Bangor High School
Program of Studies
2019-2020 School Year

“Academic Excellence for All Students”
Message from the Principal

Dear BHS Parents & Students,

On behalf of the faculty, welcome to the process of planning of a new academic year at Bangor High School. The curriculum described in this document is the foundation of an excellent school and a first rate student experience, and we review and improve the program frequently to prepare students for success now and in the future.

We challenge students to select courses that stretch their curiosities and abilities and that help them set and reach academic and career goals. The academic program is broad, deep, accessible and challenging. The liberal arts approach is coupled with innovative opportunities for concentrated study, including Academy options in STEM, Visual & Performing Arts, Business, and Humanities. And, beginning in the fall of 2019 BHS students may pursue a number of endorsements that appear on the transcript to highlight the student’s accomplishments within and beyond the content areas.

Students and parents are encouraged to consult their teachers and counselors regarding course selections. We also challenge students to develop ownership and personal responsibility for the academic present and future—a healthy four year progression that we feel prepares BHS students in the best of ways for opportunities after high school.

BHS students continue to make us proud with accomplishments in all learning spaces: classroom, playing surfaces, stages of all types, and in the community.

Have a great academic year!

Paul Butler, BHS ‘89
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UNDERSTANDING BHS GRADUATION REQUIREMENTS

Diploma Credit Requirements

All students must earn academic credit in a variety of content areas and courses that reflect a liberal arts approach. Academic credit is earned on a semester basis. ½ (.5) credit is granted when a student has earned a passing semester grade and has completed the midterm or final exam. Students must earn 22 total credits in the following content-areas/courses to be eligible for the diploma:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Total Credits</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>Freshman, Sophomore, Junior, Senior English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.5</td>
<td>Students must enroll in a Mathematics course in each year</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Based on interest and student’s post-secondary plans. Typical Sequence: Earth Science (9); Biology (10), Chemistry (11)</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>GeoCivics (9) and United States History (10, 11 or 12)</td>
</tr>
<tr>
<td>PE &amp; Health</td>
<td>1.5</td>
<td>3 semesters of PE (9, 10) and one semester of Health (9)</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>1</td>
<td>A course in Visual Art, Music or Theater (9,10,11 or 12)</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
<td>Based on interest and post-secondary plans. Recommended: World Language (2 or more years of study in the same language)</td>
</tr>
</tbody>
</table>

Transcript Endorsement Opportunities

Beginning with the Class of 2020, Bangor High School has established a system recognizing successful completion of a K-12 education that embraces the spirit and intent of the Maine Proficiency-Based Diploma Law. Bangor has chosen to maintain the credit-based graduation requirement while allowing students to pursue endorsements in the eight identified content areas and the Maine Guiding Principles. Endorsement(s) are reported on the transcript with a narrative description of their meaning.

This approach renews our commitment to a well-rounded high school experience in the liberal arts tradition while also allowing students to concentrate in areas related to specific career and post-secondary goals.
**Bangor High School Transcript Endorsement Requirements**

<table>
<thead>
<tr>
<th>Endorsement Area</th>
<th>Requirement to earn Transcript Endorsement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Endorsement</td>
<td>Achieve a score at the top two levels (3 or 4) on all course-embedded common assessments of state ELA standards in the junior or senior year.</td>
</tr>
<tr>
<td>Mathematics Endorsement</td>
<td>Demonstrate the competencies required of Algebra II with documented evidence of preparedness for post-secondary credit-bearing math study.</td>
</tr>
<tr>
<td>Science Endorsement</td>
<td>Achieve a score at the top two levels (3 or 4) on all course-embedded common assessments of Maine standards in the junior or senior year.</td>
</tr>
<tr>
<td>History &amp; Social Studies Endorsement</td>
<td>Achieve a score at the top two levels (3 or 4) on all course-embedded common assessments in Geo-Civics, US History, and at least one additional course in the junior or senior year.</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts Endorsement</td>
<td>Achieve a score at the top two levels (3 or 4) on all course-embedded common assessments in a VPA foundation course and at least one additional course in the junior or senior year.</td>
</tr>
<tr>
<td>Physical Education &amp; Health Endorsement</td>
<td>Achieve a score at the top two levels (3 or 4) on all course-embedded common assessments of state PE &amp; Health standards.</td>
</tr>
<tr>
<td>World Languages Endorsement</td>
<td>Achieve a score at the top two levels (3 or 4) on all common assessments of state standards embedded in a second year course (ex. French II) and demonstrate communication at the Novice High level per ACTFL standards.</td>
</tr>
<tr>
<td>Career &amp; Education Development Endorsement</td>
<td>Achieve proficiency on assessments embedded in non-credit bearing Guidance courses and engage in the development, implementation and pursuit of a Personal Learning Plan (PLP) with the Guidance Counselor</td>
</tr>
<tr>
<td>Academy Endorsement</td>
<td>Complete all requirements of the chosen Academy as determined by the program’s Research Coordinator.</td>
</tr>
<tr>
<td>Service Endorsement</td>
<td>Complete 25 hours of community service in two years of high school as documented and validated by the BHS Key Club.</td>
</tr>
<tr>
<td>Leadership Endorsement</td>
<td>Develop and complete a Leadership Engagement and Development project as approved and advised by a member of the BHS faculty.</td>
</tr>
<tr>
<td>WorkReady® Credential</td>
<td>Meet all requirements for the credential as determined by a member of the BHS faculty certified as a WorkReady® advisor.</td>
</tr>
<tr>
<td>Industry Credential</td>
<td>Industry credentials earned through courses completed at UTC or another Maine career and technical education center will appear on the transcript.</td>
</tr>
<tr>
<td>College Readiness Endorsement</td>
<td>Earn the diploma with a cumulative GPA of 2.8 or higher and achieve one more college readiness indicators listed in the Guidance Department section.</td>
</tr>
<tr>
<td>Career Readiness Endorsement</td>
<td>Earn the Career &amp; Education Development endorsement and achieve two or more career readiness indicators listed in the Guidance Department section.</td>
</tr>
</tbody>
</table>
Maine Guiding Principles

Bangor High School will continue to instruct and assess students on their ability to meet the guiding principles as set forth in the Maine Learning Standards. Meeting the standard for the guiding principles will result in an endorsement consistent with the description of the endorsements for the eight content areas. The guiding principles measure a student’s ability in academic and vocational skill-based areas that are universally necessary in any content area and are essential for career success. They include:

- Clear and Effective Communicator
- Creative & Practical Problem Solver
- Responsible & Involved Citizen
- Integrative & Informed Thinker
- Self-Directed & Lifelong Learner

Determining Guiding Principles Proficiency: A student must perform at the proficient level (earn a score of 3 or higher) on three demonstrations of Academic Skills that are reflected in the Guiding Principles: Oral Presentation, Informational Literacy, and Inquiry & Problem Solving. Students may choose a content area for the required demonstration(s), but the Guiding Principles Endorsement is designed to provide core opportunities for demonstrations in the following content areas in years three and four:

- Oral Presentation: English and History
- Informational Literacy: English and History
- Inquiry & Problem Solving: Science & Mathematics

Proficiency-Based Common Assessments

Proficiency-based common assessments are the foundation of the proficiency endorsement in each content area. Aligned to Maine standards and embedded in all BHS courses (4-8 per course per academic year), common assessments evaluate students on the knowledge, concepts and skills required for proficiency in each content area and in the Guiding Principles. All common assessments are scored on a 4-point scale specific to each task, with scores of 3 or 4 indicating proficiency in the skills associated with the task and scores of 1-2 indicating the need to revisit the task following further instruction or support.

