

Buckfield High School

Program of Studies 2019 – 2020



Mission Statement

*Believing that learning is a life long process
encompassing the body, mind and spirit,
we honor individual differences, foster creativity,
encourage active participation and challenge
all to reach their full potential.*

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Graduation Requirements

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU10 has adopted a proficiency-based system of learning consistent with Maine law, which means that after January 1, 2021, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles and the Learning Results rather than the accumulation of credits.

To be awarded a high school diploma from the RSU10 schools, students graduating in the classes of 2021 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional requirements set by the Board.

Students graduating in the classes of 2018-2020 must meet the credit and other graduation requirements specified in this policy.

A student who would have graduated with the class of 2020 and would have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set forth by Board policy will have until December 31, 2020 to fulfill the graduation requirements applicable to the class of 2020.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning the state certified standards-based diploma requirements or certificate of completion of studies at RSU 10 high schools available to incoming students and their parents/guardians prior to the start of their ninth grade school year. A summary of this policy will be disseminated to all incoming ninth grade students at the time of course selection. A summary of this policy will also be included in every edition of the high school handbook.

The Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The Board expects the Superintendent/designee to inform students and parents/guardians as soon as practicable of any additional state-imposed standards that must be met before students may be awarded a high school diploma.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2018, 2019 OR 2020.

Students who anticipate graduating in the classes of 2018, 2019, or 2020, must meet the following minimum requirements in order to be awarded a high school diploma.

- A. The student must successfully complete a total of:
- 23 credits if graduating in 2018,
 - 22 credits if graduating in 2019 and
 - 21 credits if graduating in 2020.

Of these credits, 12 ½ (twelve and one half) must be those specified by the State of Maine. They are:

1. English Language Arts - 4 credits
2. Mathematics - 2 credits
3. Social Studies and History, including one year of American history and government - 2 credits

4. Science, including at least one year of a laboratory study - 2 credits
5. Fine arts, which may include art, music, forensics or drama - 1 credit
6. Health - ½ credit
7. Physical Education - 1 credit

B. The student must demonstrate computer skills according to the school unit’s standards for computer literacy, proficiency and performance.

C. In addition to the State requirements, the student must meet the following additional credit requirements established by the Board:

	BJSHS	MVHS
Math	1	2
Science	1	2
Social Studies	1	2
Senior Portfolio	Yes	N/A

D. The remaining credits may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field of study that he/she plans to enter upon graduation.

ALTERNATE METHODS OF EARNING CREDITS

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified in this section.

A student who makes up deficiencies may participate in the next regular graduation ceremony following successful completion of all graduation requirements.

- A. A student may earn up to two credits through an Adult Education Program. The student must have prior written approval from the Director of Adult Education, Guidance Counselor and Principal.
- B. A student may obtain credits through summer school in classes that he/she completed at an RSU10 high school but did not pass. The student must obtain prior written approval from the Guidance Counselor and Principal.
- C. A student may earn credits through distance learning/virtual courses provided 1) the course is approved in advance by the Guidance Counselor and Principal and 2) progress is monitored by a member of the RSU10 high school’s professional staff.
- D. Advanced courses or courses not available at an RSU 10 high school may be taken at other secondary schools or at approved postsecondary institutions with the approval of the Guidance Counselor and Principal.

- E. A student may earn credits through independent study approved by the Guidance Counselor and Principal and monitored by the teacher(s) of the subject(s) to which the independent study is related.

II. GRADUATION REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

In accordance with Maine law and RSU 10's proficiency based system of learning, after January 1, 2021, the awarding of a diploma from RSU10 schools will be contingent on the demonstration of proficiency in the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results. The student must also fulfill any other requirements specified in this policy.

Students who anticipate graduating in the Classes of 2021 and beyond must meet the following requirements in order to be awarded a high school diploma.

- A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting standards entails demonstrating proficiency for each reporting standard within the content area.
- English Language Arts **(Starting in the year 2021 and beyond)**
 - Mathematics **(Starting in the year 2021 and beyond)**
 - Science and Technology **(Starting in the year 2021 and beyond)**
 - Social Studies **(Starting in the year 2021 and beyond)**
 - Health and Physical Education **(Starting in the year 2022 and beyond)**
 - Visual and Performing Arts **(Starting in the year 2022 and beyond)**
 - World Languages **(Starting in the year 2022 and beyond)**
 - Career and Education Development (embedded in the other content areas) **(Starting in the year 2022 and beyond)**

(Note: Years are in compliance to the Maine Revised Statutes.)

- B. Meet the cross-cutting performance standards set forth in the Guiding Principles of the Maine Learning results. **(Starting in the year 2021 and beyond)**

A student graduating from RSU10 schools is expected to be a:

- Clear and effective communicator;
- Self-directed and lifelong learner;
- Creative and analytical problem solver;
- Responsible and involved citizen; and an
- Integrative and informed thinker.

RSU 10 POLICY: IKF

Graduation Requirements -- Regulations

THE AWARDING OF A PROFICIENCY-BASED DIPLOMA -- TRADITIONAL

RSU10's high school educational curriculum is designed to enable students to satisfy graduation requirements in four years through a sequence of learning experiences* (courses) providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Maine Learning Results.

Students following a traditional pathway must be enrolled in the equivalent of five full-year learning experiences/courses or integrated equivalents in each of their high school years.

I. MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

Students may opt to pursue a high school diploma through additional pathways including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships, and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education

Each pathway must provide a quality learning experience comparable in rigor to RSU10's own educational experience (course) offerings.

In order to pursue one or more of the multiple pathways, a student must have a Personal Learning Plan in place by the end of sophomore year and reviewed at the end of junior year detailing how the pathway will provide exposure to the content

standards of the Learning Results and how the student will demonstrate proficiency in meeting the standards. The personal learning plan must be coordinated with the student

and parent/guardian, and approved by the school counselor and principal (or designee).

Multiple Pathways to Career and College Ready

Students in RSU 10 will be considered College and Career Ready if they meet **one** of the following pathways:

Pathway A:

Minimum ACT Score (English - 18, Math - 22, Reading - 22 and Science - 23)

Or

Minimum SAT Score (Evidenced-Based Reading and Writing - 480 and Math - 530)

Pathway B:

Minimum 3.0 GPA

1 Academic Indicator

2 Career Indicators

Pathway C:

Minimum 2.5 GPA

Algebra II (4, 3, or 2.5)

1 Additional Academic Indicator

2 Career Indicators

Pathway D:

Minimum 2.5 GPA

Indication of College Acceptance or Enlisted in the Military

2 Career Indicators

Academic Indicators

- Advanced Placement Exam (3+)
- Advanced Placement Course (4, 3, or 2.5)
- Dual Credit Course (A, B, or C)
- Algebra II Proficiency (4, 3, or 2.5)
- International Baccalaureate Exam (4+)
- College Developmental/Remedial English and/or Math Course (4, 3, or 2.5)
- Minimum SAT Score
- Minimum ACT Score

Career Indicators

- 90% Attendance
- 25 Hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Two or More Organized Co-Curricular Activities
- Military Service (Including JROTC)

II. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM AN RSU 10 HIGH SCHOOL

A. Students Receiving Special Education Services

Students who achieve proficiency in the content standards of the Maine Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

B. Transfer Students

For students who transfer to an RSU 10 high school from another state or from an educational program that is not required to be aligned with the content standards of the system of Maine Learning Results, the RSU10 high school principal or designee shall determine the value of the student's prior educational experience toward meeting graduation requirements.

C. Home-Schooled Students

For home-schooled students wishing to receive a diploma from an RSU10 high school, the principal or designee shall determine the value of the student's prior educational experience toward meeting graduation requirements. A home-schooled student must have attended an RSU 10 high school for a minimum of two semesters in order to receive an RSU 10 high school diploma.

D. Delayed Awarding of Diplomas

A student who leaves an RSU 10 high school to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshmen year be awarded a high school diploma, provided that the student has notified the principal at the time of early admission.

E. Early Awarding of Diplomas

A student who has met the State's and Board's diploma requirements in fewer than four years of high school may be awarded a diploma.

F. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan (IEP).

G. Certificate of Completion

The Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student and who has engaged in the required experiences (courses) but has not met Maine Learning Results proficiency standards that may be mandated by the State.

H. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

I. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement (e.g. valedictorian, salutatorian, class speaker, "Top 10"), a student must have been enrolled full time at the RSU10 high school for a full year prior to graduation. Students who do not meet this enrollment requirement will not be "ranked" for the purpose of determining eligibility for graduation honors, awards, or scholarships.

