

# ORONO HIGH SCHOOL

Course Description Booklet



2018 - 2019

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# Orono High School Course Offerings 2018-2019

## 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  
3 Math  
3 History  
3 Science  
1 Fine Art  
1.5 PE  
0.5 Health  
0.5 Service Learning  
6 Elective

In addition to the requirements above, students graduating in the class of 2021 and beyond must meet the following additional credit requirements established by the Board:

1. Math -- 1 additional credit
2. Science and Technology -- 0.5 additional credits in computer science

**The class of 2021 and beyond is required to complete 24 credits to graduate.**

## 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 this study is approved in advance by the Superintendent of Schools or his/her designee. *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 toward meeting proficiency in graduation standards 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 Environmental; 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 AP4All, 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 year-long 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. A written request must be submitted by the teacher. 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.

### **OHS – International**

Started in 2010, OHS-International is the ultimate international high school/early-college experience. Students from all over the world have traveled to Orono to study for one year. As the program grows, we continue to foster a relationship with the University of Maine that creates numerous opportunities for students to have access to a state-of-the-art campus, dual enrollment, and automatic conditional acceptance. Local students can be Student Ambassadors and their families can serve as Community Host Families. Additionally, the international program can help local students seek out opportunities to go abroad through AFS, sister-school exchanges, and other connections.

# 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.

### University of Maine Aspirations Program

Eligibility Requirements:

- Must be a junior or senior in high school
- 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 and turn it in to the Student Services Office. The Student Services Office will send it to UMaine with a transcript and a letter of recommendation. The University will make selections of who will be accepted into the Aspirations Program. If selected by the admissions office at UMaine, students can take one course per year. 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.

### University of Maine at Augusta – University College of Bangor Aspirations

The same information applies as the University of Maine Aspirations Program; however a different application is used.

### Husson College Advanced Standing Academic Program

Eligibility Requirements:

- Must be a senior in during the course (juniors apply for their senior year)
- G.P.A. of 85 or better
- Recommendation from high school
- Complete application
- Submit \$50 registration fee

Husson will evaluate the applicant and waive the course fees if the student meets entrance requirements. The student will be responsible for the following:

- \$50 registration fee
- Textbook
- Complying with Husson policies
- Transportation to and from class

### University of Maine Academ-e Program

This is an early-college, distance-education program for academically able high school seniors. Course deliveries include a combination of on-line, video conferencing and on-campus elements. Students interested in the Academ-e program must sign up in Student Services. Orono High School must nominate students. Students selected will receive a scholarship equivalent to half of the tuition from the Academ-e program for a three-credit course and all University-wide fees. The University will no longer cover the fourth credit for a four-credit course; this will be the students’ responsibility.

### University of Maine Regular Enrollment

This early college option is at the student’s expense and the University will bill the student directly. Students are required to fill out a non-degree application and upon approval will be eligible to enroll in many of the University’s introductory courses. To view some of the course options, please view the [University of Maine Course Catalog](#).

## Alternative AP Course Options

**AP4ALL** will be offering a total of 23 online AP courses in different subject areas for the upcoming 2018-19 school year. An initial registration period will start at 8:00 a.m. on March 5th and end at 5:00 p.m. on March 31st. Enrollment will be capped at 20 students per course. After the initial registration period has ended on April 3rd, if fewer than 20 students are enrolled in any course, registrations will continue to be accepted on a first-come, first-serve basis until September 1, 2018.

The following courses will be offered in 2018-2019 as part of AP4ALL:

AP Art History	AP English Language	AP Macroeconomics	AP Statistics
AP Biology	AP English Literature	AP Microeconomics	AP US Government & Politics
AP Calculus AB	AP Environmental Science	AP Music Theory	AP US History
AP Calculus BC	AP European History	AP Physics	AP World History
AP Chemistry	AP French Language	AP Psychology,	
AP Computer Science A,	AP Latin	AP Spanish Language	

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, 2018. This is a new, permanent date change with FAFSA.