Recording of Proficiency-Based Assessments: Common assessment scores are recorded separately from the course gradebook and on quarterly report cards. This independence from the quarter grade removes the time-based element of student proficiency and provides yearlong opportunity to address any knowledge / skill gaps and to revisit the assessment following additional instruction. Therefore, it is likely that common assessment scores will be updated over the course of a semester and year.

Reporting of Progress Toward Proficiency: The timeline and pathway toward proficiency will vary by student. In addition to quarterly reporting of assessment scores, a Student Proficiency Summary can be generated at any time and will be provided to families at the end of each academic year. The Student Proficiency Summary contains detail on all common assessments (scores, standards assessed) and a qualitative description of individual student progress toward proficiency in each content area and in the Guiding Principles.
Other Diploma Requirements

Participation in Third Year State Assessment: All students must participate in state assessment in the junior year. Maine juniors are assessed with the SAT for Reading and Mathematics and with the MEA Science Test. Junior testing takes place on two consecutive school days in early April. Maine’s choice of the SAT for state testing provides BHS juniors with a free, reportable score to colleges and universities.

Computer and Technology Proficiency

All students must demonstrate proficiency in the use of technology to complete academic tasks that require information literacy / research skills and the ability to generate, store, retrieve, revise and share files.

Transfer Students

The principal will determine the merit of prior documented educational experiences toward the credit and proficiency requirements for the student’s graduation cohort. Based on the timing of the transfer and the degree of credit or proficiency need, transfer students may not meet requirements for on-time graduation from BHS.

Credit Recovery

BHS offers specific semester courses in English and Mathematics and History that are flexibly designed to recover credits that were lost in the previous semester or school year. The duration of the credit recovery classes is subject to the work required of the student. Participation in a credit recovery class does not replace a grade, but it does allow a student to earn credit toward graduation.

BHS Summer School for Credit Recovery

Students who fail to earn credit in a course may enroll at family expense in available Bangor High School summer school courses. When offered, summer school courses typically meet for 45 hours, with the time and duration of each session up to the availability of the instructor. Unlike the school year credit recovery courses, summer school courses are separate courses and students receive a grade and a ½ credit upon successful completion of a course. Any credit earned through summer school is recorded separately on the transcript and does not replace the original course grade.

Bangor Adult Education Course / Credit Options

Students age 17 and older who are unable to schedule the number of credits needed for on-time graduation may pursue up to three (3) credits through available Adult Education courses provided that the student is attending classes during the regular school day and receives approval from the Principal.

Directed Study Diploma Program Course / Credit Options

BHS seniors who at the conclusion of spring semester need no more than two (2) credits and related proficiencies to earn the diploma may enroll at family expense in the Directed Study Program through the Learning Center, an off-site program overseen by Bangor Adult Education. Students who enroll in Directed Study do not participate in BHS Graduation but are eligible to receive a diploma after
documentation that coursework completed through Directed Study satisfies all necessary credit and / or proficiency requirements.

**Early Graduation and Early College Admission**

A student interested in pursuing early graduation or early college admission is encouraged to contact the Principal and Guidance Counselor no later than the student’s fourth semester (for Early Graduation). Policy IKFA establishes clear procedures and timelines for the consideration of these requests.

**NCAA Division I & II Eligibility (NCAA Bylaw 5-1-(j))**

Students considering NCAA competition at the Division I and II levels must meet eligibility requirements established by the NCAA Initial-Eligibility Clearinghouse. These NCAA requirements are independent of the requirements for earning a Bangor High School diploma and include a specific list of courses that are eligible for inclusion on the high school transcript. Students who aspire to complete at the NCAA Division I or II level are encouraged to connect early and often with BHS Guidance for detailed information on course and performance requirements.

**SELECTING COURSES**

All students select courses using a course selection card that is color-coded by grade level. With this Program of Studies as a core resource, students and families consult with teachers and counselors to select courses that challenge and advance the student toward graduation requirements and attainment of post-secondary goals. Course descriptions (including course titles and numbers) provide the necessary information to complete course selection cards, which are distributed on **January 23** and returned no later than **February 15**.

**Minimum Course Enrollment**

All students must be enrolled in **six (6)** or more credit-bearing courses each semester. Students wishing to enroll in fewer than six credit-bearing courses in a semester must seek approval the Principal, a process that begins with endorsement of the student’s Guidance Counselor.

**COURSE LEVELS EXPLAINED**

All Bangor High School courses provide daily access to higher order curriculum, instruction and assessment, including any course-embedded assessments that are used in part to determine attainment of transcript endorsements. Course levels are designed to address the wide variety of student strengths and help students, parents, post-secondary schools and employers understand the level of academic independence and support within the student’s high school program. Students and families self-select course levels with guidance from teachers and counselors, including the decision to access Honors and AP courses without restriction as established in the following statement of philosophy regarding course levels:

**Open Access Philosophy**

Bangor High School encourages **all** students to challenge themselves at the highest levels, including
access to Honors and Advanced Placement (AP) classes at the parent or guardian’s request. Contact your child’s counselor with questions at 992-5516.

Advanced Placement (AP) Courses

Advanced Placement courses present college-level material and concepts through structured curricula and include a comprehensive exam for each subject in May. Built around national standards with course plans approved by the College Board, AP courses are the culminating academic experience for many Bangor students who seek an AP Exam score of 3, 4 or 5 that qualifies for college credit at many colleges and universities.

Honors Courses

Honors course curricula and pacing are highly challenging and require outstanding academic skills and deep, sustained interest in subject. Honors courses demand significant time commitment to complete independent, original works outside of class and serve as strong potential pathways to the corresponding AP course.

* AP and Honors courses are weighted on a 5-point scale for GPA calculation when a student earns a grade of A (5 grade points) and B (4 grade points). These courses also involve completion of a summer project.

Level I Courses

Level I course curricula and pacing require independence and strong core academic skills (reading comprehension, written / oral communication, computation / numeracy, organization) reflective of school achievement at or above grade level as seen through prior performance on local, state or national levels. Both daily and long-term assignments require completion outside of class time.

