Education:	1 credit
Technology/Vocational Ed:	½ credit
Foreign Language:	1 credit
Community Service:	20 hr as a senior 15 hr as a junior 10 hr as a sophomore 5 hr as a freshman

Credits will be earned in RSU 13 high schools with the following exceptions:

1. Transfer Students: The High School principal will analyze transcripts to determine whether state and local graduation requirements are met. Testing may be required by the principal to determine the learning from previous experiences.
2. Homeschooling Students: Home-school students who wish to earn a diploma from RSU 13 will present transcripts and course syllabi of all previous credits earned. The High School Principal will analyze these materials to determine whether state and local graduation requirements are met. Testing may be required by the principal to determine the learning from previous experiences.
3. College Classes: College classes may be taken for dual credit with prior approval of the High School Principal. In general, approval will not be granted for college courses covering the same material as classes offered by RSU 13.
4. External High School Classes: High School courses may be taken for credit through RSU 13 Adult Education, correspondence, or virtual high schools with prior approval by the principal. A syllabus will be required for approval, and a transcript will be required to award credit.
5. Midcoast School of Technology: Students attending the Midcoast School of Technology will receive the designated number of credits for the program upon satisfactory completion of the program.
6. Special Education Diploma Requirements: Students receiving Special Education services will receive a high school diploma upon completion of the Individual Education Plan designating how the student will meet graduation requirements.
7. Students will receive advanced standing but not credit for high school classes completed in 8<sup>th</sup> grade with a grade of "B" or better. If State regulations change this will be reconsidered by the RSU 13 school board.

Other Considerations:

1. The requirements for community service are described in the accompanying procedures 2.02P.
2. Early Graduation: A student who has met the State's and the RSU 13 Board's requirements for a high school diploma in fewer than four years of high school and who has had a plan for early graduation approved by the principal one year in advance of the intended graduation date, may be awarded a diploma from RSU 13.
3. Deferred Diploma: A student who leaves high school in RSU 13 before earning a diploma and who attends an accredited, degree granting institution of higher education will be awarded a high school diploma from the RSU 13 high school last attended upon proof of satisfactory completion of the freshman year of college.
4. Extended Study: Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.
5. Students shall be enrolled in a minimum of six (6) credits at one time, with the exception of Home Schooling students and students with a special arrangements approved by the Principal.
6. A student must complete all requirements for a high school diploma before participating in graduation exercises.

## COURSE LOAD

It is recommended that all Freshmen, Sophomores, and Juniors carry seven or eight courses per year. Seniors must carry a minimum of six courses per year to be eligible for activities and senior events. Colleges will look more favorably on candidates who carry full and challenging loads with no study halls.

## SCHOOL ATTENDANCE AND ATTENDANCE POLICY

At Oceanside High School we firmly believe that attendance is a critical component in the student's academic success and achievement. Please refer to the student handbook for complete policy regarding attendance.

## COLLEGE ENTRANCE EXAM INFORMATION

Most colleges require that students take a college entrance exam. Two of the exams offered are the Scholastic Aptitude Test (SAT) or the American College Testing (ACT). The SAT is now divided into SAT I, which is an aptitude test measuring reading, writing, and math skills and the SAT II, which is an achievement test in various subjects. Some selective colleges require SAT II tests for particular majors. The ACT assessment is a more subject based achievement test measuring performance in English, math, science and social studies. The tests are administered at Oceanside High School. Both sophomore and junior classes (second year and third year students) take the PSAT in October. Juniors (third year students) are required to take the SAT as well as the augmentation tests in math and science in the spring. These tests now replace the MEA as the State of Maine assessment.

REQUIRED TESTING BY THE STATE OF MAINE	YEAR	MONTH
NECAP – New England Common Assessment	8 <sup>th</sup> Grade	October
PSAT-Preliminary Scholastic Aptitude	Sophomore & Junior	October only
SAT- Scholastic Aptitude Test	Junior	May

OTHER AVAILABLE TESTS AND DATES	YEAR	MONTH
ACT – American College Testing	Junior & Senior	October, December, April
ACT- available at other sites		February, March
SAT –Scholastic Aptitude Test	Junior & Senior	Oct, Nov, Dec, Jan, Mar, May, June
SAT II	Junior & Senior	Available every test date but March.
CWR – College, Work Readiness Assessment	Frosh & Senior	9 <sup>th</sup> Grade/Fall, 12 <sup>th</sup> Grade/Spring
RSU 13 Writing Assessment	9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup>	Fall and Spring
NWEA – Northwestern Evaluation Association	9 <sup>th</sup> , 10 <sup>th</sup>	January/Spring

**Specific dates, locations, and fees will be announced. Sophomores are permitted to take the SAT and ACT at their own expense. Additional information may be obtained in the Guidance Office.**

## Oceanside High School West Offers Two Levels of Course Offerings

- A ACCELERATED**
- C COLLEGE PREPARATION**

These levels of course offerings help to define our classes, but student selections are not restricted to just one level or program. Students will always be encouraged to select courses that will help them grow their learning and reach their personal goals. A primary goal of Oceanside High School is to offer a challenging range of courses while providing an equitable access to educational opportunity and support for meeting high standards. To that end, comprehensive level courses will be phased out over the next two years, remaining available to 11th and 12th grade students in 2011-2012, and to only 12th grade students in 2012-2013. Beginning in 2013-2014, only accelerated and college preparation level courses will be offered, insuring that all students graduating from Oceanside High School will be able to choose college or other post-secondary options for continuing education.

### ACCELERATED COURSE OFFERINGS – A

Courses at this level are based on a college preparatory curriculum but require more focus. Students will be expected to demonstrate a deeper level of understanding of the concepts introduced. Critical thinking skills will be emphasized and students should have the ability to grasp complex ideas. Students should be able to do extensive independent work outside and within the classroom.

### COLLEGE PREPARATION – C

This level course is based on a college preparatory curriculum. Some out of school preparation will be necessary to be successful in this level course. The college prep courses will provide students with the opportunity to develop critical thinking skills and to work toward understanding complex ideas. These courses will move the students toward independent thinking through the use of guided practice.

