



Program of Studies

**Maine Learning Results, Graduation
Requirements, & Course Descriptions**

2002-2003

MISSION STATEMENT...

The Mission Statement of Deer Isle-Stonington High School will serve as a guide for decision-making at all levels in educational planning and daily functioning of our school.

Deer Isle-Stonington is a working-class island community of people whose primary occupations are in fishing and related marine businesses, construction and tourism. However, due to declining resources and consequent increases in state and federal regulations, opportunities to enter the fishing industry are dwindling. There is a growing population of artists, professionals and summer residents who also influence the local economy. Although post-secondary education has not historically been a high community priority an increasing number of students see this as viable career preparation.

The overall purpose of our school is to enable each student to achieve in the development of academic, physical, and social skills, so they can become productive, responsible citizens of this or any other community. Our school, therefore, will assist each student in the development of his or her highest potential and in the assuming of responsibility for his or her own learning. Every child will have an opportunity to explore skills needed for career options. The student's education will enrich and expand him or her intellectually to meet the challenge of a rapidly changing technological society.

Our school depends upon the commitment of faculty and students to the educational process, effective school and community communication, and parental involvement in their children's education.

Goals will be established which stimulate the learning process and provide each student the opportunity to gain knowledge and skills in a manner that is developmentally appropriate. Educational activities based upon sound developmental learning research are paramount in a school of our size and grade configuration. Co-curricular participation in activities outside the classrooms is seen as very necessary for cultural and social growth.

A safe, positive and supportive school environment is critical. In order to address the total needs of the child, our school will continue to provide programs, which address contemporary adolescent social issues and developmental needs.

Deer Isle-Stonington High School, in its pursuit of excellence in education for our students, will adhere to these ideals in its daily activities and long-term planning in order to address the needs of our community and meet all state and local guidelines.

Adopted by the School Committee 7/21/97

DEER ISLE-STONINGTON HIGH SCHOOL
H O M E of the M A R I N E R S

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MIKE WOOD
Adult Ed Director

October 8, 2001

Dear Students and Parents/Guardians,

The CSD 13 School Board is revising graduation requirements following a careful review of past policy and apparent conflicts with past curriculum guides and handbooks. Once the graduation requirements are finalized, I will provide a complete copy of the new policy to all students and parents/guardians. If you would like to discuss the new policy and how it will affect your son/daughter's credit standing, please feel free to come in. Our Guidance Counselor and I are interested in meeting you and helping you to understand the revised graduation requirements.

During summer vacation, there were significant improvements completed at the high school. Six classrooms, two smaller rooms and three corridors had new tile flooring placed. The walls in those areas have been painted and new floor molding has been placed in each area. In addition to these efforts, the guidance and main offices have received significant restructuring. The companies who did this work accomplished a great deal in a short period of time. I also want to recognize the custodians for their important role in addressing the ongoing cleaning and maintenance needs of our school. The overall effect is a greatly improved school environment.

You will observe upon reading the course offerings enclosed an impressive array of choices. Any Deer Isle-Stonington High School graduate seeking college admission should be able to build a portfolio of academic achievements equal to selections at other quality schools throughout the state. A consistent theme we hear from business and industrial leaders is they want better prepared employees. They continue to make large commitments to training and invest in their future employees. Colleges select inquisitive, motivated, and talented students. Our responsibility to prepare students with the skills necessary to be able to learn is imperative. We must improve our ability to teach students the core skills of reading, writing, arithmetic as well as teaching students to read and write in technical and other special ways to communicate their personal career goals.

We have revised this program of studies to offer each student the opportunity to prepare for their own individual life goals. We have expanded our offerings beyond the four walls of our school and encourage students to be creative in planning their high school career. Our Industrial Arts, Marine Resource Technology and School-to Work classes are making an active effort to bridge with the Island's communities. We are committed to you, the students of Deer Isle-Stonington High School, who are the communities' most important and valued gift, you are our future.

Sincere best wishes,

Thomas L. Brennan
Principal

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Your Deer Isle Stonington High School years...

The Island communities make a significant commitment to their youth through consistent support of educational programs including the new Deer Isle-Stonington Elementary School that opened in 2001. This outstanding school offers updated facilities including an impressive auditorium, library and computer area. We welcome the elementary school, staff and students to our joint school campus location and look forward to many years ahead of working together for the best possible educational opportunities for all students. In the past, DIS High School has offered core courses and extended courses beyond the typical offerings of similar sized schools. French IV, Calculus, Advanced Marine Science, Advanced Placement American History, Navigation & Seamanship, Technical Drawing/ Architectural Design, and Drawing/Painting & Ceramics are examples of courses beyond the normal limits.

This ***Program of Studies*** includes special courses that appeal to local needs in Marine Science, Environmental Science, Navigation, Seamanship and Marine Resource Technology I & II. Please take advantage of the opportunity you and your parents have in planning your schedule with the Guidance Counselor for next year as well as for all four years. This planning will ensure you the opportunity to meet your future goals.

Freshman year should be both enjoyable and challenging. It is your opportunity to begin the process of accumulating credit toward graduation, and it is a great new opportunity to make new friendships. The program of studies provides the requirements for graduations as well as suggestions about courses recommended at grade level.

Sophomore year provides you with the opportunity to fine tune your plan and be sure that you have selected courses that provide you with appropriate academic challenges. Your Advisory Team, class activities, and extra-curricular opportunities will also help enhance this year of high school.

Junior year is the recommended time to focus your career planning. Courses related to vocational career options, advanced courses at DIS for students planning to attend college, and distance learning available through the Internet and cable TV, offer our students a variety of choices. A high point of this school year is our traditional Junior Prom in May.

Senior year is your final step to complete your educational plan and finalize preparation for your future. You still have time and opportunity to make changes and develop your skills to meet the requirements for your next step in your lifelong educational process. If you plan wisely, invest appropriate amounts of time and dedication to your subjects, and fulfill graduation requirements, you will be among those who earn their diploma and receive the school-community's recognition and respect.



Guiding Principles...

EACH DEER ISLE-STONINGTON HIGH SCHOOL STUDENT SHOULD LEAVE SCHOOL AS...

...A CLEAR AND EFFECTIVE COMMUNICATOR

1. Uses oral, written, visual, artistic and technological modes of expression;
2. Reads, listens to and interprets messages from multiple sources; and
3. Uses English and at least one other language.

...A SELF-DIRECTED AND LIFE-LONG LEARNER

1. Creates career and education plans that reflect personal goals, interests and skills, and available resources;
2. Demonstrates the capacity to undertake independent study; and
3. Finds and uses information from libraries, electronic databases and other resources.

...A CREATIVE AND PRACTICAL PROBLEM SOLVER

1. Observes situations objectively to clearly and accurately define problems;
2. Frames questions and designs data collection and analyses strategies from all disciplines to answer those questions;
3. Identifies patterns, trends and relationships that apply to solutions to problems; and
4. Generates a variety of solutions, builds a case for the best response and critically evaluates the effectiveness of this response.

...A RESPONSIBLE AND INVOLVED CITIZEN

1. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
2. Understands the importance of accepting responsibility for personal decisions and actions;
3. Knows the means of achieving personal and community health and well being; and
4. Recognizes and understands the diverse nature of society.

...A COLLABORATIVE AND QUALITY WORKER

1. Knows the structure and functions of the labor market;
2. Assesses individual interests, aptitudes, skills, and values in relation to demands of the work place; and
3. Demonstrates reliability, flexibility and concern for quality.

...AN INTEGRATIVE AND INFORMED THINKER

1. Applies knowledge and skills in and across English language arts, visual and performing arts, foreign languages, health and physical education, mathematics, science and technology, social studies, and career preparation; and
2. Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

Maine Learning Results...

Our principal, assistant-principal, guidance counselor, faculty and staff members are committed to incorporating Maine Learning Results into our school's curriculum. To help you become familiar with the breadth of learning that these standards cover, here is a listing and an indication of how students benefit from the alignment of the Deer Isle-Stonington High School curriculum with the learning results.

ENGLISH LANGUAGE ARTS

A. PROCESS OF READING

Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture

B. LITERATURE AND CULTURE

Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture

C. LANGUAGE AND IMAGES

Students will demonstrate an understanding of how words and images communicate

D. INFORMATIONAL TEXTS

Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

E. PROCESSES OF WRITING AND SPEAKING

Students will demonstrate the ability to use the skills and strategies of the writing process.

F. STANDARD ENGLISH CONVENTIONS

Students will write and speak correctly, using conventions of standard written and spoken English

G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING

Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

H. RESEARCH-RELATED WRITING AND SPEAKING

Students will work, write, and speak effectively in connection with research in all content areas.

MODERN & CLASSICAL LANGUAGES

A. PERSON-TO-PERSON COMMUNICATION

Students will develop communication skills for direct conversation and written correspondence.

B. READING, LISTENING, AND VIEWING FOR UNDERSTANDING

Students will develop reading, listening, and viewing skills so that they can obtain and interpret information.

C. ORAL AND WRITTEN PRESENTATIONS

Students will develop skills in oral and written presentation for communication with an individual or a group.

D. WORKINGS OF LANGUAGE

Students will gain a deeper understanding of both their native language and of the way language works by discovering patterns among language systems.

E. CULTURAL PRACTICES, PRODUCTS, AND PERSPECTIVES

Students will gain insight into another culture through an understanding of its social practices, products, and perspectives

F. CROSS-CULTURAL CONNECTIONS AND COMPARISONS

Students will recognize the connections that link people, countries, and historical periods, such as cultural and religious traditions, historical events, political thought, or geography

SOCIAL STUDIES

A. CIVICS AND GOVERNMENT

1. RIGHTS, RESPONSIBILITIES, AND PARTICIPATION

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

2. PURPOSE AND TYPES OF GOVERNMENT

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

3. FUNDAMENTAL PRINCIPLES OF GOVERNMENT AND CONSTITUTIONS

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

4. INTERNATIONAL RELATIONS

Students will understand the political relationships among the United States and other nations.