Level II Courses

Level II course curricula and pacing provide supported access to higher order content to students whose academic skills (reading comprehension, written and oral communication, computation / numeracy, organization) or prior achievement in the subject indicate the need for structured support and monitoring. Supports may include individualized instructional planning, additional instructional time, in-class instructional support or co-teaching, or course scheduling designed to link content areas to accelerate learning. Students are expected to complete assignments outside of class time. Achievement in Level II courses is reviewed frequently to determine opportunities for students to accelerate their learning, including selection of Level I or Honors courses.

ADDING / DROPPING A COURSE

Scheduling courses is an important process that progressively becomes the role and responsibility of students and families as over their time at Bangor High School. To ensure that students make progress toward graduation requirements, to keep the integrity of credit granting, and to accurately record on student transcripts their academic path at BHS, the following procedures are established:
Add/Drop Procedure

**Before the Semester Begins:** Schedule an appointment with a guidance counselor to discuss the change. Any course change can be made at this time, as long as:
1. A requested change does not create an overload in a course.
2. Level changes (up or down) have parent approval.
3. The student maintains a minimum of 6 academic classes (non-PE/Health)
4. Changes to meet graduation requirements receive priority.

**After the Start of the Semester (First Week):** Students and parents will have until the end of the first week of a semester to make changes to their schedules with these requirements:
1. The change is documented on a BHS Add / Drop Form.
2. A requested change may not create an overload in a course.
3. Parent approval must be obtained.

Classes dropped in the first week of the semester will not show up on the student’s transcript.

**After the Start of the Semester (Week 2 and beyond):** Class changes after the first week of the semester are limited to level changes determined to be necessary by the teacher and approved by a parent or guardian.
1. Classes dropped after the first week will not be recorded as “Withdraw” if the student changed to a different level of the same course.
2. Students who drop a class after the first week of the semester for any reason, other than a level change, will receive one of the following indicators on his/her transcript:
   - WP = Withdraw Passing
   - WF = Withdraw Failing
3. Withdrawal from a class does not count in GPA calculation.
4. Withdrawal from a class does impact Honor Roll status.
5. **Spring Semester:** Bangor High School courses are considered yearlong, two-semester courses unless otherwise designated. As such, they are designed for students to engage in a full year of study and should be dropped after the first semester only in rare circumstances and are subject to the same Add / Drop procedures, timelines, and transcript documentation.

**ALTERNATIVE COURSE SELECTIONS**

**Auditing a Course**

Situations occur when auditing a course (participating in the course without seeking a grade or academic credit) is desired or advisable. Audited courses may not serve as prerequisites for future courses and are not counted toward the six required semester courses. Students wishing to audit a course must first obtain the approval of the course teacher, the department head, and the guidance counselor using an Audit Form acquired in the guidance office. Students auditing courses are required to engage course activities daily and to demonstrate an effort to benefit from the instruction. It is advisable that students participate in all course assessments. The teacher may request that a student be removed from an audited course for lack of engagement.

**Independent Study**

Independent Study of approved curricula under the direction of a Bangor High School teacher is
subject to an approval process that begins with the student’s guidance counselor using an independent study form. Approval then must be obtained from the department head of the academic discipline under which the independent study is proposed. The principal provides final approval of all independent study requests. An independent study does count toward the required six course load and will be graded consistent with expectations in an existing course.

**Consideration of Credit for Homeschooling**

Previously homeschooled students seeking Bangor High School academic credit or proficiency upon registration must present a body of **actual student completed work** for review. Summary documents or statements of learning are not accepted. The BHS Credit Review Committee composed of department heads and administrators will review the body of work and recommend action regarding the request for credit or proficiency to the principal, who makes the final determination.

**Consideration of Credit for Student Transfers from non-credit based Programs**

Students enrolling in Bangor High School after attending school(s) or programs that do not issue credits are asked to submit for review any documents that convey information about the student’s academic performance and progress toward graduation requirements. The BHS Credit Review Committee will review this and other available information about the previous school / program and recommend for principal approval the student’s credit and / or proficiency standing relative to the application cohort graduation requirements as established in Policy IKF. The principal’s decision regarding this credit / proficiency standing is final.

**EARLY COLLEGE CREDIT OPTIONS**

**AP Examinations**

Students who complete an Advanced Placement (AP) Course are able to sit for a nationally standardized exam that is designed to measure competency in each AP course. The test is scored on a 1-5 scale and students who score a 3 or better are eligible for college credits at most universities. Credit dispersal is dependent upon the policies of each individual college or university and students are encouraged to consult with counselors to learn more about AP credit.

**Dual-Enrollment**

Students in grades 11 and 12 have the option of taking dual-enrollment courses for Bangor High School and college credit. To be eligible for these classes, students must be in good academic standing (B- GPA or better with good attendance and behavior). Each class is for Bangor High School credit and credit at the cooperating university. Courses are subject to the rules and regulations of the cooperating university, including academic behaviors and financial obligations. Students completing a dual-enrollment class receives an authentic college grade that is transferable according to a receiving university transfer policy.

<table>
<thead>
<tr>
<th>Dual Enrollment Program and Cooperating University</th>
<th>Courses</th>
<th>Location &amp; Time</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural U -- UMaine-Fort</td>
<td>ENG 100 Composition &amp;</td>
<td>BHS Day</td>
<td>$84 plus cost</td>
</tr>
<tr>
<td>Institution</td>
<td>Course Description</td>
<td>Location</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Kent</td>
<td>Literature I, HTY 102 US History to 1877, HTY 103 US History since 1877, COM 200 Public Speaking, MAT 116 College Algebra, MAT 123 Pre-Calculus</td>
<td>of a textbook</td>
<td></td>
</tr>
<tr>
<td>Rural U -- UMaine-Fort Kent</td>
<td>PSY 100 General Psychology</td>
<td>BHS Night</td>
<td>$84 plus text rental</td>
</tr>
<tr>
<td>Aspirations -- UMaine-Augusta</td>
<td>MAT 110 Algebra II</td>
<td>BHS Day</td>
<td>Cost of a textbook</td>
</tr>
<tr>
<td>ECAP -- Husson University</td>
<td>Various 100 and 200 level courses with space available</td>
<td>Husson Campus or Online</td>
<td>$100 plus cost of a textbook</td>
</tr>
<tr>
<td>Aspirations -- UMaine</td>
<td>Various 100 and 200 level courses with space available</td>
<td>UMaine Campus or Online</td>
<td>Cost of a textbook</td>
</tr>
<tr>
<td>EMBARK -- Eastern Maine Community College</td>
<td>Various General Education Courses</td>
<td>EMCC Campus</td>
<td>Cost of a textbook</td>
</tr>
<tr>
<td>Academ-e -- UMaine</td>
<td>Select courses</td>
<td>Online</td>
<td>Cost of a textbook</td>
</tr>
</tbody>
</table>

**BridgeYear**

Students in grade 11 and 12 may participate in the BridgeYear Program, which is a dual-enrollment opportunity in conjunction with United Technologies Center. BridgeYear students take a vocational course at UTC in grade 11 and 12 and they are eligible for up to three dual-enrollment courses each year. In addition, UTC staff will provide additional career and higher education counseling and experiences. When combining the dual-enrollment credits and articulation agreements from the UTC courses, BridgeYear students can earn up to 30 college credits before graduating from Bangor High School.