(Note: "Honors" at graduation is a different issue than "honor roll" or "class rank," which may have different eligibility requirements and may be addressed in other board policies.)

RSU 10 POLICY: IKF-R

Information Disclaimer:

Students and parents need to be aware that because of fiscal restraints, specific courses and offerings may change without warning at any time prior to the opening of school in August and at trimester breaks. Administration and staff want to maintain quality educational programs and offer well-balanced curriculum designed to not only meet educational needs but also student interests. The purpose of this statement is to advise all students that we reserve the right to make changes when deemed necessary. Students need to be very careful and accurate in selecting courses, as it may become necessary to select alternative courses.

Required Course Load:

Students are required to carry a **minimum of 6 credits** per school year.

Calculation of Grade Point Average and Rank in Class:

Rank in class is based on a weighted scale. All students in a class are ranked.

Add/Drop Period for Schedule Changes:

Requested schedule changes after the second week of a new trimester will only be considered for unusual circumstances, and only with the joint consultation of teachers, guidance counselor, and parent. Changes at this time will be considered primarily due to academic misplacement or extended illness. When a student drops a

class after the second week of a new trimester, either a WP (withdrew passing) or a WF (withdrew failing) will be entered onto the student's transcript.

Incomplete Grades:

Incompletes may be issued for the following reasons: Health issues (usually causing extensive absenteeism), family emergency, students have been given permission by the teacher to revise and bring to standard major assessments that did not initially meet the standard and other situations of extraordinary circumstances that have been presented to and approved by the Principal. All incompletes must be made up within 2 weeks after the issuance of report cards.

Failing Grades:

Failing grades will be issued to students who were unsuccessful in meeting the course standards. There are two ways to make up a failing grade, each must be coordinated through our guidance office. A student may either make up the failing standards through a program of credit recovery, or repeat the entire course at a later time.

Class Standing:

Minimum Credits Needed to Advance Grade Level:

- 5 credits (3 credits from core content areas) - sophomore
- 11 credits (7 credits from core content areas) - junior
- 17 credits (10 credits from core content areas) - senior

Students who have not accrued enough credits to advance to the next grade level will remain in their current grade – this includes the advisory group as well. Freshmen and sophomores students, who achieve the requisite credit level for the next grade level, will be advanced to sophomores or junior status. A student will not advance to senior status unless it can be expected they will meet graduation requirements for the next graduating class. Core content areas are English, Science, Math and Social Studies.

Admissions Requirements to Post-Secondary Schools

Note: Standards and admission policies vary from school to school. Therefore, students and parents are advised to review college catalogues for specific entrance requirements.

Highly Competitive Colleges

- 4 years English (writing & literature)
- 4 years Math (Algebra 1 & 2; Geometry; Trigonometry or Pre-Calculus; Statistics; Calculus)
- 4 years Science (Biology, Chemistry, Physics)
- 3-4 years Foreign Language (one language)
- 3 years Social Studies
- 1-2 years Fine Arts
- Advanced Placement courses (recommended)

Four-Year Engineering & Science Programs

- 4 years English
- 4 years Math (Algebra 1 & 2; Geometry; Trigonometry or Pre-Calculus; Calculus)
- 2-3 years Science (Biology, Chemistry, Physics)
- 2-3 years Foreign Language (one language)
- 3 years Social Studies

1 year Computer Education
Related Engineering courses (drafting)

Four-Year Business Program

4 years English
4 years Math (Algebra 1 & 2; Geometry; Trigonometry or Pre-Calculus; Statistics & Probability)
2-3 years Science
2-3 years Foreign Language (one language)
3 years Social Studies
Related business courses (Accounting, computer)

Four-Year Nursing & Allied Health Programs

4 years English
4 years Math (Algebra 1 & 2; Geometry; Trigonometry or Pre-Calculus or Statistics & Probability)
2-3 years Science (Biology, Chemistry, Anatomy & Physiology)
2 years Foreign Language (one language)
3 years Social Studies
1-2 years Health Science (recommended)
1 year Human Anatomy & Physiology (recommended)

Four-Year Art Schools/Colleges

4 years English
3 years Math
2 years Science (laboratory)
2 years Foreign Language (one language)
3 years Social Studies
3-4 years Art (including portfolio)

Most Four-Year Colleges

4 years English (writing & literature)
3-4 years Math (Algebra 1 & 2; Geometry; Trigonometry or Pre-Calculus or Statistics & Probability)
2-3 years Science (Biology, Chemistry, Physics, Physical Science)
2-3 years Foreign Language (one language)
3 years Social Studies
1-2 years Fine Arts/Computer Education

Two-Year Community College/Technical School

4 years English (writing & literature)
3-4 years Math (Algebra 1 & 2; Geometry)
2-3 years Science
2 years Foreign Language (recommended for Liberal Arts transfer programs)
3 years Social Studies
1-2 years Fine Arts
Related Technology courses

Level Descriptors

5 College and Advanced Placement (AP) courses (wt. 1.10)

Course(s) taken at an accredited two or four-year college or locally offered courses designated as Advanced Placement.

4 Honors courses (wt. 1.05)

Locally offered courses designated as Honors level. These courses often require a quantity of rigorous work comparable to the workload of a course in a competitive college. The concepts studied are sophisticated and complex, there may be self-directed long-term projects, and summer work is common. The typical student is a highly motivated learner with demonstrated aptitude in the content area, and will have met all standards in any prerequisite courses.

3 Regular courses (wt. 1.00)

These are the core academic courses designed to meet graduation requirements and the standards of the Maine Learning Results, and elective courses designed to provide academic enrichment. They have an academic foundation and are often listed as prerequisites for college admission. Students are expected to work at or near grade level.

ENGLISH REQUIRMENTS/ELECTIVES

Measurement Topics for English Language Arts

Language:

- **Acquisition: Use of Language**
- **Conventions: Punctuation**
- **Conventions: Sentences, Conjunctions, Phrases**

Reading:

- **Informational: Author’s Reasoning/Point of View**
- **Informational: Central Idea**
- **Informational: Rhetorical Modes**
- **Informational: Text Structures and Text Features**
- **Literature: Character Development**
- **Literature: Plot Development**
- **Literature: Theme**

Research:

- **Research: Analyzing Information**

Writing:

- **Word Choice**
- **Writing Process: Revising and Editing**
- **Research: Accessing Information**
- **Sentence Fluency**
- **Types and Purpose: Informative/Explanatory**
- **Types and Purpose: Narratives**
- **Types and Purpose: Opinion/Argument**
- **Voice**

REQUIRED COURSES

2113 English 9 **Grade 9** **Level 3** **3 Trimesters** **1 Credit**

English 9 focuses on the concept of “coming of age.” This course includes short stories, poetry, drama, film, nonfiction, and novels that present significant milestones in the lives of young people. Emphasis is on specific elements of genre study and writing skills.

Learning Targets: Language: Acquisition: Use of Language; Language: Conventions, Sentences, Conjunctions, Phrases; Language: Conventions: Spelling; Reading: Literature: Character Development; Reading: Literature: Plot Development; Research: Analyzing Information; Writing: Word Choice; Writing: Writing Process: Revising & Editing; Writing: Research: Accessing Information; Writing: Types and Purpose: Informal/Explanatory

2114 Honors English 9 **Grade 9** **Level 4** **3 Trimesters** **1 Credit**

As a rigorous compliment to the required Standards Targets, students enrolled in this class will engage in accelerated vocabulary studies, and complete close readings of thematically related novels, short stories and poems. Additionally, students will study literary terms and devices, literary movements and a variety of authors that exemplify these movements. This course is recommended for students who plan to pursue a four-year post-secondary degree. Students should possess solid English skills and desire a greater academic challenge.

Learning Targets: Language: Acquisition: Use of Language; Language: Conventions, Sentences, Conjunctions, Phrases; Language: Conventions: Spelling; Reading: Literature: Character Development; Reading: Literature: Plot Development; Research: Analyzing Information; Writing: Word Choice; Writing: Writing Process: Revising & Editing; Writing: Research: Accessing Information; Writing: Types and Purpose: Informal/Explanatory

2123 English 10 **Grades 10** **Level 3** **3 Trimester** **1 Credit**

English 10 will focus on American Literature to help students broaden their literary landscape and meet the Learning Targets for grade 10. The units include grammar, sentence structure, and vocabulary. Students will explore similar themes, symbolism and other literary devices.