B. HISTORY

1. CHRONOLOGY

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

2. HISTORICAL KNOWLEDGE, CONCEPTS, AND PATTERNS

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

3. HISTORICAL INQUIRY, ANALYSIS, AND INTERPRETATION

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

C. GEOGRAPHY

1. SKILLS AND TOOLS

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

2. HUMAN INTERACTION WITH ENVIRONMENTS

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

E. ECONOMICS

1. PERSONAL AND CONSUMER ECONOMICS

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

2. ECONOMIC SYSTEMS OF THE UNITED STATES

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

3. COMPARATIVE SYSTEMS

Students will analyze how different economic systems function and change over time.

4. INTERNATIONAL TRADE AND GLOBAL INTERDEPENDENCE

Students will understand the patterns and results of international trade.

VISUAL & PERFORMING ARTS

A. CREATIVE EXPRESSION.

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

B. CULTURAL HERITAGE.

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

C. CRITICISM AND AESTHETICS.

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

SCIENCE AND TECHNOLOGY

A. CLASSIFYING LIFE FORMS

Students will understand that there are similarities within the diversity of all living things.

B. ECOLOGY

Students will understand how living things depend on one another and on non-living aspects of the environment.

C. CELLS

Students will understand that cells are the basic units of life that can reproduce themselves and control all life activities.

D. CONTINUITY AND CHANGE

Students will understand the basis for all life and that all living things change over time.

E. STRUCTURE OF MATTER

Students will understand the structure of matter, its physical and chemical properties, and the changes it can undergo.

F. THE EARTH

Students will gain knowledge about the earth and the processes that change it.

G. THE UNIVERSE

Students will gain knowledge about the universe and how humans have learned about it, and about the principles upon which it operates

H. ENERGY

Students will understand concepts of energy and its transformation.

I. MOTION

Students will understand the motion of objects and how forces can change that motion

J. INQUIRY AND PROBLEM SOLVING

Students will apply inquiry and problem-solving approaches in science and technology. Students will use scientific inquiry to provide insight into and comprehension of the world around them by using a variety of problem-solving strategies.

K. SCIENTIFIC REASONING

Students will learn to formulate and justify ideas and to make informed decisions. Students will learn to formulate ideas and analyze and evaluate information in order to make informed decisions.

L. COMMUNICATION

Students will communicate effectively in the application of science and technology. Students will use clear and accurate communication in sharing their knowledge.

M. IMPLICATIONS OF SCIENCE AND TECHNOLOGY

Students will understand the current historical, social, economic, environmental, and ethical implications of science and technology .

HEALTH EDUCATION

A. HEALTH CONCEPTS

Students will understand health promotion and disease prevention concepts.

B. HEALTH INFORMATION, SERVICES, AND PRODUCTS

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

C. HEALTH PROMOTION AND RISK REDUCTION

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

D. INFLUENCES ON HEALTH

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

E. COMMUNICATION SKILLS

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

F. DECISION-MAKING AND GOAL SETTING

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

PHYSICAL EDUCATION

A. PHYSICAL FITNESS

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

B. MOTOR SKILLS

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

C. PERSONAL AND SOCIAL INTERACTIONS

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

MATHEMATICS

A. NUMBERS AND NUMBER SENSE

Students will understand and demonstrate a sense of what numbers mean and how they are used.

B. COMPUTATION

Students will understand and demonstrate computation skills

C. DATA ANALYSIS AND STATISTICS

Students will understand and apply concepts of data analysis.

D. PROBABILITY

Students will understand and apply concepts of probability.

E. GEOMETRY

Students will understand and apply concepts from geometry

F. MEASUREMENT

Students will understand and demonstrate measurement skills

G. PATTERNS, RELATIONS, FUNCTIONS

Students will understand that mathematics is the science of patterns, **relationships**, and functions.

H. ALGEBRA CONCEPTS

Students will understand and apply algebraic concepts.

I. DISCRETE MATHEMATICS

Students will understand and apply concepts in discrete mathematics.

J. MATHEMATICAL REASONING

Students will understand and apply concepts of mathematical reasoning.

CAREER PREPARATION**A. PREPARING FOR THE FUTURE**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

B. EDUCATION/CAREER PLANNING AND MANAGEMENT

Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals

C. INTEGRATED AND APPLIED LEARNING

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

D. BALANCING RESPONSIBILITIES

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

History of the Island Communities' schools...

Formal secondary education began on Deer Isle during the 1890's. Before that time education for teenage students was conducted during the "winter term" of school. This system enabled the older students to work during the spring and summer at home, on the farm, or at sea. School buildings were used year round to accommodate the needs of the various age groups of youngsters. Throughout most of the 19th century Deer Isle had up to 48 one-room schoolhouses.

The teacher was usually a man. However, some women were employed, if they were seen as capable of keeping order and meting out corporal punishment. Many of the teachers were college students who were taking a semester off in order to help pay for their own educational expenses. For this reason the course varied with the teacher. Aside from the 3 R's - reading, 'riting, arithmetic - there were often courses in history, geography and public speaking. Since Deer Isle has always been a maritime-oriented community, retired sea captains or those home for the winter would often teach higher math, science and navigation in the schools. When a student had completed the available courses he simply dropped out and was said to have completed a "common school" education. Many, however, continued to take courses offered at the schools during the long winter evenings in a type of adult education.

Around 1890 a "high school room" was located in the Masonic Hall in Deer Isle. About ten years later the town constructed the high school building. It was used to house all grades until the 1950's. Also around 1890 the Rockbound High School was established in what is today the Stonington Town Hall. A detailed record of daily events of the school during 1896-97 is available in a journal similar to a ship's log. A student or the teacher kept this. This log reveals the school was a typical small high school. It had a principal and an assistant. The principal taught math and science. The assistant taught the other subjects. The school did not have a fixed curriculum, nor did it grant diplomas. It did have one or two students who were contemplating teaching as a career. They taught in the one room school on Crotch Island.

In 1906 Stonington built its own school building, which housed all grades and was used as a school through the year 2000. Around the same time both Deer Isle and Stonington established formal courses of study and began to grant diplomas. Sports included baseball and basketball. Deer Isle even had a football team at one point. During the Depression and World War II sports were dropped, but were later revived. Deer Isle used the old Town Hall for all its school functions, while Stonington used the Opera House. Both schools had excellent bands in the late 1930's and early 1940's. The Stonington High School Band played at the 1939 World's Fair in New York City.

The 1950's saw Stonington build a high school and Deer Isle an elementary school. Although a "commercial course" had been offered in both schools for many years, Stonington could now also offer Industrial Arts. The new gym meant Stonington could vacate the "Red Barn" behind the Post Office and play basketball in the new facility. It was in 1961 and 1962 that the Stonington Rockets captured the Class "S" State championships in basketball.

The late 1960's saw the creation of the short-lived S.A.D. 73 and with it the Sedistobrook High School, which was composed of students from Deer Isle, Stonington, Brooksville, Brooklin and Sedgwick. In 1972 the S.A.D. dissolved and the Deer Isle-Stonington CSD was formed. Mainland students continued to attend the island school as tuition students. In December 1974, construction of the present high school building was begun. Students in grades 9-12 from the five Island and Reach towns occupied the new building in 1976. It opened new vistas with expanded facilities, academic and extracurricular programs for many youngsters. In 1980, grades 7 and 8 from Deer Isle and Stonington were added to the secondary school, which then became Deer Isle-Stonington Jr./Sr. High School.

(The information for this historical sketch was provided by Clayton H. Gross.)

Graduation requirements...

GRADUATION REQUIREMENTS

It is the intent of the School Committee that valid and reliable forms of assessment be developed that ensure that a Deer Isle-Stonington High School diploma signifies competency in specified subject areas. The following requirements for high school graduation are established:

A. GRADUATION CREDITS

1. Students must earn twenty-three (23) credits in 9-12 with 14.5 required credits in the following subjects:

English	4 credits
Mathematics	3 credits
Social Studies	2 credits (1 must be U.S. History)
Science	3 credits (1 must be a lab science)
Physical Education	1 credit
Health	_ credit
Fine Arts	1 credit
Computer Literacy	incorporated in grade 8 or _ credit
Maine Studies	incorporated in grade 8 or _ credit
Community Service	40 hours of community service approved by the guidance department

2. For the graduating Class of 2002, completion of the 13.5 required credits and 7.5 elective credits will provide a student with the necessary 21 credits for graduation.
3. Starting with the graduating Class of 2003 and all subsequent classes, students must earn twenty-three (23) credits in grades 9-12 with 14.5 credits required and 8.5 elective credits.
4. The requirement for the third science credit shall be implemented with the graduating class of 2003.
5. Waivers of specific courses and requirements other than those required by the state, may be approved by the School Committee upon presentation of compelling evidence by the Principal and Superintendent.
6. Only students who have completed all requirements prior to the date of graduation will be permitted to participate in graduation ceremonies.

B. PROMOTION

1. The following number of credits must be accumulated before promotion to the grade level indicated: Grade 10 - 5 credits; Grade 11 - 10 credits; Grade 12 - 16 credits
3. Students will only be changed from the one level to another only at the start of each semester.

C. COURSE LOAD

1. All regular, full-time day students shall carry a minimum of five credit courses each semester plus physical education during 9th and 10th grade. Partial schedules may be arranged through an approved home schooling program, through the Alternative Program, or with specific approval of the School Committee based on Administrative recommendation.
2. A student who requests part time status must appear before the School Committee to present the reasons supporting approval of part-time status. The School Committee strongly encourages all students to participate in a minimum of five courses per semester unless compelling and substantial reasons are presented for part time status.

D. SUMMER SCHOOL AND ITV CLASSES

1. Attendance at summer school is strongly recommended for all students who fail more than three semester courses in one academic year and expect to graduate with their class. State-approved correspondence courses may be taken with the approval of the Guidance Counselor and the Principal.
2. These courses may be taken as an elective if the course is not normally offered at school or as a make-up for failure in lieu of summer school courses.
3. A limit of three correspondence credits will be applied toward the required 23 credits for graduation. The student must pay tuition for summer or correspondence courses.
4. Interactive television (ITV) courses may be taken toward a high school diploma. Payment for these courses is determined by Policy 3.17 – Post-Secondary Enrollment Options.