### **University Privilege**

There is, and should be, great advantages to learning in a university town. With parent permission, students in grades 10-12 with Honor Roll status may leave during study hall for the University of Maine campus to attend a university class or use a variety of facilities, including the New Balance Student Recreation Center, Indoor Rock Climbing Center, and Fogler Library. Students must provide their own transportation and parents must sign a release of all liability. Privileges are revoked if students return late for their next block class or are not in excellent standing.

### **Senior Privilege**

To qualify for 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. Seniors may choose one block for senior privilege and will be expected to be on campus for any other blocks, which they are not in an academic class. Parental permission is required.

### **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.

### **Dual Enrollment Opportunity**

Students will have the opportunity to complete an Eastern Maine Community College course in the field of business management at Orono High School. Students are eligible to receive a college transcript with three college credits.

# **CAREER AND EDUCATION DEVELOPMENT**

## **EMCC DUAL ENROLLMENT OPPORTUNITY**

Students will have the opportunity to complete an Eastern Maine Community College course in the field of business management at Orono High School. Students are eligible to receive a college transcript with three college credits.

## **INTRO TO COMPUTER APPLICATIONS I (BCA 113)**

Students will have the opportunity to complete an Eastern Maine Community College course in the field of business management at Orono High School. Students will receive three college credits from EMCC

This course develops basic computer skills with emphasis on formatting business documents using Microsoft Office *Word, Excel, Access, and PowerPoint*. In word processing (MO WORD), students become proficient in document management, text editing, tables, styles, and a variety of document enhancements available in the software. In spreadsheet management (MO EXCEL), students create sophisticated documents that include formatting, using formulas and functions, graphic images, styles, shapes, text boxes, SmartArt, WordArt, and screenshots. Using a database (ACCESS), students will become proficient in creating databases, managing data, querying, creating forms and reports, and manipulating data. In addition, students will create informal presentations (MO POWERPOINT) using tables, graphs, pictures, video, sound, and animation effects.

## **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)!

## **MULTIMEDIA**

**½ credit**

Learn to use computers to integrate text, graphics, video, and animation into your assignments and them come alive. Great for class use and life-long use! Use of multiple presentation/communication tools will be used to include, but not limited to: Voicethread, Garageband, Quicktime, Googledocs, Scratch, several Adobe products. We have FUN in this class and any beginner can do this -- something for everyone! No experience or knowledge of computers is necessary.

## **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.

## **SOCIAL MEDIA MARKETING**

**½ credit**

*Prerequisite: Must have teacher/principal permission and be in grade 10, 11, or 12*

Learn how to market a product or idea through diverse means ... use a website, Facebook, Twitter, Instagram, Snapchat, etc. to promote and sell. Be creative with the Week in Preview and make use of Adobe InDesign to create publications. Join in to a real-life activity of marketing, with a responsible attitude, and have fun while learning. (This class may be taken more than 1 semester)

## **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.

## **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](http://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 offered this school year.** Literature and writing courses may be selected from the following lists:

<b>Literature</b>		<b>Writing</b>	
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
American Literature I*	½ credit	Expository Writing*	½ credit
American Literature II	½ credit	How to Argue*	½ credit
Reading Short Fiction*	½ credit	Writing Short Fiction*	½ credit
Great British Children's Literature*	½ credit	American Cinema*	½ credit
Modern Literature	½ credit	World Cinema*	½ credit
Mythology*	½ credit	Documentary Studies*	½ credit
Irish Literature*	½ credit	Nonfiction*	½ credit
Shakespeare & Co.*	½ credit	Poetry*	½ credit
Women and Literature*	½ credit	College Writing*	½ credit
Advanced Writing Seminar*	½ credit	English 109*	½ credit
War and the Human Experience*	½ credit	College Writing for Juniors*	½ credit
Modern Drama*	½ credit	Journalism*	½ credit
Metamorphosis*	½ credit		
School Daze*	½ credit		
High Adventure*	½ credit		
Bible as Literature I	½ credit		
Bible as Literature II	½ credit		
Studies in Black Literature #blacklivesmatter	½ credit		
Asian Literature*	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.

