



2024-2025

PROGRAM OF STUDY GUIDE

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Old Orchard Beach High School Profile 2023-2024
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www.rsu23.org
 CEEB Code: 200750

Principal: Michael Rodriquez Dir. of School Counseling: Elizabeth Roe
 School Counselor: Paul Santamore

The School

Old Orchard Beach High School is a four-year public high school that serves approximately 220 students in grades 9-12 with a comprehensive academic curriculum. The school is accredited by the New England Association of Schools and Colleges (NEASC). In the mid 1990's, OOB High School was granted the distinction of National School of Excellence for its outstanding commitment to enhancing student learning and performance. The task of education at Old Orchard Beach High School is a responsibility shared by teachers, students, parents/guardians, administrators, staff, and the community. It is our mission and vision to ensure our students graduate as creative and practical problem solvers, clear and effective communicators, responsible and collaborative citizens, integrative and informed thinkers, and reflective and dedicated learners.

The Community

Old Orchard Beach is a suburban coastal community located just 12 miles south of Maine's largest city, Portland, and 90 miles north of Boston. Catering to tourists and families is a way of life in Old Orchard Beach, as tourism is the primary business of the community. It has a year round population of roughly 9,000 and expands in the summer to nearly 100,000. Proximity to Boston offers OOB citizens the opportunities of a large city experience while the neighboring cities of Biddeford, Saco, and Scarborough offer a variety of services and shopping.

Graduation Requirements:

22 total credits are required for graduation

English	4	Soc, Studies	3.5
Math	3	Science	3
Fine Arts	1	Phys Ed.	1
Health	.5	Electives	6

Community Service – 20 hours
 Senior Internship – 30 hours

Grading Scale

A+	98-100	B+	92	C+	84	D+	76
A	95-97	B	89-91	C	81-83	D	74-75
A-	93-94	B-	85-88	C-	77-80	D-	70-73
Class rank and GPA are weighted							
AP 1.06 Honors 1.03							

**Due to the COVID-19 Pandemic, Spring 2020 Quarter 4 grades have been excluded from Weighted GPA and Class Ranking.*

Student Outcome Data

Class of:	2023	2022	2021
Class Size	53	43	62
4-year College	29%	21%	37%
2-year College	23%	26%	23%
Vocational	0%	0%	0%
Military	0%	.02%	12%
Gap Year/Workforce	36%	21%	23%
Total Scholarship \$	85,350	71,600	75,250

School Test Information

	2023	2022	2021
Total AP Exams Taken	28	17	25
# Exams students earn 3+	10	10	21
%Students earn 3+ on AP	57%	65%	84%

The Old Orchard Beach High School Curriculum

Old Orchard Beach High School offers a diverse and comprehensive curriculum fully aligned with Common Core Standard, Maine Learning Results and Guiding Principles. Courses include a wide range of disciplines with varying levels of rigor and are geared toward preparing students to meet and exceed their career and college goals. Courses are taught on an 8 period schedule in 70-minute time-blocks. Full credit courses meet all year, and half credit courses meet for a semester. College Preparatory courses are labeled CP before the course name on the transcript. Students also have the option to participate in a variety of unique opportunities to include: job-shadowing and internships, Early College Enrollment courses via nearby 2 and 4-year colleges as well as vocational training programs with Biddeford Regional Center of Technology (BRCOT) programs.

Honors / AP Courses

English Department:

Honors English II
College Composition
AP Language/Comp.
AP Literature/Comp

Science Department:

Honors Earth/Space
Honors Biology
Honors Chemistry
Honors Physics
Honors Anatomy/Physio.
AP Biology
AP Chemistry
USM Environmental
Science

Math Department:

Honors Geometry
Honors Algebra II
Honors Pre-Calculus
Honors Calculus
College Algebra
USM Statistics
USM Calculus

History Department:

AP World History
AP European History
AP Art History

College and University Admissions for 2022-2023:

American University
Bentley University
Bowdoin College
Eastern Maine Comm. Col.
Emerson College
Emmanuel College
Endicott College
Franklin Pierce College
Hofstra University
Husson University
Keene State College
Maine Maritime Academy
Marist College
Mass. Col. of Pharmacy
Merrimack College
Mt. Holyoke College
Northeastern University
Plymouth State University

Providence College
Quinnipiac University
Regis College
Roger Williams University
Saint Anselm College
Salve Regina University
St. Joseph's Col. of ME
Simmons College
Springfield College
Southern Conn. State Univ.
Southern Maine Comm.Col.
Stonehill College
Suffolk University
Syracuse University
Thomas College
Trinity College
Univ. of Maine @ Augusta

Univ. of M @ Farmington
Univ. of Maine @ Machias
Univ. of Maine @ Orono
Univ. of Southern Maine
U. of Mass. at Amherst
University of New England
Univ. of New Hampshire
Univ. of Pennsylvania
Wentworth Inst. of Tech.
Wesleyan University
Western New England
Wheaton College
Worcester Polytech. Inst.
York County Comm. College

MAKING GOOD COURSE SELECTIONS

As with any other life decision you make, choosing the right courses throughout high school takes some effort in gathering information and being thoughtful. When making your course selections, you should consider the following: graduation requirements, your future plans, and your interests and abilities. Talk with key people such as your parents, guidance counselor, and teachers about your choices and goals. Developing a four year plan for high school will help you stay on track for reaching these goals. Putting thought into this process of choosing courses will help make your education at Old Orchard Beach High School more enjoyable and prepare you for your future. **The choices you make now will play a key role in the options available to you after high school graduation.** Choosing to do well in your high school academic program is the only way to ensure that many options will be available to you after high school. We are here to help you along the way, but only you can make it happen. We wish each of you success in making the most of your educational experience at Old Orchard Beach High School.

GRADUATION REQUIREMENTS



Students are required to carry a load of at least six credits per academic year in order to be considered a full time student. Credit totals required for graduation are as listed:

22 Credits Total to Graduate

Core Subjects Graduation Requirements

English	4 Credits
Mathematics	3 Credits
Science	3 Credits
Social Studies	3 Credits
Phys Ed	1 Credit
Health	.50 Credit
Fine Arts	1 Credit
Electives	6.5 Credits
Community Serv	20 Hours
Professional Internship	30 Hours

ACADEMIC COURSE ASSIGNMENT

Student placement in academic courses is based on teacher recommendations and/or test scores. If parents wish to discuss placement, they can set up an appointment through the guidance office.

HONORS COURSES

An Honors option is offered in some classes. Students must sign a contract with each of their teachers in order to earn the honors distinction. In some courses there may be an “honors challenge” option.

ADVANCED PLACEMENT (AP) PROGRAM

Old Orchard Beach High School offers students a chance to take college level courses and potentially earn college credit while in high school. One way is through the Advanced Placement program, in partnership with the College Board. Students may wish to prepare for the AP tests by working with teachers and/or by accessing test preparation materials from the website of the College Board.

Students who score well on the AP Exam may be eligible for college credit (a tuition savings) and/or advanced standing in that subject area when they go on to college. Students who take the AP courses are expected to take and pay for the AP Exam in the spring. Information about the program and test registration and fees is available from Ms. Roe, OOBHS AP Coordinator.

ONLINE COURSES

Old Orchard Beach High School has computer-based curriculum that can be used for academic remediation or for credit recovery. Research-based techniques are used for program delivery and assessments. Students interested in online courses should contact their guidance counselor.

ENRICHMENT PROGRAMS

College Early Studies Programs/Concurrent Courses/Dual Enrollment/Additional AP courses

College Early Studies programs offer an opportunity for academically motivated juniors and seniors to take college courses while still in high school. It gives the student a chance to see what college courses are like, explore an area of interest in greater depth, and earn college credits. College courses are available through the community college, the University of Maine system, the Maine College of Art, and the University of New England.

SENIOR INTERNSHIP PROGRAM

OOB Seniors end classes in early May and spend the next three weeks on site at various businesses in the community. The students will be required to work at the site for 30 hours minimum. They must attend career and internship preparation workshops and meet with an OOBHS faculty advisor (a senior teacher) throughout their senior year from October through June. During the month of May as they transition into fully completing their internship hours, they will meet once a week with their faculty advisor in order to process their experience as well as write one 300-word reflection paper and complete a formal presentation centered around the guiding principles and their internship experience. The presentation is performed in front of a community panel made up of the site supervisor, a chosen peer, and chosen adult family members and/or faculty members. This is a graduation requirement starting with the Class of 2018.

**Students may be exempt from the OOBHS Senior Internship Program for the following reasons;

- They are a student at the Biddeford Regional Center of Technology, where professional networking and off-site experiences are built into the curriculum
- A student is deemed unable to complete the program by their IEP team and/or school administration
- A student has elected to participate in the Capstone Project (see more details below).

Capstone Project**Grade 12****1 credit**

This course will provide students the opportunity to explore an area of study in detail. Students will utilize the Big 6 research method to hone research and synthesis skills which will help them in college or the workforce. Students will select a cornerstone text for their research which will be added to the Brownrigg Library collection. This course culminates in a final project and presentation before a panel of faculty, community members, and peers.