### Guidelines for Accelerated Courses and Lab Courses

<b>English – Grade 9 Accelerated</b>	<b>English Lab</b>
Spring NWEA – 230 or above Spring Writing Prompt – “Meets/Exceeds” Teacher Recommendation Classroom 8 <sup>th</sup> Grade English grades	Spring Writing Prompt – “Does not meet” Teacher Recommendation Classroom 8 <sup>th</sup> Grade English grades
<b>Grade 9 Read 180 – RIT Score 217 or below</b> <b>Grade 8 Read 180 – RIT score 213 or below</b>	
<b>Math – Grade 9 Accelerated</b>	<b>Math Lab</b>
Spring NWEA – 245 or above Teacher Recommendation Classroom 8 <sup>th</sup> Grade Math grades	Spring NWEA – 222 or below Teacher Recommendation Classroom 8 <sup>th</sup> Grade Math grades
<b>Math – 9<sup>th</sup> Graders Skipping Algebra I</b>	
Spring NWEA – 251 or above Algebra I Skills Test Teacher Recommendation	
<b>Math – 8<sup>th</sup> Graders Taking Algebra I – Accelerated</b>	
Spring NWEA – 245 or above Orleans Hanna Screening – 93% Teacher Recommendation	

## COURSE DESCRIPTIONS

### New For School Year 2012-13: Interdisciplinary Study, Grade 9

Adventures Beyond the Classroom: From Oceanside to Herring Gut

Voyages in Math, Science and Art

This course is designed to engage students in an interdisciplinary study of math, science, and art through exploration of connections to our local marine environment. This course will take the place of the usual 9<sup>th</sup> grade math, science, and half year art elective. A component of this course will include some time spent in Port Clyde at the Herring Gut Learning Center.

The math portion of the class will focus on Algebra. Students will be able to collect, analyze, and graph data from a marine environment.

The physical science aspects of this course go beyond state and national physical science standards to include lab projects and field work in the local marine environment. Potential projects include participation in a study of local water quality and its potential effects on marine life, and oceanography topics such as tides, currents, and using the science of waves to understand sonar and radar. Students will develop skills including: collecting data in the field using real equipment and techniques, processing samples in the laboratory using techniques used by state and private labs, and analysis of data in conjunction with the algebra course work.

In the spring semester, art will be added to compliment the math and science experiences. Students will learn the language of "En Plein Air" (in the open air) and will explore various techniques and media through pencil, ink, watercolor, linoleum carving, clay and papermaking. Students will begin with creating their own art journal/sketchbook that will be used throughout the semester to write, reflect, and sketch in.

Students will show evidence of their learning through a presentation of written work & public speaking to audiences interested in St. George River issues. Art work will be displayed during the public presentation on the grounds of the Herring Gut Learning Center.

**Although this is an interdisciplinary class – students will be given credit for each individual class.**

#### LIMITED CLASS ENROLLMENT

**Student considerations for this course will include:  
teacher recommendation, past attendance records, motivation and work habits.**

**Students who participate in this course will be enrolled in the following math, science and art courses:**

<i>Course Title:</i>	<b>Math - Interdisciplinary</b>					
<i>Course Number:</i>	<b>MAT2275</b>	<i>Level:</i>	<b>C</b>	<i>Credit:</i>	<b>1.5</b>	<b>Full Year</b>
<i>Course Title:</i>	<b>Science - Interdisciplinary</b>					
<i>Course Number:</i>	<b>SCI2381</b>	<i>Level:</i>	<b>C</b>	<i>Credit:</i>	<b>1.5</b>	<b>Full Year</b>
<i>Course Title:</i>	<b>Art - Interdisciplinary</b>					
<i>Course Number:</i>	<b>ART2420</b>	<i>Level:</i>	<b>C</b>	<i>Credit:</i>	<b>1</b>	<b>Second Semester</b>

## English

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
ELA 8	ELA101	8			
Read 180	ELA102	8			Content Interv.
ELA 9 C	ELA2081	9	x		
ELA 9 A	ELA2091	9		x	
ELA Read 180 – Fall/Spring	ELA2061F/S	9	x		

**Note to All Students:** Many English classes require summer reading. The reading assignment will be provided at the end of each year before the summer months. Individual teachers will be sure you are aware of your assignments.

### Elective, Enrichment, or Intervention Course Offerings:

ELA 8 Writing Lab *(offered both semesters and students will be reviewed at the semester mark to see if they need to continue; other students can be added at the beginning of semester 2)	ELA104	8			Content Interv.
ELA 9 English Lab*	ELA2041F/S	9	x		Content Interv.

<b>Course Title:</b> ELA 8	<b>Prerequisite:</b>
<b>Course Number:</b> ELA101	<b>Level:</b>
	<b>Credit:</b>

Grade 8 English offers an exploration of grade level texts in a variety of genres. Students practice using textual evidence to support opinions and conclusions drawn from those texts. Students will conduct several research investigations, making connections across the disciplines. They will write routinely for a range of tasks, purposes, and audiences using the writing process.

<b>Course Title:</b> Read 180 – Grades 8	<b>Credit:</b>
<b>Course Number:</b> ELA102	<b>Level:</b>

Criteria for placement in Grade 8 Read 180:  
RIT Score 213 or below

In Read 180, students begin the year by taking a placement test to determine their reading level. Once reading levels have been determined, the class works as a rotation each day from independent reading, to small group instruction, to software practice with spelling, comprehension, fluency, and word recognition. With focused and continuous practice throughout the year in reading, students should gain confidence and competency in reading. There is also a focus on writing in which students are exposed to different purposes for writing.

<b>Course Title:</b> ELA 8 Writing Lab	<b>Prerequisite:</b>
<b>Course Number:</b> ELA104	<b>Level:</b>
	<b>Credit:</b>

Writing Lab Intervention:

Students who do not meet grade level writing standards will take Writing Lab. This course will focus on genres of writing including narrative, persuasive, expository, and research. Students will write short pieces to address specific grade level standards in organization and conventions. Periodically, students will complete a writing prompt to evaluate their growth toward meeting standards. Students who meet standards during the course will have the opportunity to work on writing for other disciplines.

<b>Course Title:</b>	<b>ELA 9C</b>	<b>Prerequisite:</b>	
<b>Course Number:</b>	<b>ELA2081</b>	<b>Level:</b>	<b>C</b>
		<b>Credit:</b>	<b>1</b>

This course offers an exploration and application of the literary side of English through short stories, drama, the novel, memoir, and literary terms. Additionally, students will self-select novels and respond to them individually through writing and discussion. The analytical essay is the main focus of writing freshman year as it lays the foundation for writing in high school. Students will also extend their experience with narrative writing. This course provides an environment for independent thinking as well as collaborative and lively discussion, and an independent use of skills is expected as the year progresses. A choice of a summer reading novel is required between 8th and 9th grade.