## **COLLEGE WRITING**

**½ credit**

This **senior-only** course will meet 1st semester. This writing class is for students planning to attend college but are not enrolled in the AP Lang./Lit. courses. We will work with the college application essay 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 reading and analysis that will prompt sharp writing. Limited to 16 seniors not enrolled in English AP courses.

## ***Honors* AMERICAN LITERATURE I**

**½ credit**

In this course, we boomerang across the literary landscape of the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Centuries in America. To our table, we invite a wide range of voices that contributed to establishing literary themes and designs that persist into the 21<sup>st</sup> Century. Included on the syllabus are poetry, journals, sermons, captivity narratives, slave narratives, short stories and essays. We will converse with writers such as Bradstreet, Edwards, Poe, Hawthorne, Douglass, Emerson, Thoreau, Melville, Dickinson, Whitman, and others. Assessments include participation in class discussions, regular writing assignments, essay exams, and projects.

## ***Honors* AMERICAN LITERATURE II**

**½ credit**

This course emphasizes heavy reading of influential Americans, from post-Civil War to more modern writers as time permits, among them: Douglass, Twain, Crane, Faulkner, Hemingway, Fitzgerald, Kerouac, Morrison, Wilder, Miller, Williams, and a variety of poets and essayists. Assessments include writing assignments, class participation, quizzes, tests, and projects.

## **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 WRITING SHORT FICTION**

**½ credit**

How short can a story be? How can imagination be turned into a story? In this workshop, focused on the craft of short and flash fiction, and on the exploration of creative and imaginative expression, students will draft stories and select a few of them for intensive revision. Readings of model stories, daily exercises, and a portfolio of stories and creative experiments will form the major assignments. The highest quality writing will be considered for publication in the school's literary magazine, *Enclave*.

## **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.

## **FILM I: 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 FILM II: WORLD CINEMA**

**½ credit**

*Prerequisite: Permission by parents for students under 17*

This course is designed to further student awareness and appreciation of the art form by focusing on the universal elements of the medium that cut across all cultures. It will also emphasize the diffusion of innovations and ideas that great artists have contributed to the field. A variety of films by great directors will be studied from countries such as Italy, Russia, Sweden, France, Ireland, Scotland, England, Iran, Japan, China, and Mexico. An examination of the documentary will also take place. Students will be writing and reading about all films examined. Assessments will be based on class discussion, written analysis, 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 MODERN DRAMA**

**½ credit**

Designed to introduce students to various movements and tenets of Modern dramatic literature and the theories that correspond to its practice. Students read plays by the foremost playwrights of the realist and naturalist schools. Included are experiments of the Modernist era, such as expressionism, surrealism, futurism, and interior monologues, as well as the use of masks; the rise of neo-realism, existentialism and absurdism in the post-war era; and the theories of Antonin Artaud and Bertolt Brecht, to explain the creativity of the late 50s and 60s. The Post-Modernist theatre will round off the course of study. Playwrights may include Ibsen, Strindberg, Jarry, Kapek, O'Neill, Pirandello, Kilroy, Ionesco, Bond, Williams, Churchill, Shepherd.

### **Honors IRISH LITERATURE**

**½ credit**

Giants of Irish literature will be studied in a literary and cultural context with an emphasis placed on Ireland becoming the template for all post-colonial literature. The study of the Irish renaissance will include readings from the likes of Douglas Hyde, George Moore, A.E., Lady Gregory, John Millington Synge, and W.B. Yeats. Works of James Joyce, Sean O'Casey, Flann O'Brien, Samuel Beckett, and others will place modernism in an Irish context. Contemporary visions will include reading from Edna O'Brien, Mary Lavin, Brian Friel, and others. Students will also examine some of the theories and analysis of major critics and theoreticians such as Declan Kiberd and Anthony Cronin. Texts will include *Modern Irish Drama*; *The Vintage Book of Contemporary Irish Literature*, and Joyce's *Dubliners*. Assessments methods include reading, discussion, papers, quizzes, and tests.

