

ORONO HIGH SCHOOL

Course Description Booklet



2021 - 2022

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Orono High School Course Offerings 2021-2022

Academic Credits for Graduation

In order to meet minimum graduation requirements, Orono High School students must earn the credits listed below for graduation. One credit equals one year of a subject that meets for one full block.

Graduation Requirements

Orono High School requires all high school students to **complete 22.5 credits to graduate**. The credit requirements are below. Additional credits needed beyond required courses to graduate are up to each student's discretion.

4 English
4 Math
3 History
3 Science
1 Fine Art
1.5 PE
0.5 Health
0.5 Service Learning
0.5 Computer Science

Required Course Load

Students must be enrolled in a minimum of six academic subjects at all times (not including the MUSE block), regardless of the number of credits accumulated unless a special program, to the contrary, is approved by the principal.

Outside Course Credits

Four full credits for graduation may be obtained by external coursework, such as correspondence, online, out-of-district summer school, or college courses provided the Superintendent of Schools or his/her designee approves this study in advance. *An application for alternative credit must be approved before the course is taken in order to award credit.*

Transfer Students

Transfer students will be required to meet the same graduation requirements as all other students. The OHS principal shall approve the progress of the student's prior educational performance in a manner consistent with RSU 26 policy.

The Curriculum

Students' programs consist of a mix of required core courses and electives selected according to individual goals, interests, and abilities. The curriculum links the mission of the school and the expectations for students' learning to instruction. While the majority of the OHS classes are heterogeneous, that is, students of all levels are in the same classes, some academic subjects offer advanced placement courses or honors courses.

Advanced Placement Program

Advanced Placement (AP) is a program of college-level courses and exams that may give high school students the opportunity for advanced placement or credit in many colleges. All students enrolled in Advanced Placement classes are required to take the AP exam in May. Advanced placement may allow a student to skip introductory work and move on to more advanced college courses. Some colleges grant the course-credit equivalents to those who earn the college's required grade on an AP Exam.

AP courses are introductory college courses, so they are very demanding. They require more time and work, but they offer greater opportunity to master a subject and explore it in greater depth. Advanced Placement courses will be weighted at the end of each semester by a multiplier of .04 in recognition of the degree of difficulty for these courses. AP courses offered at Orono High School include: AP Biology; AP Physics; AP Calculus (AB); AP Statistics; AP English Literature; AP English Language; AP U.S. History; AP World History; AP Human Geography; and AP Studio Art. Students are also eligible for AP4ME, which includes all AP options (see list below).

Calculation of Grade Point Average and Rank in Class

Rank in class is based on the student's grade point average. All students in a class are ranked, with the exception of international students. All numerical grades are used in the calculation of grade point average, which reflects the accumulated average beginning in grade 9. Exceptions include summer school, college courses, and correspondence course grades, which are not calculated in the GPA. Grade Point Average and Rank in Class are calculated in grade 9 after two semesters; in grade 10 after four semesters; in grade 11 after the fifth and sixth semester; and in grade 12 after the seventh and eighth semester.

Graduation with Distinction

Orono High School offers students the opportunity to graduate with distinction, with a program that recognizes and publicizes student excellence and encourages intellectual inquiry. Designed by Orono faculty, parents, and students, the program, unique to Orono, targets an audience of students interested in a life of the mind.

Orono High School students have always displayed lively, inquiring minds, affirmed by the colleges selecting them; additional courses they take above the required minimum; and their success in co-curricular activities such as Speech and Debate, Chess, and Drama. Graduation With Distinction recognizes that success; provides additional opportunities for excellence; and validates the academic rigor of an OHS education to those who might think a small public school cannot compete with others.

The program develops student enrichment by encouraging depth-with-breadth academic program choices; it provides student-chosen pathways to demonstrating academic distinction; it asks students to connect their separate classroom experiences with their own choice of interdisciplinary work; and it provides opportunities to publish, present, produce, perform, or complete professional experiences.

Completion of the program means that upon graduation, that honor is recorded on the transcript: A Graduate of Distinction. OHS Student Services informs colleges and universities to which a student applies about enrollment in this voluntary academic enrichment program. Completion of the program means that students accepted to the University of Maine gain automatic acceptance to the University of Maine's Honors College.

Graduation With Distinction At A Glance

Students must show:

- Fulfillment of 2 sequences of the Honors Forum (one in grades 9-11, one in grade 12): student-designed, teacher-mentored, interdisciplinary inquiry;
- 9 credits in designated Honors courses, including at least 2 AP classes
- Fulfillment of 2 Honors Extensions by developing a project outside the classroom in any type of publication, performance, presentation, professional application, or production;
- 3 credits of the same high school foreign language;
- Academic rigor in all program components verified by peer review committee;
- A 90 GPA or higher by the end of the senior year;
- Entry at freshman, sophomore, or junior level.

Add/Drop for Schedule Changes

The add/drop period for schedule changes takes place during the first week of each new semester. A student who wishes to drop a yearlong course after the first semester must have the approval of teacher, parent, counselor, and principal. Schedule changes after the first week of a semester will be considered only for unusual circumstances, and only with the joint consultation of teachers, guidance counselor, and parent. Changes after that time will be considered primarily due to academic misplacement or extended illness. This will be indicated on the student's transcript as a WF (if failing) or WP (if passing). Students will not be permitted to drop courses during the second or fourth quarter of the year. Any add-drop request must be initiated in the Student Services Office and will require written permission from both the teacher(s) and parent.

Incomplete Grades

Incomplete grades may be assigned to a student only when permission has been given by the principal, and only in extenuating circumstances. The teacher must submit a written request to the building principal. Incomplete grades must be recorded as numerical grades no later than two weeks after a grading period has ended. A student with an incomplete at the time the honor roll is printed will not be included on the honor roll.

STUDENT SERVICES

Student Services Mission Statement

The Student Services Department's mission is to support the district's education mission by assisting all students to become effective learners by providing a comprehensive counseling program that will promote academic, career, and personal/social development in all students.

Early Graduation

In unusual circumstances a student may graduate upon completion of six or seven semesters of high school. Students requesting early graduation must:

- Have reached the age of 17 and completed a comprehensive course of study that will provide the proper preparation for post-secondary education or entry into the job market.
- Release at end of junior year requires submission of an application by October 30.
- Release after first semester of 12th grade requires submission of an application by May 31 of 11th grade.
- Gain parental approval to leave.
- Present written evidence of sound reasons for leaving school. This statement should include:
 - Reasons you seek to leave prior to graduation
 - Specific plans for the future
- Assure the Committee at a personal interview of your maturity and seriousness of purpose, if the Committee requests an interview.
- A student's requests must have an evaluation of his or her high school program by members of the faculty and administration.
- After receiving building administrator approval, student must meet with the Superintendent for final approval.

Standard College Requirements

Any student who plans to attend a four-year college (depending on how selective a college is) should plan to take at least the following:

- 4 years of English
- 4 years of math (including Algebra I/II and Geometry)
- 3 or more years of science (2 lab sciences)
- 2-4 years of ONE foreign language
- 3-4 years of social studies
- Major-related electives

Any student who plans to attend a two-year college or technical college should plan to take at least the following:

- 4 years of English
- 3 or more years of math (including Algebra I/II and Geometry)
- 3 or more years of science (2 lab sciences)
- 3 years of social studies
- Computer science
- Related electives

Please be aware that many colleges and majors have specific requirements. Check with the college or the Student Services Office for more information.

Study Abroad

Please see Student Services for more information on Study Abroad opportunities

Early College Options

Please contact your Counselor for more information regarding the courses offered through the programs listed below. Applications for each program are available in the Student Services Office and should be completed as soon as possible as courses fill up relatively fast.

Explore Early College – UMaine System

Eligibility Requirements:

- Must have permission from high school
- Must have parental consent
- Must have a “B” average
- Must meet the academic prerequisites to enroll in a university course

Student must complete the required application on UMaine website and inform their school counselor. Providing there are funds available, the State of Maine pays for half of the tuition and UMaine pays the other half. Students are responsible for fees and books.

Eastern Maine Community College – Embark Program

The Embark Program is an academic enrichment program for qualified high school juniors and seniors to enroll in college courses at EMCC. EMCC will waive the cost of tuition; the applicant is responsible for paying any fees and the cost of textbook(s) for the selected course(s). Applications are available in the Guidance office.

Husson University – Early College Access Program

Eligibility Requirements:

- G.P.A. of 80 or better
- Complete application (available in Guidance)

Student must complete the required application, which is available in the Guidance office. Students are responsible for fees and books.

Alternative AP Course Options

AP4ME will be offering a total of 8 online AP courses in different subject areas for the upcoming 2021-22 school year. An initial registration period will start at 8:00 a.m. on September 8th and end at 3:00 p.m. September 11th. Enrollment will be capped at 20 students per course.