<b>Course Title:</b>	<b>ELA 9 A</b>	<b>Prerequisite:</b>	
<b>Course Number:</b>	<b>ELA2091</b>	<b>Level:</b>	<b>A</b>
		<b>Credit:</b>	<b>1</b>

Criteria for ELA 9 Accelerated:

Spring NWEA – 230 or above  
Teacher Recommendation

Spring Writing Prompt – “Meets/Exceeds”  
Classroom 8<sup>th</sup> Grade English grades

Accelerated English gets at the depth of literary application through the study of the classics, which may include works by Homer, Sophocles, Dickens, and Shakespeare. In addition, a few contemporary authors are explored. The analytical essay is the main focus of writing freshman year as it lays the foundation for writing in high school. Students will also extend their experience with narrative writing. Independent application of skills is expected. Summer reading is required between 8th and 9th grades to spark initial exploration of literary concepts.

<b>Course Title:</b>	<b>Read 180 – Grade 9</b>			
<b>Course Number:</b>	<b>ELA2061F</b>	<b>Level:</b>	<b>C</b>	<b>Credit:</b>
	<b>ELA2061S</b>			<b>.5 semester</b>
				<b>(English Credit)</b>

Criteria for placement in Grade 9 Read 180:

RIT Score 217 or below

In Read 180, students begin the year by taking a placement test to determine their reading level. Once reading levels have been determined, the class works as a rotation each day from independent reading, to small group instruction, to software practice with spelling, comprehension, fluency, and word recognition. With focused and continuous practice throughout the year in reading, students should gain confidence and competency in reading. There is also a focus on writing in which students are exposed to different purposes for writing.

<b>Course Title:</b>	<b>ELA 9 English Lab</b>	<b>Prerequisite:</b>	
<b>Course Number:</b>	<b>ELA2041F</b>	<b>Level:</b>	<b>P/F</b>
	<b>ELA2041S</b>	<b>Credit:</b>	

Criteria for placement in English Lab:

Spring Writing Prompt – “Does not meet”  
Teacher Recommendation  
Classroom 8<sup>th</sup> Grade English grades

In English Lab, students will receive direct support for work happening in their English class. In addition to supporting classroom instruction, this lab will provide mini-lessons and activities to address weaknesses identified by the district Writing Prompt, MAPS, and classroom assessments. This will include direct instruction in grade-level standards for writing (organization, argument, imbedding quotes, citations, conventions, etc.) as well as instruction for reading (vocabulary building, reading comprehension with literary and informational texts, etc.)



## Health

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Intro to Health	HPE801	8			
Health 1	HPE2704	9	x		

<b>Course Title:</b> Intro to Health – 8 <sup>th</sup> Grade	<b>Prerequisite:</b>
<b>Course Number:</b> HPE801 <b>Level:</b>	<b>Credit:</b>

Health Education is essential to the health and learning of adolescents. Introductory Health will advance the student's knowledge and skills necessary to make healthy, informed decisions when facing choices affecting their social, emotional / mental, and physical well being. Topics include Wellness Triangle, Nutrition, Peer Relationships including the impacts of bullying, and Drug Awareness. Resources include [Reducing the Risk Curriculum](#)

<b>Course Title:</b> Health 1 – 9 <sup>th</sup> Grade	<b>Prerequisite:</b>
<b>Course Number:</b> HPE2704 <b>Level:</b> C	<b>Credit:</b> 0.5

Health 1 will investigate health issues that impact the lives of teens now and in their future. Understanding what influences one's decisions and developing the skills necessary to accept the responsibilities and consequences of those decisions will be the focus of this course. Students will learn how to determine the validity of health resources including the Internet. Understanding the interrelatedness of the six components of wellness is essential to the total health of an individual. Students will be challenged and encouraged to participate in discussions, to write, and will be assessed on their cognitive knowledge of health issues. Their Health 3-ring binder will be graded.

Topics include Stress Management, Mental / Emotional Health including Suicide Prevention, Drug, Alcohol, and Tobacco Awareness, Relationship Development, Nutritional Health and Physical Activity as they relate to Cardiovascular Health, and CPR.

Required of each student: 1 inch 3-ring binder

Resources: [Glencoe Health©2011](#), [Best Practices in HIV Prevention Education](#), American Red Cross, [Lifelines](#), Valid Health Websites, Guest Speakers

## Math

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Pre-Algebra	MAT201	8			
Algebra I	MAT202	8		X	
Grade 9 Pre-Algebra	MAT2262	9	X		
Applied Math	MAT2270	9	X		
Algebra 1	MAT2280	9	X		
Algebra 1 (Accelerated)	MAT2290	9		X	
Geometry	MAT2281	9	X		
Geometry (Accelerated)	MAT2291	9		X	

**Elective, Enrichment, or Intervention Course Offerings:**

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level	Other Levels (AP, Modified, CPH)
Grade 8 Math Lab	MAT205	8			Intervention
Grade 9 Math Lab	MAT2240F MAT2240S	9			

<i>Course Title:</i> <b>Pre-Algebra Grade 8</b>	<i>Prerequisite:</i>
<i>Course Number:</i> <b>MAT201</b> <i>Level:</i>	<i>Credit:</i>

8th grade Pre-algebra is a prerequisite to Algebra I. The Connected Math curriculum is used. It is a combination of pre-algebra, algebra, and geometry concepts. To be successful students should have a good understanding of computational skills and problem solving techniques. Mathematical modeling and applications to real-world situations will be emphasized. Students will be expected to work collaboratively in groups as they investigate mathematical concepts.

