



2026-2027

PROGRAM OF STUDY GUIDE

TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
School Profile	1
Making Course Selections	3
Graduation Requirements	3
Academic Course Assignment	4
Enrichment Programs	4
Senior Internship Program	4
Dropping a Subject	5
Scheduling Process	5
Honor Roll Status	6
Graduation Distinctions	6
Support Services	7
Courses of Study:	
Art	8
Culinary Arts	10
English	11
Health and Physical Education	15
Mathematics	17
Modern World Language	20
Music	22
Science & Technology	24
Social Studies	30
Special Education Program	33
Pathways Program	35
Biddeford Regional Center of Technology	36
Graduation Requirement Checklist	37



Old Orchard Beach High School Profile 2024-2025
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<http://rsu23.org>
 CEEB Code: 200750

Principal: Jeremie Sirois
 Dean of Students: Erin McGuan

Dir. of School Counseling: Sarah Preston

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.
Math	3	Science	3
Fine Arts	1	Phys Ed.	1
Health	.5	Electives	6.5

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

Cum Laude and GPA are weighted
 AP 1.06 Honors 1.03

**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

Student Outcome Data

Class of:	2025	2024	2023
Class Size	49	52	53
4-year College	32%	24%	29%
2-year College	37%	39%	23%
Vocational	.04%	.04%	0%
Military	0 %	.05%	0%
Gap Year/Workforce	14%	30%	36%
Total Scholarships	\$110,100	\$68,400	\$83,350

School Test Information

	2025	2024
SAT Reading/Writing	529	536
SAT Math	482	480
SAT Composite	1011	1016

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 student 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
AP Language/Comp.
AP Literature/Comp
English Comp (Dual Enrl)

Science Department:

Honors Earth/Space
Honors Biology
Honors Chemistry
Honors Physics
Honors Anatomy/Physio.
AP Biology
AP Chemistry

Math Department:

Honors Geometry
Honors Algebra II
Honors Pre-Calculus
Honors Calculus
College Algebra
AP Statistics
AP Calculus
Quantitative Reasoning (Dual Enrl)

History Department:

AP World History
AP European History
AP Art History
American Government (Dual Enrl)

College and University Admissions for 2023-2024:

Univ of NW Ohio
Boston University
Emmanuel College
Maine Maritime Academy
St Joseph's College ME
Univ of Cali Santa Cruz
Mount Holyoke

Central Maine Comm Coll
Southern Maine Comm Coll
York County Comm College
Univ of Maine @Orono
Univ of Maine @ Augusta
Univ of Maine @Farmington
Spa Tech

Bridgewater State University
Univ of Maine @Presque Isle
Univ of Southern Maine
Univ of MA Amherst
Univ of MA Boston
University of New England
University of New Hampshire
Thomas College

MAKING GOOD COURSE SELECTIONS

Choosing courses thoughtfully is a crucial part of your high school experience. It's important to balance improving areas where you may be less confident with deepening your knowledge in subjects you're passionate about. When selecting courses, think about your future goals, graduation requirements, and your personal interests and strengths. If you've already mapped out a four-year plan, review it to ensure your choices align with your goals. Don't hesitate to discuss your options with teachers, parents, and your school counselor to get their insights. Challenge yourself where it makes sense, and take full advantage of the opportunities your high school education offers. The courses you choose can significantly impact your future and open doors for you after graduation.

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

Students will be recommended for their next core course by their current teacher based on the OOBHS' placement rubric. That rubric covers the criteria (attendance rate, current course grade, and NWEA cutoff scores) needed for a student to be placed in Honors, AP, or college level courses.

Students who meet the criteria for Honors (or higher) level courses will be placed in them automatically. Students who do not meet the criteria will have the chance to appeal through a structured process, which is overseen by the school counselling department

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. As stated above, students will be recommended for Honors and higher level courses based on defined criteria. Each year, a detailed timeline for summer work commitments and other course expectations will be provided to students and families.

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 an online curriculum that can be used for academic remediation or for credit recovery. Research-based techniques are used for program delivery and assessments. Students in need of these courses should have a discussion with their school 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).

CREDIT RECOVERY

Students in need of credit recovery due to course failure should meet with their school counselor to discuss options which may include summer, after school and/or school day programming to support their needs. Students should look to recover any missed course credit as soon as possible.

DROPPING A SUBJECT

Students should choose their courses carefully. There are limited opportunities to change course selections once they are made. Specific dates are set up when schedules become available, before the start of school, for students to discuss changes to their schedule, but once the schedule is built there are few opportunities for change. Except in unusual circumstances, requests for changes in student schedules cannot be granted after the second week of school. Any course change after the second week of school requires parental, administrative and school counselor approval.