Learning Targets: Language: Acquisition: Use of Language; Language: Conventions: Punctuation; Language: Conventions, Sentences, Conjunctions, Phrases; Language: Conventions: Spelling; Research: Analyzing Information; Writing: Word Choice; Writing: Writing Process: Revising & Editing; Writing: Research: Accessing Information; Writing: Types and Purpose: Informal/Explanatory; Writing: Types and Purpose: Opinion/Argument; Writing: Voice

2124 Honors English 10 Grades 10 Level 4 3 Trimester 1 Credit

As a rigorous compliment to the required Standards Targets, students enrolled in this class will engage in accelerated vocabulary studies, and complete close readings of thematically related novels, short stories and poems. Additionally, students will study literary terms and devices. Student's will be using Pre-AP strategies and preparing for college level AP English coursework. This course is recommended for students who plan to pursue a four-year post-secondary degree. Students should possess solid English skills and desire a greater academic challenge.

Learning Targets: Language: Acquisition: Use of Language; Language: Conventions: Punctuation; Language: Conventions, Sentences, Conjunctions, Phrases; Language: Conventions: Spelling; Research: Analyzing Information; Writing: Word Choice; Writing: Writing Process: Revising & Editing; Writing: Research: Accessing Information; Writing: Types and Purpose: Informal/Explanatory; Writing: Types and Purpose: Opinion/Argument; Writing: Voice

2133 English 11 Grades 11 Level 3 3 Trimester 1 Credit

In English 11, the units of instruction investigate the idea of the "American Dream." Students read and respond to questions about the freedom and justice and the pursuit of individual happiness. Through longer works of fiction and nonfiction, students hone their skills of analysis and synthesis.

Learning Targets: Language: Conventions: Punctuation; Language: Conventions: Spelling; Reading: Informational: Author's Reasoning/ Point of View; Reading: Informational: Rhetorical Modes; Reading: Informational: Text Structures and Text Features; Reading: Literature: Character Development; Reading: Literature: Theme; Research: Analyzing Information; Writing: Word Choice; Writing: Writing Process: Revising & Editing, Writing: Research: Accessing Information, Writing: Sentence Fluency, Writing: Types and Purpose: Informal/Explanatory; Writing: Types and Purpose: Narratives

2143 Senior English Grade 12 Level 3 3 Trimesters 1 Credit

Senior English focuses on the roles that personal perceptions, values, prejudices, and attitudes play in the interpretation of reality. Students learn to use multiple literary theories as filters through which to interpret literature (and their own experiences). Using archetypal, feminist, Marxist, reader response, and cultural criticism theories, students hone their personal literary analysis skills.

Learning Targets: Language: Acquisition: Use of Language; Language: Conventions: Spelling; Reading: Literature: Theme; Writing: Word Choice; Writing: Writing Process: Revising & Editing; Writing: Research: Accessing Information

ENGLISH ELECTIVES

2120 AP Language and Composition Grade 11-12 Level 5 3 Trimesters 1 Credits

An AP course in Language and Composition engages students in becoming skilled readers of non-fiction written in a number of rhetorical contexts, and in becoming skilled writers who compose for a variety of reasons. Both of their writing and their reading should make students aware of the interactions among a writer's purpose, audience, and subject as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Summer work is an integral and expected component of this rigorous advanced college level course.

Note: This course will be taught during the 2019-2020 school year.

2122 AP Literature and Composition Grade 11-12 Level 5 3 Trimesters 1 Credits

An AP English Literature and Composition course engages students in the careful reading and critical analysis of classical and modern literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and enjoyment for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Summer work is an integral and expected component of this rigorous advanced college level course.

Note: This course will be taught during the 2020-2021 school year.

3205 Biology 10 **Grades 10-12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: What is the structure and function of organisms on molecular and cellular levels? How does scientific evidence support biological evolution? How are organisms on our planet related? How are they interrelated?

Prerequisite: none

Designed for all students, this course investigates multiple areas of Biology including cell structure and function, genetics, reproduction, biodiversity, evolution and the development of new species.

Learning Targets: Life Science: Biodiversity and Evolution; Life Science: Cells and Organisms; Life Science: Heredity and Reproduction

SCIENCE ELECTIVES

3203 Agricultural Engineering **Grades 11-12** **Level 3** **1 Trimesters** **1/3 Credit**

Guiding (Essential) Questions: What are the practical applications of science, technology, engineering and math in the agricultural world?

Prerequisite: none

Designed for all students, this course investigates the processes and science involved in the making of Maple Syrup and the utilization of Natural Resources here in Maine. This course will also expose students to the Garden & Greenhouse projects.

Learning Targets: Life Science: Biodiversity and Evolution; Life Science: Cells and Organisms

3202 Anatomy and Physiology **Grades 11-12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: How does each organ system contribute to the overall homeostasis of the human body? How does the immune system serve to protect the body?

Prerequisite: Successful completion of Biology

Designed for all students, this course investigates specific topics around Human Anatomy and Physiology, including the development of an embryo, the immune system and the development of cancer.

Learning Targets: Life Science: Human Body

3259 Ecology **Grades 11-12** **Level 3** **1 Trimesters** **1/3 Credit**

Guiding (Essential) Questions: How do you construct explanations and design solutions to real world problems that show the application of science in between both the physical and biological world?

Prerequisite: Successful completion of Biology and 9th grade science

Designed for all students, this course investigates environmental science topics including the analyzing and interpretation of data to provide evidence of the effects of resource availability on organisms and populations of organisms in an ecosystem. Students will be asked to: construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems, develop models to describe the flow of energy among living and nonliving parts of an ecosystem; construct an argument supported by evidence that shows how changes to physical and biological components of an ecosystem effect populations; and evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Learning Targets: Ecosystems: Interactions, Energy, and Dynamics

3251 Maine Forest Collaborative **Grades 11-12** **Level 3** **3 Trimesters** **1 Credit**

The motivating goal of this course is preparing students to actively contribute to the vitality of our forest communities today and in the future. Students will investigate how forest use can positively impact local communities. Students will work with community contacts and partners to explore the history of forest use and ownership in their region by capturing oral histories, and collecting data to create layered story maps. Students will explore the wood products industry through time =, conservation efforts and recreational uses. Students will work with community partners to identify a project specific to their region and create solution map steps to the overarching question, *"How can we use forests to positively impact local communities?"*

Prerequisite: Successful completion of Biology

Learning Targets: Life Science: Matter and Energy in Organisms and Ecosystems

3243 Chemistry **Grades 10-12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: What are, and how do we use, physical, mathematical and graphical models and symbolic notations to represent, analyze, and communicate structure and relationships in chemical systems and reactions?

Prerequisite: none

Students will learn how the physical and chemical properties and changes of elements led to the development of the periodic table; the internal structure of atoms and their role in nuclear reactions. They will understand how the number and arrangement of electrons in an element influences its position on the periodic table and the kinds of bonds and properties found in different chemical compounds. Students will also understand the relationship between temperature, pressure, volume and concentration in terms of the particles present and their effects of the rate of chemical reactions.

Learning Targets: Physical Science: Heat Energy; Physical Science: Matter

3244 UMFK Dual Enrollment Chemistry Grades 11-12 Level 5 3 Trimesters 2 Credit

Prerequisite: Algebra 1

Students will learn the physical, mathematical and graphical models, symbolic notations, that are used to represent, analyze, and communicate structure and relationships in chemical systems and chemical reactions. What observations about chemical systems and chemical interactions lead us to form the physical, graphical, and mathematical models that we use to represent, analyze, and communicate structure and relationships in chemical systems and chemical interactions? This course is designed to enable the student to analyze quantitatively and qualitatively the parts of an atom, to adapt these facts to the formation of compounds, and to develop numerous formulas. Topics covered include physical and chemical properties, atomic structure, acids and bases, chemical bonds, heat, the periodic table, types of chemical reactions, nuclear chemistry, stoichiometry, kinetics and equilibrium. Students will make connections with other disciplines, analyze data, synthesize information, and summarize that information.

Learning Targets: Physical Science: Matter

3256 Physics B (Forces and Motion) Grades 10-12 Level 3 3 Trimesters 1 Credit

Guiding (Essential) Questions: How can math be used to describe motion and energy?

Prerequisite: Algebra 1

Students will learn to describe and explain the motion of objects using words, diagrams, numbers, graphs, and equations. Students will develop sophisticated mental models that serve to describe (and ultimately, explain) the motion of real-world objects.

Learning Targets: Physical Science: Forces and Motion

3204 Tech Science Grades 10-12 Level 3 1 Trimesters 1/3 Credit

Guiding (Essential) Questions: What are the relationships among work, energy and motion? What are the practical applications of science, technology, engineering, and math in the everyday world?

Prerequisite: none

Designed for all students, this course investigates specific physical science topics including the different forms of energy, the concept of work and power and the development and use of simple machines.