Outcomes: Students will be able to simplify algebraic expressions, use formulas, solve equations with one or more variables and be able to write and graph linear equations with an understanding of slope and y-intercept; to write and use formulas and be able to write exponential growth and decay equations as well as create graphs and tables to represent them; to use the Pythagorean Theorem to determine the length of a missing side of a triangle, to be able to distinguish between and determine experimental and theoretical probability as well as determine fairness and expected value; to use measures of central tendency (mean, median, mode, and range) and create line plots, scatter plots, histograms, bar graphs, and box-and-whisker plots to represent data; to use the distributive property, and write quadratic expressions in factored and expanded form, determine the y-intercept, x-intercepts, minimum, maximum, and axis of symmetry by analyzing equations, graphs, and tables of quadratic expressions; to understand the concept of symmetry and perform transformations (reflections, rotations, and translations)

<i>Course Title:</i> <b>Pre-Algebra Grade 9</b>	<i>Prerequisite:</i>
<i>Course Number:</i> <b>MAT2262</b> <i>Level:</i> <b>C</b>	<i>Credit:</i> <b>1 (Grade 9)</b>

To be successful students should have a good understanding of computational skills and problem solving techniques. Modeling math with manipulatives will be introduced. Students will be expected to work independently as the year progresses.

Students will become proficient in some important mathematical ideas such as expressions, coordinate graphing, simplifying expressions, generalizing patterns, problem solving with patterns, equations with balance, solving equations and the meaning of slope.

<i>Course Title:</i> <b>Applied Math</b>	<i>Prerequisite:</i> <b>Student must attend MCST</b>
<i>Course Number:</i> <b>MAT2270</b> <i>Level:</i> <b>C</b>	<i>Credit:</i> <b>1</b>

Students who take Intro to Applied Technology at Midcoast School of Technology and successfully complete the semester long course will be considered to have earned one-half credit for math skills learned. They will be enrolled in Applied Math for the opposite semester. At the successful completion of Applied Math AND Intro to Applied Technology, the student will earn one full math credit for the school year. No partial credit will be awarded for either semester.

<i>Course Title:</i>	<b>Algebra 1</b>	<i>Prerequisite:</i>	<b>Pre-Algebra</b>
<i>Course Number:</i>	<b>MAT 202</b>	<i>Level:</i>	<b>C</b>
	<b>MAT2280</b>	<i>Credit:</i>	<b>1 (Grade 9)</b>

To be successful students should have a good understanding of computational skills and problem solving techniques. Mathematical modeling and applications to real-world situations will be emphasized. Students will be expected to work collaboratively in groups as they investigate algebraic concepts.

Students will be able to simplify algebraic expressions, use formulas, solve equations with one or more variables and be able to write and graph linear equations with an understanding of slope and y-intercept; to solve systems of equations by graphing, substitution and algebraic elimination techniques; to add, subtract, multiply and divide polynomials; to factor binomials and trinomials and solve first and second-degree equations using this technique; to solve problems involving probability and statistics. Students will be able to analyze and solve word problems.

<i>Course Title:</i>	<b>Algebra 1 Accelerated</b>	<i>Prerequisite:</i>	<b>Pre-Algebra</b>
<i>Course Number:</i>	<b>MAT2290</b>	<i>Level:</i>	<b>A</b>
		<i>Credit:</i>	<b>1 (Grade 9)</b>

Criteria for 9<sup>th</sup> Graders Taking Algebra I Accelerated:

Spring NWEA – 245 or above  
 Teacher Recommendation  
 Classroom 8<sup>th</sup> Grade Math grades

Criteria for 8<sup>th</sup> Graders Taking Algebra I Accelerated:

Spring NWEA – 245 or above  
 Orleans Hanna Screening – 93%  
 Teacher Recommendation

**This course will implement the same curriculum as the College Prep Algebra 1. However, the expectations for the accelerated level will include more independent work, more depth in topics studied and a faster pace.**

To be successful students should have a good understanding of computational skills and problem solving techniques. Mathematical modeling and applications to real-world situations will be emphasized. Students will be expected to work collaboratively in groups as they investigate algebraic concepts.

Students will be able to simplify algebraic expressions, use formulas, solve equations with one or more variables and be able to write and graph linear equations with an understanding of slope and y-intercept; to solve systems of equations by graphing, substitution and algebraic elimination techniques; to add, subtract, multiply and divide polynomials; to factor binomials and trinomials and solve first and second-degree equations using this technique; to solve problems involving probability and statistics. Students will be able to analyze and solve word problems.

<i>Course Title:</i>	<b>Geometry</b>	<i>Prerequisite:</i>	<b>Algebra 1</b>
<i>Course Number:</i>	<b>MAT2281</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>1 (Grade 9)</b>

Geometry is the study of geometrical relationships in a plane and in space and begins with the study of basic properties and terminology and progresses to the study of proof. To be successful students should have a good understanding of computational skills and problem solving techniques—Mathematical modeling and applications to real-world situations will be emphasized. Students will be expected to work collaboratively in groups as they investigate geometric concepts.

Students will be able to understand and communicate using the language of geometry; to determine measurements and properties of two and three-dimensional figures, such as parallel lines, triangles quadrilaterals, circles, pyramids, cones, prisms and cylinders; use a given set of facts to calculate missing measurements using definitions, geometric theorems, postulates, and trigonometry; to write proofs; to use coordinate geometry to solve and prove statements; and to understand transformations.

<b>Course Title:</b>	<b>Geometry Accelerated</b>	<b>Prerequisite:</b>	<b>Algebra 1</b>
<b>Course Number:</b>	<b>MAT2291</b>	<b>Level:</b>	<b>A</b>
		<b>Credit:</b>	<b>1 (Grade 9)</b>

This course will implement the same curriculum as the College Prep Geometry. However, the expectations for the accelerated level will include more independent work, more depth in topics studied and a faster pace.

Geometry is the study of geometrical relationships in a plane and in space and begins with the study of basic properties and terminology and progresses to the study of proof. To be successful students should have a good understanding of computational skills and problem solving techniques—Mathematical modeling and applications to real-world situations will be emphasized. Students will be expected to work collaboratively in groups as they investigate geometric concepts.

Students will be able to understand and communicate using the language of geometry; to determine measurements and properties of two and three-dimensional figures, such as parallel lines, triangles quadrilaterals, circles, pyramids, cones, prisms and cylinders; use a given set of facts to calculate missing measurements using definitions, geometric theorems, postulates, and trigonometry; to write proofs; to use coordinate geometry to solve and prove statements; and to understand transformations.

<b>Course Title:</b>	<b>Math Labs</b>	<b>Prerequisite:</b>	<b>Mathematics Department Permission</b>
<b>Course Number:</b>	<b>MAT205</b>		
	<b>MAT2240F</b>	<b>Level:</b>	<b>P/F</b>
	<b>MAT2240S</b>	<b>Credit:</b>	<b>Semester long course</b>

Math Lab will provide a structured environment for students who need additional support in their mathematics course. In addition, students who need remediation in their math skills may be placed in this course.