**Articulation Agreements**

Several BHS courses, including those available for credit through United Technologies Center, provide opportunity for students to earn higher education credits based on articulation agreements with local colleges and universities. Those post-secondary institutions honor completion of the courses at BHS / UTC and waive the corresponding course requirements upon matriculation into their institution. See the individual course listings for existing articulation agreements.

**AP-4-All**

The Maine Department of Education sponsors a program called AP-4-All which allows Maine students to enroll in online AP courses for high school credit. At BHS, the AP-4-All program is helpful for students who either have schedule conflicts that prevent them from taking a desired AP course or who want to take an AP course not offered at the school. The AP-4-All courses are offered at no charge to
the student, but space is limited and registration begins in March on a first-come, first served basis.

UNDERSTANDING THE BHS 16-MOD SCHEDULE

The school day and courses are composed of sixteen 20-minute mods, allowing for eight equal periods of instruction each day. For example, Period One (8:00–8:40 a.m.) includes Mods 1-2. After a five-minute passage, Period 2 runs from 8:45–9:25 a.m. and is composed of Mods 3-4. Most courses are two mods in length, while select courses in English and many Science courses meet for three mods (60 minutes) on two, three, or five days per week. The mod system is an efficient, clear and flexible way of organizing the school day that allows students to access many courses in their time at Bangor High School. Students are assigned a 20-minute lunch mod, which normally dovetails with a lab period or a study hall. **Students may not request a schedule that does not include a defined lunch period without parent approval.**

UNDERSTANDING THE GRADING SYSTEM

Quarter Grades vs. Semester Grades

Quarter grades are numerical averages determined by the student's completion of assigned course work and assessments during a quarter of study. The numerical quarter averages are translated to letter grades and are reported to students and families on the quarterly report card:

- **A Range:** 93-100
- **B Range:** 85-92
- **C Range:** 77-84
- **D Range:** 70-74
- **F: Below 70**

Semester grades (Fall Semester / Quarters 1 & 2 and Spring Semester / Quarters 3 & 4) are determined by a teacher-established combination of the two quarterly averages and the score on Mid-term Exam (Fall Semester) or Final Exam (Spring Semester). Each teacher's system for grading will be provided at the beginning of the course. Under Maine law, the right to determine and assign grades is reserved for teachers only.

The semester average is then translated to a letter grade with the same range used for quarter grades, resulting in a semester letter grade. **Only** semester letter grades are recorded on the student's transcript. In order to receive a semester of academic graduation credit for a course, the student must achieve a semester average of D- (70%) or better and take the Mid-term and Final Exam. As outlined in below, semester letter grades are converted to a 4-Point Scale for the determination of Grade Point Average (GPA) and class standing.

Midterm Exams and Final Exams

Midterm and final exams are part of semester grades and are **required** to earn semester credit. The weight of exams is established in the course expectations and may not exceed 20%. BHS exam schedules reflecting the following parameters will be communicated to all students in advance:

**Midterm Exams:** Typically take place over four days during the last two weeks of the second quarter with two exams scheduled per day and ending at noon. During midterm exams, lunch is available and quiet study areas operate until 2:00 p.m. Normal buses run beginning at 12:30pm and late buses with limited east side and west side of Bangor (only) routes depart at 2:10pm.

**Final Exams for Freshmen, Sophomores and Juniors:** Four half days during the final week of school.
During midterm exam week, the school day will continue through the normal 2:00 p.m. dismissal for all freshmen and sophomores and for select juniors who demonstrate at-risk factors for specific course completion and/or who demonstrate gaps in college and career readiness.

Senior Final Exams: Administered over four days preceding the start of Senior Week Activities during regularly scheduled class periods. Exams begin with end of the student’s course schedule and work backward to the beginning of the course schedule, resulting in a gradually shortened day as seniors no longer attend a class after having taken the final exam.

Grade Points and Grade Weighting

Semester letter grades are translated to a grade point system, a common practice in high schools and one that interfaces well with colleges and universities. This translation allows for the determination of a Grade Point Average, or "GPA" (see next topic below).

- Level I and Level II courses are translated to 4-Point Scale: (A=4, B=3, C=2, D=1, F=0).
- Honors and Advanced Placement (AP) Courses are weighted on a 5-point scale for grades of "B" or better to encourage students to adopt a rigorous course load (A=5, B=4, C=2, D=1, F=0).
- Courses instructed at BHS through articulation agreements (with or without dual enrollment) may be weighted or unweighted as specified in each course description.
- NOTE: Bangor High School makes no grade point distinction between +/- following the semester letter grade for any course level, and the +/- performance level indicators do not factor into GPA.

Grade Point Average (GPA)

The high school GPA is proven by research to be the strongest predictor of future college academic performance and GPA in rigorous and broad courses remains an important factor in college admissions. GPA is determined each semester as the calculated average of the grade points earned in all semester courses with the exception of courses that have pass/fail status. Cumulative GPA is determined using the same calculation method over all semesters that appear on a student’s transcript.

Weighted GPA versus Unweighted GPA and Class Rank

Advanced Placement (AP), Honors, and select courses instructed at BHS under articulation agreements are weighted on a 5-point scale for grades in the A or B range and contribute to a student’s Weighted GPA, which is used to determine Class Rank. The Unweighted GPA is calculated without weighted courses. Both the Weighted GPA and the Unweighted GPA appear on individual student transcripts.

Example of GPA Calculation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Grade Earned</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I English</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Algebra I</td>
<td>A-</td>
<td>4</td>
</tr>
<tr>
<td>Art I</td>
<td>B+</td>
<td>3</td>
</tr>
<tr>
<td>Honors Earth Science</td>
<td>A-</td>
<td>5* (*Honors weighted &quot;A&quot;)</td>
</tr>
<tr>
<td>Spanish I</td>
<td>C+</td>
<td>2</td>
</tr>
</tbody>
</table>
Total Courses: 6  Total Grade Points: 21 weighted, 20 unweighted

Weighted GPA Calculation: 21 Grade Points ÷ 6 Courses = 3.50 Weighted GPA
Unweighted GPA Calculation: 20 Grade Points ÷ 6 Courses = 3.33 Unweighted GPA

UNDERSTANDING THE TRANSCRIPT

The transcript is the official record of student performance in high school courses. Basic understanding of the BHS Transcript begins with the following:

- Grades are listed as A, B, C, D, F, F* (Failed but received credit through an alternate process), I (Incomplete), AU (Audit) WP (Withdrawn Passing), WF (Withdrawn Failing). See "Adding / Dropping a Course" for more information on WP / WF.
- Incomplete grades not resolved by the end of the ensuing quarter are recorded "F"
- Only semester grades become permanent. Quarterly grades are for reporting progress to students and parents (via the BHS Report Card) but do not appear on the transcript.
- Class rank is recalculated based on Weighted GPA at the end of each semester.
- Students seeking admission to highly competitive colleges or universities are advised that an Incomplete on the transcript at end of 6th and 8th semesters will result in no class rank computed at that time. Once the incomplete is made complete, a class rank is computed.
- Most recent SAT scores are recorded on the student transcript, and many colleges accept this form of reporting standardized test scores. Students may request that SAT scores not appear on a transcript sent to colleges by contacting the registrar or a guidance counselor.
- If SAT scores do not appear on the transcript, colleges will require an official SAT report from College Board, a process that is completed by the student / family and may require a fee.