Learning Targets: Physical Science: Mechanical Systems

MATH REQUIRMENTS/ELECTIVES

Measurement Topics for Math

Algebra:

- Building Functions
- Expressions, Equations, and Inequalities
- Foundational Algebra
- Interpreting Functions

Geometry:

- Attributes and Properties
- Coordinate Systems
- Measurement

Number and Quantity:

- Number Systems

Statistics and Probability:

- Data Analysis
- Probability

REQUIRED COURSES

3605	Algebra Basics	Grades 9-12	Level 3	3 Trimesters	1 Credit
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Guiding (Essential) Questions: How will Algebra help me become a more effective problem solver?

This course will cover Pre-Algebra and Algebra topics including the following: Arithmetic with whole numbers, decimals, fractions and integers; ratio and proportion; percentages, including consumer math; one and two step problem solving with one variable; arithmetic with polynomials; distribution with polynomials; graphing basics; factoring numbers and polynomials; and roots and radicals. Homework: an average of 30-60 minutes for each class.

Learning Targets: Algebra: Building Functions; Algebra: Expressions, Equations, and Inequalities; Algebra: Foundational Algebra; Algebra: Interpreting Functions; Number and Quantity: Number Systems; Statistics and Probability: Data Analysis

3610	Algebra 1	Grades 9-12	Level 3	3 Trimesters	1 Credit
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Guiding (Essential) Questions: How will Algebra help me become a more effective problem solver?

Algebra 1 will give students a strong foundation and prepare them for subsequent math courses. Building a firm math foundation is very important. Areas of study will include, but are not limited to, real number system, solving linear equations and word problems, polynomials, rational expressions and equations, graphing linear functions, and solving systems of equations. Homework: an average of 30-60 minutes for each class.

Learning Targets: Algebra: Building Functions; Algebra: Expressions, Equations, and Inequalities; Algebra: Foundational Algebra; Algebra: Interpreting Functions; Number and Quantity: Number Systems; Statistics and Probability: Data Analysis

3612	Honors Algebra 1	Grades 9-12	Level 4	3 Trimesters	1 Credit
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Guiding (Essential) Questions: How will Algebra help me become a more effective problem solver?

Honors Algebra 1 is a rigorous and fast-paced course that emphasizes the understanding of algebra, problem solving and reasoning. Topics in the course will include algebraic expressions, equations, rational numbers, polynomials, exponents, radicals, factoring, solving and graphing linear equations, and inequalities. Word problems will be a major part of this course. This class prepares students for Honors Geometry and Honors Algebra II. It will include problem solving strategies as well as thinking strategies. Homework: an average of 60 minutes for each class.

Learning Targets: Algebra: Building Functions; Algebra: Expressions, Equations, and Inequalities; Algebra: Foundational Algebra; Algebra: Interpreting Functions; Number and Quantity: Number Systems; Statistics and Probability: Data Analysis

MATH ELECTIVES

3710 Geometry **Grades 10-12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: How will geometry help me to better understand and use concepts of space, shapes, and measurement?

Prerequisite: Successful completion of Algebra 1 curriculum.

The curriculum for this course is aligned with the curriculum of the Common Core. Topics discussed include two and three dimensional objects (Lines, planes, polygons, circles, and polyhedrons), angular measurement, congruency, similarity, deductive and inductive reasoning, formal proofs, relational computations (perimeter, area, and volume), right triangle trigonometry, transformations and practical applications. Algebraic concepts and techniques are integrated and emphasized throughout the course to aid in the understanding of geometric concepts and applications, and to reinforce proficiency in algebraic skills. A student's success in this course is significantly impacted by class attendance, homework completion, and willingness to get extra help when needed.

Homework: an average of 60 minutes per class

Learning Targets: Congruence, Similarity, Right Triangles and Trigonometry, Circles, Geometric Measurement & Dimensions, Modeling and Geometry

3711 Honors Geometry **Grades 10-12** **Level 4** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: How will geometry help me to better understand and use concepts of space, shapes, and measurement?

The curriculum for this course is aligned with the curriculum of the Common Core. Topics discussed include two and three dimensional objects (Lines, planes, polygons, circles, and polyhedrons), angular measurement, congruency, similarity, deductive and inductive reasoning, formal proofs, relational computations (perimeter, area, and volume), right triangle trigonometry, transformations and practical applications. Algebraic concepts and techniques are integrated and emphasized throughout the course to aid in the understanding of geometric concepts and applications, and to reinforce proficiency in algebraic skills. A student's success in this course is significantly impacted by class attendance, homework completion, and willingness to get extra help when needed.

Homework: an average of 60 minutes per class

Prerequisite: Successful completion of Honors Algebra 1 or teacher recommendation.

Learning Targets: Congruence, Similarity, Right Triangles and Trigonometry, Circles, Geometric Measurement & Dimensions, Modeling and Geometry

3645 Honors Algebra 2 **Grades 10-12** **Level 4** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: What skills will I acquire in Algebra 2 that will help me be a better abstract thinker?

Honors Algebra II is a rigorous and fast paced course and includes a more advanced study of Algebra. This course will prepare students for Pre-Calculus. Topics include equations, inequalities, two and three variable systems, linear and quadratic functions, rational expressions and exponents, irrational and complex numbers, conic sections, polynomial functions, logarithm and quadratic systems. It will include a wide variety of thinking skills and problem solving strategies. Homework: 1 - 2 hours per class.

Learning Targets: Algebra: Building Functions; Algebra: Expressions, Equations, and Inequalities; Algebra: Interpreting Functions; Number and Quantity: Number Systems; Statistics and Probability: Data Analysis; Statistics and Probability: Probability

3646 Algebra 2 **Grades 10-12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: What skills will I acquire in Algebra 2 that will help me be a better abstract thinker?

Prerequisite: Successful completion of Algebra 1 curriculum.

This is a college preparatory course. This course is a prerequisite for almost all 2 and 4-year colleges for students planning to further their education. This is a fast paced course and requires excellent mental math skills, self-motivation and good organization. The curriculum continues the exploration of non-linear equations and their applications, as well as, matrices, linear programming and conic sections. Homework: 1 - 2 hours per class.

Learning Targets: Algebra: Building Functions; Algebra: Expressions, Equations, and Inequalities; Algebra: Interpreting Functions; Number and Quantity: Number Systems; Statistics and Probability: Data Analysis; Statistics and Probability: Probability

3929 Algebra 3 **Grades 12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Question: What skills will I acquire in Algebra 3 that will help me be a better abstract thinker?

Prerequisite: Successful completion of Algebra 2 curriculum.

This is a great fourth year math course for those students not wanting to tackle Pre-Calculus. This course is a continuation of Algebra 2 and will begin where Algebra 2 ended. Algebra 3 is a moderately paced course and requires excellent mental math skills, self-motivation and good organization. The curriculum will review major pieces of Algebra 2 and then move into logarithms, probability, trigonometry, sequences and series, and if time permits, an intro into Pre-Calculus.

3920 Pre-Calculus **Grades 11-12** **Level 4** **3 Trimesters** **1 Credit**

Guiding (Essential) Questions: How will pre-calculus help me apply prior math skills to more complex math problems?

Prerequisite: Successful completion of Algebra II and Geometry or by teacher recommendation.

Pre-Calculus is designed for those students intending to pursue a post-secondary course of study that does not require highly advanced mathematics. Prospective students of business, liberal arts, psychology, nursing, criminal justice, teaching, or technical colleges are encouraged to take this course. The topics of study will be trigonometric functions, trigonometric identities, vectors, and applications of trigonometry. Other functions, polynomial, rational, exponential and logarithmic will be covered. Graphing and interpreting graphs, with and without a graphing calculator, will be emphasized. Topics that get students ready for calculus will also be covered.

3926	Calculus	Grades 11-12	Level 5	3 Trimesters	1 Credit
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Prerequisite: Successful completion of Pre-Calculus or teacher recommendation.

This course assumes reasonable mastery of concepts and skill discussed and applied in Algebra I, Geometry and Algebra II, and extended in Pre-Calculus or Algebra III. The key concepts introduced, interwoven, and applied throughout the course include: elementary functions, limits and continuity, the derivative, the anti-derivative, the definite integral, and the logarithmic and exponential functions. Considerable effort is given to facilitate mastery of all topics via real-world applications and connections, specifically including many geometric, economic, biological, chemical, and physics concepts. All students will have the opportunity to take the AP Calculus Exam in early May.