## Music

### Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Chorus	FNA601	8			Elective
Chorus	MUS2420	9	X		Elective
Grade 8 Band	FNA602	8			Elective
Band	MUS2430	9	X		Elective

<b>Course Title:</b>	<b>Chorus – Grade 8</b> <b>Chorus- Grade 9</b>	<b>Prerequisite:</b>	<i>The ability to sing on pitch and an interest in participating in a choral ensemble.</i>
<b>Course Number:</b>	<b>FNA601</b>		
	<b>MUS2422</b>	<b>Level:</b>	<b>C</b>
		<b>Credit:</b>	<b>1 (Grade 9)</b>

Chorus is open to all students who have an interest in performing in a choral ensemble. Emphasis is on learning basic vocal and choral skills necessary for performing at the high school level. The repertoire will include music of diverse cultures, genres and styles. The course is sequentially designed and participation in all four years of high school is encouraged.

NOTE: Chorus is a year long commitment. Semester offering is at the discretion of the choral director and will be considered on an individual basis and the student will be expected to participate all year, even if on an independent basis for a semester in which another course requirement conflicts with chorus class.

<b>Course Title:</b>	<b>Band – Grade 8</b>	<b>Prerequisite:</b> <i>Departmental recommendation</i>			
<b>Course Number:</b>	<b>FNA602</b>				
<b>Course Number:</b>	<b>MUS2430</b>	<b>Level:</b>	<b>C</b>	<b>Credit:</b>	<b>1 (Grade 9)</b>

Standard concert band and wind ensemble literature will be explored and performed throughout the school year. One lesson per week on a rotating period basis is required of all students in the program.

## Physical Education

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
8th Grade Physical Education	HPE802	8			
Physical Education 1	HPE2701	9	x		

<b>Course Title:</b>	<b>8<sup>th</sup> Grade Physical Education</b>	<b>Prerequisite:</b>			
	<b>Physical Education 1</b>				
<b>Course Number:</b>	<b>HPE802</b>				
	<b>HPE2701</b>	<b>Level:</b>	<b>C</b>	<b>Credit:</b>	<b>0.5 per semester (Grade 9)</b>

Physical Education 1 is a 1/2 credit course required for graduation. The focus of the physical education program is overall wellness and lifetime fitness. Students will be challenged to develop their health-related fitness, physical competence, cognitive understanding, and positive attitudes about physical activity. Daily conditioning activities will lead to improved levels of cardio-respiratory fitness, muscular fitness, and flexibility. Students will engage in a variety of physical activities which may include: Fitness Testing, Frisbee, soccer, ropes course, volleyball, badminton, pickle ball, team handball, lacrosse, golf, softball and floor hockey. **If students take this course for a second semester in grade 9 it will count as an elective credit instead of a credit for phys ed.**

## Science

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Integrated Science	SCI301	8			
Intro. To Physical Science	SCI2380/2390	9	X	X	

<b>Course Title:</b>	<b>Integrated Science – Grade 8</b>	<b>Prerequisite:</b>			
<b>Course Number:</b>	<b>SCI301</b>	<b>Level:</b>			
		<b>Credit:</b>			

Eighth grade science focuses on an understanding of fundamental science concepts (in both earth science and life science) through essential questions within an interdisciplinary context. Built-in to teaching and learning opportunities is the adolescent ‘viewpoint’; ‘Why is this important?’ and ‘How do we know (what we know)?’ Students can expect to work cooperatively, through an inquiry process, as scientists do. Projects will be developed that draw on student interest, our local community, as well as environmental/social issues.

<b>Course Title:</b>	<b>Intro. To Physical Science</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>SCI2380</b> <b>Level:</b> <b>C</b>	<b>Credit:</b> <b>1</b>

The emphasis of this introductory physical science course is on the physical science standards from the MLRs. Examples from Earth science will be included where possible. Topics covered include: atomic theory, the Periodic Table, radioactivity, nuclear fission and fusion, chemical bonding, acids and bases, chemical reactions, oxidation and reduction, Newton's laws of motion, gravity, projectile and satellite motion, and heat. Students will work on skills including: note-taking, laboratory techniques, class discussion, organization and writing.

<b>Course Title:</b>	<b>Intro. To Physical Science</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>SCI2390</b> <b>Level:</b> <b>A</b>	<b>Credit:</b> <b>1</b>
<b>Accelerated level by teacher recommendation.</b>		

This course is designed to be an in-depth and rigorous introduction to Chemistry and Physics. Emphasis is on the physical science standards from the MLRs. Examples from Earth science will be included. Where possible Topics covered include: atomic theory, the Periodic Table, radioactivity, nuclear fission and fusion, chemical bonding, acids and bases, chemical reactions, oxidation and reduction, Newton's laws of motion, gravity, projectile and satellite motion, and heat. This course will require extensive writing. Students who take this course need to display strong work habits and should be prepared to take notes, work carefully in a laboratory setting, contribute to class discussions, be organized

## Social Studies

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
U.S. History I	SOC401	8			
Modern World History	SOC2181/2191	9	X	X	

<b>Course Title:</b>	<b>U.S. History I- Grade 8</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>SOC401</b> <b>Level:</b>	<b>Credit:</b>

U.S. History I will present an overview of events that have shaped early American history from the social, political, and economic points of view. Students will focus on developing grade level reading, test taking, and study skills as they learn about the history and culture of the early United States. The material covered will give students an understanding of how our nation developed since the English/French settlement of North America through Reconstruction (1877). The basic structure of the U.S. government including individual rights and responsibilities as described by the U.S. Constitution will also be covered.

<b>Course Title:</b>	<b>Modern World History</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>SOC2181</b> <b>Level:</b> <b>C</b>	<b>Credit:</b> <b>1</b> <b>Weight:</b>
	<b>SOC2191</b> <b>A</b>	
<b>Accelerated level by teacher recommendation.</b>		

The Modern World history class focuses on world history from the Renaissance to the present. Students will focus on developing grade level reading, test taking, and study skills as they learn about the history and culture of Modern Asia, Africa, and Europe. This course covers major themes and transitions up to the 20th Century including the Renaissance, the French and Russian Revolutions, religious conflicts, European colonization, World War I and II, as well as other major events of this time period. Geography will also be a primary focus throughout the course and will develop on the ever-changing political, social, and topographical landscapes of Asia, Africa, and Europe.