ADVANCED PLACEMENT (AP) PROGRAM

Since 1986, Bangor High School has offered Advanced Placement courses in six departments: English, Fine Arts, Foreign Language, Mathematics, Science and Social Studies. Over that time, BHS has developed a comprehensive and highly successful program and its students and teachers have been recognized regionally and nationally for outstanding performance. For these and other reasons, Bangor High is very proud of its Advanced Placement program.

Our 23 approved Advanced Placement courses are college-level courses for secondary school students. The courses culminate with a comprehensive summative exam in early May, which is scored on a 5-point scale. Colleges often grant credit and/or advanced placement to students whose AP Examination grades are considered acceptable, which is historically defined as a score of “3” or better for public colleges and universities and a score of “4” of “5” for selective schools. Typically, 85% or more of Bangor High School students taking AP exams earn a score of “3” or better on one or more exams, and 80% of exams taken in a single year earn scores of “3” or higher. Students and families should learn the specific AP policies for desired college and universities.

It is expected that a student who is enrolled in an AP class will take the corresponding AP Exam, and historically, over 85% of Bangor High School students sit for the exams. Families are responsible for all AP Exam fees. Any student in need of financial assistance is encouraged to see his/her counselor for
assistance. Questions about AP may also be directed to BHS Guidance Office or to the Principal.

**ADVANCED PLACEMENT COURSES**

<table>
<thead>
<tr>
<th>Calculus AB</th>
<th>Calculus BC</th>
<th>Statistics</th>
<th>Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Biology</td>
<td>Physics (Energy)</td>
<td>Physics (Mechanics)</td>
</tr>
<tr>
<td>Spanish</td>
<td>French</td>
<td>English Literature</td>
<td>English Language</td>
</tr>
<tr>
<td>US History</td>
<td>World History</td>
<td>European History</td>
<td>Government &amp; Politics</td>
</tr>
<tr>
<td>Human Geography</td>
<td>Studio Art - Drawing</td>
<td>2-D Design</td>
<td>3-D Design</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Microeconomics</td>
<td>Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

Open Access Philosophy: Bangor High School believes that all students should have the opportunity and encouragement to work at their highest levels, including access to Honors and Advanced Placement (AP) classes at the parent or guardian’s request. Contact your child’s counselor with questions.

**RECOGNITION OF ACADEMIC EXCELLENCE**

**Honor Roll**

The Honor Roll at Bangor High School is published quarterly based only on students' quarter grades. The Honor Roll is listed with the distinctions of High Honors (all quarter grades in the A Range) and Honors (A combination A's and B's or all B's for quarter grades). Students who withdraw from a course resulting in either a “WF” or “WP” for the quarter are not eligible for Honor Roll (see Adding or Dropping a Course above).

**Sophomore Award for Academic Excellence**

The purpose of this award is to give special recognition to sophomores who are beginning a rigorous high school program with academic excellence. To be eligible, students need to have completed the first three semesters of high school study with a minimum cumulative GPA of 4.0 (with no mathematical rounding) and need to have taken a minimum of five (5) Honors or AP courses.

**National Honor Society**

An invitation to join the National Honor Society (NHS) is one of the highest honors that the faculty bestows on a BHS student. The selection of members is based on a consideration of character, scholarship, leadership and service. Each winter, all juniors who have been in attendance at BHS for a full semester and who attain a cumulative grade point average of 3.2 or higher are invited to submit evidence of scholarship, leadership, service and character to the NHS Faculty Council, which reviews this evidence and recommends that qualifying students be invited to join the BHS Chapter of NHS. Students accepted for membership participate in the NHS Induction Ceremony held in the fall of the senior year.
**Bangor High School Scholars**

Students in attendance for the first semester of the senior year who maintain a grade of “B” or better in every subject each semester during the freshman, sophomore and junior years and first semester of the senior year are declared Bangor High School Scholars. These students wear gold tassels at graduation.

**First Honors**

Students who maintain a cumulative average of 3.70 or higher are declared First Honor Students and receive special recognition in the printed Graduation Program.

**Second Honors**

Students who maintain a cumulative average between 3.000 and 3.699 are declared Second Honor Students and receive special recognition in the printed Graduation Program.

**Superintendent’s Award for Academic Excellence**

The highest academic award at BHS, the Superintendent’s Award recognizes students achieving at high levels in a very rigorous program of studies while demonstrating exemplary school citizenship. Students eligible for this award have earned a cumulative GPA of 4.0 (with no rounding) and have taken a minimum of ten (10) Honors and / or Advanced Placement through the first semester of the senior year. A composite photograph of award recipients in each graduating class appears in the BHS Main Office and in the Superintendent’s Office.

**The Charles E. French Medalists**

The four graduating seniors with the highest cumulative grade point averages following the 8th semester earn the Charles E. French Medal. To qualify, the graduating senior must have been enrolled at Bangor High School for four (4) semesters. French Medalists are honored in the printed Graduation Program and on stage during the Graduation Ceremony. Bangor High School’s tradition is to honor its top four students in lieu of naming Valedictorian or Salutatorian.
BHS ACADEMIES

Since 2012, Bangor High School has offered Academy options for students with a passion for a particular academic area and a desire to continue their study beyond high school. Students who choose to enroll in a BHS Academy complete all existing BHS diploma requirements while prioritizing elective courses to meet Academy requirements over four years.