E. EARLY GRADUATION

1. Normally, students progressing through the school system will be enrolled for four years in the Deer Isle-Stonington High School. It is recognized, however, that there may be exceptional students who complete their high school program in less than four years.
2. Students wishing to graduate early shall petition the School Committee through the Principal and Superintendent, for a hearing on this matter by September 30 of the year prior to early graduation. Each case of early graduation will be considered on its own merit, provided that parents of minor children agree and that all graduation requirements are met.
3. Students who have not earned a high school diploma will be granted a diploma upon successful completion of one year of full-time study at an accredited degree-granting institution of higher education.

F. PARTICIPATION IN GRADUATION CEROMONIES AND CLASS RANK

1. A student must earn a passing grade point average (70.0) in order to participate in graduation. To be awarded an honor part in the graduation ceremonies, a student must maintain at least a B average (85.0).
2. The Valedictorian, Salutatorian, and other graduation honor parts will be determined from individual students' class rank based upon grades earned in course work taken over seven semesters* at state approved secondary schools. These seven semesters include two semesters each from grades 9, 10, and 11 and the first semester from grade 12. At least 50% of the course work taken must be from non-modified college preparatory courses.
3. In addition, a student must fulfill an attendance requirement of two semesters for grade 11 and two semesters for grade 12 as a full-time day student at Deer Isle-Stonington High School. The attendance requirement shall include enrollment in programs approved by the Guidance Counselor and Principal but which are not available at Deer Isle-Stonington High School. Class ranking for students transferring from unapproved secondary schools or not meeting the attendance requirement will be provided for college admissions purposes only. Since a precise rank is unavailable, an approximate rank to the nearest tenth from the top will be given to the college, with a letter from the guidance counselor explaining how this approximation was determined.
4. Students who have attained an average of 85 or above from their seven semesters of approved course work are eligible to wear a gold tassel on their graduation cap during the commencement ceremonies providing at least 50% of their course work was taken from non-modified college preparatory courses.
5. Any student from CSD #13 who successfully completes a program of studies at a state approved magnet school (i.e. Maine School of Math and Science at Limestone) may request approval from the Deer Isle-Stonington High School Principal and the Superintendent of Schools to participate in the CSD #13 graduation ceremonies. In lieu of a diploma from Deer Isle-Stonington, the magnet school students will be honored with a Certificate of Recognition for academic accomplishment.

G. HOME SCHOOL CREDIT FOR GRADUATION

1. Any student who has been home schooled and does not meet the seven semester requirement at the time of enrollment at Deer Isle-Stonington High School, shall be given the option of being assessed for the purpose of confirming his/her home school transcript for the ninth and tenth grade only.
2. The Deer Isle-Stonington High School staff together with the student and the student's parent(s) or guardian(s) shall determine the method of assessment.
3. After the assessment is completed, grades from a home schooling program judged to be equivalent to those earned in a public school program will be given full and equal standing in determining class rank for honor part selection.
4. The assessment decision of the Deer Isle-Stonington staff shall be final. Students transferring from a home schooling program must be enrolled for at least two semesters as a full-time student during Grade 12 to be eligible for a Deer Isle-Stonington diploma.

Student Status

All regular full-time day students shall carry a minimum of five full time classes* (i.e., 2 1/2 credits) each semester, plus health and physical education as required. (* Physical Education courses, Independent study programs, teacher aide positions, or correspondence classes do not count as one of these classes.) In exceptional cases a reduced academic program may be arranged for a student. To do so a student must petition the School Committee for approval. This process shall be initiated first through the Guidance Counselor and then referred to the Principal for recommendation to the Superintendent.

The following number of credits must be accumulated to be eligible for entry into these classes:

Sophomore	5 credits
Junior:	10 credits
Senior:	16 credits
Graduation:	23 credits

Summer School

Attendance at summer school is expected for all students who fail more than 3 semester courses in one academic year. Successful completion of 2 courses is expected prior to re-admittance in September if the student expects to move to the next grade level. The student must pay tuition for summer school.

Correspondence Courses

State approved correspondence courses may be taken with the approval of the Guidance Counselor and the Principal. These courses may be: (1) as an elective, if the course is not normally offered; or (2) as a make-up credit for failures in lieu of summer school attendance. A limit of 3 credits may be taken during high school. The student must pay tuition for correspondence courses. All correspondence courses must be completed by February 28 of the senior year to count for the spring graduation ceremony unless a written exception is made.

Certificate of Attendance

A certificate of attendance shall be approved for pupils who meet the following qualifications:

1. Attend the high school, grades 9-12, for five years.
2. Have insufficient credits to graduate at the end of the fifth year.

The certificate of attendance does not carry with it the privilege of participating in graduation and Baccalaureate exercises.

Early Graduation

Students progressing normally with other students will be enrolled for four school years at Deer Isle-Stonington High School where they may participate as high school students in the total high school program.

It is recognized there may be exceptional students who will complete their high school program in fewer than 4 years. Such cases are believed to be rare and very special (such as early admission to college as described below). Therefore, requests for completion of high school in fewer than four school years will be considered on the merit of each request.

A student may bring a request for such an exception to the School Committee by petitioning the Principal for a School Committee hearing on his/her request. The Principal, through the Superintendent of Schools, shall see that the request is heard at the earliest possible date.

Students applying for early graduation shall have met the following criteria by the anticipated date of graduation:

1. Completion of all course requirements.
2. If 17 years of age or younger, must have parental or guardianship approval.

If a student is granted early graduation by the School Committee, that student forfeits participation in senior activities which include class ranking for class parts, class trip, etc., but may attend all commencement activities and rehearsals (includes class night, baccalaureate, and graduation).

Early Admission to College/University

In exceptional cases, a student with the recommendation of the Principal and acceptance to a college or university, may be granted permission by the School Committee to take concurrently his/her first year in college with his/her last year in high school. The student would graduate with his/her regular graduating class and may be accorded class privileges as defined by the School Committee at that time.

Waivers

The School Committee, when recommended by the Principal and Superintendent, may grant waivers of the above requirements other than those mandated by the State.

POST-SECONDARY ENROLLMENT OPTIONS

High school students from Deer Isle-Stonington High School may earn credits towards graduation by taking courses from public two-year and four-year post-secondary institutions such as the University of Maine System, the Vocational Technical Colleges or private institutions.

To be eligible for this option, a student must meet the following criteria:

- a. meet the admission standards for the post secondary school
- b. maintain at least a B average overall in his or her courses
- c. meet with the Guidance Counselor and develop a plan to show how the courses will meet graduation requirements
- d. may not be enrolled in more than the normal semester load of high school courses.
(This limitation does not restrict students from taking courses during the summer.)
- e. provide evidence of parent or guardian approval to the Guidance Counselor
- f. receive final approval of the Principal

Students may take advantage of this option through the Interactive Television (ITV) program or the Satellite Educational Resources Consortium (SERC). For more information on course offerings and registration, students should contact the ITV and SERC site coordinator at the high school.

Students who plan to take advantage of this option and have it paid for through the school must submit an ITV application prior to February 1 of the preceding year. The school will only pay tuition for one ITV course during the student's enrollment in high school provided the above criteria is met.

Core Curriculum:

This listing includes basic courses students are required and/or encouraged to take as they work toward their diploma. Courses are offered based on staffing for any given year.

COLLEGE		TECH PREP	
<u>GRADE 9</u>			
English 9	(1)	English 9	(1)
Social Studies Elective	(1)	Core Plus/ Math I/ PreAlg/ Algebra I	(1)
Algebra I/Pre-Algebra	(1)	Foreign Language/Elective	(1)
Foreign Language	(1)	General Science	(1)
General Science	(1)	Health & Phys. Ed.	(1)
Health & Phys. Ed.9	(1)	Elective	(1 or 2)
Elective	(1)		
	<hr/>		<hr/>
	6 to 7		6 to 7
<u>GRADE 10</u>			
English 10	(1)	English 10	(1)
Geometry or Algebra I	(1)	Core Plus Math/Algebra I/ Geometry	(1)
Foreign Language	(1)	Foreign Language/Elective	(1)
Biology	(1)	Environmental Science	(1)
World History	(1)	Social Studies/Elective	(1)
Elective	(1)	Elective	(1)
Phys. Ed. 10	(_)	Phys. Ed. 10	(_)
	<hr/>		<hr/>
	6 1/2		6 1/2
<u>GRADE 11</u>			
English 11	(1)	English 11	(1)
Algebra II or Geometry	(1)	Core Plus Math/Cons. Math/Geometry	(1)
Foreign Language/Elective	(1)	Conceptual Physics	(1)
Chemistry/Phy. with Lab (1 _)		American History	(1)
Am History/ AP Am History	(1)	Electives	(2)
Elective	(1)		
	<hr/>		<hr/>
	6 _		6
<u>GRADE 12</u>			
English Literature	(1)	Senior English	(1)
Pre-Calc/ Sr Math/ Calc	(1)	Electives	(5)
Foreign Language/Elective	(1)		
Chemistry/Phy with Lab	(1 _)		
Electives	(2)		
	<hr/>		<hr/>
	6 _		6
	6 1/2		

Please Note: All students who would like to take a foreign language should take French I or Spanish I as a freshman. All students who plan to take biology must schedule biology as a sophomore.

ELECTIVE CURRICULUM:

The following elective courses are offered to complement the core curriculum.

Visual & Performing Arts

Art I	(1)
Art II	(1)
Ceramics	(_)
Independent Art & Portfolio	(1)
Drawing	(_)
Band	(1)
Music Appreciation	(1)

Business

Keyboarding/Word Processing	(1)
Accounting I	(1)
Business Computer Application	(1)
Accounting II	(1)
Consumer Math	(1)
Desktop Publishing	(1)
Computer Graphics	(1)
Advanced Computer Graphics	(1)
Advanced Desktop Publishing	(1)
Multimedia	(1)

Technology

Navigation	(1/2 -1)
Architectural Drawing	(1 _)
Seamanship & Cold Water Safety	(1/2-1)
Woodworking I or II	(1)
Industrial Arts	(1)
Marine Resource Tech 1	(1)
Marine Resource Tech II	(2)
Metals and/or Powers	(1)
Technical Drawing	(1)
Boatbuilding	(1)
Shoreline Economics	(1)

Family and Consumer Sciences

Basic Living Skills	(1)
Child Development	(1)
Creative Crafts	(1)
On Your Own	(1)
School to Work	(2)
Independent Study	(_ or 1)

Social Studies

Psychology	(_)
Sociology	(_)
World Geography	(1)
World History	(1)

Contemporary Am. Issues	(1)
Civics	(1)
Maine Studies	(_)
Current Events	(_)

Course descriptions...