**MODERN WORLD HISTORY - ACCELERATED**

Accelerated MWH classes have more self directed study as well as lengthier reading and writing assignments. Students must be able to regularly analyze and interpret concepts independently on their own

**Special Services**

Classes in the Special Services section are available only to students with an IEP. Course selection is determined during IEP meetings.

**Core Course Offerings:**

Course Name:	Course Number		Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
<b>English Courses</b>	Grade 8	Grade 9				
Reading	SPS801	ENG2035	8, 9			MOD
Writing	SPS802	ENG2031				MOD
<b>Math</b>						
Basic Math	SPS803	MAT2230	8, 9			MOD

<i>Course Title:</i>	<b>Reading</b>	<i>Prerequisite:</i>			
<i>Course Number:</i>	<b>SPS801 (gr8)</b>				
	<b>ENG2035 (gr9)</b>	<i>Level:</i>	<i>Credit:</i>	<b>1 (Grade 9)</b>	<b>MOD</b>

**Placement in this program requires approval of the I.E.P. team.**

This reading class is designed for students with an IEP. Strong emphasis is placed on exercises designed to improve reading skills. Students work with main ideas, inferences, conclusion, context clues, etc. during class. Students also work on other specific skills as specified.

<i>Course Title:</i>	<b>English</b>	<i>Prerequisite:</i>			
<i>Course Number:</i>	<b>SPS802 (gr8)</b>				
	<b>ENG2031 (gr9)</b>	<i>Level:</i>	<i>Credit:</i>	<b>1 (Grade 9)</b>	<b>MOD</b>

**Placement in this program requires approval of the I.E.P. team.**

This course provides English skills for students with an IEP. Emphasis is placed on exercises designed to improve writing and comprehension skills. The 8<sup>th</sup> and 9<sup>th</sup> grade English Standards will be considered when developing an individual plan.

<i>Course Title:</i>	<b>Basic Math</b>	<i>Prerequisite:</i>			
<i>Course Number:</i>	<b>SPS803 (gr8)</b>				
	<b>MAT2230 (gr9)</b>	<i>Level:</i>	<i>Credit:</i>	<b>1 (Grade 9)</b>	<b>MOD</b>

**Placement in this program requires approval of the I.E.P. team.**

This is a basic math course emphasizing proficiency in the four math operations – addition, subtraction, multiplication, and division with whole numbers, decimals, and fractions. This course covers place value, time, measurement, and money, in addition to mathematical applications and problem solving. Individual need determines the focus of study. Individualized programs of remediation will be based on recent diagnostic testing.

<i>Course Title:</i>	<b>Resource Room Academic Support</b>	<i>Prerequisite:</i>			
<i>Course Number:</i>	<b>SPS804 (gr8)</b>				
	<b>SPS904 (gr9)</b>	<i>Level:</i>	<b>P/F</b>	<i>Credit:</i>	<b>.5 (Grade 9)</b>
					<b>Semester long course</b>

**Placement in this program requires approval of the I.E.P. team.**

Resource Room Academic Support provides tutoring and quiet study for students with an IEP. Students also prepare for tests, complete assignments and develop organizational skills.

## Support and Service

Courses that encourage and support school success are listed below. In addition, Student Services staff provides help to students with issues that interfere with their ability to do well in school. Tutoring, student intervention meetings, conferences and staffing are scheduled as needed.

### Core Course Offerings:

Course Name:	Course Number		Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
English As A Second Language	ESL000	ESL001	8, 9	X		
8 <sup>th</sup> Grade Academy	SUP800		8			P/F
Freshman Academy		STU609	9			P/F
Volunteer Service		STU920	9			P/F

<b>Course Title:</b>	<b>English As A Second Language</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>ESL000</b>	
	<b>ESL001</b>	<b>Level: C</b>
		<b>Credit: 1 (Grade 9)</b>

This course is designed for students to develop language proficiency in English and as an introduction to culture in the United States. Students are involved in an interactive learning process using literature, film and conversation. Enrollment in this class requires pre-approval.

<b>Course Title:</b>	<b>8<sup>th</sup> Grade Academy</b>	<b>Prerequisite:</b>
	<b>Freshman Academy</b>	
<b>Course Number:</b>	<b>SUP800</b>	
	<b>STU609</b>	<b>Level: P/F</b>
		<b>Credit: 1 (Grade 9)</b>

Academy is a course required for all students in both grades 8 and 9. In this course there will be time for students to receive focused support from their all their teachers.

<b>Course Title:</b>	<b>Volunteer Service</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>STU920</b>	<b>Level: P/F</b>
		<b>Credit: .25 (Grade 9)</b>
		<b>Semester long course</b>

Students may be given an opportunity to do volunteer service, with arrangements made through their school counselor. Pass/Fail grades are awarded.



## Technology

### Course Offerings:

Course Name:	Course Numbers		Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Robotics	TEC731	TEC2531	8, 9	X		Elective
Electronics	TEC732	TEC2532	8, 9	X		Elective
Woodworking	TEC733	TEC2533	8, 9	X		Elective
Small Engines	TEC734	TEC2534	8, 9	X		Elective
Basic Architectural CAD	TEC735	TEC2535	8, 9	X		Elective

<i>Course Title:</i>	<b>Robotics</b>	<i>Prerequisite:</i>	
<i>Course Number:</i>	<b>TEC731</b>		
	<b>TEC2531</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>0.5 Grade 9</b>

In this course students will trace the development of the robot throughout history, gaining knowledge of its existence in the past as well as what it has become today. Students will take part in hands-on course work that allows them to construct various functioning robots that will perform on the floor in front of them. The robotic kits that are provided allow students to construct approximately 22 working robots that perform various functions ranging from simple moves to remote control utilizing a simple television remote. In addition to robotic knowledge, students will also gain knowledge of electronic components that work with various electronic circuits used in the control of the robot's actions.

<i>Course Title:</i>	<b>Electronics</b>	<i>Prerequisite:</i>	
<i>Course Number:</i>	<b>TEC732</b>		
	<b>TEC2532</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>0.5 Grade 9</b>

With today's technological society it would be next to impossible to find a single household that does not utilize some electronics in their day-to-day lives. From early radio to the computers of today, electronics is here to stay. This course is designed to take the beginning electronics student and teach them the basic skills so that he/she may gain entry-level knowledge of the electronics industry. Students will either develop skills as a hobby or may view their studies as the beginning of a career with post secondary studies. Students will gain hands-on experiences constructing, testing and troubleshooting electronic circuits built from either new or salvaged components.