BHS Academy Options

STEM Academy: Science, Technology, Engineering & Mathematics
VPA Academy: 2-Dimensional and 3-Dimensional Visual Art
Music Performance in Band, Chorus, Orchestra
Theater Performance
Business Academy: Business Marketing, Business Management
Humanities Academy: Study of culture through English, History and World Languages

Academy Structure

A required foundational course taken in year one.
Six more additional courses taken over years two, three and four, including:
- Core courses specific to the Academy (1-2 per year)
- Compatible elective courses (1-2 per year)
- At least one course that provides opportunity to earn college credit
Engagement in extensions of Academy study, including:
- School and community-based activities
- Participation in competitive or juried events and activities whenever available
- Summer investment to develop skills or engage in research
Completion of a research or performance-based project:
- Focused on a specific topic
- Developed over four years through courses and extensions
- Presented in the senior year Capstone

Academy Course Projection

STEM Academy
Students take the following courses to meet STEM requirements. In addition, students must also meet graduation requirements for a standard Bangor High School diploma.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Physics</td>
<td>Introduction to Research</td>
<td>Technology &amp; Engineering II</td>
<td>STEM Capstone</td>
</tr>
<tr>
<td>Honors or AP Level Math (Honors</td>
<td>Technology &amp; Engineering I</td>
<td>Honors or AP Level Math</td>
<td>Honors or AP Level Math</td>
</tr>
<tr>
<td>Geometry minimum)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honors or AP Level Math</td>
<td>Honors or AP Level Science</td>
<td>Honors or AP Level Science</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>Honors or AP Level Science (AP Biology or Honors Chemistry minimum)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Humanities Academy**

Students take the following courses to meet the Humanities requirements. In addition, students must also meet graduation requirements for a standard Bangor High School diploma.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Humanities</td>
<td>Humanities Seminar</td>
<td>Humanities Pre-Capstone</td>
<td>Humanities Capstone</td>
</tr>
</tbody>
</table>

**Fine Arts Academy**

Students take the following courses to meet the Fine Arts Academy requirements. In addition, students must also meet graduation requirements for a standard Bangor High School diploma.

**Theatre Pathway**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre Arts I</td>
<td>Theatre Arts II</td>
<td>Theatre Arts III</td>
<td>Fine Arts Capstone</td>
</tr>
</tbody>
</table>

**Visual Arts Pathway**

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drawing &amp; Painting</strong>&lt;br&gt;The Creative Process</td>
<td>Honors Art II (and a 2nd Art Elective)</td>
<td>Honors Art III (and a 2nd Art Elective)</td>
<td>AP Drawing Advanced Art Fine Art Capstone</td>
</tr>
<tr>
<td><strong>Graphic Art</strong>&lt;br&gt;The Creative Process</td>
<td>Honors Photography/Digital Art (and a 2nd Art Elective)</td>
<td>Honors Graphic Design (and a 2nd Art Elective)</td>
<td>AP 2D Design Fine Art Capstone</td>
</tr>
<tr>
<td><strong>Sculpture</strong>&lt;br&gt;The Creative Process</td>
<td>Honors Sculpture I (and a 2nd Art Elective)</td>
<td>Honors Sculpture II (and a 2nd Art Elective)</td>
<td>AP 3D Design Fine Art Capstone</td>
</tr>
</tbody>
</table>
Music Pathway

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Chorus, Band, or Orchestra</td>
<td>Honors Band, Orchestra, or Chamber Choir</td>
<td>Honors Band, Orchestra, or Chamber Choir</td>
<td>Honors Band, Orchestra, or Chamber Choir</td>
</tr>
<tr>
<td>Recital Performance</td>
<td>Music Theory I</td>
<td>AP Music Theory Fine Art Capstone</td>
<td></td>
</tr>
</tbody>
</table>

Business Academy

Students take the following courses to meet the Business Academy requirements. In addition, students must also meet graduation requirements for a standard Bangor High School diploma.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>Business Marketing Principles</td>
<td>Any Business Elective</td>
<td>Business Capstone</td>
</tr>
<tr>
<td>Or Digital Media for Business</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional BHS Academy Information

Program of Studies: Academic Department Sections

BHS website (bangorhigh.bangorschools.net) Menu / Academics / BHS Academies

BHS Guidance Office @ 992-5516

BHS Academy Coordinators:

STEM: Mr. Cary James (cjames@bangorschools.net)
VPA Academy: Mr. Eric Hutchins (ehutchins@bangorschools.net)
Business Academy: Mr. Lance Fenimore (lfenimore@bangorschools.net)
Humanities Academy: Mrs. Susan Thibedeau (sthibedeau@bangorschools.net)
Mr. Geoff Wingard (gwingard@bangorschools.net)
Mrs. Marisue Schuiling (mschuiling@bangorschools.net)
GUIDANCE DEPARTMENT: Dr. Adam Leach, Guidance Department Head

The mission of the Bangor High School Guidance Department is to help students achieve college, career, and life readiness. Counselors serve as academic and postsecondary advisors by facilitating active involvement in determining future career and life pursuits. The primary responsibility of counselors is to help ensure that students have the resources, encouragement, and direct assistance in making a successful path through Bangor High School and on to postsecondary college or career.

All students are advised to engage in a challenging program of studies. They are also encouraged to participate in extracurricular activities in order to develop individual strengths, interests, and talents. The explicit goal across Bangor schools is for students to engage in two or more co- or extra-curricular activities over the course of the school year, one in each semester.

Counselors adhere to a comprehensive advisement plan for each student that begins with a student’s transition from middle school to Bangor High School. Each student meets with the counselor on a regular basis and develops an individual personal learning plan (PLP), which emphasizes postsecondary education in preparation for successful competition in today’s ever-changing global job market. In these ways, BHS counselors are primarily responsible for assisting students in the attainment of Maine’s Career and Education Development learning standards. In addition to adhering to state law, the Bangor High School College & Career Readiness program is also aligned to The American School Counselor Association’s National Standards for Students, ASCA’s Mindsets & Behaviors for Student Success, and 21st Century Skills.

Career and Education Development Proficiency Endorsement

Beginning with the Class of 2019, students may earn a proficiency endorsement in the application of Maine Learning Standards for Career and Education Development:

1. Self-Knowledge and Interpersonal Relationships
2. Exploration of Education, Career, and Life Roles
3. Decision Making, Planning and Creating Opportunities, and Making Meaningful Contributions

Proficiency is based upon:
- Performance on common assessments embedded in non-credit bearing Guidance instructional experiences
- Engagement in the development, implementation and active pursuit of a Personal Learning Plan (PLP) with the Guidance Counselor

Guidance-Based Curriculum

Beginning in the Grade 9 year, student progress is monitored through the Personal Learning Plan (PLP). Counselors observe trends in college & career planning, grades, test scores, attendance, behavior, and activity participation. Based on the observations, counselors make recommendations for strategies and an action plan to achieve short and long term goals.

Freshman Insights

All students in Grade 9 are required to participate in a not-for-credit course called Insights. This course
is facilitated by a guidance counselor and runs two days per week for one ranking period. The insights class helps smooth the transition to high school and arms students with the information and strategies for success throughout high school and beyond. In this class, students will be introduced to the four curriculum strands that reflect the priorities in postsecondary planning.

**College & Career Readiness:** Personality Inventory, Career Interest Inventory, Career Searches, College Searches, College Majors, Military Careers, College Visits/Interviews, etc.