Visual and Performing Arts

ART EXPLORATORY (1 credit)

OPEN

This is a basic art class for students in grades 9-12. It will cover much of the Art I curriculum but in a student-friendly format. Students who are unsure about their interest and/or ability in art are encouraged to register for this offering. Many art forms and mediums will be explored.

ART I (1 credit)

GRADES 9 and 10

This course is for students who have a genuine interest in art. It will introduce the student to art principles as well as art history. The art history component will be introduced through slides, video and reading. Students will work with a broad range of media in order to develop problem solving through experimentation and materials investigation approaches to visual problem solving through experimentation and materials investigation. Students will work on projects that involve painting, ceramics, printmaking, sculpture, and drawing. Students are expected to participate in class discussions and to express opinions.

DRAWING AND PAINTING (_ credit)

GRADES 10-12

This course is for students who are willing to experiment with different approaches to drawing and painting. Weekly assignments and challenges will be presented and may include landscapes, figure drawing and projects based on the work of famous artists. This class will start with basic skills and techniques and build to more complex problems. You do not need to have a lot of experience to take this class, but you must be willing to experiment, keep an open mind and do your best. Be prepared to get paint on your clothes.

CERAMICS/ SCULPTURE (_ credit)

GRADES 10-12

A class for students who like to build and don't mind getting messy. Learn to hand-build with clay and to work on the potter's wheel. Make functional or decorative objects and the glazing techniques that will make them visually exciting.

ART II (1 credit)

GRADES 10-12

During the first semester, students will experiment with fabric design, enameling, painting, clay, collage and wire sculpture. These materials will be presented in three-week blocks. In the second semester, students will work independently, selecting two or three areas of concentration for the remainder of the year. *Prerequisite: Art I or teacher permission*

ART 111 (1 credit)

GRADES 11-12

Students will work with teacher to develop long-term projects on which they will work each semester. Students in Art 111 should be well acquainted with the Art room and familiar with available materials and areas of concentration.

INDEPENDENT ART AND PORTFOLIO

This class is for self-motivated students recommended by the teacher. Emphasis will be on independent work in which the student will cultivate their strongest points. A project outline will be developed with the teacher and the student will be expected to present a portfolio illustrating his/her project at the end of each quarter. *Prerequisite: Teacher permission*

BAND (1 credit)

OPEN

Band includes students in grades 9 through 12. This group plays a variety of music from marches to rock tunes. We also study music theory and history. We play at basketball games, perform a minimum of two concerts, and participate in the Memorial Day parade. Students wishing to participate must have played one of the following instruments for at least one year: flute, clarinet, sax, trumpet, trombone, percussion, French horn, bassoon, tuba. Students who wish to play other instruments must contact the band director.

JAZZ BAND

OPEN

This group is a 'by-audition only' performance group. Rehearsals are generally one night a week and last two hours. We play a minimum of two concerts, participate in the District and State Jazz Festivals, and play for special events by invitation. Instrumentation for Jazz Band: trumpet, trombone, sax, percussion, bass and lead guitars, and keyboard. Students wishing to audition must have played their instrument at least two years.

MUSIC APPRECIATION

OPEN

This class is open to any student interested in learning more about music. Although intended as an academic analysis of the history of music, various types of music styles, and investigation of the biographies of the world's talented composers and musicians, students will also be able to learn about criteria for effective performance by entertainers around the world.

Business/Computers

WORD PROCESSING (1 credit)

GRADES 9-12

This is a hands-on course designed for both business and college bound students. Upon successful completion, the student has the essentials of typing and word processing. Students will work with IBM compatible computers, master the art of touch typing, become proficient with a word processing program, and learn to correctly format tables, memos, letters and reports. Speed, as well as accuracy, is important, and students are evaluated on their competence in both speed and production work through the use of assignments, speed reports, and tests. Written communication skills are reinforced. *Successful completion of this course meets the computer literacy requirement.*

BUSINESS COMPUTER APPLICATIONS (1 credit)

GRADES 10-12

This course presents beginning through intermediate features of Microsoft Office 97, including the WebTop Publishing feature. Students get hands-on instruction using Windows 98, Word 97—word processing, Excel 97--spreadsheet, Access 97--database and PowerPoint 97--presentation, along with training using the Internet as a tool for business applications. This is a hands-on, project-oriented course. *Prerequisite: Keyboarding/Word Processing.*

ACCOUNTING I (1 credit)

GRADES 10-12

Students in accounting learn to journalize transactions, post to ledger accounts, and make end of the fiscal period financial statements, as well as analyze profit and loss statements and other financial data. The operation of the school store provides realistic practice and strengthens skills associated with the curriculum. Students become familiar with both manual and automated accounting techniques.

ACCOUNTING II (1 credit)

GRADES 11-12

Accounting II reinforces the fundamentals learned in Accounting I and includes Partnership Accounting for a Merchandising Business and Corporate Accounting for a Merchandising Business. Adjusting and closing entries, end-of-fiscal period statements, special journals, un-collectable accounts, depreciation, notes, accrued revenue and expense, dividends, voucher systems and inventory systems are covered in this course. Automated accounting applications are covered and

the operation of the school store provides realistic practice and strengthens skills associated with the curriculum. *Prerequisite: Accounting I*

DESKTOP PUBLISHING (1 credit)

GRADES 10-12

Desktop Publishing is a hands-on, project-oriented course, which runs concurrent with Advanced Desktop Publishing. Students gain real life skills by operating a publishing business for the school and the community. Students are provided with experience in creating advertisements, calendars, flyers, greeting cards and invitations, newsletters, business forms, business cards and other business publications. PageMaker, Microsoft Publisher, and PhotoShop are the major software programs used in developing skills in layout and design work. Web page design using FrontPage and Microsoft Publisher is introduced. *Prerequisite: Keyboarding/Word Processing*

ADVANCED DESKTOP PUBLISHING (1 credit)

GRADES 11-12

This course is “100% hands-on” designed to give the students the opportunity to run a publishing business and runs concurrently with Desktop Publishing. Students in Advanced Desktop Publishing use the skills they learned in Desktop Publishing to publish work for the school and community. These students should be creative, dedicated and ambitious people who can work as a team with each other and with the beginning Desktop Publishing students. State of the art technology is used to provide an important service to the school and community. Desktop Publishing students are responsible for maintaining the school web site, school newsletter, and publications on the Maine Learning Results and much, much more. Whether you are planning to enter the job market or pursue a post-secondary education, your application skills will be a great asset. *Prerequisite: Desktop Publishing*

COMPUTER GRAPHICS (1 credit)

GRADES 9-12

Computer Graphics is a digital imaging course. It is a hands-on, project-oriented course designed for students who have an interest in both computers and art. Students will use the computer, scanner and digital camera to explore new possibilities of electronic media and art using digital imaging, graphics and the Internet. Adobe PhotoShop, FrontPage and Microsoft Publisher will be used.

ADVANCED COMPUTER GRAPHICS (1 credit)

GRADES 9-12

Develop a Presence on the Web. This course is the study of the tools necessary to provide Internet content. Graphics will be created using Adobe PhotoShop and students will use FrontPage, Publisher and HTML to create Web pages. This is a hands-on course designed for students to use their creativity and have some freedom to express themselves. Project oriented. *Prerequisite: Computer Graphics*

MULTIMEDIA (1 credit)

GRADES 11-12

This course is a hands-on, project-based course, which will allow students to use a variety of multimedia software. Students are exposed to a wide spectrum of applications, that may open doors to careers in illustration, advertising, television, animation and/or entertainment. For art students, Computer Graphics is the media of the future and the world of virtual reality. The student and the teacher will individually determine the final project. Projects developed in this course would be excellent for inclusion in an electronic student portfolio. *Prerequisite: Graphics*

CONSUMER MATH (1 credit)

GRADES 11-12

Consumer Mathematics is a comprehensive course focusing on consumer applications of mathematics. The course begins with reviewing the basics section, which includes: basic addition, subtraction, multiplication, division, fractions, decimals and percentages. Emphasis is placed on the ability of students to perform these basic skills without the use of the calculator. Real world

applications, which include, but are not limited to: payroll, banking, budgeting, purchasing, taxes, investments and building are covered in this course.

SCHOOL TO WORK (1 or 2 credits)

GRADES 11-12

Philosophy: We believe career preparation will help students acquire the basic skills and attitudes for successful entry to the world of work. We believe it will teach students to be effective career managers, to acknowledge their strengths and to address their weaknesses. Guided by self-assessment and personal career interests, students will integrate school and work-based experiences to develop their career goals. Once career goals have been determined, students will monitor their progress and make necessary modifications, guided by staff of the School-to-Work Program.

The School-to-Work Program of Deer Isle Stonington High School will expose students to the work setting of jobs to assist them in making decisions about future career directions and occupations. The process will involve investigating student interests, values, beliefs, strengths and weaknesses in relation to the demands and other characteristics of work environments. Through this program, students will gain information by observing work being performed, talking with other employees, experiencing the workday and actually performing hands-on work experience under supervision.

English

BASIC ENGLISH 9-4 (1 credit)

GRADE 9

This course is designed for students who need more individualized and intensive studies of the basics of grammar, composition, and reading comprehension. Study and organizational skills are stressed. Students must have recommendation.

ENGLISH 9-3 (1 credit)

GRADE 9

This course is open to those students in the freshman class who have not fully mastered the basic concepts of grammar, composition, and reading comprehension necessary for success in the regular high school curriculum. Emphasis will be placed on developing ideas in written form, mastering reading skills, and improving grammar skills, including punctuation.

ENGLISH 9-1, 9-2 (1 credit)

GRADE 9

This is a freshman level course that should be taken by all students entering high school who are enrolled in regular and upper level courses. It is also a course that should be considered by students who are new to the high school, and have not had grammar and composition in previous courses, or whose first language is not English and who need help in becoming fluent and knowledgeable in the English language. The course focuses on grammar. Students will review parts of speech, then move on through sentence structure, and finally, the use of clauses and phrases. Another focus is writing and reading. Composition will emphasize expository writing in order to prepare students for writing in other subject area courses.