CREDIT RECOVERY

Students in need of credit recovery should meet with guidance to discuss options which may include summer, after school and/or school day programming to support their needs.

DROPPING A SUBJECT

Students should choose their courses carefully. Specific dates are set up in August before the start of school for students to discuss changes to their schedule with the guidance counselor. Except in unusual circumstances, requests for changes in student schedules cannot be granted after the second week of school. There are, however, instances when changing or dropping subjects is both feasible and advisable.

CREDIT STATUS OF DROPPED SUBJECTS

Dropping a subject during the school year is considered an extreme measure and will be allowed only when unusual circumstances make it advisable. If a subject is dropped before the end of the first or third quarter progress reports, no grade will be entered on the student's permanent record. Any student who withdraws from a course after the initial progress report due date will have either a "withdrawal passing" or "withdrawal failing" on his/her permanent record. Any completed quarter grades will also be included in the permanent record.

TEACHER AIDE POLICY

Students who are teacher aides will receive a pass/fail grade and .25 credit per semester. A student must be carrying at least six academic credits in addition to the teacher aide position. Teacher aides will be set up by semester even if assisting in a full year course. To become a teacher aide at Old Orchard Beach High School, the following process must be followed:

1. The student must discuss his/her wish to become a teacher aide with the teacher involved.
2. The student must then obtain a Request for Teacher Aide Position form from the Guidance Office. This form must be completed by the student and returned to the guidance office.
3. The guidance department will notify the student if his/her request has been approved.

SCHEDULING PROCESS

Students should carefully read the course information included in this course of study guide to select desired courses for the following year. The process for scheduling students grades 9-11 is as follows:

1. Teachers submit their recommendations for course levels in core subjects for each student.
2. Students will be provided the course of study guide information and given time to consult with their parent/guardian, teachers, and guidance counselor regarding their course selection.
3. Students will enter their choices for electives in powerschool portal.
4. Guidance may meet with students to review their schedule choices as needed.
5. Schedule requests are processed through the guidance office and PowerSchool Scheduling System. Final schedules are sent to students/parents in August. Students may come in on designated days in August to make schedule changes.

Scheduling of incoming Freshmen:

1. The guidance counselors visit classrooms to discuss the course of study guide and talk about course selections.
2. An orientation is held for 8th grade parents and students.
3. Eighth grade teachers submit course recommendations.
4. Final schedules are sent to students/parents in late August. Students will have the opportunity to come in on designated days in August to make schedule changes.

HONOR ROLL STATUS

Students must carry a minimum of five academic subjects and six credits to be eligible for the quarterly Honor Roll. Center of Technology students will receive one grade for classroom work and one for laboratory experience in computing Honor Roll status. Students must pass all subjects taken for credit, regardless of grading system used.

Highest Honors

Students will receive "Highest Honors" if they have earned a grade of 93 or above in all subjects.

High Honors

Students will receive "High Honors" if they have earned a grade of 85 or above in all subjects, but maintain an average of 93 or above for that quarter.

Honors

Students will receive "Honors" if they have earned a grade of 85 or above in all subjects. With "Honors", students may receive one grade of 77-84 provided there is a grade of 93-100 to offset that 77-84 grade.

GRADUATION DISTINCTIONS

Cum Laude Recognition (GPA's are not rounded)

Honors Cum Laude - 3.5-3.7 90-93

Magna Cum Laude - 3.8-3.9 94-96

Summa Cum Laude - 4.0 97-100

Senior Ceremony Roles **(GPA's are not rounded)

Students will be honored at graduation in the following manner:

Valedictorian – Highest GPA

Salutatorian – Second Highest GPA

Summa Cum Laude – 4.0 – higher 97-100GPA

Magna Cum Laude – 3.8-3.9 94-96 GPA

Cum Laude – 3.5-3.7 90-93 GPA

****Honors and Awards at Graduation**

1. In order to be eligible for the academic awards valedictorian, salutatorian, or top ten percent, a student must:

a. Meet RSU 23 graduation requirements

b. Have an OOBHS transcript with at least four (4) semesters of numerically graded courses.

2. A student who does not meet the criteria listed may be eligible for other academic recognition (for example, honors stole) in accordance with OOBHS practices.

SUPPORT SERVICES

At Old Orchard Beach, the following support services are available to help make the most of your high school experience.

GUIDANCE OFFICE

The Guidance Office is full of resources to help students select courses, research careers and colleges, find out what career they wish to pursue, and obtain information on financial aid and scholarships. The guidance counselors assist students in a variety of areas, including course selection, study skills, schedule adjustments, reviewing course requirements, selecting and researching occupations, colleges, scholarships, testing, the college application and financial aid process, mediating with teachers and staff, and setting up parent/teacher meetings. Appointments to see the guidance counselor can be made through the guidance secretary or emailing the counselor. Please see the guidance web page for more information.

PowerSchool Parent Portal

You can access your child's academic progress, attendance, and notifications through our Powerschool Parent Portal. Log-in information is mailed out in September. The school will communicate through various media when academic reports are available. Don't hesitate to contact your child's teacher if you have any concerns or questions.

SCHOOL NURSE

The school nurse serves the Jameson and Loranger Schools as well as the high school. She assists students with health and medical issues, coordinates school physicals, assists students in finding health and community resources, and provides health information.

SOCIAL WORKER & SUBSTANCE ABUSE COUNSELOR

The school social worker and substance abuse counselor are available as additional support for our students. Referrals for these services are made through the guidance department.

ART DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Art I	.50	semester
Art II	.50	semester
Ceramics	.50	semester
Drawing	.50	semester
Painting	.50	semester
3D Design/Sculpture	.50	semester
New Media	.50	semester
Advanced Studio Art	1	year
AP Art	1	year

ART I **Grades 9-12** **.50 credit**

Art I is designed to serve as a prerequisite and foundation course for those interested in meeting their fine arts requirement through visual art. Students will use the elements and principles of art to solve problems and express ideas and feelings. A variety of techniques and media will be explored. Assessments will be both written and project based.

ART II **Grades 9-12** **.50 credit**

Prerequisite: Art I & Teacher Recommendation

Art II is designed for students who wish to continue working with the art foundations curriculum. Students will increase the quality of their work and focus on creating challenging projects in a variety of media. Personal interest will be explored while strengthening their technique and craftsmanship. Assessments will be both written and project based.

CERAMICS **Grades 10-12** **.50 credit**

Prerequisite: Art I and Art II

This course is designed to provide students with an in-depth experience of the technical and design processes of a ceramics studio. Students study the use of ceramics throughout history. Students' personal style is developed through a series of projects creating functional and sculptural pieces. A variety of building and throwing techniques are taught in order to explore the limits of the material.

DRAWING **Grades 10-12** **.50 credit**

Prerequisite: Art I and Art II

This course is an upper level studio course for students seeking to further their understanding and manipulation of drawing mediums. It focuses on observational skills and a variety of drawing techniques. Mediums used may include, but are not limited to, pencil, charcoal, pen and ink, pastel and digital drawing. Students learn to work both technically and creatively with the mediums provided. Students also explore a variety of surfaces to work on and are expected to research historical and contemporary artists for inspiration. All drawing projects include various written components such as journals, reflections, research and self-assessments.

PAINTING **Grades 10-12** **.50 credit**

Prerequisite: Art I & Art II

Painting is an upper-level course that will focus on the fundamentals of painting and build upon students' knowledge of the elements and principles of design and color theory. Students will build confidence working with acrylic paints, actively engage in the art making experience, learn techniques that lend well to their individual style and develop an artistic voice.

3D DESIGN/SCULPTURE**Grades 10-12****.50 credit**Prerequisite: Art I & Art II

Students in this elective will use the elements and principles of design to create original, expressive 3D art forms in media such as wire, paper mache, clay, wood, and found objects. Projects will involve assemblage, modeling and carving techniques. Assessments will be both written and project based.

NEW MEDIA**Grades 10-12****1 credit**

Using the elements of art and principles of design as a guideline, this course explores best practices in communications and new media from digital design, audio and video production. Students will utilize the Adobe Creative Suite to create high quality visual, audio and video media. Students in this course will work directly with OOBH5, the Old Orchard Beach High School video announcements.

ADVANCED STUDIO ART**Grades 10-12****1 credit**Prerequisite: Art I, Art II, One Advanced Elective (Painting or 3D), & Teacher Recommendation

This studio art elective is geared for advanced art students wishing to focus on their independent practice and art portfolio development. The course will be designed based on individual student interests and centered on skill and concept development within a project-based format. This is a full year, 1 credit course.

AP ART**Grades 11-12****1 credit**

Prerequisites: Art I, Art II, and at least two other upper-level art courses and teacher recommendation.