The following courses will be offered in 2021-22 as part of AP4ME:

AP Biology	AP Computer Science A	AP Psychology	AP US Government & Politics
AP Calculus BC	AP Music Theory	AP Statistics	AP US History

Students can pick up an application form in Student Services. Courses are offered to juniors and seniors and by permission.

Student Services Timeline

Freshman Year

- Freshman Orientation including Step-Up Day and Freshmen Registration.
- Meet with students with academic concerns.
- Meet with parents, at their request, to discuss academic planning or school related issues.
- Create Personal Learning Plans with each individual student
- PSAT 9 testing
- For applicable students, register and take AP examinations.

Sophomore Year

- PSAT 10 testing
- All sophomores visit the United Technology Center (UTC)
- High school counselor meets with students individually to conduct a transcript review and discuss academic/personal goals
- Meet with parents, at their request, to discuss academic planning or school related issues.
- For applicable students, register and take AP examinations.
- Interested students attend small group meetings with college and military representatives.

Junior Year

- Attend college fair at the University of Maine and get college information.
- PSAT/NMSQT for College Board practice and National Merit qualification.
- Conduct small group meeting
- SAT Reasoning and Subject Testing.
- For applicable students, register and take AP examinations.
- High school counselor meets with students individually to conduct a transcript review and discuss college/career planning
- For applicable students, review early graduation applications.
- Interested students attend small group meetings with college and military representatives.
- Junior students and parents attend College Night; get information about the college application process and how we help OHS students.
- Junior students and parents attend Financial Aid Night; get information about the college financial aid process.
- Meet with parents, at their request, to discuss academic planning or school related issues.
- Help organize spring/summer college tours for those parents and students interested.

Senior Year

- High school counselor meets with students individually to conduct a final transcript review to assure students meet graduation requirements in their “Senior Interview” and assist with college, military, and work applications.
- Meet with parents, at their request, to discuss academic planning or school related issues.
- Seniors and parents attend College Night; get information about the college application process and how we help OHS students.
- Senior students and parents attend Financial Aid Night; get information about the college financial aid process.
- SAT I Preparation Course.
- SAT I and II College Board Testing – college bound students should seriously consider retaking these exams (if needed) during the months of October and November
- For applicable students, register and take AP examinations.
- For applicable students who provide paperwork, send out NCAA materials.
- Seniors, along with parents, should complete the FAFSA (Free Federal Financial Student Aid) beginning October 1, 2021.

Junior/Senior Privilege

To qualify for junior/senior privileges, students must maintain a cumulative GPA of 85 or better, be on the honor roll for the previous quarter, and have no disciplinary issues. Junior/seniors may choose block 1 or block 4 for privilege and will be expected to be on campus for all other blocks. Parental permission is required. Please see the Student Handbook for more details. Juniors and seniors who qualify may select a block 1 study hall for late arrival **or** block 4 study hall for early dismissal.

Work Study

Students are allowed a unique opportunity to complete a work-study while enrolled at Orono High School. With parent permission, students are able to use part of their school day schedule to work in a job-related placement. Students receive half a credit per semester for successful completion. Applications are available in the Student Services office.

Internships

Students are allowed the opportunity to participate in various internships. Internship placements are arranged by the student and must be approved by the parent. School permission is also required. Please see Student Services for more information.

Driver's Education

Students are allowed the opportunity to complete driver's education hours with their instructor during part of the school day with parent and school permission. Please see the Student Services office for more information.

Music Studio Practice Sessions

With school permission, students may take time during a study hall to practice their instrument in a dedicated practice space. Please see the Student Services office for more information.

CAREER AND EDUCATION DEVELOPMENT

PERSONAL FINANCE

½ credit

Do you know how to create and maintain a budget? Have you ever filed your own taxes? If not, this class is for you! Personal Finance focuses on being a smart consumer. You will learn valuable real-life skills, including the pros and cons of renting vs. buying, why interest rates and credit scores are important and what to look for when purchasing insurance. This course is designed for students entering the real world after high school (everyone)!

PUBLICATIONS

1 credit

Prerequisite: MUST have teacher permission before admittance.

You will learn how to easily use the Jostens' online software and some additional Adobe products. The majority of the class is creating the Orono HS yearbook. Dedication and commitment are a must. After school time is required and is a major part of the assessment. This is a full-year course.

JOBS FOR MAINE'S GRADUATES

1 credit

JMG's curriculum includes career development, job attainment, job survival, leadership, self-development, and personal skills. Throughout the school year, JMG Specialists engage students in a variety of group activities, community service projects, and social awareness events. Specialists provide guidance and mentoring for all students enrolled in the program and also stay in touch with students for a full year after graduation to help with the transition between high school and their post-secondary goals. JMG participation requires an interview to determine eligibility. Students can choose to be part of the program for multiple years. All students participate in JMG's student-led organization, the Career Association. Career Association members elect officers to be leaders of the program. This student leadership and membership motivates and prepares students for a successful high school experience, continued education, and meaningful careers.

CORE Alternative Education Program

We work with students seeking a different approach to learning, whether they are ready to move quickly into the college world, enter the workforce, or simply need more individualized attention and course offerings.

At CORE, we believe...

- ...in creating a learning community that fosters a strong sense of belonging.
- ...in helping students discover and cultivate their interests and passions.
- ...in preparing students for success in their lives after high school.

The CORE program provides students with:

- Small classes
- Individualized curriculum
- Project based learning
- Internships and job shadows
- Work study opportunities
- One on one attention
- Life skills
- Early college class opportunities
- Peer to peer interactions
- Growth mindset strategies

UNITED TECHNOLOGIES CENTER (UTC)

Career and Technical Education (CTE)

(3 high school units plus 3 to 6 college credits depending upon the program)

Orono High School is one of seven public high schools participating in technical education programming offered at United Technologies Center, 200 Hogan Road in Bangor. Students attending UTC (Maine's premier technical high school) have an opportunity to increase academic achievement while learning industry-standard technical skills. Through these career-exploration experiences, students are better able to choose appropriate post-secondary school and career paths.

College credits through the Dual Enrollment program are offered at minimal cost along with Articulation Agreements with a large number of colleges and universities throughout Maine. Many students get a "jump on college" by earning anywhere from 6 to 12 transferable college credits over a 1 or 2 year period. (Transferability may depend upon the post-secondary school and/or major in some cases.) Students attend UTC for a half day (morning or afternoon session) and complete other academic requirements, participate in extra-curricular activities and school life the other half of the day. United Technologies Center is accredited by the New England Association of Schools and Colleges, Commission on Technical and Career Institutions. Please refer to our web site for pre-requisites, college credits, related post-secondary schools and career opportunities www.utc4me.org

AUTO BODY & COMPOSITE MATERIAL FABRICATION
AUTOMOTIVE DIAGNOSTICS & SYSTEM PERFORMANCE
AUTOMOTIVE SUSPENSION & CONTROL SYSTEMS
BUSINESS MANAGEMENT
BUILDING CONSTRUCTION MANAGEMENT
COMMERCIAL VIDEO PRODUCTION
COMPUTER ELECTRONICS/ROBOTICS ENGINEERING
CONSTRUCTION ENGINEERING TECHNOLOGY (HEAVY EQUIP. OPERATIONS)
CULINARY ARTS/HOSPITALITY
ELECTRICAL CONNECTIVITY
ENVIRONMENTAL HORTICULTURE
HEALTH OCCUPATIONS
HEAVY EQUIPMENT DIAGNOSTICS (P.M.)
HEAVY EQUIPMENT MAINTENANCE (A.M.)
INFORMATION TECHNOLOGY (ANIMATION/GRAPHIC ARTS/WEB DESIGN)
LAW ENFORCEMENT
OUTDOOR POWER & RECREATION EQUIPMENT TECHNOLOGY
PLUMBING AND HEATING TECHNOLOGY
PUBLIC SAFETY
WELDING TECHNOLOGY

ENGLISH

Students are required to complete 4 credits of English. They include at least:

- 1 credit English 9
- ½ credit Expository Writing
- 1 credit Literature
- 1 credit Writing

To be prepared for the SAT, in spring of grade 11, students must complete the following sequence:

- Grade 9 English 9: Introduction to Language and Literature
- Grade 10 Expository Writing + 1 English elective

Sophomores, juniors, and seniors may double up English electives if schedule permits. * **Courses not offered this school year.** Literature and writing courses may be selected from the following lists:

Literature		Writing	
English 9: Intro to Language & Literature	½ credit	English 9: Intro to Language & Literature	½ credit
AP English Literature	½ credit	AP English Literature	½ credit
AP English Language	½ credit	AP English Language	½ credit
Communications: Literature	½ credit	Communications: Writing	½ credit
Classics of British Literature	½ credit	Expository Writing	½ credit
War and the Human Experience	½ credit	How to Argue	½ credit
Reading Short Fiction	½ credit	Writing Short Fiction	½ credit
Mythology	½ credit	American Cinema	½ credit
Women and Literature	½ credit	Documentary Studies	½ credit
High Adventure	½ credit	Non-Fiction Experiences	½ credit
World Literature: How to Live	½ credit	Poetry	½ credit
Running the OHS Writing Center	½ credit	Journalism	½ credit
Mystery, Madness, and Murder	½ credit	English 109	½ credit
Hell and the Seven Deadly Sins	½ credit	College Writing*	½ credit
Metamorphosis	½ credit	College Writing for Juniors*	½ credit
Bible as Literature I	½ credit	World Cinema*	½ credit
Bible as Literature II*	½ credit		
Shakespeare & Co.*	½ credit		
Irish Literature*	½ credit		
Modern Drama*	½ credit		
School Daze*	½ credit		

ENGLISH 9: INTRO TO LANGUAGE AND LITERATURE

1 credit

Taken during Grade 9, students learn to understand what they read by taking part in wide-ranging classroom discussions and to express their understanding in conversation and in writing. Students come to understand reading—and writing—as a process. Considered over the course of the year are biography and drama, poetry and fiction, journalism and scientific writing. Grade 9 English affords students rich opportunities to show what they have learned and leaves them prepared to deepen their understanding of language and literature in the courses that follow. Assessment is by constructed response, both short-answer and essay exams, and authentic research.