ENGLISH 10-3 (1 credit)

GRADE 10

This course is designed for those students in tenth grade who have not mastered the basic concepts of grammar and composition necessary for success in the college high school curriculum. This course will help students to acquire those basic skills, as well as furthering their abilities in note taking, studying, reading, vocabulary building, spelling and other key skills essential to mastery in all disciplines.

ENGLISH 10-2 (1 credit)

GRADE 10

This course offers a study of the four genres: novel/short story; drama; poetry; and non-fiction. Meeting the requirements of the curriculum in both grammar and syntax, the course allows the

student not only to acquire new skills but also to utilize those skills in writing expository pieces. Student's working vocabulary skills are reinforced by weekly quizzes.

ENGLISH 10-1 (1 credit)

GRADE 10

This course offers not only a strong literature base in classics such as *Idylls of the Kings*, *Frankenstein*, *Divine Comedy*, *Antigone*, and *Macbeth*, but also grammar. Students will read world literary classics both as class assignments and outside reading. In writing, emphasis will be placed on the literary essay. Grammar will be taught each class, giving students a strong foundation in syntax and grammar skills, as well as methods to improve structuring.

ENGLISH 11-3 (1 credit)

GRADE 11

This course is designed for those students planning to attend technical colleges or to enter the work force. Grammar and composition skills will be reviewed. Students will use literature relevant to Maine and the Island, such as *Country of the Pointed Firs* and *Travels with Charley*. They will become proficient in speaking before groups through oral presentations.

ENGLISH 11-2 (1 credit)

GRADE 11

American Literature will be studied in this course. Writing is also an integral part of this class, using grammar and composition skills already mastered and introducing new skills as needed. The majority of written pieces will be expository. Expansion of student vocabulary skills is reinforced by weekly quizzes. An outside reading component gives students a greater awareness of the range of American writers.

ENGLISH 11-1, AMERICAN LITERATURE (1 credit)

GRADE 11

This course is a survey of American literature. Each literary period is examined, showing its relation to United States and European history. Writing is an integral part of this class, using grammar and composition skills already mastered and introducing new skills as needed. The majority of written pieces will be expository. Expansion of student vocabulary skills is reinforced by weekly quizzes. An outside reading component gives students a greater awareness of the range of American writers.

ENGLISH 12-3 Senior Skills English (1 credit)

GRADE 12

This course is intended as a careful study of reading comprehension and the mechanics of writing aimed at creating life-long readers and effective communicators.

SENIOR ENGLISH (1 credit)

GRADE 12

Students explore literature while sharpening their writing skills in preparation for careers and life on their own.

ENGLISH LITERATURE (1 credit)

GRADE 12

This course is a study of English literature with an emphasis on the influence of history on literature. Improving writing and critical thinking skills are the main focus. Projects or research papers (one per ranking period) are required. Both written and oral presentations should reflect college preparatory standards. An outside reading component gives students a greater awareness of the range of English literature. It is recommended that students have completed World History and maintained an 80 average in English 11-1.

SPEECH/DRAMA (_ credit for each semester)

GRADES 10-12

A new offering for 2001-2002, this course provides students with instruction for improved public speaking abilities during the first semester. Many interesting opportunities will be experienced during the semester that will help students gain skills and confidence in speech. During the second semester high school students will learn about drama and have opportunities to participate in the development and presentation of performances at the auditorium.

Family & Consumer Sciences

BASIC LIVING SKILLS (1 credit)

GRADE 9

The study of clothing, foods and nutrition, relationships, housing and child development will provide students with a general knowledge of everyday living requirements. The clothing section includes: fashion and design elements, building a wardrobe, fabric and fibers, choosing a pattern, pressing and sewing equipment, machine use, preparation for sewing, construction of a simple garment, and clothing care. Nutrition and the food pyramid are important topics studied in the foods unit. Weight control, food fads, meal planning and service, table setting, shopping for food, kitchen equipment and safeties are other areas covered. Childcare will be emphasized and practiced through a preschool program for children ages 3-5.

CHILD DEVELOPMENT (1 credit)

GRADES 10-12

Understanding children, as well as childcare, is studied in this course. The students learn why all children are different and how to accept them as they are. The study of conception and birth lead to making plans for a baby and its growth during the first year of life. The growth changes are charted from age 1-4. A preschool program is developed for children ages 3-5. During this time, the students work with the children and observe how they learn through activities. Topics such as discipline, spoiling, jealousy, rivalry and anger are discussed. Each student takes on the role of a teacher for a week, planning lessons around a theme.

ON YOUR OWN (1 credit)

GRADES 11-12

This elective course has been designed for juniors or seniors. The curriculum is designed to help students prepare for successful living on their own in today's society. The major areas of study include: Foods and Nutrition, Clothing, Housing and Home Furnishings, Childbirth and Care, Job Preparation, Banking Services, Consumer Rights and Responsibilities, Income Taxes, and Budgeting.

CREATIVE ARTS (1 credit)

GRADES 9-12

This course studies the life of the Amish people. Small quilts or wall hangings are created using Amish colors, style, and design. After they are pieced together on the sewing machine, they are hand quilted to make them look authentic. Food is prepared from Amish recipes, utilizing special ingredients and preparation methods.

Foreign Languages

FRENCH I (1 credit)

OPEN

This course will focus on basic French grammar and speech pattern, the study of life (including daily life and customs, cooking, sports, and games) in France, French Canada, and the rest of the French speaking world, with emphasis on learning by doing, tapes of native speakers and French video. If you plan to take four years of foreign language, you should take French. 50% in French.

FRENCH II (1 credit)

10-12

This course will focus on a complete grammar review emphasizing verb tenses and forms, reading and translating French on an intermediate level, stressing conversational patterns and vocabulary expansions, oral reading for correct pronunciation, French history, Canadian and French short

stories, and further study of French culture and customs, undertaken chiefly in French. 75% in French.

Prerequisite: A passing grade in French 1.

FRENCH III (1 credit)

11-12

This course is a study of French, which expands on the basic knowledge of French, acquired in French II & I. The goal of French III is to make the student relatively fluent in his/her use of French, be it in reading, writing, listening or speaking. It should be noted that 90% of this course is conducted in French, including some grammar explanations. Therefore, any student electing to take this course must be willing and prepared to work using French as the language of communication. 90% in French

Prerequisite: A passing grade in French II

FRENCH IV (1 credit)

11-12

This course is a study of French which carries French III one step further. The basic goal of French IV is to improve the student's ability to use and understand French to a point where he/she can express his/her own ideas and opinions orally or in writing with relative ease and accuracy. This course is suitable for anyone who wants to continue to study French at a college level, or who simply wants to become more fluent in his/her use of French. Any student electing to take this course should be prepared to use French as the means of communication. 90-95% in French.

Prerequisite: Passing grade in French III

SPANISH I (1 credit)

OPEN

This is the first year of a two-year program in the Spanish language, which is appropriate for a student who desires to be exposed to a foreign language and way of life. Level one includes basic grammar study, Spanish pronunciation skills, and a look at the Spanish way of life - with an emphasis on Latin America. Videos, speakers, tapes, cooking, games, sports, music, traditions, etc. are some of the items included in order to try to better understand this people and culture. 50% in Spanish.

SPANISH II (1 credit)

GRADES 10-12

The students undertake a complete grammar review emphasizing verb tenses and forms in order to be able to begin reading and translating Spanish on an intermediate level. Conversational patterns are stressed, as is vocabulary expansion. Oral reading with correct pronunciation is also emphasized. The history of Spain and Latin America, some Latin American short stories, and some typical Spanish short stories, highlight the literature. Further study of Spanish culture and customs is also undertaken, when possible, in Spanish II. 75% in Spanish. *Prerequisite: Passing grade in Spanish I*

Independent Study

The Independent Study Program serves several purposes. First, a program is needed that allows students the freedom to investigate areas of interest not offered in the school's curriculum. Second, most high school courses allow a minimum of mobility for the student. Independent Study allows students to plan and organize their own courses. Third, students in the program assume prime responsibility for learning, which helps them prepare them for life outside high school.

The program is open to all students in grades 11 and 12. A student may study any topic he/she wishes, depending on the availability of adult supervision. *Prerequisite: A passing grade, an advisor and certified teacher qualified in the particular subject chosen.* The advisor's role is to counsel the student when the student wishes and/or needs advice and guidance. Each study project

demands the student's attention for a full semester, except in special cases of seniors who have fulfilled their credit requirement for graduation.

Acceptance into the program does not depend on past performances in normal high school subjects. Instead, the Guidance Counselor and the program's faculty advisor interview each student applying for a study project. Acceptance depends on the student's sincerity and enthusiasm to work in independent study and a required study project outline, which explains the proposed project. The decision to accept a student lies with the principal and faculty advisor on the basis of the student's project proposal and the interview. In certain instances, depending on the study project, students are given released time to work off campus on their projects. Group projects are also allowed. With approval from the principal, students may substitute required courses with an independent study project. An independent study project is not included as part of the five full time classes needed in order to be a full time student.

Interested students need to:

- (1) Write a detailed proposal of the independent study project including:
 - a. Schedule for completing work;
 - b. Name of faculty or community mentor who has agreed to act as sponsor;
 - c. Number of credits expected;
 - d. Final projects, etc.
- (2) Submit this proposal to either the Guidance Office or the Principal at least one month in advance of anticipated start time of the Independent Study.

Mathematics

CORE PLUS I part A (1 credit)

OPEN

This is year 1 of a comprehensive curriculum designed for all high school students. Topics for this course include, but are not limited to, those from Algebra 1, Geometry, Statistics, and Discrete Math. These topics include distributions of data, measures of center, representing patterns using tables and coordinate graphs, solving linear equations and inequalities, slope of a line, rate of change, intercepts, distributive property, vertex-edge graph models, problem solving, matrix representation of graphs, digraphs, and path analysis.