SOCIAL STUDIES REQUIRMENTS/ELECTIVES

Measurement Topics for Social Studies

Culture:

- Awareness and Understanding
- Pop Culture
- Technology and Innovation in History

Economics:

- Economic Transformation
- Functional Economics
- Personal Economics

Geography:

- Maps and Tools
- World Geography

Government and Civics:

- Rights and Responsibilities of Citizenship
- US Constitution and the Legal System

US History:

- Social, Political, and Economic Reform
- Transformation
- War and Diplomacy

World History:

- Comparative Government
- Religion, Diversity, and Identity
- War and Diplomacy

REQUIRED COURSES

5493	World Studies	Grade 9	Level 3	3 Trimesters	1 Credit
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Guiding (Essential) Question: How have events/discoveries/technological advances from ancient, medieval, and modern world history impacted and continues to affect our lives today?

Students will learn to analyze the human experience through time, to recognize the relationships of events and people, and to identify patterns, themes, and turning points of change using the chronology of history and major eras. In interpreting current and historical events, students will evaluate the credibility and perspectives of multiple sources of information gathered from technology, documents, artifacts, maps, the arts, and literature. An Honors option (level 4), is available to those students who seek the challenge of a more demanding curriculum. These students will be required to fully complete work and present their work on History Day for honors credit. Students will be required to have their electronic devices ready to complete assigned readings, videos and turn in assignments. In addition, targeted readings will be assigned in texts and handouts. Cornell notes, graphic organizers, and other literacy strategies to support learning.

Learning Targets: World History: Comparative Government; World History: Religion, Diversity, and Identity; World History: War and Diplomacy; Culture: Awareness and Understanding; Geography: World Geography

5453	U.S. History	Grade 10	Levels 3	3 Trimesters	1 Credit
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Guiding (Essential) Question: Do we, or should we, learn lessons from our history in order to not repeat past mistakes?

This is a 3-trimester course and a requirement for graduation. The course will cover US History from 1865 to present. Work will include substantial reading from various sources, which will require the students to recall data, understand meaning, apply their knowledge, analyze material and concepts, and make judgments about the ideas or materials. Assignments will include cooperative class activities, as well as, projects and research papers/projects.

Learning Targets: US History: Social, Political and Economic Reform; US History: Transformation; US History: War and Diplomacy; Geography: Maps and Tools; Culture: Pop Culture

5496	Honors U. S. History	Grade 10	Level 4	3 Trimesters	1 Credit
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Guiding (Essential) Question: How has the U.S. changed over time from 1491 until 1865?

Honors United States History provides students with a learning experience equivalent to those found in most college introductory courses and is designed for students planning to take AP U. S. History. Students are expected to obtain a strong grasp of the broad sweep of U.S. History by looking at major developments in the political, economic, social, and military fields. Students should have a strong interest in history and possess excellent analytical reading, writing, and interpretive skills. A great deal of work will be done through the use of original documents. A major objective of the course is to score high on the AP U. S. History exam created by the College Board. Students will take this exam upon the completion of AP U. S. History in their junior year. Successful

students normally have the option of waiving an equivalent course in college. Honors U. S. History requires frequent writing of essays, challenging reading, a fast pace, and independent study. Reading assignments are usually given for vacation times.

Learning Targets: US History: Social, Political and Economic Reform; US History: Transformation; US History: War and Diplomacy; Geography: Maps and Tools; Culture: Pop Culture

5463 U.S. Government and Economics Grade 11 Level 3 3 Trimesters 1 Credit

Guiding (Essential) Questions: How is government created? How has the U.S. Government developed over time? How does government affect you?

The purpose of this course is to give students the basic understanding of the purpose, ideals, and structures behind the United States' Constitutional, Republican Democracy. Students will learn how our country's government developed over time, the distributions of power in the national government and how our government functions. Students will also study how the U.S. Government and economy is part of a globalized world as well as explore the responsibilities and duties of civic life. In this course, students will interact with one another, participate in class discussions and simulations in order to gain a proper understanding of the American Political System.

Learning Targets: Government and Civics: Rights and Responsibilities of Citizenship; Government and Civics: US Constitution and the Legal System; Economics: Economic Transformation; Economics: Functional Economics; Economics: Personal Economics

Summer work is an integral and expected component of this rigorous advanced college level course.

SOCIAL STUDIES ELECTIVES

5411 Current Events Grades 9-12 Level 3 1 trimester 1 Credit

The ability to read well, to discuss, to write, and infer/analyze/evaluate information is important to the success of the student in this course. The course will be based on current newsworthy events in the world, which are at the forefront of the media or which refer to a global problem.

5415 Introduction to Law 1 Grades 9-12 Level 3 1 Trimesters 1/3 Credit

5416 Introduction to Law 2 Grades 9-12 Level 3 1 Trimesters 1/3 Credit

5417 Introduction to Law 3 Grades 9-12 Level 3 1 Trimesters 1/3 Credit

Law will cover the fundamentals of the US Criminal Justice system. Topics will include, but are not limited to: Crimes against People, Crimes against Property, the structure of the Criminal Justice system, and Civil Law. Students will meet the standards identified at the beginning of each unit of study. The mock trial method is used extensively in this course. Each trimester will focus on a different aspect of the law. There are no prerequisites for any trimester

5419 Human Geography Grade 9-12 Level 3 1 Trimester 1/3 Credit

This one trimester Human Geography elective offers a curriculum that focuses on the interaction between humans and their environment using a plethora of geographic tools. Students will explore population issues, migration, language, cultural patterns, and other relevant topics. This class will ask students to write essays, engage in reading assignments, analyze data, and participate in academic discussions. Summative assessments will include essays, exams, and projects.

5464 UMFK Dual Enrollment U. S. Government and Politics Grade 11 or 12 Level 5 3 Trimester 1 Credit

Guiding (Essential) Question: Who governs? To What Ends? What are the key issues facing the American Public?

UMFK Dual Enrollment U.S. Government and Politics is an in-depth look at American Politics and Theory. Unlike most history courses, the focus is on current policies and actions of our government. The course will look to examine the following focus questions: Who governs? To what end? These essential questions will drive the course. The ultimate goal of this course is to prepare students for college credit. Therefore, students can expect a challenging course that is fast paced where they will learn how to improve their historical writing and expand their knowledge of politics. Assessment wise, the course will consist of frequent reading, tests, essay questions, projects and class participation.

5465 UMFK Dual Enrollment U. S. History Grade 11 Level 5 3 Trimesters 1 Credit

Guiding (Essential) Question: How has the U.S. changed over time from 1865 until today?

UMFK Dual Enrollment United States History provides students with a learning experience equivalent to those found in most college introductory courses. Students are expected to obtain a strong grasp of the broad sweep of U.S. History by looking at major developments in the political, economic, social, and military fields. Students should have a strong interest in history and possess excellent analytical reading, writing, and interpretive skills. A great deal of work will be done through the use of original documents. This course requires frequent writing of essays, challenging reading, a fast pace, and independent study. Reading assignments are usually given for vacation times. Students will use Cornell notes and other literacy strategies to support learning.

Prerequisite: Honors U. S. History

5419 Understanding Genocide: The Holocaust Grade 9-12 Level 3 1 Trimester 1/3 Credit

This trimester elective will explore and analyze the complex factors contributing to the Holocaust. Students will study the evolution from prejudice and discrimination to genocide-prejudice and discrimination, and the roles that people play in controversial and confrontational situations – victim, perpetrator, bystander, rescuer. Students will be asked to think about themselves and the world they live in and to examine their own behaviors. Students will learn that they have the ability to decide what role they will play when they see an act of bigotry or intolerance, or hear a racial slur, a derogatory religious remark, or an ethnic joke. This class will ask students to write essays, engage in reading assignments, analyze original documents, and participate in academic discussions. Summative assessments will include essays, exams, and projects.

5420 Turning Points in History: 1968 Grade 9-12 Level 3 1 Trimester 1/3 Credit

This one-trimester elective will explore and analyze the complex issues of the year 1968 in America. Students will study topics including the Civil Rights Movement, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, the Vietnam War, feminism, protesting, and music. 1968 was truly a time of pivotal change in American history and students will be asked to participate in the inquiry model classroom where the students will research and analyze historical evidence to find answers about the past.

WORLD LANGUAGE

Measurement Topics for World Language

Communication:

- **Interpersonal Speaking**
- **Interpersonal Writing**
- **Interpretive Listening**
- **Interpretive Reading**
- **Presentational Speaking**
- **Presentational Writing**

Culture:

- **Practices and Perspectives**
- **Products and Perspectives**

2416 Spanish Novice Mid

3 Trimesters

1 Credit

Guiding (Essential) Questions: How do we communicate in a Foreign Language?