EXPOSITORY WRITING

½ credit

This mandatory Grade 10 course concentrates on the writing and development of essays. All writing is creative; in this course non-fiction writing and reading will be examined so students learn how to sharpen a thesis, to use sophisticated patterns of exposition, and to concentrate on elements of style. Students focus on purpose, organization, and editing. Model essays give students techniques to study and to practice. Assessment is based primarily upon written work. Local assessments are administered in this course.

COMMUNICATIONS: WRITING (sem 1) or LITERATURE (sem 2)

½ credit

These semester courses focus on developing the reading, writing, and speaking skills necessary for entrance to college and the workplace. Students review the components of essays and tighten their writing, business correspondence, cover letters, résumés, and reports. Literature-based writing prompts assist students in developing clear, concise written communication. Semester one focuses a little more on writing than reading; semester two, more literature than reading. Assessment is based on class participation, homework, projects, presentations, essays, and written evaluations. Both the writing and literature sections can be taken for one credit.

NON-FICTION EXPERIENCES

½ credit

Juniors and seniors only

This course is designed for students who are serious about improving their writing. This writing class is for students planning to attend college but are not enrolled in the AP Language or AP Literature courses. We will work with the college application essay as needed as well as “college” writing assignments; we will focus on sharpening your writing skills - organization, purpose, audience, and your punctuation and general presentation. Because reading and writing go hand-in-hand, this course will involve some close non-fiction reading and analysis that will prompt sharp writing.

READING SHORT FICTION

½ credit

If you find reading novels difficult and challenging, this course may be more to your liking. Numerous short stories are reviewed and shared, and, when appropriate, meaning is tied to the world around us. Some of the most well-known writers, to some of the least known from all over the world, are explored. We will examine the writing techniques of the short story, the format or layout of the design of the story, as well as discuss the style of the authors.

Honors METAMORPHOSIS

½ credit

As teenagers, you understand about change; but what if you really changed? What if a man became a woman? An immortal, a mortal? A human, a beast? What if, as you grow older, you never change (except on the inside)? Novels and myths have explored these ideas for centuries. Now it's your turn.

Text: *Beauty and the Beast*, by Jean Cocteau (film); *The Picture of Dorian Gray* by Oscar Wilde; *Metamorphosis* by Franz Kafka; *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson; *The Metamorphoses* by Ovid; the paintings *Diana and Actaeon* by Titian and *The Garden of Earthly Delights* by Bosch.

AMERICAN CINEMA

½ credit

Prerequisite: Parental permission for students under the age of 17

This introductory course familiarizes students with basic film terminology and techniques. Students learn to appreciate the contributions that great films have made to the art form. Through viewing, reading reviews, discussing, and writing about the films in an analytical and critical manner, students become more discerning and sophisticated in their judgment of a film's merits. Classic American films by great directors will be studied from the silent films of the mid-twenties to the present. Students are encouraged to work on films of their own creation. Assessment is based on class discussion, written analyses, and critiques. (Some films contain material that is objectionable to some viewers; please request a movie list from the instructor and reference parental options via our school policy.)

Honors MYTHOLOGY

½ credit

Some stories never die. Why would Achilles' warrior anger, or Odysseus's quest for home still matter to us today? We'll read about the bloody battle for Troy and the god-wracked voyage of Odysseus in parallel with recent experiences of battle and homecoming in America. Like explorers, staring at the Pacific for the first time, eyes filled with wild surmise, we'll marvel at the stories we discover all over again.

Honors HOW TO ARGUE

½ credit

If you think of an argument as a shouting match, this course teaches you something else. Being able to explain your thoughts and to persuade others of your opinion is vital in today's society. You will learn the skills and techniques of expressing an opinion, persuading others of your point of view, and seeking the truth through argument. You will learn to improve sentence style, voice, logic, and reason to become more convincing. This is useful class for college and career. Assessment: persuasive papers, rhetorical exercises, analysis of model essays. Text: *Persuasion In Society* by Simons.

Honors WAR AND THE HUMAN EXPERIENCE

½ credit

This literature course is built around reading that explores this historical subject through various genres. Students read at least four texts as well as another assigned for small-group discussions. In addition to textbooks, numerous handouts of poems, essays, letters, and short fiction will be reviewed and discussed. Visual first-person accounts and documentaries will also help the audience/students grapple with the complexity of morals and ethics about war and its aftermath. Students need to reflect on the reading and be able to express their thoughts openly and articulately. Assessments include class participation, essays, and tests. This course is heavily structured around independent thinking and sharing.

CLASSICS OF BRITISH LITERATURE

½ credit

Classic British Children's Literature is an exploration of two bygone eras: one, when growing up with books, not television or the internet, was a part of many households; and another, when a British child's sense of culture and language was rooted in the history and landscape of the country. This class is recommended to all students, especially those who are looking for a course about books everyone can (and should) read, for example: *Alice's Adventures in Wonderland*, *The Wind in the Willows*, *The Hobbit*, *The Sword in the Stone*, *The Eagle of the Ninth*, and *The Lion, The Witch and the Wardrobe*.

Honors WOMEN AND LITERATURE

½ credit

This course opens with the French Revolution and a vindication of the rights of women and moves to modern times. Each month reveals a new theme: Wild Nights. Caged Birds, Wild Swans. Open Secrets. Fánatic Hearts. We read works by Emily Dickinson, Gustave Flaubert, Henrik Ibsen, and Zora Neale Hurston. Class discussion is marked by inquiry and debate. Students analyze and interpret works of fiction and nonfiction, poetry and drama, and conduct authentic research.

AP ENGLISH LITERATURE

1 credit

Grade 12 or by teacher permission

The goal of this course is to develop students as independent, critical readers and writers. The class is demanding and requires extensive reading and writing as well as seminar presentations. Students are required to read and write during the summer preceding the course and to take the Advanced Placement English Literature exam in May. Assessment is based on essays, papers, exams, and presentations.

AP ENGLISH LANGUAGE

1 credit

Grades 11-12

This course is designed to develop students' capacity to read with a critical eye and to write effectively across genres and historical epochs; to read intensively and write relentlessly. Students conduct authentic research and offer presentations in class on a variety of subjects. Summer reading is required to meet the rigorous demands of the course, including the national AP English Language exam in May. Assessment is based on timely submission of high-quality essays, research, exams, and presentations.

HIGH ADVENTURE

½ credit

For this is the marrowbone of every American adventure story: some men with guns, going somewhere, to do something dangerous.
- Excerpt from *Bless the Beasts & Children* by Glendon Swarthout

This course is an exploration of adventure writing in its many different forms, texts that meet Swarthout's definition and texts that challenge the boundaries of the definition. We will read, discuss, and write about short stories, memoirs, novels, and essays, paying close attention to the bold undertakings in each. Writers on the syllabus for this course include Roald Amundsen, Ursula LeGuin, Ray Bradbury, Salman Rushdie, Annie Dillard, and others. Assessments include regular responses to readings, class discussions, reading quizzes, essay exams, and projects.

MYSTERY, MADNESS, AND MURDER

½ credit

In this course we will walk on the dark side. During this adventure we will explore classic texts, modern accounts, and, of course, the truest mysteries of our own weird world. Our goals are to explore the beauty found in unexpected places, make excellent deductions based on evidence, bring an audience to the edge of their seats, and take ourselves to the edge of the human subconscious. We will write, read, witness, discuss, and maybe even scare ourselves a little bit if we're lucky. Each day is a new mystery, a new puzzle to solve. All we can hope for is to have all of the pieces.