### **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.

### **Honors SHAKESPEARE & COMPANY**

**½ credit**

The works of Shakespeare and the Elizabethan worldview are the focus of this course. Dramatic structure and thorough examination of the elements of Comedy and Tragedy are emphasized. In addition to the play's universality and longevity, the role of theatre in Elizabethan society will be stressed. Other playwrights and poets studied may include Christopher Marlowe, Thomas Udall, Thomas Kyd, Thomas Middleton, Thomas Dekker, Cyril Tourneur, Ben Johnson.

### **Honors NONFICTION**

**½ credit**

Among the dictionary definitions of fiction, you'll find these words: story, untrue declaration, cock-and-bull story, falsehood, fib, lie. Does that mean nonfiction is the truth? In this course, students read work by journalists and scientists, historians and frauds. Class discussion is marked by inquiry and debate. Students analyze and interpret works of nonfiction and conduct research.

## **BRITISH CHILDREN'S 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*.

## **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.

## **SCHOOL DAZE**

**½ credit**

The first twenty-odd years of life in industrial/post-industrial societies are dominated by the educational institutions that countries develop and foster. The experience is one that follows individuals throughout their lives. The school culture is one that mirrors both the local and national culture. In the midst of hormonal turmoil, the students come up against the myriad forces that they will have to confront on a daily basis in adulthood. It is an awakening to the realization the adults—humans—are flawed. School Daze will explore, in detail, four schools through four novels: *Skippy Dies* (2010, Dublin), *Old School* (1960, Massachusetts), *The Centaur* (1963, Pennsylvania), and *The Prime of Miss Jean Brodie* (1961, Edinburgh). Other works could include Bennett's *History Boys*; the film *Dead Poets Society*.

## **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.

## **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.

## **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.)

## **TRANSFORMING WRITING: BECOMING A PEER TUTOR**

**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.

*Transforming Writing: Becoming a Peer Tutor* 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. The class is also for any student who has ever wondered, "When will I ever need this class?" 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.

*Will print on transcript as Advanced Writing Seminar.*

## **THE ROAD AND THE WAY – EAST ASIAN LITERATURE AND WISDOM**

**½ credit**

Yin and Yang? Confucius? What does "Zen" mean? Korean novels, Beijing politics, Japanese ideals of beauty? Spiritual haiku? This class examines modern East Asia and its literary and religious heritage through recently published or translated books, both fiction and non-fiction. All three countries have long, deep histories and cultures influenced by Buddhism, Daoism, and Confucianism - but how is today influenced by the past? How has ancient wisdom helped form contemporary Asian cultures? We will read selections from Confucius, The Dao and Buddhism's Zen texts, to introduce you to East Asian life and thought.

*Will print on transcripts as Asian Literature.*

## **COLLEGE WRITING FOR JUNIORS**

**½ credit**

This course is designed for college-bound juniors. This course is predominantly a writing class (75%), but some reading will be required (25%)— good writers are usually good readers. Seeing and hearing the written word — even if it is only in your inner voice, the one inside your head — helps with sentence flow, rhythm, and hopefully, ease and comfort with understanding meaning and purpose. Short essays, passages, and prose by various writers will give us the opportunity to examine various styles and techniques. We will focus on the basic fundamentals of sentence structure and paragraphing. Another important component involves thinking about your college application essay. Many of you will be seeing college application prompts that will have you respond to one or two essays (believe it or not, some colleges and schools will require that you write three essays for that one college/university). I hope that by the time the semester ends, you will feel completely comfortable with thinking, drafting, and writing essays.

## **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.

## **GLOBAL EDUCATION**

**1 credit**

The Global Education course is specifically designed for Orono High School's newly-arrived international students. The goal of the course is to introduce students to the American culture and holidays; assist students with the college application process; and teach students how to navigate daily life tasks such as medical bills, banking, cell phones, bus schedules, etc. Students in this course will find time to have their questions answered and get help with homework and classwork. Daily announcements are given, trips are planned, and activities are chosen. This course is required for all OHS-International Students.