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 the course placements 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 guardians and teachers regarding course selections
3. The school counselor will meet with students by grade level/individually as needed to discuss scheduling
4. Students will enter their choices for electives in the powerschool portal.
5. The school counseling office will process course requests and final students schedules will be made available to students in August. Students will have the opportunity to 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.

School Counseling

The School Counseling Office at Old Orchard Beach High School is dedicated to supporting students' academic, career, and social-emotional growth. Counselors work closely with students to create a personalized four-year plan that aligns with their academic goals and personal aspirations. We provide college and career counseling, assist with academic planning, and offer social-emotional support through individual check-ins and small group sessions. Additionally, we run WIN (What I Need) sessions to address specific student needs, ensuring each student has the guidance and resources to succeed both in school and beyond.

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	1	year
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 11-12

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, At least one Advanced Elective (Painting, drawing, ceramics or 3D design), plus 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. Students enrolling in this class must be highly motivated. It is recommended to take this course before taking AP Studio Art. 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



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.

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.

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
American Literature in the Jazz Age	.50	semester
True Crime & Justice in Media and Literature	.50	semester
Utopia/Dystopia Novels and Historical Context	.50	semester
Vacation Reads (Find the Fun in Reading)	.50	semester
Personal Reflection in Reading/Writing	.50	semester
Literature in Times of War	.50	semester
Poetry Lab	.50	semester
AP English Language & Composition*	1	year
AP Literature & Composition*	1	year
(*AP Lang and AP Lit are offered alternating years)		
College Composition	1	semester
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.

American Literature in the Jazz Age**Grades 11****.50 credit**

This semester-long course invites junior and senior students to explore one of America's most dynamic and contradictory decades through its literature and art. The 1920s—dubbed "The Jazz Age" by F. Scott Fitzgerald—was an era of profound transformation: women gained the vote and new freedoms, African American culture flourished during the Harlem Renaissance, and modern technologies reshaped daily life. Yet this same decade was shadowed by the trauma of World War I, restrictive immigration laws, Prohibition and organized crime, and deep racial tensions that would culminate in economic collapse and the Great Depression.

Through close reading of F. Scott Fitzgerald's *The Great Gatsby* and works from the Harlem Renaissance, students will examine how writers captured both the exhilaration and disillusionment of the Jazz Age. Students will also engage with the broader cultural landscape of the 1920s, including jazz and blues music, silent film, and visual art, to understand how the Jazz Age's contradictions—freedom and restriction, hope and trauma, progress and prejudice—continue to resonate in American culture today.

True Crime & Justice in Media and Literature**Grades 11,12****.50 credit**

This semester-long, reading- and writing-intensive course is designed for 11th and 12th-grade students. This course explores how crime, justice, and the legal system are represented in fiction, nonfiction, and contemporary media. Students will examine true crime narratives alongside literary texts that address crime, punishment, ethics, and the pursuit of justice. Through close reading of true crime accounts, novels, short stories, essays, and excerpts from legal and journalistic texts, students will analyze how storytelling shapes public perception of crime and the justice system. The course also incorporates podcasts, documentaries, and other media to evaluate how different platforms influence narrative voice, bias, and credibility.

Students will engage in analytical and argumentative writing, research-based assignments, and reflective discussions that address themes such as morality, power, systemic justice, media responsibility, and the line between fact and interpretation. Emphasis is placed on critical thinking, evidence-based analysis, and effective written communication. By the end of the course, students will develop a deeper understanding of how crime and justice are constructed in media and literature, and how these representations impact society.

Utopia/Dystopia Novels and Historical Context**Grades 11,12****.50 credit**

This semester-long course explores utopian and dystopian literature as a way to examine society, power, human behavior, and historical moments of change. Students will read classic and contemporary novels alongside nonfiction texts, historical documents, and media to better understand the real-world events and ideas that shaped these imagined societies. Through close reading and discussion, students will analyze how authors use literary elements such as setting, character, symbolism, and theme to comment on social issues and envision alternative futures.

Students will engage in a variety of reading, writing, and discussion-based activities. Writing assignments will include analytical and argumentative essays, short response writing, and creative projects inspired by dystopian conventions. The course emphasizes critical thinking, research, and effective communication, encouraging students to make connections between literature, history, and the modern world.