DOCUMENTARY STUDIES

½ credit

Prerequisite: Parental permission for students under the age of 17

The list of film topics for this class include survival in the face of adversity, artistic crime, graffiti artists, grizzly (and grisly) nature documentary, animal abuse, America's food industry, NASA's Apollo missions, the isolation of a winter in Antarctica, and a legendary poet and novelist. We will investigate the art form and style of a wide variety of documentaries with an aim to analyze the films and explore their boundaries. We will discuss the effect of director bias and objectivity in a documentary film and how that factors into artistic expression. This class is an opportunity to learn how to "read" documentary films. There will be regular writing assignments related to the films we view in class. The culmination of your efforts in class will be to write, film, and produce your own short documentary film. (Some films contain material that is objectionable to some viewers; please request a movie list.)

RUNNING THE OHS WRITING CENTER

½ credit

Before you know it, you might very well find yourself collaborating with fellow undergrads to submit a lengthy lab report, working with a group to write a grant for project funding, drafting a letter to an editor, writing application essays for scholarships and other sources of financial aid, or joining colleagues to design a proposal for an exciting work opportunity. There are many chances at OHS to build and practice the skills you will need for pursuits such as these after graduation, and this class is one more opportunity we add to the growing list.

Running The OHS Writing Center is a class for students whose friends often ask them to help edit or proofread pieces of writing, for students to whom others turn for a chance to bounce ideas around for an assignment or a project, and for students simply interested in digging deeper into the process of writing and turning ideas into projects. Over the course of this semester, you will improve your writing and thinking skills by helping others develop theirs. The semester will include at least one trip to UMaine where we will meet some undergraduates, graduate students, and professors. We will collaborate with these folks at the UMaine Writing Center. Back at OHS, we will explore case studies and develop writing center plans based upon what we've learned. All of this will be done with the goal of developing life-long skills and nurturing the roots of the OHS Student-Staffed Writing Center. Any peer tutoring time during or after completing the class may be counted towards the 30 Service Learning hours needed for graduation.

JOURNALISM

½ credit

You shall no longer take things at second or third hand. You shall not look through my eyes either, nor take things from me. You shall listen to all sides and filter them for yourself. –Walt Whitman

This course is for students who want to get to the truth—and tell that truth. Do you want to cover sports, review music, or write editorials? Are you interested in photojournalism? Letters to the editor? Do you want to publish your work? Join us for a writing-intensive experience that will get you ready to do just that, everything from writing copy to submitting artwork and photography to layout.

Honors WORLD LITERATURE: HOW TO LIVE

½ credit

Life's not all college and jobs and marriage. Why work for someone else when you could work with your own hands? Are we all nomads and wanderers? Which is more important, duty or family? How would the world seem if you had no number higher than three? What lessons from life around the world are on your doorstep, waiting for your discovery of them? *How to Live* explores books which explore the world, dropping in on every continent to seek the ideas of others to help ourselves live. Likely books include *Shop Class as Soulcraft* by Matthew Crawford; *The Songlines* by Bruce Chatwin; *Don't Sleep, There are Snakes* by Daniel Everett; *The Analects* by Confucius; and more.

Honors THE BIBLE AS LITERATURE I (The Hebrew Bible/Tanakh/The Old Testament) ½ credit

This course offers students a chance to study one of the most significant influences on World Literature in human history. It is a class in ancient literature, not Sunday school. The fascinating stories of this book will give daily opportunities for exploration and analysis. Students will examine and discuss the cultural contexts and the origins of *The Hebrew Bible* (known to Christians as *The Old Testament* and to the Jews as the *Tanakh*). We develop a detailed analysis of the ancient world of the Middle East and Jewish culture in it. There are no prerequisites for this class; no familiarity with the Bible is needed; students of all beliefs, and no belief, are welcome; this course studies only the human contributions to the text. Assessment methods include essays, annotations, and tests.

ENGLISH AS A SECOND LANGUAGE (ESL)

1 credit

The English as a Second Language (ESL) course is designed to help students with their academic and social English. The first semester focuses on preparing students for the TOEFL test. The second semester offers more work in the writing and speaking domains, emphasizing the importance of communicating with teachers, classmates, community members, and beyond. The goals of the course are to assist students with 'everyday English', support students in their academic classes, and prepare students for successful communication in the future.

HEALTH AND PHYSICAL EDUCATION

HEALTH

½ credit

This half-credit freshman course is a requirement for graduation. Students are provided an opportunity to learn and practice concepts and skills in the following areas: Nutrition, mental health, stress, relationships, conflict resolution, hands-only CPR, select body systems, substance abuse, and disease and disorders.

PHYSICAL EDUCATION 9

½ credit

This freshman course focuses on team building, problem solving, cooperation, and trust. Activities utilize low and high elements of the ropes course. Students engage in activities specific to the five health-related components of physical fitness. Upon completion of the units, students will know how to implement a plan to sustain fitness through adult life. Assessment procedures include performance-based assessments, written tests of cognitive concepts, and self-responsibility evaluations.

PHYSICAL EDUCATION Spring and Fall

½ credit/sem

Prerequisite: Successful completion of PE 9 or by permission

This elective course offers students choices of individual/dual sports, recreational team sports and lifetime activities. Students will be required to participate in one lifetime activity during the semester. Taught for three weeks in eighty-minute blocks, each unit focuses students on attaining the knowledge to be physically fit: participating in health-enhancing physical activity and applying motor skills to enhance movement and physical performance; and developing responsible behavior during participation. Assessment procedures include performance-based tests as well as written tests of cognitive concepts and self-responsibility evaluations.

OUTDOOR EDUCATION Spring and Fall

½ credit/sem

Prerequisite: Successful completion of PE 9 or by permission

This elective course provides an opportunity for exercise as well as knowledge of the environment and wildlife. Students learn to participate in lifelong recreational activities. The class offers physically challenging outdoor lifetime activities. Students learn to live within the limits of personal ability in relation to the environment and explore the stress of accepting challenges and taking risks. Students are called upon to solve problems, share experiences, and learn in cooperation with others. Performance-based skills are assessed, as well as cognitive concepts in written tests, and self-responsibility.

PERSONAL FITNESS

½ credit

Prerequisite: Successful completion of PE 9 or by permission

This elective course is designed to focus on students' personal fitness through individual exercise plans. Personal Fitness is developed for those who would like to learn how to make personal fitness a part of their daily lives. Students are expected to demonstrate improvement in all five areas of health-related fitness, as well as demonstrate knowledge of basic fitness concepts and nutrition education.

WOMEN'S WELLNESS

½ credit

Prerequisite: Successful completion of PE 9 or by permission

This semester-long course is designed to encourage female students to improve their physical, mental and social health. Students become more health literate, critical thinkers, problem solvers and advocates. Students will engage in regular physical activity, learn hands-only CPR, stress management, self defense, team building, and nutrition, along with engaging in current event health topics.

MATHEMATICS

Students are required to complete a minimum of 4 credits of Mathematics, which must include Algebra IA (for 1 credit), or Algebra B (for 2 credits), Algebra 2 (for 1 credit) and Geometry (for 1 credit).

ALGEBRA IA

1 credit

This course is for students who have no trouble with basic number operations and have a solid understanding of fractions, decimals, and integers. The course emphasizes learning to use expressions and equations to describe problem situations and to solve equations. Students study linear, rational and quadratic equations in one variable and systems of linear equations. Time is spent on graphing solution sets and functions. Graphical methods are used to describe relationships and model problem situations.

ALGEBRA IB

2 credits

This course is for students who benefit from taking more time to learn algebraic concepts such as expressions and equations, and linear and quadratic equations. Students have the opportunity to review arithmetic operations, the foundation for using algebraic formulas to solve problems. Effort is made to connect concepts to real-world applications and to understand how each application fits into the larger context of mathematics. *Note: This class meets every day. Also, of note, although this class awards two credits, one is a math credit and one is an elective credit.*

ALGEBRA IIA

1 credit

This course, which follows Algebra IA, is designed for students who plan to do more advanced work in mathematics and/or science. It includes a review and extension of elementary algebra and features units in matrices, relations and functions, quadratic equations, sequences, logarithms, polynomials, and some basic trigonometry. *Note: If a freshman student is enrolled in Algebra IIA and fails semester 1, the student will drop down to Algebra IA. Further, if a student is taking Algebra IIA and Geometry A simultaneously and starts failing either math class, they must drop the class they are failing and retake it the following year; the student will not be permitted to drop from the A to the B level.*

ALGEBRA IIB

1 credit

This course is for students who benefit from taking more time to learn algebraic concepts. In this course we explore such topics as equations, inequalities, linear relations, functions, systems of equations, quadratic functions, polynomials and rational functions.