This course is designed for the serious art student who has the talent and dedication to follow a rigorous yet rewarding program of study. The course is based on the submission of a portfolio consisting of 20 pieces at the end of semester 2 to the College Board. The primary focus of the class will vary depending on the portfolio chosen by the student (2D Design, 3D Design or Drawing). Students will need to demonstrate their abilities, creativity, and problem solving in a variety of media and subject matter. Students enrolled in this course need to be self-motivated and prepared to develop a concentration for their portfolio early on in the first semester. Summer work will be required. This course encourages students to become independent thinkers who will contribute inventively and critically to their culture through the making of art. **Students will be required to take the AP exam in the spring. The student is responsible for the AP exam fee, although there is a need-based fee discount**

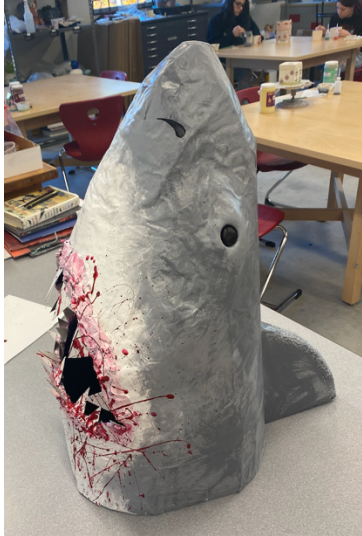
Art I



Art II



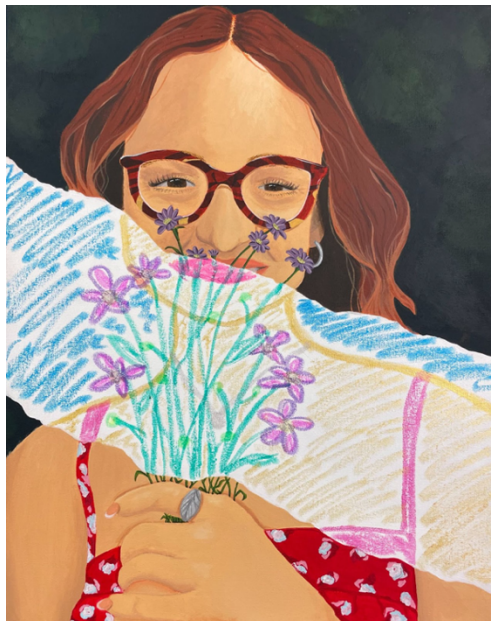
3D Art



Painting



Adv Art



CULINARY ARTS DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Culinary Arts I: Intro to Culinary Arts	.50	semester
Culinary Arts II: Foods of the World	.50	semester
Foods of the World Part 1 – Africa and Middle East	.25	quarter
Foods of the World Part 2-Mediterranean Countries	.25	quarter

CULINARY ARTS I

Grades 9-12

.50 credit

This course is an introduction to culinary arts with emphasis on learning the fundamentals of cooking to include basic ingredients and cooking methods. Hands-on classes introduce students to safety and sanitation in the kitchen, tools, techniques, and equipment, cold foods preparation and seven basic cooking methods: boiling, broiling, roasting, baking, stewing, steaming, and sweating. Students learn how to apply the seven basic cooking methods to the preparation of foods: grains, vegetables, fruits, proteins, legumes and dairy; and how to use each in basic meal planning. Team building and time management skills are emphasized. **(Projected Culinary Arts Hospitality & Tourism Pathway Endorsement.)**

CULINARY ARTS II

Grades 9-12

.50 credit

Prerequisite: Taken and passed Culinary Arts I with an 80 or higher.

Emphasis will be placed on more advanced food preparation and cooking methods of ingredients used in ethnic and regional food. Students will be able describe and prepare dishes from different regions. **(Projected Culinary Arts Hospitality & Tourism Pathway Endorsement.)**

Foods of the World Part 1 Africa and Middle East

Grades 10-12

.25 credit

Prerequisite: Culinary I and II

Emphasis will be placed on the food customs of this region. Foods will be prepared that are native to countries or regions in Africa and the Middle East. Dishes/foods might include: Mafe' (peanut stew), Egyptian Koshari, Sudanese Lentil Soup, Falafel, Kugels, Hummus, Chakchouka, Tabouli.

Foods of the World Part 2 Mediterranean Countries

Grades 10-12

.25 credit

Prerequisite: Culinary I and II

Emphasis will be placed on the food customs of this region. Foods will be prepared that are native to countries in the Mediterranean region, including Spain, Italy and Greece. Dishes/foods may include: paella, spanakopita, and risotto.



ENGLISH DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
English I	1	year
Honors English I	1	year
English II	1	year
Honors English II	1	year
English III A & B	.50 each	semester
English IV A & B	.50 each	semester
AP English Language & Composition*	1	year
AP Literature & Composition*	1	year
(*AP Lang and AP Lit are offered alternating years)		
College Composition	1	year
ESOL English	.50	semester
Folklore & Fairytales	.50	semester
Intro to Creative Writing	.50	semester
Open-Language Writers' Studio	.50	semester
Intro to Drama	.50	semester

All English courses offered at OOBHS require students to read at grade level from a variety of genres, including poetry, drama, fiction and nonfiction. Additionally, students are required to be proficient writers and speakers at each grade level as they move through the English course sequence. All English courses also require students to engage in the research process and to be proactive, respectful members of a learning community.

ENGLISH I

Grade 9

1 credit

Freshman will work throughout the year to answer the question: Who am I? The course emphasizes the foundations of effective writing, argumentation, and formal discussions, while studying fiction and nonfiction from around the world.

HONORS ENGLISH I

Grade 9

1 credit

Prerequisite- 8th Grade English teacher recommendation.

Freshmen taking this course are expected to have advanced reading and writing skills, and to be motivated to work independently. In addition to the English I curriculum, students will complete additional units of study in poetry, drama, and research.

ENGLISH II

Grade 10

1 credit

Prerequisite- English I

After exploring identity construction in the freshman year, sophomores will investigate how individual identities have been shaped by the world around them. This course has students focus on how to find evidence to support their claims and make their voices confidently heard. A variety of texts, both fictional and nonfictional, help students develop their literacy skills.

HONORS ENGLISH II

Grade 10

1 credit

Prerequisites- English I and teacher recommendation

English II Honors students will study the material and meet the requirements of English II. Moreover, students will focus on how writers use rhetorical and language devices in their texts. Students will also complete additional reading and writing assignments that build on the work completed in English II. This course requires summer assignments.

ENGLISH III A & B

Grade 11

.50 credit each semester

Prerequisites- English 9 & 10

From the Declaration of Independence to *The Great Gatsby*, English III examines the literary craft and central arguments of foundational American texts. We also investigate how war and other cultural shifts affect individuals and communities.

ENGLISH IV A & B**Grade 12****.50 credit each semester**

Prerequisites- English 9,10,11

English IV promotes critical thinking skills by encouraging students to engage in topics that will support them in their post-secondary journeys. Students will complete a career and college ready unit, providing real-world preparation for attending college classes, or entering the job force. Through close reading, discussions, and writing assignments, students will deepen their understanding of literary techniques, themes, and historical contexts. Texts will include (but not be limited to) *The Things They Carried* by Tim O'Brien and a memoir of their choice. The final unit will focus on writing and delivering a graduation speech, where students will demonstrate their skills as clear and effective communicators upon entering the next phase of their lives.

AP LANGUAGE & COMPOSITION***Grades 11-12****1 credit**Prerequisites: English 9,10 and teacher recommendation. **This course is offered alternating years.**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Offered every other year, in alternation with AP English Literature and Composition.

Students will be required to take the AP exam in the spring. The student is responsible for the AP exam fee, although there is a need-based fee discount.

AP LITERATURE & COMPOSITION***Grades 11-12****1 credit**Prerequisite: English 10 Honors. **This course is offered alternating years.**

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Offered every other year, in alternation with AP English Language and Composition. **Students will be required to take the AP exam in the spring. The student is responsible for the AP exam fee, although there is a need-based fee discount.**

COLLEGE COMPOSITION**Grade 12****1 credit**

Prerequisite: Grade 12 and teacher recommendation

This dual-enrollment college course emphasizes the development of writing, analytical reading, and critical thinking skills so that students are able to communicate ideas, formulate arguments, and locate and use credible sources. Students will draft, revise, and edit short and long essays, including two research papers. Passing this course earns students both a Senior English credit and an English 101 credit in the Maine Community college system.

ESOL ENGLISH**Grades 9-12****.50 credit**

This course builds multilingual students' proficiency in academic English through extensive practice in speaking, listening, reading, and writing. Students learn grammatical concepts and communicative strategies in a discussion-based setting. ESOL English supplements and supports the language acquisition taking place in mainstream content area courses.

FOLKLORE & FAIRY TALES**Grades 10-12****.50 credit**

Fairy tales and folklore have drastically changed throughout the years. In this course, students will analyze the adaptation of fairy tales and folklore over time in order to cater to the popular audience and purpose of use. Original works of Hans Christian Anderson and The Brothers Grimm will be analyzed and compared to the modern-day existence of the tales through Disney, graphic novels, and children's literature.

INTRO TO CREATIVE WRITING I**Grades 10-12****.50 credit**

This semester-based elective requires students to compose original poetry, drama, fiction and nonfiction. Students will write about topics they find engaging as they take their pieces through the writing process in a workshop setting. This course is writing intensive.