<i>Course Title:</i>	<b>Woodworking</b>	<i>Prerequisite:</i>	
<i>Course Number:</i>	<b>TEC733</b>		
	<b>TEC2533</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>0.5 Grade 9</b>

With the cost of materials and labor in today's society it has become increasingly more difficult and more expensive to perform maintenance in and around the home. Because of this the homeowner should be capable of utilizing basic hand and power tools to repair and/or build common wooden products. In this course students will be able to utilize lab tools and equipment to construct a small household product. The course will cover basic operation and use of power and hand tools along with instruction in working with wood to shape and assemble useful products. Shop and tool safety will also be taught along with planning, material selection, gluing and finishing procedures.

<i>Course Title:</i>	<b>Small Engines</b>	<i>Prerequisite:</i>	
<i>Course Number:</i>	<b>TEC734</b>		
	<b>TEC2534</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>0.5 Grade 9</b>

Most homes today own at least one small engine-powered piece of equipment. Servicing and repairing it are jobs that most homeowners are not knowledgeable about which leaves them no choice but to take the machine to a service facility. This costs time and money. In this course the homeowners of tomorrow will study troubleshooting and servicing procedures common to the small engine service industry. Students will participate in hands-on servicing and troubleshooting as well as learning proper and safe use of tools and equipment. Areas to be covered will be internal combustion engine theory, compression, ignition and fuel systems service and repair procedures, hand and power tool safety, as well as OEM equipment service and repair procedures.

<b>Course Title:</b>	<b>Basic Architectural CAD</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>TEC735</b>	
	<b>TEC2535</b>	<b>Level: C</b>
		<b>Credit: 0.5 Grade 9</b>

In this course students will be introduced to Architectural Design through a Computer Aided Design, (CAD) software program, entitled, DataCAD 11. The CAD software enables students to design architectural construction plans for both residential and industrial buildings while using the capabilities of the computer.

Each student will design and produce plans for a story and a half Cape Cod style home of their choice. Student plans will include the first floor plan with dimensions, a furniture layout, 3D interior and exterior views, the foundation plan, and the roof and elevation plans. In addition to producing and manipulating graphic images, students will learn about the various building components and how stick frame buildings are constructed.

The course utilizes the students' creative thinking and problem solving skills while demonstrating the practical application of basic math in an engaging format. The course is helpful to those considering a technical career, but is general enough to be fun for non-technical students as well.

## Visual Arts

### Course Offerings:

Course Name:	Course Numbers	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Foundations of Art	FNA606   ART2400	8, 9	X		Elective
Drawing Fall	ART2416F	9	X		Elective
Drawing Spring	ART2416S	9			Elective

<b>Course Title:</b>	<b>Foundations of Art I</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>FNA606</b>	
	<b>ART2416F</b>	<b>Level: C</b>
		<b>Credit: .5 per semester</b>

Students will learn the language of art and explore various techniques and media. The elements and principles of design will be covered and used. Students will observe works of art from chosen time periods and movements. Art skills will be developed through a variety of class assignments such as: printmaking, clay, painting, etc.

<b>Course Title:</b>	<b>Drawing Fall - Grade 9</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>ART2416F</b>	
	<b>Level: C</b>	
		<b>Credit: .5 per semester</b>

Students will be expected to develop and acquire technical skills in drawing through guided practice. Many methods to develop hand skills and train the artist's eye will be used. Students will work from observation and imagination. Pencil, pen & ink, charcoal and marker are some of the materials that will be explored. Keeping a sketchbook will be a requirement.

<b>Course Title:</b>	<b>Drawing Spring - Grade 9</b>	<b>Prerequisite:</b>
<b>Course Number:</b>	<b>ART2416S</b>	
	<b>Level: C</b>	
		<b>Credit: .5 per semester</b>

Students will be expected to develop and acquire technical skills in drawing through guided practice. Many methods to develop hand skills and train the artist's eye will be used. Students will work from observation and imagination. Pencil, pen & ink, charcoal and marker are some of the materials that will be explored. Keeping a sketchbook will be a requirement.

## World Languages

### Core Course Offerings:

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Grade 8 French I	LAN501	8			Elective
Grade 8 French II	LAN511	8			Elective
Grade 8 Spanish I	LAN502	8			Elective
Grade 8 Spanish II	LAN512	8			Elective
French I	LANG2801	9-12	X		Elective
French II	LANG2802	9-12	X		Elective
French III	LANG2803	9-12	X		Elective
Spanish I	LANG2806	9-12	X		Elective
Spanish II	LANG2807	9-12	X		Elective
Spanish III	LANG2808	9-12	X		Elective

<b>Course Title:</b> French I	<b>Prerequisite:</b>
<b>Course Number:</b> LAN501 (gr8) LANG2801 (gr9)	<b>Level:</b> C
	<b>Credit:</b> 1 (Grade 9)

Students in French I will learn to recognize the geographical locations where French is spoken. They will use the language to express likes, dislikes, and personal preferences; use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, and other common interactions; use vocabulary for a range of topics such as numbers, colors, weather, dates, etc. Students will also learn to understand the basic ideas of short conversations based on familiar topics; provide written descriptions and information on specific level-appropriate topics; compose grammatically simple sentences and basic paragraphs using correct tenses, and demonstrate knowledge of holidays, popular songs, and traditions connected with French cultures.

<b>Course Title:</b> French II	<b>Prerequisite:</b> French 1
<b>Course Number:</b> LAN511 (gr8) LANG2802 (gr9)	<b>Level:</b> C
	<b>Credit:</b> 1 (Grade 9)

Students in French II will use French to exchange information about general events such as classes and meals; express needs, feelings, present and past events; and understand and follow simple instructions in French. Students will also understand the main ideas of texts, CDs, DVDs or TV programs in French; write about oneself, friends, and family; and demonstrate grammatical accuracy using different tenses and language functions. Additionally, French II students will identify major cities, landmarks and geographical features of the target countries, and demonstrate knowledge of the daily routines and practices of those cultures.