GEOMETRY A

1 credit

Four dimensions of understanding are emphasized: visualizing and following algorithms; understanding of properties, mathematical relationships, and proofs; using geometric ideas in real situations; and representing geometric concepts with coordinates, networks, or other diagrams. Cooperative learning and computer activities will be integrated throughout the course. Geometry must be taken before Pre-Calculus or concurrent with Pre-Calculus. *Note: If a freshman or sophomore student is enrolled in Algebra IIA and Geometry A simultaneously and starts failing either math class, they must drop the class they are failing and retake it the following year; the student will not be permitted to drop from the A to the B level.*

GEOMETRY B

1 credit

This course is for students who benefit from taking more time to learn geometric concepts. In this course, we explore such topics as segment measure and coordinate graphing, angles, parallels, triangles and congruents, and triangle inequalities.

HONORS PRE-CALCULUS

1 credit

Prerequisite: Geometry must be taken before Pre-Calculus or concurrent with Pre-Calculus

This course is designed to give students the mathematical background important in post-secondary study. Students must be competent in the topics studied in geometry and algebra, as these will be used throughout the course. The emphasis is the study of functions and their applications, especially polynomial, rational, trigonometric, and circular functions. Students use graphing calculators in problem solving, curve sketching, and data analysis. Most topics will be studied algebraically, numerically and graphically. The graphing calculator will be used to gather and analyze data for mathematical models. Students use the Internet to research information to be used in class.

HONORS CALCULUS

1 credit

This course is an introduction to differential and integral calculus. This class would be a good fit for students who would benefit from having more time to explore and understand the concepts of calculus. Although both differential and integral calculus is discussed, greater emphasis is placed upon the rules for deriving various equations and the applications of derivatives. Due to the constraints of time, this class will not cover all the aspects of definite integrals that would be covered in AP Calculus. Students will use a TI-84 graphing calculator to assist them with solving problems in class.

INTRODUCTION TO COLLEGE MATHEMATICS

1 credit

Prerequisite: Must be a senior or have teacher permission

This course is designed for students who require a fourth year of college preparatory mathematics but are not headed to the pre-calculus/calculus sequence. It is of special use to students intending to pursue the social sciences, life sciences or business. Students learn matrix algebra, descriptive and inferential statistics and probability. Activities include review and extension of topics from previous math courses and the opportunity to refresh knowledge of algebra and geometry.

AP STATISTICS

1½ credits

Citizens of the information age are exposed to vast amounts of information daily. You are asked to make decisions based on this information. Statistics is the science of collecting, organizing and interpreting data (information). The collection and study of data are important to many professions. This course follows College Board guidelines for Advanced Placement to help students make sense of that process. Students learn through lectures, classroom labs, and individual projects. Evaluation of learning is through quizzes and exams. The course may be taken with other math courses that follow Algebra II. Summer work is required to meet the rigorous demands of the course, including the national AP Statistics exam in May.

AP CALCULUS (AB Level)

1½ credits

This course is a study of the two branches of calculus, differential and integral, as well as a review of coordinate geometry, functions, and trigonometry as they relate to calculus. Some of the applications of the derivative and definite integral studied are curve sketching, optimization problems, related rate problems, and calculating areas and volumes. Students learn to differentiate products, quotients, and composite functions, as well as trigonometric, logarithmic, and exponential functions. Students will use a TI-84 graphing calculator to assist them with problems in class. Students must successfully complete a summer packet and pass the first chapter exam. This course maintains an accelerated pace, providing time to review for the AP exam, which students take in May. The course follows the College Board guidelines for Advanced Placement Calculus AB.

SCIENCE & TECHNOLOGY

Students are required to complete three credits of Science. They include at least:

- 1 credit Earth and Physical Science
- 1 credit of Biology
- 1 credit of elective science courses

HONORS EARTH AND PHYSICAL SCIENCE

1 credit

Students in this course will view natural phenomena the way scientists view them, by making claims based upon the logical interpretation of data and observations. Specifically, students will study physical science concepts (such as forces and energy) and then use those concepts to explain some central aspects of the earth system. Topics typically include: the nature of scientific knowledge and methods; Earth's place in the universe; dynamic systems; Earth's energy balance; and, Earth's climate system and climate change. The primary methods of assessments in the course are formally written claims and tests. Adhering to the principles of Honors courses at Orono High School, students in this course should expect a fast pace and significant amount of independent work that involves imagination and critical thinking. Consequently, this course may challenge students to learn in unfamiliar ways. This course meets for a full block, every other day, for the entire school year.

EARTH/PHYSICAL SCIENCE

1 credit

Students in this course will view natural phenomena the way scientists view them, by making claims based upon the logical interpretation of data and observations. Specifically, students will study physical science concepts (such as forces and energy) and then use those concepts to explain some central aspects of the earth system. Topics typically include: the nature of scientific knowledge and methods; Earth's place in the universe; dynamic systems; Earth's energy balance; and, Earth's climate system and climate change. Methods of assessment are likely to include projects, presentations, scientific claims, and quizzes. This course meets for one block, every other day, for the entire school year.

BIOLOGY

1 credit

Biology is a laboratory course that meets for one block every other day. Topics include cells and cell function; chromosomal genetics; molecular genetics; gene technology; evolution; ecology; scientific thinking and reasoning; and laboratory activities. Students will be required to do some independent activities during the year. Proficiency will be demonstrated by means of written work, tests and quizzes, oral and visual presentations, and the use of laboratory manipulatives.

HONORS BIOLOGY

1 credit

***Teacher permission required for 9th grade students. If permission were granted, the student would take this class in addition to Honors Earth and Physical Science.** Honors Biology is the first half of the two-year Advanced Placement Biology course. Only high-achieving students with particular interest in the sciences would request this course as 9th graders. It is a fast-paced, and the content is delivered at a college level (not college prep, but actually college level). Honors Biology covers the first half of the content of the AP Biology course, and successful students would then typically take the second half (called AP Biology) as 10th graders. The Honors Biology course places a high priority on developing critical thinking and analysis skills, and the writing of scientific essays. Laboratory investigations play an important role in the course.

HONORS CHEMISTRY

1½ credits

This course meets for one and one-half blocks and satisfies the requirement of a laboratory science course for college admissions. Students become versed in the principles of chemistry with an emphasis on laboratory work. Students increase their understanding of the scientific principles as well as develop problem-solving techniques and ability to manipulate scientific tools, equations and equipment. The course covers matter and its changes, the atom, chemical bonds, naming compounds, chemical equations, stoichiometry, gas laws, solution chemistry, chemical equilibrium, organic chemistry and nuclear chemistry. Honors Chemistry is designed for the science-oriented student who may wish to continue science in college. Assessment includes lab reports, quizzes, tests, projects, comprehensive midterm and final exam.

AP BIOLOGY

1 credit

Prerequisite: Successful completion of Honors Biology and/or Biology or with permission of the instructor

This course follows the syllabus established by the College Board and is equivalent to a first year college survey of biology. It demands substantial reading and independent work. Students must have the ability to write analytically, precisely and integrate scientific data into their writing. Summer work is required. Topics encompass microbiology, living systems and their interactions, energy use and information essential to life processes. Students in this course must take the Advanced Placement Biology exam in May.

MARINE ECOLOGY

½ credit

This fall semester class meets for 1 block every other day for the first half of the year. The purpose of this course is to provide an overview of the state of our current marine environment and allow students to explore solutions to some of the problems facing our oceans. Beyond understanding the chemical, physical, biological and geological aspects of the marine environment, students will learn about the recent changes in the environment and the impact humans are having on the oceans. This class is designed as a project based learning class and projects will be selected based on interest but with the expectation and intention of effecting a positive change. Learning through the projects will vary but can include knowledge of water and its importance on the marine habitats, oceans over time, migrations in the ocean and how scientists track movements, exploring the ocean seafloor, formation of the ocean, seasonal changes and their impact on the ocean, ocean energy flow, weather, climate, and photosynthesis in the ocean, and populations changes. Assessment includes presentations, and project completions. Recommended that students have completed Earth and Physical Science and Biology before taking marine ecology.

MARINE ROBOTICS

½ credit

This spring semester class meets for 1 block every other day for the second half of the year. The purpose of this course is to use technology to investigate marine environments. Students will use robotics to either research or solve a problem in the ocean or Maine watersheds. This class is designed as a project based learning class and projects will be selected based on interest but with the expectation and intention of furthering our knowledge of the marine ecosystem or affecting a positive change upon it. Learning through the projects will vary but can include knowledge of robotics and sensors, scientific study and design, and water and its importance on the marine habitats. Assessments include presentations and project completions. Recommended that students have completed Earth and Physical Science and Biology before taking marine robotics.

ENGINEERING PHYSICS

1 credit

Prerequisite: Successful completion of Algebra II

Students in this project-based course will apply the principles of engineering to design, construct, test, and redesign solutions to real problems and challenges. Throughout that engineering cycle students will apply the fundamental concepts of physics to mathematically interact with and judge their engineered designs. Typical challenges might include using the concepts and math of “free-fall” to calculate the height and velocity of soda bottle rockets; using constant acceleration equations to aim self-designed ballistas; use conservation of energy to build and evaluate Rube-Goldberg machines; and use knowledge of force, impulse, and momentum to design cars to protect an egg in a crash.