**Academic Literacy:** Study Skills, Time Management, Test Preparation, Organizational Skills, Workload Management, etc.

**Financial Literacy:** Earning Income, Child Labor Laws, Saving Money, Borrowing Money, Student Loans and Grants, Credit, Healthy Financial Behaviors, etc.

**Social-Emotional Well-Being:** Stress Management, Healthy Friendships, Anti-Bullying, Social Media Management, Conflict Resolution, etc.

Each counselor is available for parent conferences at student or parent request. Counselor assignments are determined by grade level and alphabetical order (subject to adjustment):

- Mrs. Sharon Ayer: Class of 2020 and 2022 (A-K)
- Mr. Mike DeRespino: Class of 2019 and 2021 (A-K)
- Mrs. Corinne Foley: Class of 2019 and 2021 (L-Z)
- Mr. Scott Clement: Class of 2020 and 2022 (L-Z)
- Dr. Adam Leach: Department Head, STEM Academy, Special Education

**Work with your counselor to build a strong and attainable postsecondary profile**

Students and families should work frequently with guidance counselors to ensure that course selection matches a student’s aspirations following graduation.

A student who plans to pursue a **Bachelor’s Degree** through a four (4) year college program should consider engaging in:

- 4 years of college preparatory English (Level I, Honors, AP)
- 4 years of mathematics, including Algebra I, Geometry, and Algebra II. Pre-Calculus, Calculus, or beyond is recommended for more selective colleges.
- 4 years of science, including Biology and Chemistry. Physics and AP in one or more sciences is recommended for more selective colleges.
- 2 to 4 years or more modern or classical languages, excluding American Sign Language (ASL). 4 years in one or more languages is recommended for more selective colleges. Please be aware that many colleges do not accept ASL to meet the language requirement.
- 3 to 4 years of History. An AP course in History is recommended for more selective colleges.
- Other courses that reflect interest and rigor.

A student who plans to pursue an **Associate’s Degree** or a technical / industry certification or credential through a one or two-year college program should consider engaging in:

- 4 years of English
- 4 years of mathematics including Algebra I, Geometry, Algebra II
- 3 years of science including Biology, and Chemistry and/or Physics)
- 2 or more years of History
- Other courses with counselor advice that match the student’s postsecondary goals.

### College, Career, and Life Readiness Indicators

In order to receive the transcript endorsement in Career & Education Development, students must achieve a majority of the following indicators.

<table>
<thead>
<tr>
<th><strong>College Readiness:</strong> Students must earn a cumulative GPA of 2.8 or better along with <strong>four or more</strong> of the following indicators of college readiness.</th>
<th><strong>Career Readiness:</strong> Students must demonstrate proficiency in Education and Career Development (Guidance) Standards along with <strong>four or more</strong> of the following indicators of career readiness.</th>
<th><strong>Life Readiness:</strong> Students must achieve <strong>three or more</strong> of the following benchmarks for essential life skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a grade of A, B or C in an AP or Honors English Course</td>
<td>90% attendance over the previous 175 school days</td>
<td>Earn a driver’s license</td>
</tr>
<tr>
<td>Meet the college readiness benchmark on the Evidence-based Reading and Writing portion of the SAT</td>
<td>Engage in two or more co-curricular or extra-curricular activities in the most recent school year</td>
<td>Open a checking and savings account</td>
</tr>
<tr>
<td>Meet the college readiness benchmark on the Math portion of the SAT</td>
<td>Complete 25 hours of community service</td>
<td>Register to vote</td>
</tr>
<tr>
<td>Earn a grade of A, B or C in Algebra II</td>
<td>Obtain an industry credential or certification</td>
<td>Establish and maintain a healthy social media presence</td>
</tr>
<tr>
<td>Score a “3” or higher on an Advanced Placement Exam</td>
<td>Complete a dual-enrollment course related to the career pathway identified in the Personal Learning Plan (PLP)</td>
<td>Submit a resume, cover letter and a personal reference to a guidance counselor</td>
</tr>
<tr>
<td>Earn a grade of A, B or C in a Dual-Enrollment course</td>
<td>Earn the WorkReady credential</td>
<td>Show evidence of a healthy hobby or activity</td>
</tr>
<tr>
<td>Earn a grade of A, B or C in an Advanced Placement course</td>
<td>Earn the WorkReady certificate of completion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete a workplace learning experience related to the career pathway identified in the Personal Learning Plan (PLP)</td>
<td></td>
</tr>
</tbody>
</table>
BHS COURSE DESCRIPTIONS

ENGLISH DEPARTMENT: Susan Thibedeau, Department Head

The English Department prides itself on its success with all BHS students. Every class provides appropriately challenging texts and assignments, resulting in students who are well prepared for future academic or work/career pursuits. Our main goal is to prepare students to learn how to communicate effectively, read strategically, and write clearly. We strive to create lifelong learners, who will use their English skills in all situations that require abilities to consume and create information.

The English curriculum is aligned to the Maine Learning Results, with common assessments that provide grade-appropriate opportunities for students to demonstrate mastery of local and national academic standards. Instruction is tailored to meet the needs of all students through supported courses that build year to year. Reading, writing, research, and grammar skills are further developed each year creating a comprehensive exploration of texts and expansion of skills.

ENGLISH COURSES

Freshman English  Grade 9

Freshman English offers foundational work through studying different literary genres, including drama, short story, poetry, novel, and non-fiction. This course focuses on literacy, learning to read strategically and to enjoy reading, as well as developing critical reading and metacognitive skills. Writing skills are enhanced through practice with a variety of styles and are reinforced with instruction in grammar, vocabulary, and research.

Course Number 110  Honors
Course Number 111  Level I
Course Number 112  Level II

Sophomore English  Grade 10

Sophomore English focuses on American Literature, exploring themes related to what it means to be an American in a complex world and the development of the American identity over time. Students read a variety of texts, including poetry and prose, fiction and nonfiction, with critical reading skills instruction embedded in their literary studies. Writing instruction builds on past skills, further developing analytical writing, as well as other writing forms. Student work with grammar, vocabulary, and research reinforces both reading and writing skills acquisition.

Course Number 120  Honors
Course Number 121  Level I
Course Number 122  Level II

Junior English  Grade 11

Junior English surveys British Literature exploring the Western tradition and its ideas about humanity’s search for meaning, consequences of decisions, and cultural influences. Students read a variety of texts, including poetry and prose, fiction and nonfiction, with critical reading skills instruction
embedded in their literary studies. Writing instruction focuses on further development of analytical essay skills, as well other writing forms. Student work with grammar, vocabulary, and research reinforces both reading and writing skills acquisition.