OPEN-LANGUAGE WRITERS' STUDIO**Grades 9-12****.50 credit**

In this creative writing course, students are invited to write in any language that interests them. We focus on producing works of poetry and fiction, using a workshop model to build skills and gather insights collaboratively. Students are encouraged to move between multiple forms and languages, finding new ways to express feelings and ideas on the page. We write, read, and talk every class. Assessment is based on active participation in class activities and a final portfolio of work.

INTRO TO DRAMA**Grades 9-12****.50 credit**

People have always told stories with their bodies, using performance to bring ideas to life and make audiences feel something. This course introduces students to the world of drama through the study of works from different cultures and time periods, ranging from Greek tragedy to TikTok videos. Reading actively and collaboratively, students learn the components of a play and the basics of theater history. Daily movement, voice, and writing exercises reveal the possibilities of the dramatic form and help students prepare for in-class performances of their own original scenes.

HEALTH AND PHYSICAL EDUCATION

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Intro to Physical Education	.50	semester
Health	.50	semester
Crazy for Cardio	.25	quarter
Intro to Weight Training	.25	quarter
Advanced Weight Training	.25	quarter
Personalized Fitness	.25	quarter
Racket Sports	.25	quarter
Weight Training for High School Girls	.25	quarter
PE Activities	.25	quarter

INTRO TO PE **Grades 9-10** **.50 credit**

This class must be taken before any physical education electives are taken. The purpose of Intro to PE is to promote and participate in physical fitness activity, develop motor skills, teach life-long fitness activities, and develop social skills such as cooperation, sportsmanship, teamwork, etiquette and safety. Students will engage in fitness enhancing activities and gain understanding of physical fitness concepts.

HEALTH **Grade 10** **.50 credit**

Introduction to Health is required for all students. Students will receive instruction on how to live a healthy lifestyle. Topics will include community and consumer health, growth and development, nutritional and personal health, prevention and control of disease, substance use and abuse, and first aid and safety. CPR topics will also be taught.

CRAZY FOR CARDIO **Grades 10-12** **.25 credit**

Prerequisite: Intro to PE

This class will use a variety of programs to meet individual needs to encourage increased heart rates and the benefits of cardiovascular wellness including, but not limited to: walking, stationary biking, and running.

INTRO TO WEIGHT TRAINING **Grades 10-12** **.25 credit**

Prerequisite: Intro to PE

This course is designed to explore basic weightlifting activities and concepts. Students will engage in individualized resistance training programs to enhance fitness levels through weight training for a lifetime. Topics include identification of muscles, routines that target specific muscles, and construction of individualized lifting programs.

ADVANCED WEIGHT TRAINING **Grades 11-12** **.25 credit**

Prerequisite: Intro to PE and Intro to Weight Training

This course is focused on development and implementation of a resistance training program for each participant. We will incorporate many types of workouts and lifts. This class is for upperclassmen grades 11-12 preferably.

RACKET SPORTS **Grades 10-12** **.25 credit**

Prerequisite: Intro to PE

This course is designed to enhance personal fitness levels through the use of racket sports. Topics include tennis and pickleball, workout routines which enhance performance in these sports, and development of motor skills related to these sports. Students will learn wellness enhancing activities for a lifetime.

WEIGHT TRAINING FOR HIGH SCHOOL GIRLS. **Grades 10-12** **.25 credit**

Prerequisite: Intro to PE

This course will be offered to girls in grades 10-12 grade. Students will be introduced to resistance training. Gaining an understanding of different movements, pairing of muscle groups and benefits of resistance training. We will be building individualized workout plans and goals.

PE ACTIVITIES**Grades 10-12****.25 credit**

Prerequisite: Intro to PE

In this class students will engage in physical fitness development through participation in team activities that include but are not limited to; soccer, volleyball, floor hockey, and basketball. Students will also engage in warm-up and workouts in the fitness room to further improve their physical fitness.

MATHEMATICS DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
CP Algebra I	1	year
Algebra 1A	1	year
Algebra 1B	1	year
CP Geometry	1	year
Honors Geometry	1	year
CP Algebra II	1	year
Honors Algebra II	1	year
Honors Pre-Calculus	1	year
Quantitative Reasoning - SMCC	1	year
Probability and Statistics	1	year
College Calculus	1	year

CP ALGEBRA I

1 credit

This year-long course meets every day and is designed to prepare students for college-level mathematics. It offers an accelerated math track option for 9th graders. Here's a tentative list of the units covered: Unit 1: Algebra Basics (Pre-Algebra Content Review), Unit 2: Multi-Step Equations, Unit 3: Relations and Functions, Unit 4: Linear Equations and Inequalities, Unit 5: Systems of Equations, Unit 6: Exponents & Exponential Functions, Unit 7: Polynomials & Factoring, Unit 8: Quadratic Equations, Unit 10: Radical Expressions and Equations, and Unit 12: Statistics

ALGEBRA 1A & 1B

1 credit each (2)

This option allows students to spread their Algebra I coursework over two years (freshman and sophomore years), taking each half of the course in separate years. Each half meets every other day, providing a slower pace and more targeted attention in a smaller class setting. Here are the units covered in each half: Algebra I A: Units 1-5, Algebra I B: Units 6-12

CP Geometry

1 credit

Prerequisite: *Completion of Algebra 1 with a 70% or above.*

CP Geometry will look inductively at investigations and develop conclusions about the geometric shapes in the universe. CP Geometry reviews and reinforces key Algebra 1 skills required for success in geometry, such as simplifying and solving equations. Content covered includes: angles, lines, planes, polygons, circles, perimeter, area, surface area, volume. This course uses multiple resources, including but not limited to Gina Wilson's *All Things Geometry*, Khan Academy, and various additional resources in both print and digital formats.

HONORS GEOMETRY

1 credit

Prerequisite: *Completion of Algebra 1 with a 90% or above and/or teacher recommendation.*

Honors Geometry will look inductively at investigations and develop conclusions about the geometric shapes in the universe. This course is faster paced and covers more content than CP Geometry. Students are expected to enter this course without the need for intensive Algebra 1 review. Content covered includes all of the following in addition to content outlined in CP Geometry: 3-D shapes, graphing, constructions, proofs, and trigonometric ratios. This course primarily utilizes Gina Wilson's *All Things Geometry* curriculum in conjunction with online resources, such as Desmos.

CP ALGEBRA II

1 credit

Prerequisite: Completion of CP Algebra I and CP Geometry with an 80 or higher or teacher recommendation.

CP Algebra II will review Algebra I topics, and study the number system, first and second-degree equations, inequalities, exponents, radicals, irrational and imaginary numbers. The text for this class is Glencoe Algebra II. (All students are expected to purchase a graphing calculator for use in their math classes. In upper level courses (Probability and Stats, Pre-Calculus, Honors Pre-Calculus), graphing calculators are essential and will be used throughout the course.)

HONORS ALGEBRA II

1 credit

Prerequisite: Completion of Honors Geometry with a 90 or higher and/or teacher recommendation.

Honors Algebra II, in addition to the standard topics in CP Algebra II, will emphasize the function concept and an approach that embodies not only the algebraic solution to the problems but also the graphical and numerical approaches as well. This course is a continuation of the preparation for Honors Calculus in the senior year. (All students are expected to purchase a graphing calculator for use in their math classes. In upper level courses (Probability and Stats, Pre-Calculus, Honors Pre-Calculus), graphing calculators are essential and will be used throughout the course.)

QUANTITATIVE REASONING - SMCC

1 credit

Prerequisite: teacher recommendation.

This course explores connections between mathematics and various facets of modern life. Quantitative reasoning enables both understanding and decision-making about aspects of work, money management, civic participation, and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling, and geometry.

HONORS PRE-CALCULUS

1 credit

Prerequisite: Completion of Honors Algebra II with a 90 or higher and/or teacher recommendation.

This course is designed to add depth to a student's mathematical background before embarking on a study of the methods of calculus. The course covers a review of algebra, linear, and quadratic functions; polynomial, rational, exponential, radical, and logarithmic functions; compositions and inverses of functions; theory of polynomials with the Fundamental Theorem of Algebra; trigonometric functions and identities; additional topics and applications.

PROBABILITY AND STATISTICS

1 credit

Prerequisite: teacher recommendation.

Probability and Statistics will introduce the nature of classic probability and the calculations of its values, analysis of data distributions, central tendencies, deviation and variance, and a wide range of graphing techniques. (All students are expected to purchase a graphing calculator for use in their math classes. In upper level courses (Probability and Stats, Pre-Calculus, Honors Pre-Calculus), graphing calculators are essential and will be used throughout the course.) **This course is also available for college credit in partnership with USM under the ASPIRE program.**

COLLEGE CALCULUS

1 credit

Prerequisite: Completion of Honors Pre-Calculus with a 90 or higher and/or teacher recommendation.

This course is meant to be equivalent to one semester of single variable college calculus or Calculus I. This course strengthens students' understanding of functions in preparation for the process of differentiation and integration. Calculus concepts explored include limits and continuity, derivatives, definite integrals, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Emphasis is placed on the exploration of real-world calculus applications."