AP PHYSICS C : Mechanics

1 ½ credits

This lab-based class meets for 1-½ blocks for the entire year. AP Physic C: Mechanics is the equivalent of a 1-semester college course in calculus-based physics. Topics include: kinematics, Newton’s laws of motion, Work and Energy, momentum and collisions, circular motion and rotation, and oscillations and gravitation. Students should have completed or be taking Calculus(Honors or AP) concurrently as those concepts are used extensively.

HONORS ANATOMY/PHYSIOLOGY

1 credit

Prerequisite: Grades 10-12

This class meets for one block every other day. This course is for advanced students who desire a more in-depth look at some of the basic concepts of biology with reference to the human organism, the organization and intricate details of the human body and its functions. Topics include human body levels of organization, organ systems, body functions, physiological inquiries, research projects, case studies, scientific reasoning, data analysis, and laboratory activities. This course is an introduction for students interested in further study in biology and/or medical fields such as nursing, physiotherapy, etc. Students are required to complete projects and papers, tests, quizzes, and lab activities.

FORENSIC EVIDENCE

½ credit

This lab-based semester class meets for one block every other day. Topics include history of forensics, fingerprinting, case studies, fiber analysis, scientific reasoning, data analysis, crime scene analysis, TV show analysis, and labs. Students are required to complete projects and papers. Assessment includes presentations, papers, tests, quizzes, and lab activities.

FORENSIC INVESTIGATION

½ credit

This lab-based semester class meets for one block every other day. Topics include chromatography, odontology, toxicology, DNA analysis, skeletal remains, data analysis, crime scene analysis, TV show analysis, and labs. Students are required to complete projects and papers. Assessment includes presentations, papers, tests, quizzes, and lab activities.

AP COMPUTER SCIENCE PRINCIPLES

1 credit

In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. **Satisfies the computer science graduation requirement*

COMPUTER SCIENCE DISCOVERIES I

½ credit

A half-credit, semester course, Computer Science Discoveries is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. The course is designed to be an accessible and engaging course for all students, regardless of background or prior experience. By providing students opportunities to engage with culturally and personally relevant topics in a wide variety of computer science related fields, the goal is to show all students that computer science can be for them. **Satisfies the computer science graduation requirement*

COMPUTER SCIENCE DISCOVERIES II

½ credit

For students who have completed CS Discoveries I, the second semester asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect input and return output in a variety of ways. Have fun and make some apps! Major topics include the Design Process, Data & Society, and Physical computing. **Satisfies the computer science graduation requirement*

CODING I & II

½ credit/semester

These two courses meet at the same time each semester, with students able to take just one of the courses, or both courses, as their interests dictate. Students who have little to no experience with coding their own projects register in Coding 1 in order to get started and learn the basics. Students may register in Coding 2 if they've taken Coding 1 and/or demonstrate to the teacher that they are able to code beyond the basics. Students in both courses learn while coding their own projects at their own pace, with Coding 2 students acting as mentors to Coding 1 students. **Satisfies the computer science graduation requirement*

ROBOTICS I & II

½ credit/semester

These two courses meet at the same time each semester, with students able to take each course individually or both courses in one year. Students enrolled in both courses will learn to purposefully build and program robots using the VEX robotics system. Students continuing from Robotics I into Robotics II will have the opportunity to compete at local/regional competitions as well as having the opportunity to mentor other students, add sophistication (with capabilities and/or sensors) to their own robots, and generally broaden their robotics experience (possibly with activities associated with 3D printing, or marketing, etc.). **Satisfies the computer science graduation requirement*

3D MODELING AND DESIGN

½ credit

Want to follow your own interests and make amazing things? In 3D Modeling and Design you will learn how to create 3-dimensional models and 3d print them, create virtual reality worlds and games, and dabble with augmented reality and coding. Pick projects you're interested in that have a 3d aspect to them -- this could involve robotics, electronics, fashion, set design, coding, house design, modeling game pieces and creating tabletop games, creating puzzles, or finding solutions to everyday problems. No technology experience is necessary - anyone can take this course.

SOCIAL STUDIES

Students are required to complete three credits of Social Studies in the following recommended sequence:

World Civilization and Geography or AP Human Geography (9th grade year)

United States Government and Civics or Honors United States Government and Civics (10th grade year)

United States History or AP United States History (11th grade year)

Electives may be taken during any year, except the first semester of ninth grade. Students with advanced interest in social studies are encouraged to take advantage of social studies offerings not offered at OHS at the University of Maine.

WORLD CIVILIZATIONS AND GEOGRAPHY

1 credit

This course examines the rise and fall of world civilizations and their geography. Students undertake an exploration, analysis, and evaluation of the globe, its geographical features (both physical and human) and world civilizations of Eurasia, Africa, Oceania, and the Americas. The examination of world civilizations focuses on political, economic, cultural, and social development, while allowing students to assess the rise and fall of civilizations around the globe. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, document based essays, and short and long response questions.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

1 credit

This course focuses on: use and consideration of maps and spatial data; interpretation and understanding of the implications of associations among phenomena in places; definition of regions and evaluation and analysis of the regionalization process; and analysis and characterization of the changing interconnections among places. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, document based essays, and short and long response questions. Students may also be assessed via a timed identification and multiple choice exams, document based multiple choice and short answer practice. Students in this class will be expected to take the Advanced Placement test in May. In addition to regular class meetings, after-school seminars may be offered and a summer project will be required.

UNITED STATES GOVERNMENT AND CIVICS

1 credit

This course examines the rights and responsibilities of civic life, the types and purposes of governments, constitutional principles, political institutions, basic economic concepts and the relationship between the media and politics. Students will acquire the skills to become productive global citizens in the 21st century by identifying contemporary problems and researching the social, political, economic and environmental causes and impacts of the problems. Students will develop the following skills by examining and evaluating sources; information categorization, problem solving, critical thinking, evaluation of critical reading, critical writing, critical viewing of media, research, and multimedia projects. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, and short response questions.

HONORS UNITED STATES GOVERNMENT AND CIVICS

1 credit

This course examines the rights and responsibilities of civic life, the types and purposes of governments, constitutional principles, political institutions, basic economic concepts and the relationship between the media and politics. Students will acquire the skills to become productive global citizens in the 21st century by identifying contemporary problems and researching the social, political, economic and environmental causes and impacts of the problems and proposing realistic solutions. Students will develop the following content driven skills: crafting arguments from historical evidence, chronological reasoning including causation, patterns of continuity and change over time, comparison and contextualization, historical synthesis. Academic study skills include reading for comprehension, improving study skills in preparation for assessment, improving formal writing skills, and improving public speaking skills in class discussions and debates. Students will demonstrate their knowledge through multiple pathways including but not limited to: substantial reading and research in preparation for historical mock trials and classroom discourse, extensive writing including but not limited to; document based and free response essays. Students in this class may be required to complete a summer assignment.

UNITED STATES HISTORY

1 credit

This course explores the major ideas, values, and institutions of the United States. Areas of focus include the Revolutionary War, institution of Slavery, Native American policies, Progressive Era, 1920's, Great Depression, World War II and the Cold War. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, document based essays, and short and long response questions.

ADVANCED PLACEMENT UNITED STATES HISTORY

1 credit

This course focuses on developing an understanding of American history from approximately 1491 to the present through the investigation of significant events, individuals, developments, and processes. Class participation through discussion, debate and mock trials is required; special emphasis is placed on critical reading and essay writing, both document based and free response. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: substantial reading and research in preparation for historical mock trials and classroom discourse, extensive writing including but not limited to; document based and free response essays. Each unit may also include a timed identification exam as well as document-based multiple choice and short answer practice. Students in this class will be expected to take the Advanced Placement test in May. In addition to regular class meetings, after-school seminars may be offered and a summer assignment will be required.

SOCIAL STUDIES ELECTIVES

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS 1 credit *Offered in 2021-2022 & 2023-2024*

This course will examine the history and effects of government and politics in the United States. Students will analyze specific topics, including: Constitutional underpinnings; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. An integral part of the course includes analysis and interpretation of basic data relevant to US government and politics, and the development of connections and application of relevant theories and concepts. Students will develop the following skills by examining politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Additionally collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media will be emphasized. Students will demonstrate their knowledge through multiple pathways including but not limited to; extensive reading, research, and writing, including but not limited to; document based and free response essays. Students in this class will be expected to take the Advanced Placement test in May. Students in this class will be required to complete a summer assignment.