Prerequisite: none

This is an introductory course intended for students who have had little or no exposure to the Spanish language. Student will learn to build their communication skills by speaking in the target language on familiar topics, both in writing and orally, using a variety of words, phrases and memorized expressions. Students will be able to understand some familiar words and phrases both orally and in writing. Additionally students will explore cultural products, practices and perspectives of the Spanish-speaking world and compare them to those of their own culture. The proficiency goal at the end of this course is Novice Mid.

Expectations: Students should expect to spend about thirty minutes each day preparing for class. In each unit students will have three Summative Performance Assessments Tasks: Interpretive Reading and Listening, Interpersonal Speaking and Presentational Speaking and/or Writing.

Learning Targets: Interpersonal Communication; Interpretive Listening; Interpretive Reading; Presentational Speaking; Presentational Writing

2417 Spanish Novice High

3 Trimesters

1 Credit

Guiding (Essential) Questions: How can we communicate more effectively in a Foreign Language?

Prerequisite: Student has successfully met each standard in Spanish Novice Part I to the Spanish Novice Mid Level, or has ended previous studies of Spanish to the Novice Mid Level, or teacher recommendation based on a proficiency assessment.

This course is a continuation of Novice Part I. Students will resume to broaden their knowledge of the Spanish-speaking world while building their proficiency in both spoken and written Spanish. Students will continue to improve their skills in order to communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Also, students can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will learn to present basic information on familiar topics using practiced language that include phrases and simple sentences. They will also write short messages and notes on familiar topics related to everyday life. In addition, students will be able to sometimes be able to understand the main ideas and occasional details from oral and written texts, and begin to make inferences. The proficiency goal at the end of this course is Novice High.

Expectations: Students should expect to spend about thirty minutes each day preparing for class. In each unit students will have three to five Summative Performance Assessments Tasks: Interpretive Reading and Listening, Interpersonal Speaking and Presentational Speaking and/or Writing.

Learning Targets: Interpersonal Communication; Interpretive Listening; Interpretive Reading; Presentational Speaking; Presentational Writing

2418 Spanish Intermediate Low**3 Trimesters****1 Credit****Guiding (Essential) Questions:** How does the study of a foreign language enhance our understanding of the world around us?**Prerequisite:** Student has successfully met each standard in Spanish Novice Part II to the Spanish Novice High Level, or teacher recommendation based on a proficiency assessment.

This course is a continuation of Novice Part II. Students will explore cultural topics while building their proficiency in both spoken and written Spanish. Students are extending their skills using a variety of strategies: participating in conversations using simple sentences, handling short social interactions in everyday situations by asking and answering simple questions, creating and writing about most familiar topics using high frequency and personalized vocabulary in series of sentences, and presenting information orally and in writing. Students will be able to understand main ideas in short, and written text messages, in presentations and conversations that they overhear. By the end of this course, students should show awareness of and intermittently be able to communicate using, past, present, and future tenses. The proficiency goal at the end of this course is Intermediate Low.

Expectations: Students should expect to spend about four-five minutes each day preparing for class. For each unit students will have three Summative Performance Assessments Tasks: Interpretive Reading and Listening, Interpersonal Speaking and Presentational Speaking and/or Writing.**Learning Targets:** Interpersonal Communication; Interpretive Listening; Interpretive Reading; Presentational Speaking; Presentational Writing**2419 Spanish Intermediate Mid****3 Trimesters****1 Credit****Guiding (Essential) Questions:** How can I be an effective life-long learner in a Foreign Language?**Prerequisite:** Student has successfully completed of meeting each standard in Spanish Intermediate Part I to the Intermediate Low Level, or teacher recommendation based on a proficiency assessment.

This course is a continuation of Intermediate Part I. In addition to increasing their knowledge of the practices, perspectives and products of the Spanish-speaking world, students are refining their skills and are comfortable in participating in conversations on familiar topics using a variety of strategies: creating their own meaning using series of sentences, asking and answering a variety of questions, and including everyday comments and personal reactions in their conversations. Students will be able to make oral and written presentations on a wide variety of familiar topics using connected sentences to understand the main ideas and infer the author's intent in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students will also understand messages in conversations they overhear. Students at this level are consistently accurate in the present tense and are beginning to use past and future time frames. Native speakers accustomed to interacting with language learners can understand students at this level. Successful completion of this course will result in an Intermediate Mid level of proficiency, which is the graduation standard recommended for Modern and Classical Languages for the State of Maine.

Expectations: Students should expect to spend about fifty minutes each day preparing for class. For each unit students will have three to five Summative Performance Assessments Tasks: Interpretive Reading and Listening, Interpersonal Speaking and Presentational Speaking and/or Writing.**Learning Targets:** Interpersonal Communication; Interpretive Listening; Interpretive Reading; Presentational Speaking; Presentational Writing

VISUAL & PERFORMING ARTS

Measurement Topics for Visual Arts

- Artist Purpose
- Exhibition

Creation, Performance, and Expression

- 2D
- 3D
- Making Meaning

Disciplinary Literacy

- Elements of Art/Principles of Design
- Materials

Measurement Topics for Performing Arts

Creation, Performance, and Expression

- Music ICA
- Music Performance Instrumental
- Voice

Music Disciplinary Literacy

- Rhythm

* * * 1 credit of Visual and/or Performing Arts is required to graduate. * * *

VISUAL ARTS

2685 Introduction to Art	Grades 9-12	Level 3	3 Trimesters	1 Credit
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Guiding (Essential) Question: What are the qualities that make lasting and memorable works of art?

This foundation art course will feature a broad introduction to art; exploring it's various styles, forms, artists and history. Students will work two and three dimensionally using a variety of media. Drawing is a skill that will be developed. Students practice drawing throughout the course and it will be used to support the other techniques and media that are learned through the year. Art History will be incorporated whenever it pertains to the art making part of the unit. Students will be able to make connections and derive meaning from the projects through the inclusion of art history.

Learning Targets: Artist Purpose; Creation, Performance, and Expression: 2D; Creation, Performance and Expression: 3D; Creation, Performance, and Expression: Making Meaning; Disciplinary Literature: Elements of Art/Principles of Design; Disciplinary Literature: Materials; Exhibition

2682 Art 2	Grades 10-12	Level 3	3 Trimesters	1 Credit
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Guiding (Essential) Question: What art processes do I use to make my work stronger and more personally meaningful?

Prerequisites: Introduction to Art

The second year in foundations in art will focus on the two major categories, two-dimensional and three-dimensional design. The instructor will encourage the student to make personal connections to the art making process in hopes of creating a deeper meaning for the art student. The second year art student will experience a slightly slower paced, in-depth study of painting, sculpture and design.

Learning Targets: Artist Purpose; Creation, Performance, and Expression: 2D; Creation, Performance and Expression: 3D; Creation, Performance, and Expression: Making Meaning; Disciplinary Literature: Elements of Art/Principles of Design; Disciplinary Literature: Materials; Exhibition

2700 Ceramics	Grades 11-12	Level 3	1 Trimester	1/3 Credit
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Guiding (Essential) Question: What techniques have been used throughout history to form clay into functional and sculptural pieces?

Prerequisites: Introduction to Art and/or teacher approval.

Ceramics is a course that will give students the opportunity to practice throwing pots on the potter's wheel. You will be shown the basics of centering, pulling and shaping the clay. There are two electric wheels and two kick wheels in the art room, so space is limited to just 10 students per trimester. Pottery is a skill that takes practice! It usually takes students three tries to get something that looks remotely like a clay pot, so persistence is the key to success! Half of the class will be using the wheels while the other half works on hand-building techniques.

Learning Targets: Artist Purpose; Creation, Performance and Expression: 3D; Exhibition

2704 Advanced Art **Grades 10-12** **Level 3** **1 Trimester** **1/3 Credit**

Guiding (Essential) Question: How can students use art history to develop their own ways to use art media?

Prerequisites: Introduction to Art and at least one additional Art elective or teacher approval.

Students will engage in the production of two and three-dimensional art projects in a wide variety of media. Emphasis will be placed on matters and ideas that are significant to students and self-expression will be encouraged.

Learning Targets: Artist Purpose; Creation, Performance, and Expression: 2D; Creation, Performance and Expression: 3D; Creation, Performance, and Expression: Making Meaning; Disciplinary Literature: Elements of Art/Principles of Design; Disciplinary Literature: Materials; Exhibition

2691 Digital Photography **Grades 10-12** **Level 3** **1 Trimester** **1/3 Credit**

Guiding (Essential) Question: What makes a good photograph and how can I take one?