CORE PLUS I part B (1 credit)

OPEN

This is the second part of year 1 of a comprehensive curriculum designed for all high school students. Topics for this course include, but are not limited to, those from Algebra 1, Geometry, Statistics, and Discrete Math. These topics include 2 and 3-dimensional shapes, perimeter, area, surface area, volume, Pythagorean Theorem, isometric transformations, exponential growth, recursion, simulation, and series. Pre-requisites: Successful completion of Core Plus 1 Part A or Math Department permission.

CORE PLUS I (1 credit)

OPEN

This is year 1 of a comprehensive curriculum designed for all high school students. Topics for this course include, but are not limited to, those from Algebra 1, Geometry, Statistics, and Discrete Math. These topics include distributions of data, measures of center, solving linear equations, matrix representations. Space-shapes including symmetry, area, and volume, and exponential functions.

GRADES 10 - 12

CORE PLUS 2 (1 credit)

This is year 2 of a comprehensive curriculum designed for all high school students. Topics for this course include, but are not limited to, those from Algebra 1, Geometry, Statistics, and Discrete Math. These topics include matrix operations, systems of equations, isometric transformations, linear models, quadratic functions and equations, trigonometric functions, and probability. Pre-requisites: Successful completion of Core Plus 1 or Algebra 1 or Math Department permission.

CORE PLUS 3 (1 credit)**GRADES 11-12**

This is year 3 of a comprehensive curriculum designed for all high school students. Topics for this course include, but are not limited to, those from Algebra 2, Geometry, Statistics and Discrete Math. These topics include systems of equations, linear programming, functions, election analysis methods, polynomials, quadratic equations, exponential equations, geometric proofs, probability and statistics, and sequences and series. Pre-requisites: Core Plus 2 or Algebra 2 or Math Department permission.

PRE-ALGEBRA (1 credit)**OPEN**

Topics to be covered depend on the students' prior knowledge and experiences in mathematics. Generally these topics will include, but are not limited to: integers and expressions, solving equations, decimals and equations, number theory, rational numbers and expressions, ratio, proportion, and percent, equations and inequalities, graphing in the coordinate plane, algebra and geometry and measurement, area and volume formulas, right triangles in algebra, statistics and probability, and polynomials. Topics will not necessarily be covered in any particular order and not all may be covered

ALGEBRA I (1 credit)**OPEN**

This course introduces the basic concepts of algebra, such as: language of algebra, polynomials, factoring, inequalities, functions and relations, open sentences, rational and irrational numbers, linear and quadratic equations, rules of exponents, ratio and proportion, and problem solving.

ALGEBRA II (1 credit)**OPEN- 11**

This course is designed to offer a second-year Algebra course to a wide range of students. Topics include review of Algebra 1 plus matrices, conic section, functions, polynomial functions and graphing, and rational functions. *Prerequisite: Successful completion of Algebra I or Core Plus 1.*

GEOMETRY (1 credit)**OPEN - 10**

The main objective of this course is to give students an appreciation and reasonable understanding of geometry, including an exposure to formal proofs. Topics include reasoning lines, polygons, triangles, circles, transformations, similarity, and measurements. *Prerequisite: Successful completion of Algebra 1 or Core Plus 1.*

PRE-CALCULUS (1 credit)**OPEN -11,12**

The main objective is to prepare students to move directly into Calculus. Topics covered include: Equations and Inequalities, Functions and Graphs, Polynomial and Rational Functions, Exponential and Logarithm Functions, Trigonometric Functions and Identities, Solving Triangles, Linear and Polynomial Algebra-including Matrices, Vectors, and Complex Numbers. *Prerequisite: Successful completion of Algebra2 and Geometry or Core Plus 1 and Core Plus 2.*

SENIOR MATH (1 credit)**GRADE 12**

This course is an overview of high school mathematics designed for seniors who need another year of math but are not ready for the challenge of Pre-Calculus. Topics include: The metric system, geometry, algebra review, systems of numeration other than base ten, logic, sets, systems of equations, consumer mathematics, probability, and statistics. Pre-requisites: Algebra 1 or Core Plus 1 and at least one semester of Geometry or Core Plus 2.

CONSUMER MATH (see Business Department)**CALCULUS (1 credit)****OPEN - 12**

This course is primarily a course for students entering the field of engineering, mathematics or science. Topics will include functions, limits, derivatives, integrals, and basic applications as they relate to changes in the physical world. Pre-requisites: Successful completion of Pre-Calculus with a grade of 80 or better and permission of the calculus instructor.

Physical Education & Health

PHYSICAL EDUCATION (_ credit per semester)

GRADES 9-10

Physical Education is an integral part of the total school curriculum. The students learn from participating in a well-planned, sequential program. The program fosters the whole development of the student with a variety of team sports and lifetime and recreational activities. Students will also learn to develop and implement an individual fitness program. One credit of physical education is required for graduation. If you have a physical disability, which has been medically confirmed, the instructor will design an adapted curriculum for you. Successful completion of this alternative will allow you to continue to meet this graduation requirement.

PHYSICAL EDUCATION ELECTIVE 11-12 (1credit)

This course can be taken by juniors and seniors who have wish to take PE beyond the 9th and 10th grade requirements.

HEALTH (_ credit)

GRADE 9

Current health topics and information are given to students in this class. It allows students to make intelligent decisions about their own health and have a better understanding of issues affecting other people, our country, and world. Students realize the decisions they make about their own health and how it affects their physical, mental and social well-being. Their behaviors today affect the quality of their health later on in life. The areas of study include: healthy diet, fitness and life style, marriage and family, reproduction, birth and parenthood, AIDs and other sexually transmitted diseases, drug use and abuse, alcohol, tobacco and first aid.

SCIENCE

Science courses should develop within students an awareness of the physical, geological, chemical, and biological world around them, while encouraging students to challenge unproven theories by realizing that science is an expanding field of knowledge. Students should develop an appreciation of the progress and process of science and should be encouraged to further explore this field in order to use science to better themselves, their country, and the world. Beginning with the class of 2005, all students must successfully complete General Science and Biology or Environmental Science in order to meet the *Maine Learning Results*.

BIOLOGY (1 credit)

GRADE 10-11

This course is designed to help the student understand the life that is everywhere around them and within them at many levels. The purpose is to provide a study of the processes of life, with an in depth look at the kinds of organisms present, their occupation and address in their environment. Focus is paid to assessing the impact of man on the ecosystem, pollution and overpopulation. Topics included are biochemistry, cell biology, microbiology, botany, zoology, ecology, comparative anatomy and physiology of vertebrate animals, taxonomy and human history. Pre-requisite: General Science. This is a lab science.

HUMAN BIOLOGY (1/2 credit) 1semester

GRADES 11-12

A course designed to explore the human species from various perspectives. Students will learn anatomy, physiology and other interesting facts about humans and how we live. Pre-requisite: Biology

CHEMISTRY (with lab) (1 year, 1 _ credits) offered 2002-2003
(alternates with Physics)

GRADES 11-12

Chemistry is presented with emphasis upon experimentation. A clear and valid picture of the steps by which scientists proceed is carefully presented and repeatedly used. Chemical principles will grow out of observation made in the laboratory. Among other things the student will experience doing experiments, making observations, weighing facts, solving problems, and forming conclusions. Some specific areas of study include solutions, acids, bases, chemical reactions, atomic structure, and chemical bonding.

Prerequisite or Co requisite: Algebra II

PHYSICS (with lab) (1_ credit) offered 2003-2004
(alternates with Chemistry)

GRADES 11-12

This course investigates the importance and nature of scientific laws and theories. It is an introduction to the principles of mechanics, electricity, optics, and modern physics. Experiments are continually used to develop and reinforce principles studied. *Prerequisite or co-requisite:*

Algebra II

PRACTICAL PHYSICS (1 credit)

GRADES 11-12

This course is a non-computational study of the central concepts of physics. The emphasis is on mental imagery that relates to things and events that are familiar in the everyday environment. *Pre-requisite: General Science*

ENVIROMENTAL SCIENCE (1 credit)

GRADE 10

The environment is a topic of special interest to the people of Maine. Environmental Science is for the student who is willing to get involved in studying the marvelous world around them. The course content will include: studying the Earth, ecological interactions, biomes, people in the global ecosystem, energy resources, resources in the biosphere, and managing human impact. This is a lab science credit.

MARINE SCIENCE (1 credit)

Grades 11-12

Marine Science involves the study of the physical, chemical, geological and biological components of the marine ecosystem. The geological features of the ocean floor, shorelines, wind, currents, tides, salinity, temperature, pollution, marine resources and man's impact on the ocean environment are investigated. The impact of pollution and man's ability to survive in the ocean are also discussed. This is a lab science credit.

ADVANCED MARINE SCIENCE (1 credit)

GRADES 11 and 12

This course will study anatomy and physiology of marine organisms, marine ecology mathematical modeling of marine ecosystems, GIS technology and analysis of aquatic environments. This is a lab science credit. *Pre-requisite: College Biology or Environmental Science and a grade of C or above in Marine Science*

GENERAL SCIENCE (1 credit)

GRADE 9

Physical/Earth Science is a required science course for first year and transfer high school students, and a pre-requisite for higher-level science courses. This course will identify and explain the classical laws of physical and chemical science and their wide range of applications in the real world (covering topic areas in the Maine Learning Results for physics, chemistry, and geology). Students will gather qualitative and quantitative data through activities and interpret them scientifically. They will draw conclusions from their observations and justify their assertions within the context of scientific method. This course is required for all laboratory science classes.

ADVANCES SCIENCE RESEARCH (_ credit)

11-12

This course is for the student who has dreams of becoming a scientist. In this course you will design your own experiments, complete your experiments, and research topics in science that interest you. *Pre-requisite: Biology*

Social Studies

WORLD HISTORY (1 credit)

GRADE 10-12

With emphasis on the European community and its effect on American society, World History combines the historic and cultural significance of major geographic areas. Throughout the course students will become familiar with those aspects that cause countries to gain and lose power, civilizations to rise and fall, and their effect on the world's present situation. Students will be expected to do outside research, give speeches, and have a working knowledge of current events.

WORLD GEOGRAPHY (1 credit)

GRADES 9-10

World geography is an elective offered to freshmen and sophomores and is a full-year course. A major emphasis will be placed on the location and in depth study of the major countries of the world including the United States. Areas of study will include the government, culture, physical features and economics of the major countries of the world. A great deal of time will be spent on maps and map reading.