ADVANCED PLACEMENT WORLD HISTORY: MODERN 1 credit *Offered in 2022-2023 & 2024-2025*

This course investigates significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students will develop the following skills by examining significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Additionally collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media will be emphasized. Students will demonstrate their knowledge through multiple pathways including but not limited to; extensive reading, research, and writing, including but not limited to; document based and free response essays. Students in this class will be expected to take the Advanced Placement test in May. Students in this class will be required to complete a summer assignment.

HOLOCAUST AND GENOCIDE STUDIES ½ credit *Offered in 2021-2022 & 2022-2023*

This course examines a variety of topics beginning in the 1930s with Adolf Hitler's rise to power and the beginning of the holocaust through the liberation of camps and the long-term impact in Germany, Europe, the Middle East, and with global foreign policy. Students will research and explore multiple perspectives on 20th century genocides including, but not limited to, Cambodia, Yugoslavia, Rwanda and others through film, literature, and primary source accounts. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, document based essays, and short and long response questions.

POLITICS AND THE ELECTION PROCESS

½ credit

Offered in 2022-2023

This course examines a variety of topics in the local, state, and federal election systems including campaign finance (Citizens United, Maine's Clean elections system), the role of media, the party process, citizen initiatives, Presidential nomination process, and modern partisanship. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will explore multiple perspectives and develop their own position on issues through simulations, media analysis, and interviews with party and elected officials.

PRACTICAL LAW

½ credit

Offered in 2022-2023

The course examines the law as a vital part of everyday life. Students analyze aspects of the law, both criminal and civil, with a focus on its impact on students' lives, now and in the future. They examine legal institutions and processes, for example, law enforcement, courts, and rehabilitation systems are some of the concepts that make-up course content. Students will develop the following skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, and short response questions.

PSYCHOLOGY

½ credit

Offered in 2021-2022 & 2022-2023

This course examines a variety of topics including the psychology of relationships, love, group behavior, development, happiness, prejudice, discrimination, personality and intelligence. Students will develop the following skills; critical thinking, critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, and short and long response questions.

SOCIOLOGY

½ credit

Offered in 2021-2022

This course examines a variety of sociological concepts through movies and documentaries to illuminate the relationship between individuals and society. Students are introduced to a variety of sociological concepts including socialization, identity, group behavior, social institutions, stratification, conformity and deviance. Students will learn how to apply the sociological process, concepts, and research to various forms of media and the real world. Enrollment preference will be given to seniors.

NATIVE AMERICAN STUDIES

½ credit

Offered in 2021-2022

This course is examines the cultural experiences of the Indigenous people of the Americas, beginning with the arrival of Native Peoples to the continent and the formation and evolution of communities/civilizations. Contact among Native Peoples on the North American continent and with other world civilizations from 1100 CE inform studies through North American frontiers involving Native Peoples from 1500 to 1900 CE. We finish our studies with an eye to the future with focus on: the twentieth and twenty-first centuries and survival, transformation, and the quest for unity and strength. Attention is given to enduring beliefs, values, institutions, and attitudes that enable an understanding of the persistence of Native Peoples and distinctive traditions despite cultural innovations and colonization. Interwoven are case studies with attention to the Native Peoples of Maine and the Maritimes – Wolostqwiuk (Maliseet), Mi'kmaq (Micmac), Passamaquoddy, and Penobscot. Students will develop the following skills by examining and evaluating primary and secondary sources; critical thinking, evaluation of critical reading, critical writing, and critical viewing of media. Students will demonstrate their knowledge through multiple pathways including but not limited to: research, multimedia presentations, document based essays, and short and long response questions.

VISUAL AND PERFORMING ARTS

Students are required to complete one credit of fine arts. This credit may include the completion of art classes, acting, band, chorus/concert choir, and/or orchestra.

DRAWING I

½ credit

This semester-long course provides students experience with a variety of media that may include pencil, pen and ink, charcoal and ink washes. Techniques include (but are not limited to) contour lines, angles, proportion, negative space, shading, perspective and drawing from observation, as well as the Elements of Art. Art history is incorporated throughout. Students produce their own works of art, a quarterly sketchbook, and a portfolio of work. This course provides students with an understanding of visual language and introduces them to critiquing artwork.

FUNDAMENTALS OF ART I

1 credit

This yearlong class is designed to develop basic ideas, concepts and skills: art history, criticism and aesthetics, and studio concepts. Studio experiences are designed to increase students' appreciation of cultural heritage and of the power of the visual image to influence behavior and ideas; to develop sensitivity to the world around us; and to cultivate creative problem-solving. This course covers a multitude of art making practices including drawing, painting, printmaking, ceramics and sculpture. It also looks at the elements and principles of design, art history projects, and critiques and analysis of art works. Students keep an online portfolio which they turn in at the end of every quarter.

FUNDAMENTALS OF ART II

1 credit

Prerequisites: Successful completion of Fundamentals of Art I

This class is for the serious art student who is interested in a more in-depth understanding of art concepts, history and media. In this class students will touch upon more advanced drawing, painting, printmaking, and sculpture while learning about art history. There will be projects, regular sketchbook evaluations and preparation of a portfolio. Further practice in recognizing and evaluating central issues and meaning in art works will be required. The goals include increasing the impact of the individual's own visual work and more fully identifying the role of art and the artist in the past and present.

PAINTING

½ credit

Prerequisite: successful completion of Drawing or Art I, or permission of the instructor

This semester-long class will explore painting in depth using a variety of techniques in acrylic, watercolor, gouache, water-based oil paints and ink washes. The focus is on works from life, however, there will be some projects that will be more abstract. Students will also learn about and experiment with techniques from important periods such as Impressionism, Expressionism, Color Field Painting, as well as techniques used by artists such as Van Gogh and Seurat. Students will produce their own works of art, have a quarterly sketchbook, and create a portfolio of work. This course will provide students with an understanding of visual language and will introduce them to critiquing artwork.

SCULPTURE

½ credit

Prerequisites: 1 full year of art or permission of instructor

This course is designed to develop ideas, concepts and skills of art, working in three dimensions. Students learn about art history, criticism and aesthetics and studio concepts. Students work with materials including (but not limited to) plaster, clay, wire, found object, and mixed media. Students use a variety of methods, such as additive, subtractive, assemblage, carving and casting. Students produce their own works of art, a quarterly sketchbook, and create a portfolio. Students acquire an understanding of visual language and begin to critique three-dimensional works of art.

DIGITAL ART

½ credit

Prerequisite: Drawing or Fundamentals of Art I or permission of the instructor

This introductory course will deal with teaching students the basics of using computer technology in order to create an artistic image. Students will learn a variety of different skill including illustration techniques, image manipulation, graphic design, visual literacy and the elements and principles of art. Students will also learn about art historical references where they apply to the course work. Programs to be used during this class will be/but are not limited to Adobe Photoshop, Adobe Illustrator, Adobe InDesign and Adobe Premier.

AP STUDIO ART: 2-D DESIGN

1 credit

Prerequisite: Permission of the instructor as well as two full years of art.

This rigorous course is designed to further the serious artist's exploration of studio art. It is equivalent to a college-level studio-art class. The course follows all guidelines of the AP Studio Art: 2-D Design Portfolio. Throughout the year students develop a 2-D design portfolio, which displays their best quality work. The student develops the portfolio by working in two areas: concentration and breadth. For the concentration section, students create a series of works focusing on a particular theme of their choice. For the breadth section, students demonstrate knowledge of the elements and principles of design and their integration into a series of original artworks. Students' work must show evidence of conceptual, perceptual, expressive, and technical range. Students must independently develop their concentration, which they explore over the course of the year. Students are required to submit a portfolio in May and to meet during their allotted class time as well as outside class. The course requires summer work.

ORCHESTRA

1 credit

The Orono High School Orchestra is a group of advanced string players who meet during Muse block, and once a week combine with wind and percussion players to rehearse music selected from the vast literature for orchestra. Emphasis is placed on learning to play with different orchestral styles and to interpret music from most periods of musical history – Baroque, Classical, Romantic and Contemporary. Throughout the year, the student will develop a proficiency in playing two- to three-octave scales (major and minor), and right- and left-hand techniques (fingerings and bowings). Assessments will be through performances and quarterly checks on fingerings and bow development.

CONCERT CHOIR

1 credit

Concert Choir is made up of students in grades 9-12. Anyone who sings and wants to sing with others is welcome to join. Emphasis will be placed on performing quality choral literature from the different musical periods. Emphasis is also placed on improvement in the understanding of the language and artistry of music and improvement and enjoyment in the use of your singing voice. Being a friendly person and getting along with others is very helpful to being a successful chorus member. Students will perform at a holiday concert, the All-Choirs concert, a Spring Concert and at school functions. Other performances may be added at the discretion of the Director. The Concert Choir usually tours in the Spring to visit local schools as well as travel out of state.