MODERN WORLD LANGUAGE DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
French I	1	year
French II	1	year
French III	1	year
French IV	1	year
Conversational French	1	year
Spanish I	1	year
Spanish II	1	year
Spanish III	1	year
Spanish IV	1	year
Conversational Spanish	1	year
Independent Study in World Language	.50	semester

FRENCH I:

Grades 9-12

1 credit

This is an introductory course intended for students who have had little or no exposure to the French language. Students will learn to express themselves in French on familiar, highly practiced topics using memorized words, phrases, and simple sentences. They will be able to understand highly predictable, formulaic language, both orally and in writing. The language proficiency goal at the end of this course is novice mid.

FRENCH II:

Grades 10-12

1 credit

Prerequisite: Successful completion of *French 1* and teacher approval

This course is a continuation of *French 1*. Students will explore cultural topics while building their proficiency in both spoken and written French. Students will become increasingly comfortable expressing themselves in practiced conversations on familiar topics using a wider variety of words, phrases, and simple sentences. They will be able to ask and answer questions about themselves and their immediate environment. They will be able to extract main ideas and occasional details from oral and written texts, and begin to make inferences. The language proficiency goal at the end of this course is novice high.

FRENCH III:

Grades 11-12

1 credit

Prerequisite: Successful completion of *French 2* and teacher approval

This course continues to use authentic materials to help students deepen their knowledge of the products, practices, and perspectives of the French-speaking world. Students will view, listen to, and read selections of increasing length and complexity on familiar topics. They will begin to create with the language, using high frequency and personalized vocabulary in strings of sentences. By the end of this course, students should show awareness of, and attempt to communicate using past, present, and future tenses. The language proficiency goal at the end of this course is intermediate low.

FRENCH IV:

Grade 12

1 credit

Prerequisite: Successful completion of *French 3* and teacher approval

This course is a continuation of *French 3*. Students will expand their cultural knowledge through increasingly complex authentic materials. They will begin communicating at the paragraph level, applying previously learned material in novel situations on topics of self, others, and everyday life. Students will apply a variety of comprehension strategies, including analysis of grammatical structures, to interpret meaning. Students at this level are consistently accurate in the present tense and begin to use past and future time frames correctly. They can be understood by native speakers accustomed to interacting with language learners. Successful completion of this course will result in an intermediate mid-level proficiency, which is the graduation standard recommended for Modern and Classical Languages for the State of Maine.

CONVERSATIONAL FRENCH

Grades 11-12

.50 credit

Prerequisite: Successful completion of French I and French II

Exploring French through conversational topics, listening, and whole language media. Students will focus on speaking and listening to French. Providing opportunities to gain confidence in common situations encountered when traveling. Cultural

SPANISH I:**Grades 9-12****1 credit**

This is an introductory course intended for students who have had little or no exposure to the Spanish language. Students will learn to express themselves in Spanish on familiar, highly practiced topics using memorized words, phrases, and simple sentences. They will be able to understand highly predictable, formulaic language, both orally and in writing. The language proficiency goal at the end of this course is novice mid.

SPANISH II:**Grades 10-12****1 credit**

Prerequisite: Successful completion of *Spanish 1* and teacher approval

This course is a continuation of *Spanish 1*. Students will continue to explore cultural topics while building their proficiency in both spoken and written Spanish. Students will become increasingly comfortable expressing themselves in practiced conversations on familiar topics using a wider variety of words, phrases, and simple sentences. They will be able to ask and answer questions about themselves and their immediate environment. They will be able to extract main ideas and occasional details from oral and written texts, and begin to make inferences. The language proficiency goal at the end of this course is novice high.

SPANISH III:**Grades 11-12****1 credit**

Prerequisite: Successful completion of *Spanish 2* and teacher approval

This course continues to use authentic materials to help students deepen their knowledge of the products, practices, and perspectives of the Hispanic world. Students will view, listen to, and read selections of increasing length and complexity on familiar topics. They will begin to create with the language, using high frequency and personalized vocabulary in strings of sentences. By the end of this course, students should show awareness of, and attempt to communicate using past, present, and future tenses. The language proficiency goal at the end of this course is intermediate low.

SPANISH IV:**Grades 11-12****1 credit**

Prerequisite: Successful completion of *Spanish 3* and teacher approval

This course is a continuation of *Spanish 3*. Students will expand their cultural knowledge through increasingly complex authentic materials. They will begin communicating at the paragraph level, applying previously learned material in novel situations on topics of self, others, and everyday life. Students will apply a variety of comprehension strategies, including analysis of grammatical structures, to interpret meaning. Students at this level are consistently accurate in the present tense and begin to use past and future time frames correctly. They can be understood by native speakers accustomed to interacting with language learners. Successful completion of this course will result in an intermediate mid-level proficiency, which is the graduation standard recommended for Modern and Classical Languages for the State of Maine.

CONVERSATIONAL SPANISH**Grade 12****1 credit**

Prerequisite: Successful completion of Spanish III or Spanish IV and teacher approval

Students who have completed all available OOBHS Spanish course offerings and who wish to continue their Spanish studies are invited to enroll in Conversational Spanish. This course will provide students the opportunity to expand on their Spanish language skills and to continue to explore Hispanic culture. Conversational Spanish is an advanced elective language course and as such, students enrolled in the course demonstrate a strong desire to speak Spanish and a willingness to dedicate time and effort to their language studies.

INDEPENDENT STUDY IN WORLD LANGUAGE: Grades 10-12**.50 credit**

Prerequisite: Teacher approval

Students may select one language of study from the twenty-five languages offered by Rosetta Stone Language Learning and study that language in a virtual classroom setting. Students may start as beginners or test into one of the five levels offered within each language of study. Students must be self-motivated and have a strong desire to study another language.

MUSIC DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Concert Band	1	year
Independent Study in Music	.50	semester
Music Technology and Songwriting	.50	semester
Music I	.50	semester
Modern Band	.50	semester
Piano Class I	.50	semester
Piano Class II	.50	semester
Music Masterworks	.50	semester
Music of the Cinema	.50	semester

NON CREDIT OFFERINGS: Jazz Ensemble, Marching Band, Private Lessons, Chamber Groups, Rock Band

CONCERT BAND

1 credit

Concert band is an ensemble for developing musician. Students in this class will advance their skills on their instrument through learning musical literature together to prepare for concerts. Students need to have some experience playing their chosen instrument. Class activities in Concert Band consist of developing skills and techniques necessary for the performance of concert and ensemble music. An improved level of musicianship and musical understanding is pursued through daily practice, assigned rehearsal objectives and occasional written assignments. Quarterly performance evaluations are given. The band performs at concerts, parades, and community events. Attendance at these events is mandatory. Occasional rehearsals and performances are scheduled outside of school time and attendance at these events is required for credit.

INDEPENDENT STUDY IN MUSIC

.50 credit

This must be approved both by your school counselor and by the music director. This semester course will provide music instruction aimed for students pursuing music after high school.

MUSIC TECHNOLOGY AND SONGWRITING

.50 credit

This class involves learning about the past, present, and future of music technology. Units of study consist of introductions to electronic sequencing and looping, songwriting, melody and rhythmic integration, production and sound reinforcement. We will use the Soundtrap DAW as well as gain an introduction to playing the ukulele as a means for writing our own original works.

MUSIC I

.50 credit

Music I is the general music entry-level course in music. Students will learn about the fundamentals of music in four areas: Presenting, Creating, Responding, and Connecting. Students will be “presenting” through performance on the piano and ukulele. “Creating” will be introduced through beginning music theory concepts. “Responding” and “Connecting” will be taught through units in music history, and the relationship to other historical concepts.

MODERN BAND

.50 credit

Modern Band is a new school based music program that utilizes popular music as its central canon. Modern band teaches students to perform the music they know and love and to compose and improvise. Styles that are studied include rock, pop, reggae, hip-hop, rhythm & blues, electronic dance music, and other contemporary styles as they emerge. Students will have the opportunity to learn to play drums, bass, guitar, and sing in a student led, instructor guided modern band.

PIANO CLASS I

.50 credit

Learning to read and understand the basic elements of music through a beginning piano curriculum. Done in a lab format.

PIANO CLASS II

.50 credit

Prerequisite: Successful completion of Piano Class I and teacher recommendation.

For those students who wish to explore more advanced study of the piano.

MUSIC OF THE CINEMA: The Sounds that Make Our Movies More Meaningful

.50 credit

An examination of the history and development of film music. In many ways film music has become the “classical” music of our time. This course will track the evolution of the art form from its earliest days to the present. Students will also have the opportunity to develop a short film scoring project using Garage Band and iMovie. For the student who loves music and the movies!

MUSIC MASTERWORKS

.50 credit

This is a listening course open to all students. It is an enrichment program that involves listening to great works of western music over its history and then discussing the artistic and emotional aspects of each work. It teaches students to understand the power of the ear as a sensory organ, and will expose the students to extended works that they might otherwise never hear. Grading is pass/fail and based on participation

NON CREDIT MUSIC OFFERINGS

CHAMBER MUSIC

Open to any students interested in a small group work. (By arrangement with instructor).