Prerequisites: Introduction to Art and at least one additional Art elective or teacher approval.

Students will learn the basics of photography as well as how to use their digital camera. Students will be shown how to take a good picture in an artful way. Students will learn how to download the pictures onto the computer, edit as needed, and print them out. There may be a lab fee for this course to purchase photo paper and ink for this course. You should plan to bring your own digital camera. There will be assignments that will have to be done outside of school. Bring with you your camera, your creative spirit and lots of enthusiasm to class!

Learning Targets: Artist Purpose; Creation, Performance, and Expression: 2D; Creation, Performance, and Expression: Making Meaning; Disciplinary Literature: Elements of Art/Principles of Design; Disciplinary Literature: Materials; Exhibition

PERFORMING ARTS

2980 Intro to Piano **Grades 9-12** **Level 3** **1 Trimester** **1/3 Credit**

Guiding (Essential) Question: Can anyone learn to play the piano?

Keyboarding class is designed for the beginning level student. Lessons include: The piano keyboard, musical alphabet, C, F, and G five finger position, I, IV, and V7 chord progressions, playing out of the five finger position, dynamics, rhythm, and key signatures. Students will use coding, triple entry journals and word walls.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2960 Introduction to Percussion **Grades 9-12** **Level 3** **1 Trimester** **1/3 Credit**

Guiding (Essential) Question: How do you make music using only your body?

Percussion class is an ensemble class that focuses on percussion technique on a variety of percussion instruments, reading rhythms, rhythm dictation playing together as an ensemble and overall musicality. The group will perform a variety of musical genres including classical, body percussion, stomp, popular, jazz, and Latin. Students will use coding and word walls.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2907 Songwriting **Grades 9-12** **Level 3** **1 Trimester** **1/3 Credit**

Guiding (Essential) Question: Why does music sound like music?

Music Theory focuses on the rules of chord structure based on the composition of Johann Sebastian Bach as well as basic music fundamentals. Lessons include the grand staff, note values, time signatures, key signatures, accidentals triads (major, minor, augmented and diminished), scales (major, minor), circle of fifths, dynamics composition, and intervals. Students will use coding, triple journal entries, and word walls.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2991 High School Band **Grades 9-12** **Level 3** **3 Trimesters** **1 Credit**

Guiding (Essential) Question: How do you turn notes on a page into instrumental music with other instruments?

High School Band is an ensemble class that focuses on technique, tone quality, rhythm, playing as an ensemble as well as overall musicianship. The ensemble plays a variety of musical genres including classical, 20th century, film soundtrack, jazz, and Latin. Students will use coding and word walls.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2992 High School Chorus Grades 9-12 Level 3 3 Trimesters 1 Credit

Guiding (Essential) Question: How do you turn notes on a page into choral music with other singers?

High School Chorus is a vocal ensemble class that focuses on blending, technique, tone color, rhythm, singing as an ensemble as well as overall musicianship. The ensemble sings a variety of musical genres including classical, art song, popular, and foreign language. The students will use coding and word walls.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2902 Music History: Bach to the Beatles Grades 9-12 Level 3 1 Trimester 1/3 Credit

Guiding (Essential) Question: How is music of today influenced by music written 1500 years ago?

Music History covers the music and composers of the Middle Ages (450-1450), Renaissance Period (1450-1600), Baroque Period (1600-1750), Classical Period (1750-1820), Romantic Period (1820-1900), 20th Century Music (1900-1945), Jazz, Rock, The American Musical, and Music in Non Western Cultures. We compare and contrast these different musical periods using musical elements such as pitch, dynamics, tone color, rhythm, instrumentation, notation, melody, harmony, key, texture, and form. The course also covers relevant composer and musicians through history such as Monteverdi, Purcell, Vivaldi, Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Liszt, Mendelssohn, Belioz, Dvorak, Tchaikovsky, Brahms, Verdi, Puccini, Wagner, Debussy, Stravinsky, Williams, Bartok, Ives, Gershwin, Copeland, Armstrong, Parker, Davis, Beatles, and Elvis. Students will use coding, triple entry journals, and word walls.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2903 Stagecraft, Set Design, and Lighting Grades 9-12 Level 3 1 Trimesters 1/3 Credit

Guiding (Essential) Question: What happens backstage during a play, musical, or concert?

This course covers everything that happens behind the scenes of a dramatic performance. You will get the opportunity to design and build sets, design stage lighting and sound, as well as, work on the technical crew for BJSBS productions. You will have the opportunity to help at The Oddfellow Theater, Celebration Barn, as well as with the popular performance group Audio Body.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

2905 Intro to Acting Grades 9-12 Level 3 1 Trimesters 1/3 Credit

Guiding (Essential) Question: What skills and techniques do you need to become a better actor?

Do you love to Act? Do you think you would enjoy Acting? Intro to Acting is a course designed to help students gain a critical understanding of the art of acting and its relationship to dramatic art as a whole. Acting terminology, dramatic theory, and methods of analysis are introduced through participatory warm ups, theatre games, monologues, pair work, structured improvisations and the performance of scripted scenes. Students must be willing to act in front of the rest of the class.

Learning Targets: Creation, Performance, and Expression: Music ICA; Creation, Performance, and Expression: Music Performance Instrumental; Creation, Performance, and Expression: Voice; Music Disciplinary Literacy: Rhythm

HEALTH & PHYSICAL EDUCATION

Measurement Topics for Health

- Communicable Diseases
- Health Information, Products, and Resources
- Non-Communicable Diseases
- Nutritional Health
- Relationships
- Reproductive Health
- Safety and Accident Prevention

Substance Abuse and Prevention

- Drugs and Alcohol

Maine Learning Result Standards for Physical Education

G. Movement/Motor Skills and Knowledge

Students will demonstrate the fundamental and specialized movement skills and apply the principles of movement for improves performance

- G1 – Stability and Force
- G2 – Movement Skills
- G3 – Skill-Related Fitness Components
- G4 – Skill Improvement

H. Physical Fitness Activities and Knowledge

Students will demonstrate and apply fitness concepts

- H1 – Fitness Assessment
- H2 – Health-Related Fitness Plan
- H3 – Fitness Activity
- H4 – Physical Activity Benefits

I. Personal and Social Skills and Knowledge

Students will demonstrate and explain responsible personal behavior and responsible social behavior in physical activity

- I1 – Cooperative Skills
- I2 – Responsible Behavior
- I3 – Safety Rules and Rules of Play

REQUIRED COURSES

5712	Health 1	Grades 9	Level 3	1 Trimester	1/3 Credit
5722	Health 2	Grades 10	Level 3	1 Trimester	1/3 Credit

Prerequisite: Health 1

The high school health education course is generally completed in Grades 9 (Health 1) and 10 (Health 2). The goal of the course is to provide information and skills that will both empower and encourage students to take responsibility in maintaining their own wellness. Students will achieve this through a variety of methods including reading and writing, review of current articles and professional journals, group discussions and activities, guest speakers, current health films, and individual projects.

Learning Targets: Personal Health; Mental Health; Nutritional Health; Reproductive Health; Relationships; Substance Abuse and Prevention: Drugs and Alcohol; Communicable Diseases; Non-Communicable Diseases; Health Information, Products, and Resources

5910	Freshman Physical Education		Level 3	1 Trimester	1/3 Credit
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This trimester long required course presents students the opportunity to experience a variety of offerings within the physical education department. The primary areas of focus will revolve around teambuilding, motor skills in team and racquet sports, and personal fitness. Students will be expected to go to Jesse's Gym for 50% of this class. Students who successfully complete this course will be adequately prepared to take any elective course offered by the P. E. Department.

MLR Standards: G1, G2, G3, G4, H1, H2, H3, H4, I1, I2, I3

PHYSICAL EDUCATION ELECTIVES

Students will need to choose two elective Physical Education course to fulfill their requirements. **Freshman Physical Education should be completed first.**

5908 Racquet Sports	Level 3	1 Trimester	1/3 Credit
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MLR Standards: G, H, I

Prerequisite: Freshmen Physical Education

Students will master their individual skills through a variety of racquet sports.

MLR Standards: G1, G2, G3, G4, H3, I1, I2, I3

5902 Team Sports	Level 3	1 Trimester	1/3 Credit
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Prerequisite: Freshmen Physical Education

This course will center on many of the aspects of team sports. Students will master their individual movement and cooperative skills through a variety of these activities.