BAND

1 credit

Band provides the opportunity to develop existing skills in reading, performing, and interpreting music. Band members are able to attain a higher degree of proficiency on their instruments and an awareness of and appreciation for fine music. Each year the band performs several concerts of challenging, quality music and at football, basketball and hockey games. Activities include three major concerts, large group audition festivals, community events, and performances (as pep band at athletic events). Members participate in regional, All-State, All-Eastern and national musical events. District and state solo and ensemble festivals attract many of our members.

MODERN BAND

½ credit

In this semester long class, students will explore what it is like to be in a Modern Band. They will gain skills on guitar, bass guitar, ukulele, drum set, singing, as well as operating a soundboard, recording, and song writing. Prior experience is not necessary. Students will perform in a Final Jam at the end of the semester.

BEGINNERS STRINGS

1 credit

This class is just for you: A beginner student who would like to start or continue to play a stringed instrument such as the violin, viola, cello, bass, guitar, or...? In addition, this class is for the student who already plays but does not feel ready for the High School orchestra just yet. The objective of this class is to learn basic principles and then to continue at your own pace while having fun and developing your skills. Within a comfortable timeframe, students will be able to experience live, informal performance. Everyone is capable of setting their own goals and setting their own pace. The OHS orchestra program has a few instruments available. If you need an instrument, notify your parents and Mr. Caballero. These are the options: You may rent one from a Bangor-area business at a reasonable cost or borrow one on a first-come first-served basis. Remember that the objective is to have a good time; if your goal is to play with the OHS orchestra, you may try through an audition. See Mr. Caballero with any questions and talk to students who have already taken the class.

ROCK AND ROLL (A VIDEO HISTORY)

Teacher and parent permission required for 9th grade students

1 credit

In the beginning there was the blues from the cotton fields of the Mississippi delta, there was African-American gospel music, there was American country music, and jazz. By the late 1940's these elements would fuse into a music that would explode in the 1950's and forever change popular music, in America, and around the world. The time frame of our study is from the late 1800's African work songs to the rise of jazz and the blues, to R&B from the 1950's to mid 1990's, and the rise of rap and hip hop.

SING & PLAY UKULELE

½ or 1 credit

Ukulele is the ideal instrument to accompany your singing. (You will be expected to sing as part of this class.) Students should provide their own ukulele, and extras are available for those that need to borrow a school instrument. (Please email Ms. Acosta if you will need an instrument. School instrument contract must be signed by parent and student.) If you already know how to play the ukulele, you can increase your skills. If you are a beginner, we will start there.

SONGWRITING

½ credit

This is a class for anyone who likes music. This class will challenge you to learn the language of music. We will also use advanced, fun songwriting software to write melodies with chords and lyrics. This software with you at the control can do it all. We'll look at what chord structures make a good song and what tricks can make your melody memorable. You will have lots of opportunity to write your own songs and study the songs of others.

MUSIC THEORY

½ credit

This class is offered to students enrolled in a school-performing ensemble. Permission is required if you are enrolled in a community performance ensemble or for anyone taking private music lessons.

You will have the opportunity to understand the methods by which composers write music. You will learn how all of the parts of music are put together and how they function. Some of the topics covered will be:

Rhythms
Piano keyboard
Major Scales
Key Signatures
Intervals
Minor keys
Minor scales
Triads
Inversions
V7 Chords
Transposition
Cadences
Modes
Music Terms
Solfege Basics

Each student will be provided an online subscription to a theory website as well as a subscription to an online music notation software.

MOVIES & MUSIC

½ credit

Do you remember the first time you heard the music of Star Wars, Jaws or The Incredibles? Have you ever listened to music that comes from a movie? Maybe you don't remember anything about the music but the whole experience of watching the movie. We'll take a look at the movies from the past 50 years. Why was the movie so popular? Did the music have anything to do with our reactions from the moment we sat down with our bucket of popcorn to the moment the movie credits scrolled across the screen? This class explores the close relationship of audio to video and how the best movies give supreme attention to both. This class will be hands-on. We will compose our own music for movies and add already composed music to short movie clips. We will also look at Foley artists and what they do and add our own effects to video.

WORLD LANGUAGES

FRENCH and SPANISH – Six years of French and five years of Spanish are offered; unless advanced enrollments are unusually small, there will be a separate class for each level.

INTRO TO FRENCH I

½ credit

No prerequisite

This 1-semester course is offered to students with little or no experience in World Languages. It is designed to ease the transition into the traditional French I class. There is concentration on language structure and contemporary lifestyles in French-speaking countries. In addition to learning to communicate at a basic level in French, emphasis is placed on organizational and study skills, terminology used in learning new languages, and other tools needed to succeed in the World Language classroom.

FRENCH I

1 credit

No prerequisite

This course is offered to students with some experience in World Languages or those looking to challenge themselves. Communication is stressed through the development of listening comprehension, speaking, reading and writing skills. There is concentration on language structure and contemporary lifestyles in French-speaking countries. Successful completion of this course will qualify students to enroll in French 2 the following year.

FRENCH II

1 credit

Prerequisite: French I or permission of the instructor

The objectives of French I are continued and reinforced. Knowledge of the Francophonie and culture is deepened. Students begin to be introduced to literature with appropriate French readings.

FRENCH III

1 credit

Prerequisite: French II or permission of the instructor

The objectives of French II are reinforced. There is greater stress on more perfect use of oral, written, listening and reading skills, with added emphasis on vocabulary and idioms. Some literature is taught. Opportunities for immersion workshops and travel may be possible.

Honors FRENCH IV

1 credit

Prerequisite: French III or permission of the instructor

In addition to synthesis and reinforcement of skills acquired in the first three years of study, this course provides an in-depth exploration of Francophone culture through media, geography and history. Students will learn finer points of language structure in addition to analyzing certain works of literature. Student selected discussion and essay topics are featured. The class is conducted primarily in French. Opportunities to travel and meet with native French speakers may be possible.

Honors FRENCH V

1 credit

Prerequisite: French IV or permission of the instructor

The basic goals of French V are individual progress and accomplishment. Special emphasis is placed on developing written and oral skills; discussion and analysis are stressed. The curriculum includes a study of linguistics and of classical and contemporary literature and literary movements. Students apply language to everyday situations, actual and virtual. Student-selected discussion and essay topics continue to be featured. The classroom is an immersion experience. Opportunities to travel and meet with native French speakers may be possible.

Honors FRENCH VI

1 credit

Prerequisite: French V or permission of the instructor

French VI may be offered to students whose skills significantly exceed the level expected for enrollment in standard French V, such as AFS and transfer students. The curriculum is largely self-designed with an emphasis on individual exploration and higher-level thinking. The classroom is an immersion experience. Opportunities to travel and correspond with native French speakers may be possible.

SPANISH I

1 credit

Prerequisite: None

Students are introduced to the concept and technique of learning a foreign language. Communication is stressed through the development of listening comprehension, speaking, reading and writing skills. There is a concentration on language structure and the contemporary lifestyle of Spanish speaking countries.

ACCELERATED SPANISH I

1 credit

Prerequisite: Spanish I

This course is designed for students who have completed Spanish 1 but do not feel that they have the necessary skills to succeed in the next level of Spanish and want another year to prepare. This class will cover the same material as Spanish 1 but with more depth and breadth than the Spanish 1 course.

SPANISH II

1 credit

Prerequisite: Permission of the instructor

A conversation-based alternative to the traditional Spanish 2 course. This class focuses on speaking and listening comprehension. Units include food, clothing, travel, time and weather, as well as the exploration of Spanish speaking countries and cultures. **This class does not prepare you for Spanish 3.**

ACCELERATED SPANISH II

1 credit

Prerequisite: Spanish I or permission of the instructor

The objective of Spanish II is the continuation of development of the four basic language skills with an emphasis on oral and written expression.

Honors SPANISH III

1 credit

Prerequisite: Accelerated Spanish II or permission of the instructor

The Modern and Classical Language standards are met in this course. Spanish III will reinforce Spanish II objectives and stress more perfect use of oral, written, listening and reading skills. The class is conducted primarily in Spanish. Opportunities for total immersion in the foreign language, i.e. immersion workshops and travel experiences may be possible. Induction into the Spanish Honor Society is possible starting at this level.

Honors SPANISH IV

1 credit

Prerequisite: Spanish III or permission of the instructor

Modern and Classical standards set are met in Spanish IV by synthesizing previous grammatical vocabulary, idiomatic expressions and cultural learning. Emphasis is on effective communication in the language, understanding the cultural and economic evolution of Spanish-speaking countries, and developing an in-depth appreciation of early and modern Spanish literature and art. Opportunities for immersion in the language, i.e., workshops and travel, may be possible.

Honors SPANISH V

1 credit

Prerequisite: Spanish IV or permission of the instructor

This course provides an in-depth study of Spanish speaking countries. Language skills will be further developed in relation to individual progress. Discussion and analysis will be stressed. The curriculum includes readings and films on Spanish culture as well as exploration of modern literature. The classroom is an immersion experience. Students have an opportunity to take the AP Spanish Language exam in the spring.