<b>Course Title:</b> French III	<b>Prerequisite:</b> French 2
<b>Course Number:</b> LANG2803	<b>Level:</b> C
	<b>Credit:</b> 1

In French III students will use verbal exchanges to share personal data, information, and preferences about one's life, past experiences, and preferred leisure activities; maintain extended conversations in French; give and follow directions for travel, recipes and other tasks; and understand the main ideas, themes and basic details from diverse spoken and written media: radio, television, movies, newspapers, magazines. French III students will also write descriptions, narrations, summaries and correspondence in French; guess the meanings of words through context, cognates and related words; and identify the contributions of French cultures. **This course may only be offered at Oceanside High School – East (Rockland).**

<i>Course Title:</i>	<b>Spanish I</b>	<i>Prerequisite:</i>	
<i>Course Number:</i>	<b>LAN502 (gr8)</b>		
	<b>LANG2806 (gr9)</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>1 (Grade 9)</b>

This course is designed for beginning students or students who have had minimal experience with the language. Students will learn basic sounds, stress patterns and intonation of the language. Emphasis will be on developing oral proficiency and listening comprehension, as well as a solid grammatical foundation. Students in Spanish I will learn to recognize the geographical locations where Spanish is spoken. They will use the language to express likes, dislikes, and personal preferences; use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, and other common interactions; use vocabulary for a range of topics such as numbers, colors, dates, etc. Students will also learn to understand the basic ideas of short conversations based on familiar topics; provide written descriptions and information on specific level-appropriate topics; compose grammatically simple sentences and basic paragraphs using correct tenses, and demonstrate knowledge of holidays, popular songs, and traditions connected with Hispanic cultures. Cultural aspects of the language will be introduced on an on-going basis.

<i>Course Title:</i>	<b>Spanish II</b>	<i>Prerequisite:</i>	<b>Spanish I</b>
<i>Course Number:</i>	<b>LAN512 (gr8)</b>		
	<b>LANG2807 (gr9)</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>1 (Grade 9)</b>

This course is a continuation of the development of all four language skills. It reinforces and builds upon the skills and knowledge acquired in Spanish I. Students in Spanish II will use Spanish to exchange information about general events such as classes and meals; express needs, feelings, present and past events; and understand and follow simple instructions in Spanish. Students will also understand the main ideas of texts, CDs, DVDs or TV programs in Spanish; write about oneself, friends, and family; and demonstrate grammatical accuracy using different tenses and language functions. Great emphasis will be placed on the sophistication of grammar. The students will continue their exploration of the Hispanic culture as they demonstrate understanding of the relation between its practices and perspectives. Spanish II students will identify major cities, landmarks and geographical features of the target countries, and demonstrate knowledge of the daily routines and practices of those cultures.

<i>Course Title:</i>	<b>Spanish III</b>	<i>Prerequisite:</i>	<b>Spanish 2</b>
<i>Course Number:</i>	<b>LANG2808</b>	<i>Level:</i>	<b>C</b>
		<i>Credit:</i>	<b>1</b>

In Spanish III students use verbal exchanges to share personal data, information, and preferences about one's life, past experiences, and preferred leisure activities; maintain extended conversations in Spanish; give and follow directions for travel, recipes and other tasks; and understand the main ideas, themes and basic details from diverse spoken and written media: radio, television, movies, newspapers, magazines. Spanish III students also write descriptions, narrations, summaries and correspondence in Spanish; guess the meanings of words through context, cognates and related words; and identify the artistic, scientific, literary and philosophical contributions of Hispanic cultures. This course may only be offered at Oceanside High School – East (Rockland).

## Mid Coast School of Technology

Mid-Coast School of Technology (MCST) provides a wide variety of career & technical education (CTE) programs and some academics, when needed. The goal of MCST is to prepare students for post secondary education and training, and/or provide basic entry-level job skills for the world of work upon graduation from high school. There is every attempt to make the learning experience as much like the “real world” as possible through practical applications, hands-on skill development, and problem solving.

Most Career and Technical Education (CTE) programs are offered for one-half day at MCST. Students have the option to attend their program in the morning or afternoon depending on their personal schedules developed at their sending school. They will spend about 25% of their time in the classroom and 75% of their time in the shop/lab area. Programs of study are intended to be two years in length, unless noted otherwise. Several MCST programs have articulation agreements with Maine Community Colleges that make it possible to earn college credit upon completion of requirements and passing final exams.

New students who plan to enroll in classes at MCST are required to submit an application and invited to visit the school prior to attending. Please see your School Counselor or School-to-Career Coordinator for an application and scheduling a visit to MCST.

Course Name:	Course Number	Grade level at which this course will be taken	Offered at the college prep level	Offered at the accelerated level.	Other Levels (AP, Modified, CPH)
Introduction to Applied Technology	VOC2603	9	X		Elective

### CAREER & TECHNICAL EDUCATION PROGRAMS

**Course Title:** Introduction to Applied Technology I

**Course Number:** VOC2603      **Program:**      **Credit:** 2.0      **Grade:** 9

Introduction to Applied Technology is a full year, project based learning program designed for freshmen and sophomores who respond best to an applied learning model. Students are provided with the opportunity to develop real world projects and conduct hands on experiments and research with the goal of awakening curiosity and stimulating student motivation. Through these projects, students will develop fundamental reading, writing, math, and technology skills essential in the 21<sup>st</sup> Century. Students will also complete a comprehensive, yearlong career exploration unit, which will culminate with the development of a Personal Career Plan.

Through participation in the classroom, Technology Lab, and the shop lab, students develop specific academic, career, interpersonal and technical skills that are consistent with the standards and expectations established by industry. All students develop and maintain a portfolio that documents progress and achievement. The program enables students to explore a wide variety of career and occupational areas to transition into upon successful completion of the program. **MCST should participate in the application process if a student applying for the IAT program has an IEP.**

Note: This course is an excellent skill builder for future years at MCST. Fifty percent of the instruction is classroom based, with a focus on the academics that are related to vocational programs. Students who will be allowed to take this course as ninth graders will need to show:

- Progress and motivation in the eighth grade “Introduction to Technology” course
- An interest in a career in technical fields
- Good attendance
- The ability to pass OHS-W academic courses without support, as schedules will not have room for support classes

Students must apply for acceptance in a MCST class. A criterion for selection includes:

- Good attendance record
- Good work habits
- An interest in collaborative work with peers
- An interview
- Principal Recommendation

There are a limited number of slots available for this program. There are often implications for the rest of the student’s schedule, therefore a consultation with the guidance counselor is essential.