## **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**

A half-credit of health and one-and-a-half credits of physical education are necessary to fulfill graduation requirements. Physical Education credits are earned through Physical Education 9, I or II, Outdoor Education, and/or Personal Fitness options.

### **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, violence prevention, 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**

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 skills in CPR and First Aid, stress management, self defense, team building, and nutrition, along with engaging in current event health topics. (Certification in CPR and First Aid is possible but not guaranteed.)

## **MATHEMATICS**

Students are required to complete a minimum of 3 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).

**\*Students graduating in 2021 and beyond are required to earn 4 credits of math**

### **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.*

### **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.

## **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

**\*Students graduating in 2021 or later are required to take 0.5 credits of Computer Science Discoveries**

### **HONORS EARTH AND PHYSICAL SCIENCE**

**1 credit**

Students in this course will view natural phenomena the way scientists view them, making claims based upon their interpretation of data and observations. Specifically, students will study physical science concepts (such as forces and energy) and then use them to explain some central aspects of the earth system. 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, which must be submitted fully and on time. 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, making claims based upon their interpretation of data and observations. This course covers the same content and skills as the Honors course but will be more structured with less independent work required of the students. This course will challenge students to learn in unfamiliar ways and abundant assistance will be provided.

### **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.

### **PRE-AP BIOLOGY**

**1 credit**

This class is designed to infuse rigor and set high expectations for students. The class meets for a block and a half. Pre-AP Biology is recommended for high-achieving students and for students who have a particular interest in biology and the natural sciences. The Pre-AP Biology curriculum covers all of the topics in the biology class but differs by extending the breadth and depth of the topics examined. The Pre-AP course places a higher priority on developing critical thinking skills, analysis, and writing scientific essays. Laboratory investigations play a more prominent role in the Pre-AP 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 trends of the Periodic Table, gases, liquids and solids, balancing equations, chemical calculations, the structure of the atom, acid, base reactions, equilibrium, thermodynamic and redox reactions. Chemistry is designed for the science-oriented student who may wish to continue with science in college. Assessment includes class participation, attendance, lab reports, quizzes, tests, mid-term, and final exam at the end of the year.

## **AP BIOLOGY**

**1½ credits**

*Prerequisite: Successful completion of Pre-AP Biology and/or Biology or by 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 evolution, living systems and their interactions, energy use and information essential to life processes. Students must take the Advanced Placement Biology exam in May.

## **MARINE OCEANOGRAPHY**

**½ credit**

This lab-based semester class meets for 1 block every other day. The purpose of this course is to provide an overview of the marine environment. Topics include, but are not limited to: chemical, physical, and geological aspects of the marine environment; water and its importance on the marine habitats, oceans over time, migrations in 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 the ocean, photosynthesis in the ocean, and populations changes. Assessment includes presentations, tests, worksheets, and labs. Recommended that students have completed freshman science and biology before taking marine oceanography.

## **MARINE BIOLOGY**

**½ credit**

This lab-based semester class meets for 1 block every other day. The purpose of this course is to provide an overview of the marine organisms and their interaction with the marine environment. Topics include, but are not limited to: food webs, marine invertebrates, biology of fishes, marine reptiles and birds, marine mammals, and pollution of and how to protect the oceans. Assessment includes presentations, tests, worksheets, and labs. Recommended that students have completed freshman science and biology before taking marine biology.

## **HONORS PHYSICS**

**1 credits**

This class meets for one block every other day. Additional study in geometry and trigonometry is encouraged but not required. The first semester of this course focuses on principles and applications in classical mechanics. Topics include accelerated motion, projectiles, vectors, inertia, circular motion, satellites, work, energy, power, momentum, torque, and rotational motion. The second semester emphasizes wave motion (mechanical, optical, electromagnetic) along with principles and applications of electrostatics, circuits, electromagnetic induction and radiation. Lab work and lecture demonstrations supplement discussion.