Vacation Reads (Find the Fun in Reading!)**Grades 11,12****.50 credit**

This semester-long course is designed to help students rediscover the enjoyment of reading by exploring novels meant to be read for fun, curiosity, and personal interest. Students will read a wide range of high-interest texts often chosen for independent or vacation reading, with the goal of discovering genres, authors, and styles they genuinely enjoy. Choice is a key part of the course, allowing students to select books that match their interests and reading preferences.

Students will learn strategies for active and meaningful reading, including annotating, tracking ideas, and reflecting on their reading without diminishing enjoyment. Writing assignments will focus on personal response, creative connections, and short analytical pieces that encourage students to think about how and why stories work. Through discussion, reflection, and low-pressure writing, students will build confidence as readers and develop habits that support lifelong independent reading.

Personal Reflection in Reading and Writing**Grades 11,12****.50 credit**

This is a semester-long English course that focuses on understanding yourself as a reader, writer, and learner. In this class, you will choose and read memoirs—many of which explore school and learning experiences—and reflect on how the authors' stories connect to your own experiences in education.

Through discussion and writing, you will explore how personal stories are told and why they matter. You will practice close reading, write reflective and analytical pieces, and experiment with using your own experiences as part of your writing. This course encourages you to think about how reading and writing can help you better understand your past, your goals, and your identity. By the end of the semester, you will have stronger reading and writing skills and a clearer sense of your own voice as a learner and writer.

Literature in Times of War**Grades 11,12****.50 credit**

This semester-long English course looks at how writers respond to war and conflict through literature. Students will read novels, short stories, poetry, and memoirs written during or about times of war. These texts focus on the human side of war, including experiences of fear, loss, survival, resistance, and hope.

Through reading, discussion, and writing, students will explore how war affects individuals and communities and how authors use stories to make sense of difficult experiences. Students will practice close reading and write analytical and reflective pieces that connect the literature to historical events and human emotions. By the end of the course, students will better understand how literature helps people understand war and its lasting impact.

Poetry Lab**Grades 11,12****.50 credit**

Poetry is a vital expressive path and a set of possibilities. In the Poetry Lab, we spend the semester experimenting with poetic form as both readers and writers, and we let poetry happen by learning to attend to our linguistic environment in new ways. We study works from a variety of languages, cultures, historic periods, and genres, including ancient epics and contemporary song lyrics. Students will produce haiku, sonnets, sestinas, villanelles, and odes, along with any other verse forms they are eager to explore.

Through notebook and discussion routines, we cultivate daily poetic habits of observation, contemplation, and representation. In brief critical essays, students reflect upon the process of composing and revising lines of verse, situating their own works in the long human history of poetic creation. Field trips and class visits bring students into contact with real poets from Maine and beyond. The Poetry Lab is multilingual and interdisciplinary; students have opportunities to write in any language and to pair their written work with original art and music.

AP LANGUAGE & COMPOSITION***Grades 11-12****1 credit**

Prerequisites: English 9,10 and teacher recommendation. This course is offered alternating years.

AP English Language and Composition 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. 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. 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.

PERSONALIZED FITNESS**Grades 10-12****.25 credit***Prerequisite: Intro to PE*

This course emphasizes total body fitness and focuses on aerobic activity and resistance training for a lifetime of wellness. Topics include cardiovascular activity, muscular strength and endurance, some cross-fit activities, plyometrics, and safe and sound activity principles.

MATHEMATICS DEPARTMENT

<u>Course Title</u>	<u>Credit</u>	<u>Duration</u>
Algebra I	1	year
Algebra 1A	1	year
Algebra 1B	1	year
Geometry	1	year
Honors Geometry	1	year
Algebra II	1	year
Honors Algebra II	1	year
Honors Pre-Calculus	1	year
Quantitative Reasoning	1	year
Probability and Statistics	1	year
College Calculus	1	year
Foundational College Math	1	year
Honors Trigonometry	.50	semester
Math Lab	.50	semester

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

GEOMETRY

1 credit

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

Geometry will look inductively at investigations and develop conclusions about the geometric shapes in the universe. 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 I with a 85% 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 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 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.

ALGEBRA II

1 credit

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

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 85 or higher and/or teacher recommendation.

Honors Algebra II, in addition to the standard topics in 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

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 85 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.**

Foundational College Math

1 credit

Prerequisites: Completion of Algebra I; placement by guidance and mathematics department recommendation

Foundational College Math is a full-year, college-bridge mathematics course designed to prepare students for success in entry-level college mathematics. The course focuses on strengthening foundational skills, developing mathematical reasoning, and building confidence through activity-based and application-driven instruction.

Students will review and apply essential topics including numerical operations, algebraic fundamentals, linear equations and graphing, geometry and measurement, probability, and introductory statistics. Emphasis is placed on problem solving, real-world applications, and mathematical literacy relevant to both college coursework and everyday contexts.