MARCHING BAND

Always one of the top performing organizations in the State, this ensemble provides students the opportunity to work in a challenging and rewarding medium with many performances. Large time commitment in the fall (mandatory 1 week late August drill camp). Many great times and lasting memories!

JAZZ LAB

This is a beginning level ensemble which is open to interested instrumentalists who wish to participate and learn the jazz idiom outside of the classroom. Rehearsals are after school. This group only forms and operates when there are enough interested players available after the jazz ensemble has been selected.

JAZZ ENSEMBLE

Prerequisite: By Audition

This course is a highly intensive performance-oriented group. Expectations are for an above average commitment to musical performance, and for the development of sophisticated technical and listening skills. This group travels to festivals and competitions, such as the Berklee Jazz Festival, and the district and state Jazz Festivals.



SCIENCE & TECHNOLOGY DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Earth & Space Science	1	year
Honors Earth & Space Science	1	year
Biology	1	year
Honors Biology	1	year
AP Biology*	1.5	year
Physical Science	1	year
Chemistry	1	year
Honors Chemistry	1	year
AP Chemistry*	1.5	year
CP Physics	1	year
Honors Physics	1	year
Honors Anatomy and Physiology	1	year
Environmental Science (USM)	1	year
Ecology	.50	semester
Oceanography	.50	semester
Science Island	.50	semester
Conspiracy Theories & The Brain	.50	semester
3D Printing and Design	.50	semester

*(AP Biology and AP Chemistry are offered alternating years.)

Industrial Design 1	.50	semester
Industrial Design 2	.50	semester
Industrial Design 3/Indep Study	.50	semester
Architecture and Mechanical		
Computer Aided Design (CAD)	.50	semester
Drone Technology	.50	semester
Pre-Engineering	.50	semester
Robotics Engineering	.50	semester
Projects in Engineering	.50	semester

Science Course Descriptions

EARTH & SPACE SCIENCE

Grade 9

1 credit

Earth and Space Science introduces students to the eight science and engineering practices that serve as the high school science graduation standards. There will be a strong emphasis on both literacy and numeracy skills, including applications of technical writing and algebra. Students will demonstrate proficiency through explorations in astronomy, geology, hydrology, and meteorology. Units include plate tectonics, Earth's materials and systems, the history of Earth, Earth and the solar system, the universe and its stars, the role of water in Earth's surface processes, and weather, climate, and biogeology.

HONORS EARTH & SPACE SCIENCE

Grade 9

1 credit

Prerequisite: LMS Teacher recommendation

This course is offered for students who want to prepare themselves for the rigor of future honors courses and Advanced Placement courses. Students will learn the Earth and Space Science curriculum at an accelerated pace and in greater detail. Emphasis will be on clear communication through writing and speaking.

BIOLOGY

Grades 10-11

1 credit

Prerequisite: Successful completion of Earth & Space Science.

This year-long course is designed to introduce students to biology's overall importance and major themes. Students will engage in hands-on lab activities, and science practices and make real-world connections. The major units of the course are the chemistry of life, ecology, cellular processes, cell division, genetics, and evolution. Students will investigate molecular, cellular, and organismal living systems. Upon completion of the course, students will be able to describe how evolution drives the diversity and unity of life, explain the relationship between structure and function, and appreciate the importance of biodiversity of life on earth.

HONORS BIOLOGY**Grades 10-11****1 credit**

Prerequisite: Successful completion of Earth & Space Science with a minimum grade of 85 and teacher recommendation.

This first year course is offered to high-achieving students who wish to prepare themselves for the rigor of Honors & Advanced Placement. Students will learn the material at an accelerated pace and in greater detail. The course involves inquiry based laboratory work, and requires a great deal of independent learning by the student. Students will be building upon factual knowledge as they start to unravel the processes of life and apply their knowledge. Critical reasoning is stressed in the core content areas and it is important for students to be able to make connections across units.

A.P. BIOLOGY**Grades 11-12****1.5 credits**

Prerequisite: Successful completion of CP Biology with a minimum grade of 90 or successful completion of Honors Biology with a minimum grade of 85 and teacher recommendation.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems.

Big Ideas:

- The process of evolution explains the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties

Students will be required to take the AP exam in the spring. The student is responsible for the AP exam fee, although there is a need-based fee discount

PHYSICAL SCIENCE**Grades 11-12****1 credit**

Prerequisite: Junior/Senior, Earth and Space Science, Biology, and teacher recommendation.

This course is designed to give students the opportunity to experience a semester of chemistry and a semester of physics. Students will be introduced to the tiniest particle that makes up matter, the atom, and explore how those atoms interact to help us understand the world we are in. Students will also investigate the forces that make things move, how energy works, how electricity works, and how waves transmit amazing things. Students will be encouraged to explore the relationship between the physical sciences and everyday life.

CHEMISTRY**Grades 11-12****1 credit**

Prerequisite: Successful completion of Algebra I.

CP Chemistry provides an in-depth study of matter, its composition, and the changes it undergoes. The course is designed for the college-bound student and a strong emphasis is placed on the eight science and engineering practices. Topics include matter and its properties, atomic theory and structure, chemical bonds, formulas and equations, kinetic theory and the gas laws, quantum mechanics, reaction mechanisms, solutions, and nuclear chemistry.

HONORS CHEMISTRY**Grades 11-12****1 credit**

Prerequisite: Successful completion or concurrent enrollment in Algebra II

Honors Chemistry is an accelerated version of CP Chemistry. It is designed to provide an in-depth study of matter and its properties, periodicity, atomic theory and structure, quantum mechanics, principles of reactions, the gas laws, stoichiometry, and nuclear chemistry for college-bound students. Students will be expected to become proficient in laboratory skills and mathematical problem-solving to investigate chemical phenomena.

A.P. CHEMISTRY**Grades 11-12****1.5 credit**

Prerequisite: Successful completion of Chemistry or Honors Chemistry, Algebra II, and teacher recommendation.

This course is designed to be the equivalent of a general chemistry course usually taken the first year of college. It serves to challenge students interested in science, better prepare anyone pursuing a science degree in college and in some cases, enables them to undertake second-year chemistry courses as college freshmen. The curriculum focuses on the six big ideas – structure of matter, properties of matter, chemical reactions, reaction rates, thermodynamics and equilibrium. These include laboratory work, writing reports, giving presentations and completing projects. **Students will be required to take the AP exam in the spring. The student is responsible for the AP exam fee, although there is a need-based fee discount**

CP PHYSICS**Grade 12****1 credit**

Prerequisite: Successful completion of Geometry and enrolled concurrently in Algebra II.

CP Physics is designed for students with a strong foundation in mathematics and the physical sciences. General areas of study will include concepts of mechanics, motion, light, sound, energy, magnetism, and electricity. The format will include lecture/note-taking, problem-solving, and laboratory work. Quantitative skills learned in second-year algebra and other science courses will be employed in the problem-solving concepts covered.

HONORS PHYSICS**Grade 12****1 credit**

Prerequisite: Successful completion of Algebra II and teacher recommendation.

Honors Physics is designed for the college-bound student interested in a scientific field. It is an in-depth study of basic energy forms, transformations, and principles. Topics studied include motion, forces, gravitation, momentum, rotational dynamics, electricity, energy and waves. Activities include lab activities, lectures and note taking, projects, presentations, and research. Students will be assessed using the eight science and engineering practices standards.

HONORS ANATOMY AND PHYSIOLOGY**Grades 11-12****1 credit**

Prerequisite: Successful completion of CP Biology with a minimum grade of 85 or successful completion of Honors Biology with a minimum grade of 80 and teacher recommendation.

This course is an in-depth examination of each system of the body, with clinical connections made throughout the course of study. This course is particularly appropriate for students interested in pursuing further study in a medical field or in understanding the human processes. The class consists of note taking, lab work, dissections, group projects and formal assessments.

ENVIRONMENTAL SCIENCE (USM)**Grades 11-12****1 credit**

Prerequisites: Earth and Space Science and Biology

This honors level course examines the science of environmental problems, the interrelationship between humans and the natural world, and potential solutions to the environmental problems. Specific focuses will be on land, air, and water pollution, biodiversity, climate change, public health and sustainability. The course is designed to be equivalent to a one-semester environmental science course and lab at the University of Southern Maine. Students may opt to take the AP Environmental Science test in the spring, but they are responsible for the AP exam fee. There is a reduced fee for “Free/Reduced” lunch recipients.

ECOLOGY**Grades 11-12****.50 credit**

Prerequisites: Completion of biology

Ecology is the study of living organisms and their interactions with humans and the environment. It is a broad discipline that encompasses terrestrial (land), aquatic (water), estuarine (transition from freshwater to ocean water) and marine (ocean) environments. Specific areas of study for this course will include habitats, community structure and development, population growth and regulation, competition, and biodiversity. There will be an emphasis on ecological systems in Maine, ranging from predator-prey relationships to ecological succession.