## **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<sup>st</sup> 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

## **ANATOMY**

**½ credit**

For students who have successfully completed Biology or Pre-AP Biology, this is an introductory-level course that explores prenatal life as well as the respiratory, urinary, and gastro-intestinal systems. Students will analyze case studies, perform lab activities, and complete projects. This course is suitable for all students and examines topics not covered in Honors Anatomy. *Prerequisite: Successful completion of Pre-AP Biology or Biology.*

## **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.

## **COMPUTER SCIENCE DISCOVERIES**

**½ credit**

A 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.

## **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.

## **INTRO TO PYTHON**

**½ credit**

This semester-long course teaches the fundamentals of computer programming as well as some advanced features of the Python language. Students use what they learn in this course to build simple console-based games. This course does not assume any prior programming experience. Learn the basics of programming, and then gradually harness the power of some of Python's more advanced features to make games and solve real-world problems. Interested students should have completed Computer Science Discoveries.

## **ENGINEERING AND DESIGN**

**1 credit**

Engineers are the artists of the mechanical world. Using the engineering and design process, we will design and test a variety of devices, sometimes, with the assistance of the Advanced Engineering and Wood Composite Center at the University of Maine. Possible projects include bridge design and construction, hovercrafts, 3D printed cell phone mounts and more! Students will be expected to work collaboratively at times and individually at others. We will work to develop the critical thinking skills required in the engineering profession while having a blast working on solutions to real world problems!

### **3D MODELING AND DESIGN**

**½ credit**

A fun and engaging introduction to 3D modeling that combines left-brain analytics, right-brain creativity and 3D printing. Students will start with TinkerCAD, an easy to learn online modeling program, and then move on to other CAD tools as they 3D print the models they create. The class is project-based, and the focus is on solving real-world problems through a build-intensive, creative design process. No previous 3d printing or modeling experience necessary!

### **INTRO TO ROBOTICS**

**½ credit**

Intro to Robotics is a semester-long, project-based course that uses a hands-on approach to introduce the concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Students will work both independently and cooperatively to complete a variety of robot construction and programming activities. Students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-semester project.

## **SOCIAL STUDIES**

Students are required to complete three credits of Social Studies. The recommended sequence is:

World Civilization and Geography or AP Human Geography (*9<sup>th</sup> grade year*)  
Civic Engagement or pre-AP United States History (*10<sup>th</sup> grade year*)  
United States History or AP United States History (*11<sup>th</sup> 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, from AP for ALL or the University of Maine via the Aspirations program.*

### **WORLD CIVILIZATION 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.

### **CIVIC ENGAGEMENT**

**1 credit**

This course examines the rights and responsibilities of civic life, the types and purposes of governments, United States 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 skills by examining and evaluating primary and secondary sources; information categorization, collaborative problem solving, critical thinking, evaluation of critical reading, critical writing, critical viewing of media, research, debates, role-plays, multimedia projects, and document based essays. 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.

### **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.

### **AP 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 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.

## **PRE-AP UNITED STATES HISTORY**

**1 credit**

This course covers the spectrum of American history from pre-Columbian to 1900. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. 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 content driven skills: crafting arguments from historical evidence, chronological reasoning including historical 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 mock trials. 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, document based multiple choice and short answer practice. Students in this class will be required to complete a summer assignment.

## **AP UNITED STATES HISTORY**

**1 credit**

This course builds upon Pre-Advanced Placement US History covering the spectrum of American history beginning in 1900, including the Progressive Era through the administration of President Reagan. 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.

## **AP GOVERNMENT AND POLITICS**

**1 credit**

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.

## **AP WORLD HISTORY**

**1 credit**

This course provides a perspective and understanding of history as a foundation which students can analyze the complexities of today's global interdependency. The course will be broken down into units of study based on historical periodization. AP World History will use the approach of analyzing global events and interactions from the foundations of history to the present centering on five themes of history: Interaction between humans and the environment; Development and interaction of cultures; State-building; Expansion and interaction of economic systems; and Development and transformation of social structures. Students will develop historical thinking skills: Crafting historical arguments from historical evidence; Chronological reasoning; Comparison and Contextualization; and Historical Interpretation and synthesis. 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. In addition to regular class meetings, after-school seminars may be offered and a summer assignment will be required.