AMERICAN HISTORY (1 credit)

GRADE 11

This course is a survey of American history through many different means: first hand accounts, primary documents, music, art, film and literature. Examining the history of the United States in economic, political, military and cultural areas, the survey begins with the secession movement leading to the Civil War, and continues chronologically to the present. The first quarter will be devoted to an in depth study of the U. S. Constitution, the most important document in our country's history. From the Philadelphia Convention to Ratification, we will explore the origins of our government and society, placing special emphasis on the Bill of Rights and its importance today.

MAINE STUDIES (_ credit)

OPEN

Students are required to successfully complete at least one semester of study about the State of Maine in grades 6-12. If this requirement is not met previously, it must be fulfilled in high school. This course will provide a historical, physical and cultural awareness of the state. Areas of focus include: geography, Native Americans, exploration and settlements, statehood, government, literature, lumbering, maritime and local history.

SOCIOLOGY (_ credit)

GRADE 12

This course will provide an overview of pre-industrial, industrial and post-industrial society. It will present social organization as a dynamic process in which social ecology provides the basis for all social life, and political economy forms the core of all societies. Providing detailed explanation of basic sociological concepts, perspectives, and processes, it will view socioeconomic stratification and sociocultural inequality from a critical stance and discuss emerging crises in all of these areas.

PSYCHOLOGY (_ credit)

GRADE 12

This course is designed for students who are interested in a course that provides an overview, balanced coverage of research and theory in current psychology. The course will present an introduction of traditional topics, with an emphasis on examples and illustration. It will use a mainstream approach encompassing a wide range of theoretical viewpoints in psychology, allowing students time to appreciate and debate each of them. It will also provide students with an understanding of basic psychological concepts and principles as well as a working knowledge of the vocabulary of psychology.

CURRENT EVENTS (_ credit)

GRADE 10-12

Current Events examines current local, national and international issues. Discussions will center on past history of the events, present condition and logical future developments that may occur.

Students will be exposed to many different types of sources including news magazines and news programs, as well as local and state newspapers. Discussion and debate will be the normal daily class format.

MODERN U.S. HISTORY - 1960 TO PRESENT (_ credit)

GRADES 10-12

Second semester after Current Events Course. Modern U.S. History examines the U.S. from 1960 to the present. Beginning with President Kennedy and the end of the 1950's, the course will examine the political, social, economic and military events and clashes. The course will end with our current President and predictions will be made about our future. Pre-requisite: U.S or World History or Current Events.

CONTEMPORARY ISSUES (1 Credit)

GRADES 10-12

This course is a two-semester class. The first semester will concentrate on domestic issues starting with government, the study of the constitution and how both the national and state governments work. Other topics may include domestic spending and priorities, health care systems, environmental issues, social issues and crime and drugs. The second semester will concentrate on global issues such as terrorism, environment, trade, defense, and religions. Work in both semesters will consist of reading about a certain issue, discussing and then writing a position paper. An ability to think logically and write will be a plus in this course.

CIVICS (1 credit)

GRADES 9-10

This class will study the origin, development and fundamental principles of our government. It will also examine other governments and study the differences and similarities. Students will view film and video that will help them analyze speeches, propaganda, and lobbying. Students will also be examining the U.S. Constitution in depth and will examine constitutional issues of today. This class will help prepare students to understand the responsibilities of being an 18 year old citizen.

AP AMERICAN HISTORY (1 credit)

GRADES 11-12

This course will study United States History in depth from pre-colonization to the present. Although this is a survey course, topics such as revolutions, law, social, political and technological changes throughout our history will be covered and discussed. Daily homework will be expected so that classroom discussions can center on ideas and trends rather than just facts. There will be considerable reading from various primary and secondary sources. Required essays and research projects will explore individual student interests and historical issues. Once completed, students will be capable of taking the Advanced Placement exam in the spring. There may be a summer reading list. This course will be offered every other year. Open to 11th graders and 10th and 12th graders by permission of the teacher.

TECHNOLOGY

INTRODUCTION TO METALS (1 credit)

GRADES 10-12

Introduction to Metals is designed to expose students to various metal working methods, tools and materials. Students will be introduced to the following; rectangular and cylindrical sheet metal work, foundry, forging and metal fabrication using brazing and arc welding. After consulting with the instructor, each student will be required to plan and manufacture a product in each of the mentioned areas.

WOODWORKING 11 (1 credit)

GRADES 10-12

This course should be taken after the student has taken the Industrial Arts course or with permission from the instructor. The student will design and create a project of his/her choice after consultation with the instructor. Tools, machines, and materials of the woodworking trade will be used. Students

will learn craftsmanship and an appreciation of producing a fine finished product. Pre-requisite: Industrial Arts.

ENGINEERING GRAPHICS (1 credit)

GRADES 9-12

Engineering Graphics is a study of orthographic projection which is mechanical drawing with projecting lines perpendicular to the plane of projection. The student will be introduced to the basic mechanical drawing tools to produce different kinds of technical drawings, which will employ types of lines, symbols, and dimensions.

POWERS (1 credit)

GRADES 9-10

This course will study the methods of producing various forces and their transmissions. Powers is an all encompassing topic which will start with studying the internal combustion engine and its transmission of force with future expansions in the following areas: hydraulics, pneumatics, alternate energy, AC + DC wiring, and today's ever increasing needs of efficient forms of power.

INDUSTRIAL ARTS (1 credit)

GRADES 9-10

This course is an introduction to the formal construction methods of manufacturing wooden and metal projects. A formal constructed project is a project built according to fixed customs and rules of the woodworking and metalworking trades. The student will be developing ideas, sketches, working drawings, plans of procedure and safely performing the steps needed to manufacture their projects. With the use of lessons and demonstrations of the basic tools, they will be given assistance and time in the I A lab to practice the skills necessary to construct their projects.

SEAMANSHIP and COLD WATER SAFETY (1 credit) Fall of 2002 (1/2 credit) GRADES 9-12

Students will be introduced to a variety of seamanship skills including fiber rope work to include knots, splicing, and safe use and application of ropes and hardware used in the marine industry. Students will be exposed to the basics of boat handling, vessel operations, boating regulation and operating laws. This course will also introduce the student to the basics of vessel maintenance with special attention to common repairs and maintenance including vessel lay-up and commissioning. There will be a special focus on preventative and emergency safety practices on or in cold seawater environments. Students should feel comfortable both in boats and in the water with personal floatation devices as this course will have practical labs actually in and on the water. (This course is a prerequisite for the Marine Trades I & II Courses.)

MARINE RESOURCE TECHNOLOGY I (1 credit)

GRADES 10-11

Marine Resource Technology I is recommended to Sophomores and Juniors. This course will introduce students to the inter-tidal and benthic marine communities. Close attention will be given to the ecological relationships of animal and physical influences on commercially valuable species. Topics in seamanship will include wire rope splicing and safety, running rigging, gear handling and specifications combined with more in depth vessel maintenance. This course will introduce the use and application of fiberglass reinforced plastics and will proceed into small scale FRP boat-building and finishing off with mechanical systems. Fishing gear construction and repair will cover basic twine mending and net hanging and include construction/repair of various fixed gear types. Overviews of fisheries regulation and management processes will be covered in the spring semester. This course is a pre-requisite for the Marine Resource Technology II course. Pre-requisite: Seamanship and cold water safety.

MARINE RESOURCE TECHNOLOGY II (1 credit)

GRADES 11-12

The Marine Resource Technology II course is recommended for Junior/Senior students seriously considering careers in the fishing or related maritime occupations. This course will extend the fisheries ecology topics to include the pelagic species and related ecologies. Repair and

construction of mobile fishing gear will be the focus of deck skill training. Advanced navigation, rules of the road, safety, and chart work will prepare students interested in pursuing a US Coast Guard License. Product handling will introduce care of the catch for both live product and dead landed product. Fish husbandry will be introduced to reinforce the biological sensitivity of species, as well as, offer alternatives to immediate sale of live product. Fishing business management will be covered throughout the year with participatory simulations and guest presenters. Finally student involvement in the research, participation and process of fishery regulation will look at current and pending regulation and proposed rules in depth. Students will participate in local and state processes involving fisheries management including the legislative process as proposed rules relate to commercial fishing in Maine. Pre-requisite: Seamanship and cold water safety and Industrial Arts.

BOATBUILDING FOR SMALL BOATS (1 credit)

GRADES 11-12

This course will introduce the student to a mixture of traditional and modern techniques of work boatbuilding. The traditional plank on frame methods and cold molding in wood will be demonstrated through the construction of a small rowboat and a scale model lobster boat for radio-controlled racing. Students will be expected to work in teams to construct the projects. Understanding of plans, layout and pattern making will be emphasized in addition to safe use of all woodworking tools. Pre-requisites: General Industrial Arts or Wood working 1, and a Marine Technology course.

SHORELINE ECONOMICS (1credit)

OPEN

This course is designed to focus on practical aspects of personal and business finance with the fishing industry as the economics model and context. The students will employ skills and methods in real or hypothetical business planning, financing, insurance and tax preparation. Further more this course will explore the greater impact of a community, states, and global economics based in the Commercial Fishing business. Students will be expected to participate weekly in interactive simulations exploring the variables that affect the fishing industry and the individual fisherman. Pre-requisites: Core Math, Maine Studies, US History.

NAVIGATION (1 credit) Spring 2003 (1/2 credit)

GRADES 10-12

Navigation requires a passing grade in at least a technical math level. Freshmen may take with permission of the instructor and the student's advisor. This course will expose the student to the rudiments of chart work and local piloting. The first half of the year will focus on practical use of the marine compass, charts and basic use of electronic aides to navigation. The latter half of the year the course will focus more into advanced techniques of chart work and the basics of steering and sailing rules while operating a vessel on the coastal waters of Maine. This course is a pre-requisite for entrance into Marine Resource Technology II

Aide Positions

GRADES 11-12

Classroom Aide (_ credit per semester)

Juniors and seniors who have expressed an interest and ability in working individually or in small groups with other students may do so as a classroom aide. Duties will vary from class to class. The aide is directly responsible to the teacher who will evaluate the individual each quarter. Students are graded on a pass/fail basis.