OCEANOGRAPHY**Grades 10-12****.50 credit****Prerequisites:** Earth and Space Science

Even though the majority of the Earth's surface is covered by seawater, the average person is less aware of what is happening in the ocean than what is happening on land. In this course, we will focus on the importance of ocean processes for the functioning of our planet and work together to answer several fundamental questions: Which factors control life in the ocean? How do we know what we know about the ocean? What's at the bottom of the ocean? How does the water in the ocean move? How are human activities and climate change altering the ocean?

CONSPIRACY THEORIES AND THE BRAIN Grades 10-12**.50 credit**

Science and Skepticism teaches students how to use skeptical philosophy, critical thinking, and knowledge of basic science to test empirical claims. The course provides an overview of basic neuroscience and the psychology of belief while highlighting innate cognitive biases and logical fallacies. Students will learn to access peer-reviewed research and design a properly controlled experiment. Topics will range from popular conspiracy theories to fad diets and medical pseudoscience. This course is designed to provide a framework from which new information can be analyzed and evaluated for accuracy.

SCIENCE ISLAND**Grades 10-12****.50 credit**

Prerequisite: completion of Earth and Space Science (or Physical Science), Alg. 1 and Biology (can be concurrently enrolled)

You and your classmates have been shipwrecked on a deserted island and you must use your engineering skill to survive and eventually to signal for help. Using only hand tools and the debris that has washed up on shore, you will design and build solutions to a series of survival challenges, including the following: a compass, a hand-crank generator, a saltwater battery, a distress beacon, and of course, a friction fire! In order to “survive”, you will need strong math and science skills and the ability to work collaboratively as a team.

3D PRINTING AND DESIGN**Grades 10-12****.50 credit**

Prerequisites: Completion of Algebra I and Geometry, Recommended – Introduction to Engineering or Architectural/Mechanical Computer-Aided Design (CAD).

3D printers have revolutionized the way things are designed and made. In this class, students will design products on the computer and then print them in plastic. Initial work will focus on basic freehand sketching and diagramming of ideas and concepts. Students will learn to use two-dimensional computer drafting techniques and then transition to three-dimensional CAD (Computer Aided Drawing). Students will have the opportunity to create all sorts of unique products as they fabricate objects from their digital models.

Technology Course Descriptions

NOTE: For the following courses: This program utilizes performance-based instruction involving performance-based assessments. A systematic observation is performed on the students and assessed accordingly. The students are assigned a complex task or to create a product where they are assessed on both the process and end result of their work.

INDUSTRIAL DESIGN 1**Grades 9-12****.50 credit**

This course will introduce students to the Industrial Design Process of creating original projects in a variety of mediums, tools, techniques and processes. The role of an industrial designer is to create and execute design solutions for problems of form, function, usability, physical ergonomics, marketing, brand development, and sales. This course covers the following topics: drawing project plans, the design process, learning proper tool and machinery safety, construction process, and finishing process of completing a project.

INDUSTRIAL DESIGN 2**Grades 9-12****.50 credit**

Prerequisite: Industrial Design 1 Students will continue to explore the Industrial Design Process, a process of design applied to products that are to be manufactured through techniques of mass production. This course will continue to cover the following topics: drawing project plans, the design process, learning proper tool and machinery safety, construction process, and finishing process of completing a project.

INDUSTRIAL DESIGN 3 / INDEP STUDY**Grades 10-12****.50 credit**

Prerequisite: Industrial Design 1, 2 & Teacher Recommendation

This course will allow further study for students to be problem solvers, innovators, inventors, self-reliant, logical thinkers and technologically literate. Students will apply prior knowledge learned in Industrial Design 1 & 2 to independently design projects in the following areas: Mechanical/Architectural CAD (Computer Aided Design), Metal and Wood Science, Robotics, Coding, and Community Awareness Outreach projects.

**ARCHITECTURE AND MECHANICAL
COMPUTER AIDED DESIGN (CAD)**

Grades 9-12

.50 credit

This is a great course for students considering a career in Engineering, Architecture, or Interior Design. Students will explore architectural and mechanical drafting using a CAD program and completing a variety of design projects such as: designing a residential home and drawing a variety of mechanical parts.

DRONE TECHNOLOGY

Grades 10-12

.50 credit

Prerequisite: Industrial Design 1

In this semester course, students will have the opportunity to explore the new and rapidly changing industry of drones and their uses. Students will learn the basics of coding, programming, assembly and repair while working through multiple lessons designed to be challenging and provide insight to the limitless uses of drones.

PRE-ENGINEERING

Grades 9-12

.50 credit

Prerequisite: *None*

Pre-Engineering is intended to give students an overview of engineering. Students will explore what engineering is, what it means to be an engineer, and how to do engineering. Students study the engineering design process, written and oral communication, interpersonal skills, team-building, and technical drawing. Both in teams and individually, students face a series of engineering challenges all involving science content. Upon completion, students should be able to understand the engineering process and professions.

ROBOTICS ENGINEERING

Grades 9-12

.50 credit

Prerequisite: Completion of Pre-Engineering

This course advances students' engineering and technology proficiency with a focus on robotics. Students will work with VEX robotics equipment to gain skills and knowledge about structural, motion, and power systems in robots, as well as energy transfer and mechanical systems. Students will have the opportunity to build, test, and modify multiple robots to meet the requirements for tasks assigned to them. Some assessments are based on the performance of each team's robot in the designed competitive tasks.

PROJECTS IN ENGINEERING

Grades 9-12

.50 credit

Prerequisites: Pre-Engineering

Projects in Engineering is a project-based class that will focus on the topics of energy efficiency, renewable energy technologies, mechanical systems, and man-made infrastructure. Students will take on the role of engineers as they design, analyze, build, and test possible solutions to problems while considering the limitations imposed by practicality, safety, and cost.

Environmental Science and Sustainability



Industrial Design 1,2, & 3 and Indep Study:



Science Island



Chemistry



SOCIAL STUDIES DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Global Studies	1	year
Honors Global Studies	1	year
U.S. History	1	year
Honors U.S. History	1	year
AP U.S. History*	1	year
Participation in Government	.50	semester
Financial Literacy	.50	semester
History of Disease	.50	semester
Introduction to Psychology	.50	semester
Introduction to Sociology	.50	semester
The Holocaust & Human Behavior	.50	semester
AP European History*	1	year

*(AP US History and AP European History are offered alternating years.)

GLOBAL STUDIES

Grade 9

1 credit

This course introduces students to high school social studies by looking at the relationships between geography, culture, and history. Students will examine major themes in geography and key turning points in world history to better understand how the physical world shapes human experience. Through reading, writing, and project-based learning, students will explore the connections between events and problems of the past and the challenges we face today.

HONORS GLOBAL STUDIES

Grade 9

1 credit

This advanced course introduces students to high school social studies by looking at the relationships between geography, culture, and history. Students will examine major themes in geography and key turning points in world history to better understand how the physical world shapes human experience. Through reading, writing, and project-based learning, students will explore the connections between events and problems of the past and the challenges we face today.

CP US HISTORY

Grades 10-11

1 credit

This college-prep course provides a specific overview of the history of the United States from the Colonial Period to the late 20th century. Students will examine the cultural, political, geographical, economical and technological changes that took place and have helped to shape and guide us as a nation today. Students will complete a variety of assignments / tasks ranging from note-taking, reflection papers, journals, major essays, projects, quizzes, and unit exams.

HONORS US HISTORY

Grades 10-11

1 credit

This advanced course provides a specific overview of the history of the United States from the Colonial Period to the late 20th century. Students will examine the cultural, political, geographical, economical and technological changes that took place and have helped to shape and guide us as a nation today. Students will complete a variety of assignments / tasks ranging from note-taking, reflection papers, journals, major essays, projects, quizzes, and unit exams.

AP US HISTORY

Grades 11-12

1 credit

This is a one-year course which focuses on the development of historical thinking skills and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. Students are required to take the AP Exam in May for college credit. **Students will be required to take the AP exam in the spring. The student is responsible for the AP exam fee, although there is a need-based fee discount**

PARTICIPATION IN GOVERNMENT**Grade 12****.50 credit**

This semester course takes an in-depth look at the American system of government and how its institutions function. It explores how various factors have changed the scope of the U.S. Constitution. Students will learn the basic values, principles, and ideas that play a vital role in American Society. The course is designed to create a broader knowledge and understanding about the idea of citizenship and how it functions in the American political system.

FINANCIAL LITERACY**Grades 11-12****.50 credit**

This course is designed to help all students understand basic economic life skills in our business world. The students will develop a money management plan; keep budget records, use checking accounts and other banking services. They will also complete units on income taxes, being an informed consumer, consumer rights and responsibilities, using credit wisely, and insuring against loss. **(Projected Culinary Arts Hospitality & Tourism Pathway Endorsement.)**

Social Studies Electives

All students are required to take at least 1 semester (.5 credit) of social studies electives

INTRODUCTION TO PSYCHOLOGY**Grades 11-12****.50 credit**

This semester course is designed to provide the student with a broad overview of the major theories and topics in the study of human and animal behavior. Emphasis will be placed on the understanding of the basic principles in areas such as personality, learning, consciousness, memory, human development, and mental dysfunction. The question of human behavior as a product of nature (genetics) or nurture (environment) is a continual theme in the course. Contemporary issues and research in the field of Psychology will be integrated into the course throughout the semester. Towards this end, the course utilizes a number of resources. In addition to the textbook, related works of literature, film, primary resource documents, and the Internet will be used to help enhance student understanding of the content.