This course is intended for juniors and seniors who would benefit from additional preparation prior to enrolling in college-level mathematics. Foundational College Math supports students in meeting college readiness expectations and is aligned with the learning outcomes of MATH 040, helping reduce the need for remedial coursework after graduation.

College Calculus / MAT 152 (Dual Enrollment)

1 credit

Prerequisites: Honors Pre-Calculus with a grade of 90% or higher, or teacher recommendation.

College Calculus / MAT 152 is a rigorous, full-year mathematics course offered in partnership with the University of Southern Maine. Students who successfully complete the course earn transferable college credit while completing an advanced high school mathematics requirement.

The course covers limits, continuity, differentiation, applications of derivatives, integration, and applications of integrals, with an emphasis on conceptual understanding, analytical reasoning, and real-world modeling. Instruction is aligned with USM course outcomes and college-level expectations while providing structured support appropriate for high school learners.

To support the cumulative nature of calculus and preparation for the AP Calculus AB examination administered in early May, the course is taught daily during Semester 1 (Quarters 1 and 2) to establish foundational concepts. During Semester 2 (Quarters 3 and 4), the course follows a traditional alternating-day schedule, allowing time for advanced applications, AP exam preparation, and enrichment.

College Calculus / MAT 152 is intended for highly motivated students who have demonstrated strong mathematical readiness and independence.

Honors Trigonometry

.50 credit

Prerequisites: Honors Algebra 2 with a grade of 85% or higher, or teacher recommendation.

Honors Geometry with concurrent enrollment in Honors Pre-Calculus may be considered by mathematics department recommendation

Honors Trigonometry is a rigorous, semester-long mathematics course designed for students who have demonstrated strong algebraic fluency and mathematical independence. The course develops a deep conceptual and analytical understanding of trigonometric functions, identities, and applications, with an emphasis on reasoning, modeling, and problem solving.

Students will explore angle measure, the unit circle, trigonometric functions and their graphs, trigonometric identities, and trigonometric equations. Applications will include real-world and STEM-focused contexts such as physics, engineering, navigation, and mathematical modeling. Appropriate technology, including graphing calculators and digital tools, will be used to support analysis and visualization.

This course is intended to prepare students for advanced mathematics coursework, including Honors Pre-Calculus, College Calculus, and AP Calculus. Honors Trigonometry is not remedial and is recommended only for students who are prepared to engage in honors-level expectations and pacing.

MATH LAB

.50 credit

For students who may need extra support to meet their full potential.

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
Spanish I	1	year
Spanish II	1	year
Spanish III	1	year
Spanish IV	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.

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 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.

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

Ever thought of being a sound engineer? Or about writing or producing your own songs? Creating your own beats to rap over? This class involves learning about modern music technology and how to utilize the tech we all have to create music. We will look at electronic sequencing and looping, songwriting, rapping, melody and rhythmic construction, song production as well as live sound reinforcement. We will learn to use the Soundtrap DAW and other sources to create our own original music.

MUSIC I

.50 credit

Music I is for anyone who would like to learn more about music. It is an introductory course that will both teach you the fundamentals of music and have you playing instruments and singing (if that's your thing). We will learn to play percussion instruments and ukulele as well as learn about the music through history that we all love. 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, percussion and ukulele. "Creating" will be introduced through exploring musical engagement and composition. "Responding" and "Connecting" through music appreciation and history.

MODERN BAND

.50 credit

Do you play guitar? Bass? Drums? Then join us in our rock band! Modern band teaches students to perform the music they know and love and to compose and improvise on a variety of instruments. Students will choose songs to rehearse and play together in a rock band format. If you ever wanted to play in a band, or learn to, this class is for you. Primarily student lead, the modern band program puts emphasis on playing music together by using popular music as its central cannon.

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. We will write about music, create a podcast, curate playlists, and explore full albums of music. This class will utilize lots of discussion and students should feel comfortable sharing “your own” musical tastes with the group.

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
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
Introduction to Computer Science	.50	semester
Ecology	.50	semester
Oceanography	.50	semester
3D Printing and Design	.50	semester
Intro to Medicine and Health Sci	.50	semester
Forensic Science	.50	semester
Mission to Planet X	.50	semester
Archaeology	.50	semester
Pharmacology	.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
Machine Learning and AI	1	year

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

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.

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?

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.

Introduction to Medicine and Health Sciences**Grades 9-12****.50 credit**

This semester-long elective introduces students to the field of medicine through hands-on activities, clinical simulations, and career exploration. Students will learn basic medical skills such as measuring vital signs, splinting, wound care, and suturing while exploring a wide range of healthcare careers. The course emphasizes patient care, safety, and real-world applications of science in healthcare.