MLR Standards: G1, G2, G3, G4, H3, I1, I2, I3

5906 Fitness for Life - Women	Level 3	1 Trimester	1/3 Credit
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Prerequisite: Freshmen Physical Education

This class is for **girls ONLY** and will guide students through personal fitness assessments and goal setting before ultimately leading to the design and implementation of individual fitness plans. The components of fitness, the FITT principle, the benefits of daily exercise, fitness and nutrition will be key components addressed throughout the course. Students will go to Jesse's Gym for 100% of this class.

MLR Standards: H1, H2, H3, H4, I1, I2, I3

5907 Fitness for Life - Men	Level 3	1 Trimester	1/3 Credit
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Prerequisite: Freshmen Physical Education

This class is for **boys ONLY** and will guide students through personal fitness assessments and goal setting before ultimately leading to the design and implementation of individual fitness plans. The components of fitness, the FITT principle, the benefits of daily exercise, fitness and nutrition will be key components addressed throughout the course. Students will go to Jesse's Gym for 100% of this class.

MLR Standards: H1, H2, H3, H4, I1, I2, I3

5905 Alternative Physical Activity	Level 3	1 Trimester	1/3 Credit
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Prerequisite: Freshmen Physical Education

Students will learn to appreciate the benefits of exercise. This class is designed for students who do not like to be active and have not enjoyed their time in Physical Education classes. It is essential that all students learn activities that will help develop a healthy lifestyle.

MLR Standards: G1, G2, G3, G4, H1, H2, H3, H4, I1, I2, I3

4415 Adapted Physical Education	Level 3	1 Trimester	1/3 Credit
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This class is designed for students with disabilities and/or extenuating circumstances to participate in various fitness programs and lifetime sport activities. The purpose of the class is placed on cultivating lifetime/recreational activities as well as health and wellness that will nurture students in such a way as to build self-esteem and self-confidence in a school and community setting. It is essential that all students learn activities that will help develop a healthy lifestyle. **Students must have an IEP or 504 plan.**

MLR Standards: G1, G2, G3, G4, H1, H2, H3, H4, I1, I2, I3

HEALTH ELECTIVE

5734 Alive and Aware	Grades 9-12	Level 3	1 Trimester	1/3 Credit
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Prerequisite: Health 1

Lifestyle is the way in which we live our lives, the choices we make. This is a class in which students commit to building upon the healthy lifestyle practices presented in the required Health I course, i.e., nutritious diet, regular physical activity, stress management, and overall concepts of wellness. Research has shown that change best happens with the support of others, therefore, "We will all be in this together". Much of the class will be experiential and hands-on including healthy cooking, exercise options, and guest speakers to help explore the big health picture in terms of community resources, healthcare, and career options in the health field. There will be a variety of group and individual projects.

FAMILY AND CONSUMER SCIENCE ELECTIVES

5700	Culinary Arts	Grades 9-12	Level 3	1 Trimester	1/3 Credit
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Students will participate in a predominately hands-on course working with foods using a variety of preparation techniques and cooking methods, and dietary restrictions. Emphasis will be placed on selecting, preparing, serving and storing foods. Students will recognize the difference between nutritious and non-nutritious foods and the place of each in the lifestyles of today. They will be expected to learn and practice proper skills practical for use on their own.

5615	Designs in Fibers and Fabrics I	Grades 9-12	Level 3	1 Trimester	1/3 Credit
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Students will be working with various fibers and fabrics to create a finished product(s) of their own personal design. A variety of options will be presented and explored, and assessment will be based on personal, peer, and teacher evaluations. This course requires some costs for materials.

5616	Designs in Fibers and Fabrics II	Grades 9-12	Level 3	1 Trimester	1/3 Credit
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This course is for students who have passed Designs in Fibers and Fabrics I and are looking for more options. Students need to be proficient with the use of the sewing machine and be familiar/skilled with a variety of sewing techniques. Requirements will be all about creating, modifying, embellishing, and restoring. There will be a final project incorporating examples of all requirements and use of class time. The course requires some costs for materials.

5623	All in a Lifetime	Grades 10-12	Level 3	1 Trimester	1/3 Credit
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This course is designed to best meet the needs of students as they move beyond high school. Students will be encouraged to offer input regarding skills they will need to become a more confident, independent, and responsible adult in today's society. Topics of learning will be focused on job search, money management, housing, insurances, parenting, etc. Emphasis will be placed on class participation, class work, quizzes, and special assignments, both individual and group.

5630	Parenting for the Future	Grades 11-12	Level 3	1 Trimester	1/3 Credit
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The course will cover pregnancy, childbirth, child development, and focus on recognizing the skills and supports necessary for parents to successfully nurture and raise a child in today's society. Evaluations will be based on class participation, group and individual assignments, quizzes and tests.

STUDENT AIDES

Teacher Aide		Grades 9-12	Level 2	1 Trimester	1/3 Credit
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Prerequisite: Teacher approval

This is an opportunity for students to use study hall time to earn credit by assisting a teacher with various duties. Responsibilities will vary from teacher to teacher, but may include record keeping, photocopying, inventory, and/or lab preparations. Students should have strong communication, organizational and computer skills. Pass/fail option only.

**Guidelines for Pursuing Credits towards Graduation
Outside the Standard Instructional Program**

**Maximum Credits Allowed (Total) From Options
Outlined Below – 5.50**

Students must be carrying a full schedule each semester to be eligible to pursue Options 1 and 2.

Option 1: *Correspondence Courses:* Students may receive credits through an accredited correspondence course. Materials are available through the Guidance office for application to these programs. Students/Parents wishing to pursue this option need to submit a written request to the principal outlining the courses and credits intended to be fulfilled and receive approval. The Guidance office is available to help with the process and administer tests as required, but students need to be aware of their responsibility to meet the requirements and deadlines of the correspondence course, as well as the fees.

Option 2: *Adult Education:* Students **17 years of age or older** may pursue credits through the Adult Education program to supplement the classes taken through the regular high school instructional program. Adult Education is defined as curriculum supervised and taught by a certified teacher in that area. Any adult education course must consist of approved curriculum that meets the learning results. Students must attend 45 classroom hours in order to receive credit for the course.

Option 3: *Maine High School Aspirations Incentive Program:* Juniors and seniors may take courses at any Maine community college and Maine university campus or online.

Option 4: *Distance Learning Application:* Buckfield Jr. Sr. High School provides students with the opportunity to earn credit outside of BJSHS. It is the philosophy of BJSHS that Distance Learning is in place to supplement a student's learning and not to supplant the traditional classroom instruction model. There are several means for earning distance credits, but we will only recognize credits if they are earned from an accredited institution. The maximum number of credits allowed through distance learning opportunities that can be put towards graduation is 4. In order for a student to be eligible to participate in distance learning, he/she must have a full schedule at BJSHS. A student's first attempt to pass a core content area class must be done at BJSHS unless approved by the Guidance Department and Principal. Applications are available in the Guidance Office.

Remediation Options: These are classes that allow a student to make up a course which was failed after the first attempt. Such options include correspondence courses, Credit Recovery, PLATO on-line courses and Adult Education.

Supplemental Options: These are classes that are not offered through Buckfield Jr. Sr. High School's Program of Studies and are for students looking to more deeply investigate an area of interest. These courses are offered through Adult Education, Virtual High School, Academ-E, and local college out-reach programs.

In order for a student to take a course that will replace a graduation requirement, that student must demonstrate the following to both the content area department head and the principal:

1. Inability to take it through traditional means.
2. Personal benefit.
3. Impact on future plans (check with 2 college admissions counselors).

Note: Students eligible to receive Special Education Services need to pursue options through the IEP process and these guidelines may not be applicable.

College Courses

Bates College Program for High School Seniors:

This enables qualified Buckfield students to take a freshman course per semester at Bates College as a high school senior. Eligibility is determined by student attitudes, interest, and previous school performance. Students must complete a letter of request to the college to be considered. Credit will count toward graduation, athletic eligibility, and class standing. The college will determine the add/drop deadline.

University of Maine System:

Offers courses to high school juniors and seniors at reduced cost or no cost through the Academ-E (online) and Early Studies Programs (University of Southern Maine, Lewiston-Auburn campus). See the Guidance Counselor for details.

Community College System:

Offers courses to high school juniors and seniors at reduced cost or no cost through the On Course For College Program. See the Guidance Counselor for details.

Dual Enrollment

Offers courses to high school juniors and seniors at reduced or no cost. These courses are taught at the high school.

Region 11 Technical School Programs

Courses taken through the Region 11 Technical School at Oxford Hills Comprehensive High School. See the Guidance Department for a listing of available courses.

Oxford Hills Comprehensive High School

Select courses not available at BJSHS may be available for junior and senior students. See the Guidance Department for a listing of available courses.