INTRO TO SOCIOLOGY**Grades 11-12****.50 credit**

This elective course is a systematic study of social behavior and human groups. It focuses on the influence of social relationships upon people's attitudes and behavior and on how societies are established and changed. This course provides students with both methodologies and knowledge of the study of critical social issues ranging in scope from family to global.

HISTORY OF DISEASE**Grades 10-12****.50 credit**

Prerequisite: Successful (proficient) completion of Global Studies

Smallpox, cholera, malaria, ebola... Throughout history, some of the most pivotal changes came about from the smallest of enemies-- viruses and bacteria that shaped empires, influenced social hierarchies, and revolutionized technologies and the way we exist in the world. This class will focus on themes of history and geography, overlapping with the medical advancements and challenges of the modern world.

Old Orchard Beach High School
Special Education Program Course Descriptions (IEP Driven)

ACADEMIC RESOURCE COURSES

English

Co-Taught English **Grades 9-12** **1 credit**
 Students may be recommended by the IEP Team for a co-taught class. Classes are taught by certified regular education and special education teachers. Specially designed instruction is integrated into daily lesson plans and provided in the regular education classroom setting.

Resource English **Grades 9-12** **1 credit**
 Resource English is a special education class for learning reading and writing skills in a small group setting. Specially designed instruction is delivered based on students’ learning styles and needs using an evidence-based curriculum.

Math

Resource Math **Grades 9-12** **1 credit**
 Resource math is a special education class for learning math skills in a small group setting. Specially designed instruction is delivered based on students’ learning styles and needs using an evidence based curriculum.

Science

Resource Science **Grades 9-12** **yr long-1 Credit**
 Resource science is designed to remediate basic reading/writing skills to assist students in transitioning to a regular education science class. Classes are a two-year rotation of Earth Science and Biology Concepts. Instruction is differentiated to the student's individual skill level.

Social Studies

Resource Social Studies **Grades 9-12** **Yr-long: One Credit**
 Resource social studies is designed to remediate basic reading/writing skills to assist students in transitioning to a regular education social studies class. Classes are a two-year rotation of Global Studies and U.S. History. Instruction is differentiated to the student's individual skill level.

ORGANIZATIONAL SUPPORT

Executive Functioning Skills **Grades 9-12** **One Semester: .25 Credit**
 EFS is designed to support successful and increased assignment completion for students in general education classes by teaching specific executive functioning and study skills. Students will learn and practice using organization and planning tools, such as planners/checklists to increase independence, self-confidence, and self-advocacy skills through support and coaching.

SELF-CONTAINED PROGRAMS

Intensive Needs Program (Functional Academics & Life Skills) **Grades 9-12**
 This self-contained program is intended to provide appropriate educational programming for students with significant cognitive and physical disabilities who are unable to access their education in a less restrictive setting. The purpose of this program is to provide students with the academic and adaptive daily living skills necessary to transition to community-based programming after graduation.. Instruction is differentiated to the student's individual physical and cognitive skill level. Students enroll in regular education elective classes as appropriate. Extra adult support is provided, with the intent to fade as students progress through the program.

Behavioral Support**Grades 9-12**

The program is designed to shape student behavior and to allow access to both special ed and mainstream classes and provide transitional support to graduating seniors. The academic focus of the program is based on the curriculum within mainstream courses and is adapted as needed for each individual student's needs. Schedules are individualized to ensure yearly progress with earning necessary graduation credits.

SPECIAL EDUCATION SERVICES

The Individual with Disabilities Education Improvement Act of 2004 (IDEA 2004) is a federal law which mandates a free and appropriate public education for students with disabilities. Maine Special Education Regulations define a student with a disability as having one or more of the following disabilities: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech and language impairment, traumatic brain injury, visual impairment including blindness.

Students with a disability are identified through a referral system and a Individual Education Program (IEP) process. Referrals may be made by parents or teachers who have reason to believe that the student may have a disability which may require special education services. Students may also refer themselves. Parents are notified when a referral has been made, and parental consent is required before any special education evaluation or initial service is provided.

The Old Orchard Beach Schools provide a continuum of special education placements in order to meet the needs of students with disabilities. Special education services (such as direct instructional services, consultation and monitoring services) are available in conjunction with regular class placements, self contained placements, and tutorial services, including hospital and homebound services.

Supportive services, such as physical therapy, occupational therapy, social work and speech/language therapy, are also available whenever such services are required to assist a student with a disability to benefit from special education services. Academic success, emotional growth and life skills are the focus of the high school special education program, with the goal being a smooth transition from high school to the adult world.

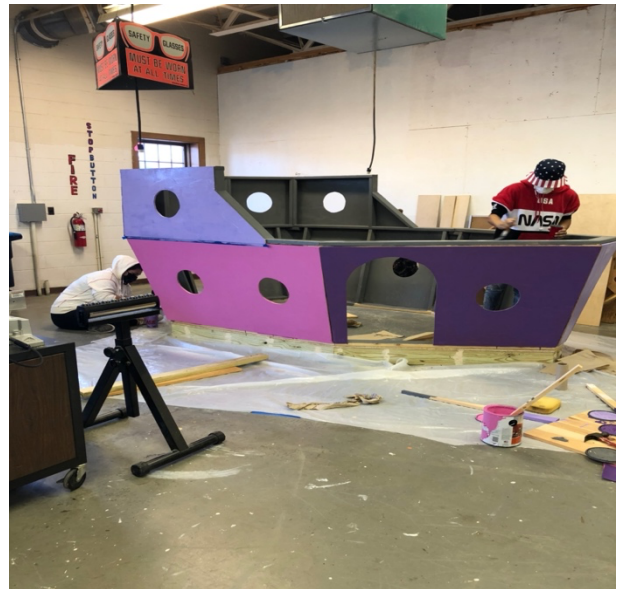
Any questions regarding special education can be directed to your child's special education case manager, the school principal or to the Director of Special Education, located at the Superintendent's Office.

PATHWAYS PROGRAM

The Old Orchard Beach High School Pathways Program is designed to provide high school students with an alternative approach to the traditional classroom experience. Students are encouraged to create personal goals based on individual needs, abilities, and interests. The program offers a safe and supportive environment and provides opportunities through both academic and experiential learning to strengthen connections with teachers, students, school and community.

Pathway students are provided with credit recovery options, individual academic support, career exploration, and experiential learning opportunities. Our students travel off campus to learn about careers, have built cedar strip canoes, and have earned Fine Arts Credits in our Introduction to Rock and Roll course. Each student will receive a traditional OOBHS diploma following the successful completion of the program, which may or may not include credits earned through other OOBHS classes.

Perspective applicants must interview and fulfill certain requirements for admission. Interested students should contact their guidance counselor, for more information.



BIDDEFORD REGIONAL CENTER OF TECHNOLOGY

BRCOT provides career and technical education for students from Biddeford, Kennebunk, Old Orchard Beach High Schools and Thornton Academy. Training an educated workforce is key to developing a successful and productive community and economy. Through our career clusters, pathways and programs, we empower students to develop the attributes and skills necessary to become successful citizens, workers and leaders.

BRCOT students have access to a rigorous curriculum, hands-on learning, career pathways, articulated college credit with Maine's postsecondary institutions, national industry certifications, employability skills, safety training and technical preparation. A majority of the graduates continue their training and education while some prefer to enter full time employment.

If you are interested in taking a course at BRCOT please click on the link below to look at their course offerings. Students are offered a chance to go visit the programs and then apply to the program they are interested in.

Course Catalog: <https://drive.google.com/file/d/1xpG38TXsBNEsWaxYos9Gn9gQfEdYTbgW/view>

BRCOT Site: <https://www.biddefordschools.me/o/brct>

GRADUATION REQUIREMENT CHECKLIST
GUIDANCE DEPARTMENT
OLD ORCHARD BEACH HIGH SCHOOL

Name: _____ Class of: _____

Parent/Guardian: _____ Contact info: _____

ENGLISH (4)

English I _____

English II _____

English III _____

English IV _____

MATH (3)

Math: _____

Math: _____

Math: _____

Math: _____

SCIENCE (3)

Science: _____

Science: _____

Science: _____

Science: _____

SOCIAL STUDIES (3)

Global Studies _____

US History _____

Financial Lit .50 _____

Part in Gov't .50 _____

PE/HEALTH

Intro to PE I _____

PE elective: _____ / _____

Health .50 _____

FINE ARTS

Fine Arts .50 _____

Fine Arts .50 _____

Community Service: _____

CUMULATIVE CREDITS

Grade 9 _____

Grade 10 _____

Grade 11 _____

Grade 12 _____

CREDITS NEEDED TO
BE PROMOTED

5

11

17

22

DATE OF LAST ENTRY

NOTES:

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NOTES