## **ASIAN STUDIES**

**½ credit**

This course examines the unique history, literature, and art forms of China, Japan, and India. Governing themes include tradition, modernity, modernization, the expansion of Europe and the United States, colonialism, nationalism, and the rise of "popular" participation in politics and economic growth. Important to our work is an understanding of differences in these themes in different national settings. Among the essential questions of this course are: How do traditional values and other cultural tendencies inform a society's attitudes, practices, and institutions? Through investigation of select historical periods and integration of history, literature, visual and material culture, and current issues, students develop an in-depth picture of Asia and its rich, diverse contributions to the world. 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 and long response questions. *Open to students in grades 9-12.*

## **CONTEMPORARY ISSUES**

**½ credit**

This course examines current political, social, and economic issues that confront America and the world in the 21st century. Students will research and explore multiple perspectives and develop their own position on issues. Students will develop the following skills by examining and evaluating primary and secondary sources; 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, document based essays, and short and long response questions. *Open to students in grades 10-12.*

## **POLITICS AND THE ELECTION PROCESS**

**½ credit**

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. *Open to students in grades 10-12.*

## **PRACTICAL LAW**

**½ credit**

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. *Open to students in grades 10-12.*

**PSYCHOLOGY****½ credit**

This course examines a variety of topics including the psychology of relationships, love, group behavior, happiness, stereotyping, prejudice, discrimination, sports, 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. *Open to students in grades 11-12.*

**SOCIOLOGY THROUGH FILM****½ credit**

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. *Open to students in grades 11-12.*

**THE MIDDLE EAST SINCE WORLD WAR I****½ credit**

This course examines a variety of topics: the nationalist movements of the 1920s, World War II and the creation of Israel, the impact of oil and the Suez Canal in the 1950s & 1960s, the revolutions of the 1970s, and current social, political, and economic global impacts. Students will research and explore multiple perspectives focusing on the rise of Islamic fundamentalism (PLO, Taliban, ISIS), the rise global terrorism, and the Middle East peace process. 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. *Open to students in grades 9-12.*

**HOLOCAUST AND GENOCIDE STUDIES – Offered next in 2019-2020****½ credit**

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. *Open to students in grades 10-12.*

**NATIVE AMERICAN STUDIES – Offered next in 2019-2020****½ credit**

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 – Wolostoqwiuk (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. *Open to students in grades 9-12.*

### **THE 60s – THE VIETNAM ERA – Offered next in 2019-2020**

**½ credit**

This course examines a variety of topics from 1954-1975 including an in-depth analysis of Eisenhower's involvement in the 1950s through escalation in 1964, Nixon's program of Vietnamization, the US withdrawal in 1973, and the long-term implications in Southeast Asia. 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 research and explore multiple perspectives of the cultural impact and intergenerational change of the conflict and the protest movement through music, film, literature, and primary source accounts. *Open to students in grades 9-12.*

### **SERVICE LEARNING**

In order to graduate from Orono High School, students must either complete thirty (30) hours of community service or earn 0.5 credits in service learning. If a student chooses to complete community service hours, s/he is responsible for submitting documentation of the hours worked to his/her school counselor. Community service hours must be completed by spring of senior year. As an alternative, a student may elect to take the service learning course described below.

### **SERVICE LEARNING**

**½ credit**

This course is a structured learning experience that provides students with guided and highly supported class activities and community service opportunities. Students will work, individually and as a class, with a community partner(s) to provide a service(s) or implement a project(s) to meet the needs of the organization, to develop their own skills and learning, and to reflect on the value of the experience from a community and interpersonal perspective. A student's successful completion of this course will satisfy the graduation requirement.

## **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 an creative problem-solving. This course covers drawing and painting practices, elements and principles of design, art history projects, and critiques and analysis of art works. Students keep a journal, 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 tempera, acrylic, watercolor and ink washes. The focus is on works from life, however, there will be 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.