Forensic Science**Grades 11,12****.50 credit**

Forensic Science is a semester-long elective that introduces students to how science is used to solve crimes and uncover the truth. Students will explore real-world forensic techniques such as crime scene investigation, fingerprinting, DNA analysis, blood evidence, trace evidence, and forensic anthropology. Through hands-on labs, case studies, and a culminating mock investigation, students will learn how evidence is collected, analyzed, and used in the justice system. This course emphasizes critical thinking, observation, and scientific reasoning and is designed for students with a wide range of science backgrounds who are interested in law, medicine, criminal justice, or problem-solving.

Mission to Planet X**Grades 10-12****.50 credit**

Students will be simulating interplanetary travel to colonize a newly discovered planet. Students will be sorted into different teams based on their interests with specific roles and responsibilities. Each week, students will receive new challenges and must work amongst their groups or within groups to problem solve and develop solutions. This class will combine hands-on learning with research skills and engineering practices. This course introduces students to different topics about space and space exploration combining engineering, geology, energy management, and more along with exploring various careers in the field of space exploration and astronomy.

Archaeology**Grades 9-12****.50 credit**

This course provides students with an introduction to prehistoric archaeology and cultural anthropology, focusing on the physical and cultural evolution of humans from the earliest stone tools to the rise of agriculture and complex civilizations. Students explore how archaeologists reconstruct the human past through material evidence, scientific analysis, and cultural interpretation. A weekly laboratory session offers hands-on experience with archaeological materials, methods, and simulations, including artifact analysis, excavation techniques, and interpretation of archaeological data. Emphasis is placed on critical thinking, scientific inquiry, and understanding humanity's shared past.

Pharmacology**Grade 12****.50 credit**

This course provides students with an introduction to pharmacology, focusing on how medications are developed, classified, administered, and used to treat disease. Students explore fundamental pharmacologic principles including drug sources, mechanisms of action, therapeutic uses, side effects, and safety considerations. Emphasis is placed on understanding major drug classifications and performing accurate dosage calculations. Through hands-on activities, case studies, and problem-based learning, students gain practical insight into medication use in healthcare settings and everyday life.

INTRODUCTION TO COMPUTER SCIENCE**Grade 10-12****.50 credit**

Prerequisite: Geometry (grade of 85+ or teacher recommendation)

The course introduces students to foundational concepts in computer science, fostering logical thinking, problem-solving, and computational skills. Emphases include algorithmic reasoning and real-world applications, preparing students for advanced studies in STEM fields.

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

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.

Machine Learning and AI**Grades 10-12****1 credit**

This course will provide students the opportunity to familiarize themselves with how Artificial Intelligence is created and utilized. Students will be exposed to three primary programming languages used in the development and implementation of AI.

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 Psychology of Genocide	.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

Prerequisite: Junior/Senior status plus teacher recommendation

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.

THE PSYCHOLOGY OF GENOCIDE**Grades 11-12 (Grade 10 w/recom)****.50 credit**

Prerequisite: Successful (proficient) completion of Global Studies

The mission of this class is to expose students to the issues associated with genocide, and the broader issue of the harms of the relationship between stereotypes and human behavior. We will explore the creation, perpetration, and facilitation of genocide through multiple approaches including: history, sociology, psychology, political science, and economics. The Holocaust will be used as the baseline to then examine other atrocities of the 20th and 21st century. They include but are not limited to: Armenian Genocide, Soviet Union programs under Lenin and Stalin, The Invasion of Manchuria, Mao's great leap forward, Pol Pot and the Khmer Rouge, Rwanda, Bosnia and modern North Korea.

AP EUROPEAN HISTORY--**Grades 11-12****1 credit***Prerequisite: Junior/Senior status plus teacher recommendation*

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

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

Special Education Program Course Descriptions

Placements into the following programs are based on IEP Team decisions. If you or your parent(s)/guardian(s) believe you should access one of these programs, please reach out to your case manager

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.

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.

Supportive Intervention**Grades 9-12****1 credit**

Summary: Supportive Intervention is designed to meet the needs of students with social/emotional and executive functioning needs that cannot be met through regular education interventions. Students will work to meet IEP goals and track their own progress, participate in transition planning with a focus on the evidence-based predictors of postschool success, and, with adult support track, monitor, and complete assignments for their regular education classes.

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/15ZnOJ61tNaN0LIcAwIzzWmK2p7Wi5CRS/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