Library Aide (_ credit per semester)

Library aides assist the librarian in all library routines and services. Some of the tasks performed are: preparing materials for loan, signing material and equipment in and out, taking inventory, shelving materials, maintaining catalog, vertical files, taking attendance, creating book, bulletin board displays, running AV equipment, maintaining periodical index, recording loan statistics, assisting other students, and faculty in library use. Library aides receive a pass/fail grade based on willing and responsible accomplishment of expected tasks.

Office Aide (_ credit per semester)

Juniors and Seniors who are skilled in typewriting and related areas and who possess the qualities of cooperation, reliability, responsibility, trustworthiness, and initiative may be selected to work in the school offices. Office aides are taught to use all the office equipment, expected to assist staff and monitor the telephone. They are directly responsible to the school secretaries and administrators. Students are graded on a pass/fail basis. NOTE: Students may only fill one aide position at a time during the semester.

Library

The library is the information media center for the school. Library resources include books, magazines, videotapes, compact discs and other electronic media on every imaginable subject. Some materials answer factual questions and others explore imagined lives and places. The materials in the library extend classroom experiences and give students opportunities to explore personal interests. Everyone finds reasons to use the library - some completing class assignments, others following independent research, finding recreational reading, and keeping up-to-date with current events and topics. The library contains approximately 10,000 volumes and is open to all members of the community. The local collection is extended with materials borrowed via an interlibrary loan system that accesses libraries nationwide.

Areas of knowledge organize the library collection: history, science, social sciences, religion, the arts and recreation, etc., using the Dewey decimal classification system. Using the card catalog, electronic catalogs and periodicals indexes, browsing and asking the librarian or student aides for assistance, are ways to become familiar with the library and materials available. The librarian instructs students in library use and research techniques whenever students need to improve or expand these skills.

The computer is becoming a principle avenue for research. Most students are skilled navigators of the Internet. There are also resources on compact disc including general and specialized encyclopedias. The library subscribes to Ebsco data bases, an indexing service that provides articles in full text from major newspapers, general interest magazines and science journals. Our library is linked to post-secondary and public libraries throughout the state via the computerized Maine library system. Through the University of Maine URSUS system we have online connection to book, periodical and specialized indexes. These technologies and materials give individuals unlimited access to information resources. Developing innovations expand knowledge and enjoyment of all communication media.

Student support services...

Guidance & Counseling

Guidance provides a variety of services for students, their parents, and faculty members in order to facilitate achievement of the following goals:

1. to assist people in self-understanding and acceptance
2. to aid in the development of effective interpersonal relationships
3. to help in the development of effective coping behaviors, problem solving and decision making skills
4. to aid in development of increased responsibility for academic success
5. to aid in appropriate career exposure and post-secondary education

The basic services are:

counseling (individual and group)
interpreting pupil records and test results
parent/student/teacher/counselor conferences
informational resource for post secondary education and careers
parent and pupil orientations
liaison between home and school and outside agencies when appropriate
providing interim progress reports upon request
referral services to outside agencies
consultant regarding student needs in general
coordination of testing programs
assistance in developing programs for students with special needs
classroom observations of students
maintaining students records
classroom presentations regarding developmental guidance and career education

Guidance services are for all students, not just those who are experiencing difficulty in learning or relating to others. Guidance is designed to help all students feel comfortable with others and satisfied with themselves. All students need assistance and support to cope with the developmental tasks of adolescence. Parents, teachers and counselors work together to prepare the adolescent for a meaningful life.

Student Assessment

It is the intent of the CSD 13 School Committee that classroom teachers assess academic performance of students on a regular basis. Assessment may take various forms including homework assignments, classroom participation, tests or other teacher directed forms of assessment. Performance feedback to students will be provided promptly and on a weekly basis. The school shall also provide parents of students in grades K-12 with a written copy of their child's quarterly achievement and in grades 7-12 in cases of poor performance, with written mid-quarter progress reports. Teachers are encouraged to contact parents more often if a student's performance warrants this (because of problems or improvements). Parents are encouraged to contact the school with questions regarding grades or test results. Teacher time will be allocated for parent-teacher conferences regarding student achievement during the school year.

1. Standardized group tests will be administered to all students as follows:
2. Achievement tests in grades 2, 3, 5 and 6;
3. Maine Educational Assessment in grades 4, 8 and 11;

In addition, students are encouraged to take the following tests:

1. Grade 9: a career decision-making inventory;
2. Grades 9, 10 and 11: the PSAT (Preliminary Scholastic Aptitude Test);

3. Grade 10: the ASVAB (Armed Services Vocational Aptitude Battery);
4. Grades 11 and 12: the SAT I (Scholastic Aptitude Test) and SAT II (achievement tests) offered at personal cost by Educational Testing Service.

Students may be tested at additional grade levels, if needed. Parents and students will be given prior notice of all testing dates. Parents' requests that their child be exempted from taking group tests will be honored if submitted in writing in advance. Responsibility for group standardized tests lies with the guidance counselors. This involves testing arrangements, interpretation of results to students, parents, teachers and school committee, and maintenance of results in student records.

School personnel will use standardized test results whenever possible as one factor in determining class placements and instructional methods appropriate to individual students. This data will also be used by staff members in planning for improvement of instructional programs and in the identification of needs for curriculum revision.

When additional evaluation such as a psycho-educational or substance abuse evaluation is deemed necessary by staff members, it shall be administered by qualified personnel and in accordance with State laws and rules, local policies, and test administration manuals, with prior written permission from parents.

Special Education Services

The Pupil Evaluation Team assigns students to the special education program. An individual education plan is designed and developed for each student assigned.

On the basis of the P.E.T. recommendations, the student will receive services in academic and/or independent living skills development, social and/or emotional development and technical skills development. These services may take the form of direct teaching in the resource or composite room, tutoring, modification of the mainstream curriculum, methodology and/or classroom expectations, assistance to the mainstream teacher, counseling, or placement in programs outside the school district. Courses taught by the special educator may be offered. These courses will be designed to meet the needs of the individual student.

Adult Education

Through its various programs and courses for adults, the Adult Ed Program shall seek to meet the needs of adults of all ages. Adult Education students who, for whatever reason, have been unable to secure a high school diploma in a regular school program, or who need additional training to become more efficient in their chosen occupations will benefit from participation in this school-sponsored program. Adult programs in the Deer Isle-Stonington school system include:

1. An accredited high school completion program conducted at the Deer Isle-Stonington High School, which provides an opportunity for adults to earn a high school diploma. All required high school credit courses are taught.
2. State Literacy Program - This program is for any person over 17 years of age who wants help in learning how to read better. Usually the reading level of the person should be below eighth grade level.
3. G.E.D Program- for any adult who would like to earn a high school equivalency diploma. Must be 18 and out of school for a year to qualify for this test.
4. General Courses - These courses are generally offered to anyone 18 years of age or older.

The Director of Adult Education shall be responsible for the operation of the school system's adult education programs and shall report to the Superintendent of Schools. Tuition is free for the high school completion and the State Literacy programs. Vocational course fees are contingent on the expense of the texts and other materials. To the extent possible, the adult programs should be financially self-supporting. Tuition and fees collected in the operation of the adult programs shall be accounted for in the normal records and reports of the district.

Adult Education High School Diploma Programs

There are two routes to earn sufficient credits for a diploma. These are

(1) Night School and **(2) the External Credit Option**. There is no charge for either route.

(1) Night School - For night school one has to attend class once a week, usually in the evening. Each course lasts ten weeks. After successfully completing a course, the student will receive one credit towards his/her diploma.

Requirements - In order to be able to enroll in night school a person must:

- a. be at least 18 years old or
- b. be 17 years old, and have an immediate need for a diploma (i.e. job, military, etc.)
- c. if under 17 years of age, special exceptions can be made but only with parent's, principal's, superintendent's and director's permission

2.) External Credit Option - This route is an independent study to receive credits. Most of the work can be done at home with a minimum of five meetings with the teacher.

Requirements - In order to take this route a person must:

- a. be 18 years of age or older and not enrolled in public school
- b. be able to read at a sixth grade level or better and
- c. have the ability to work as a self directed learner

General Equivalency Diploma (G.E.D.) - This is a high school equivalency certificate issued by the State of Maine. In order to receive a G.E.D., a person must successfully complete a 7 hour test.

Requirements - in order to be able to take a G.E.D a person must:

- a. be 18 years of age or older
- b. be 17 years of age and have an immediate need and written approval from the adult education director and guidance counselor

If you have any other questions concerning these programs or their requirements please see the Adult Education Director.

Vocational Education

Hancock County Technical Center (HCTC) provides vocational training in several programs for students during their junior or senior years of high school. Students may train in a program at HCTC and prepare for an occupation of their choice, provided the program is not offered at Deer Isle-Stonington High School or the Island Nursing Home.

A. Programs open to DIS students are: Automotive Repair, Diesel Mechanics, Building Trades, Computer Graphics and Repair, Food Service and Hospitality, and Diversified Occupations

B. Transportation will be available to all students attending HCTC. The Guidance Counselor shall notify in writing all tenth and eleventh grade students and their parents of vocational education opportunities and deadlines at HCTC by January 15th of each year.

C. Students interested in attending HCTC must first meet with the Guidance Counselor by April 15th of the preceding year in which he/she wants to attend. During this meeting the Guidance Counselor will review the credit status of the individual student to determine if he/she has achieved junior or senior class standing.

D. To attend HCTC during the student's junior year, students must have successfully completed 10 credits prior to entering HCTC. To attend HCTC during the student's senior year, students must have successfully completed 16 credits prior to entering HCTC. Beginning in September of 2000, juniors must have completed 11 credits and seniors must have completed 17 credits to be eligible to attend HCTC.

E. When it is determined that a student is eligible to apply to HCTC, the Guidance Counselor or the student's parent will arrange for the student to visit HCTC and spend a day in the student's program of choice. HCTC applications will then be made available to the student. The Guidance Office will then mail completed applications to HCTC.

Now that you have read your Program of Studies, make an appointment with our Guidance Counselor to plan your next step towards a Deer Isle-Stonington High School diploma... and your future.