## **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.

## **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.

## **BEGINNERS ACTING**

**½ credit/sem**

This is a beginner's course designed for students that are curious about acting. Students need no previous acting experience and will set out to learn the basic concepts of acting. Students will be expected to perform in class and possibly in front of larger groups.

## **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**

The premier choral group representing Orono High School, Concert Choir is made up of students in grades 9-12 who are willing to bring their talents, great or small to sing together with others who are like-minded. Emphasis will be placed on preparing quality choral literature from many different musical periods, improvement in the understanding of the language and artistry of music and improvement in using the singing voice as an instrument to create quality music. Being a friendly person and getting along with others is a must. Students will be expected to make all performances. Scheduled performances include the Holiday Concert, the All-Choirs Concert and the Spring Concert and Graduation. Other performances may be added at the discretion of the director. The Concert Choir may tour in the spring to visit local schools as well as travel out of state to perform. -MUSE

## **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 some 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.

## **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 9<sup>th</sup> 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 there was 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, not only in America, but also in the rest of the world. Learn how it almost died away in the late 1950's, only to be reinvented and transformed in Liverpool, Detroit and Memphis and go on to become stronger than ever. We will watch and discuss The Time-Life History of Rock and Roll, and the WGBH/BBC's Rock 'n Roll: An Unruly History series. The time frame of our study is from the late 1940's with the rise of jump blues and R & B through the mid 1990's with the rise of rap and hip-hop.

## **SING & PLAY UKULELE**

**½ or 1 credit**

Ukulele is the ideal instrument to accompany your singing. In recent years, it has yet again become very popular. In this class, we will learn to play ukulele to accompany your singing. (You will be expected to sing as part of this class.) Students should provide their own ukulele. Please see the instructor if you need help with this before the class starts. If you already know how to play the ukulele, you can increase your skills. If you are a beginner, we will start there. Will play and sing individually, in groups, and as a whole class.

## **MUSIC THEORY**

**½ credit**

This is offered to a student who has an interest in knowing the major principles behind music and music composition. Students in the RSU 26 performing arts are good candidates for this class but any student who has studied an instrument or voice privately or in a group may take the class with permission.

## **SONGWRITING**

**½ credit**

Do you have a song inside you that you need to get out? Do you want to see if you can write the next big hit? Do you want to learn some tricks of the trade? Sign up for SONGWRITING. We will take a look at what makes a song memorable and give you the opportunity to write your own. The skills learned in class are yours for a lifetime so come experience an event that can be life-changing.

## **MOVIES & MUSIC**

**½ credit**

Do you remember the first time you heard the music of Star Wars? Jaws? Maybe you don't remember anything about the music but the whole experience of watching the movie. The class, MOVIES & MUSIC is a new class offered at Orono HS. 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.

## **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.

### **FRENCH I**

**1 credit**

*Prerequisite: None*

Students are introduced to the concept and techniques of learning a foreign language. Communication is stressed through the development of listening comprehension, speaking, reading, and writing skills. Concentration on language structure and an introduction to civilization and geography are important parts of this first-year course.

### **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 are 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. All six standards for Modern and Classical Languages are met with varying degrees of depth.

## **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. Immersion and cultural field trips will be available for interested students.

## **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.

## **SERVICE LEARNING**

In order to graduate from Orono High School, students must either complete thirty (30) hours of community service or earn 0.5 credits in service learning. If a student chooses to complete community service hours, s/he is responsible for submitting documentation of the hours worked to his/her school counselor. Community service hours must be completed by spring of senior year. As an alternative, a student may elect to take the service learning course described below.

Grades 9-11: Students will begin and complete their community service hours.

### **SERVICE LEARNING**

**½ credit**

This service-learning course is a structured learning experience that provides students with guided and highly supported class activities and community service opportunities. Students will work, individually and as a class, with a community partner(s) to provide a service(s) or implement a project(s) to meet the needs of the organization, to develop their own skills and learning, and to reflect on the value of the experience from a community and interpersonal perspective. A student's successful completion of this course will satisfy the graduation requirement.