Course Number 131  Level I  
Course Number 132  Level II

**Course Number 970  AP English Literature & Composition  Grade 11**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of poetry and prose to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include analytical, essays that require students to analyze and interpret literary works. Extensive outside preparation for class is required, as is a summer assignment. AP English Literature & Composition meets the Grade 11 English requirement

**Senior English  Grade 12**

Senior English explores world literature expanding students’ understanding of the world around them and their place in it, through themes such the human experience in diverse cultures and the differences and similarities among cultures. Students read a variety of texts, including poetry and prose, fiction and nonfiction, with critical reading skills instruction embedded in their literary studies. Writing instruction focuses on further development of analytical essay skills, as well other writing forms, including a required research portfolio and college essay. Student work with style, vocabulary, and research reinforces both reading and writing skills acquisition.

Course Number 141  Level I  
Course Number 142  Level II

**Course Number 971 AP English Language and Composition  Grade 12**

This AP English course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by exploring stylistic techniques and choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text,. Extensive outside preparation for class is required, as is a summer assignment. AP English Language and Composition meets the Grade 12 English requirement.

**Course Number 1302 Dual-Enrollment English Composition I  Grade 11, 12**

Students will review the main principles and procedures for drafting, revising, and editing. Students will work on developing the ability to critically read, understand, and write clear, concise, unified expositions. Methods of instruction may include lecturing, leading class panels and discussions, conducting writing workshops, assessing journals, and scheduling individual conferences. This
course is offered as part of the UMaine-Fort Kent Rural U Dual-Enrollment Program for students who enroll for the full year. University fees apply. (ENG 100 at UMaine-Fort Kent)

ENGLISH CREDIT RECOVERY

Students with failing or no grades will need to recover credit from prior years by enrolling in one of two courses for credit recovery. Students with a 50% or higher average from a prior English class should enroll in 112B, while students who have no grades from prior English classes or who earned less than 50% in a semester of English should enroll in 122B.

Course Number 112B English Credit Recovery Grade 9, 10, 11, 12

This course provides opportunity for credit recovery in English and will be offered each semester. All students will have a credit recovery plan that is established with the instructor upon entrance to the class. Students will work at their own pace to complete work missing from prior years with instructor support to complete the recovery process, including completion of English common assessments, as needed. Successful completion of credit recovery will result in a grade change to passing for the semester.

Course Number 122B English Credit Recovery Grade 10, 11, 12

This course provides opportunity for credit recovery in English and will be offered each semester. Students will receive instruction in the completion of English common assessments through the study of literature and writing. The course emphasizes developing and reviewing skills in reading, writing, and listening as well as strengthening classroom habits of successful students. Successful completion of credit recovery will result in a new grade for new English credit.

ENGLISH DEPARTMENT ELECTIVE COURSES

The following courses may not be taken in place of a required course:

Course Number 150 Creative Writing Grade 11, 12

This elective provides students who are serious about writing multiple opportunities to create and share their own writing. Students will explore a variety of writing styles including memoir, short story and poetry. In-class workshops with the instructor and classmates are a requirement of this course. This elective may be taken as a one or two semester course.

Course Number 1309 Dual-Enrollment Public Speaking Grade 11, 12

This elective gives students understanding in how to prepare, practice, deliver, and evaluate speeches for various settings. Students will be given multiple opportunities to listen to and analyze speeches, set goals for giving speeches, learn to consider audience, and write effective speeches. Students give a variety of presentations in class which improve speaking and delivery skills. This elective may be taken as a one or two semester course. This course is offered as part of the UMaine-Fort Kent Rural U Dual-Enrollment Program for students who enroll for the full year. University fees apply. (COM 200 at UMaine-Fort Kent)
Course Number 215 Visual Storytelling: Graphic Novels and Comic Books  Grade 10, 11, 12

This elective is meant for students who are interested in studying and creating graphic novels and comic books. Students will read a variety of genres, styles, artists, and story lines as well as learn about the history of the medium and its broader connections to culture. Students will also engage in collaborative work to create art and story lines for original comics. This elective may be taken as a one or two semester course.

Course Number 216 Adv. Visual Storytelling: Graphic Novels and Comic Books  Grade 11, 12

This elective is open to students who have completed the first year of Visual Storytelling. Students in this course will continue reading new titles in the genre and respond to those works in a variety of formats, including essays, presentations, slideshows, and discussion. Students will also take a leadership role in the class by reading complex texts and presenting their findings to the rest of the class. This class meets at the same time as Visual Storytelling, so advanced students will also play a leadership role in the process of creating a class comic book. This elective may be taken as a one or two semester course. Prior approval of instructor is required.

Course Number 220 World Cinema Studies  Grade 11, 12

This elective provides students with opportunities to explore the history, production, and impact of movies. Students interact with and read about film from around the globe in order to examine influences across time and place. Films shown will range from classic to modern, with each unit focusing on prolific filmmakers and important films from a specific country, such as France, Japan, Germany, Korea, and Italy. This elective may be taken as a one or two semester course.

Course Number 108 The Works and Times of William Shakespeare  Grade 11, 12

This elective offers a study of the life and works of Shakespeare with an examination of his poetry and the range of his plays: tragedies, histories, and comedies. Students will explore Shakespearean language and the context of his work. This class provides opportunities to read and perform Shakespeare’s writing, as well to extend their understanding of drama by watching and analyzing various stage and film versions of the texts. This elective may be taken as a one or two semester course.

BHS HUMANITIES ACADEMY

Course Number 199H Introduction to Humanities  Grade 9, 10

Introduction to Humanities is the core course for Humanities Academy students that develops inter-disciplinary strands through a combined study of literature, history and languages. In this one-year elective, students will explore language regions through translated texts; historical, anthropological, geographical and language contexts; and cultural experiences, including poetry, art, film, and music. Students will develop collaborative and critical thinking skills as they explore the
universalities of human experience and patterns of global cultures. Through a seminar approach, students will examine and analyze evidence from multiple sources in different disciplines through group projects and class discussions. **Humanities Academy Students Only.**

**Course Number 198H  Humanities Seminar  Grade 10, 11**

The Humanities Seminar is the follow-up course for Humanities Academy students that further develops inter-disciplinary strands through a combined study of literature, history and languages. In another one-year, elective, Humanities Seminar students will explore cultural interactions through translated texts; historical, anthropological, geographical and language contexts; and cultural experiences, including poetry, art, film, and music. Students will further hone collaborative and critical thinking skills as they explore the universalities of human experience and patterns of global cultures by investigating issues of identity, alienation, and commonality. Through a seminar approach, students will examine and analyze evidence from multiple sources in different disciplines through group projects and class discussions.

**Prerequisite: Introduction to Humanities**

**Course Number 197H  Humanities Academy Pre-Capstone  Grade 11**

This one-year course is designed to help students in the Humanities Academy to prepare for their Capstone experience. Students will engage in individualized opportunities for study and research. This class offers both research guidance and structure, allowing students to complete the research components of their capstone projects. In conjunction with conducting individual research projects, students will engage in the exploration of schools of philosophical thought, extending their inquiry and synthesis skills. **Humanities Academy Students Only.**

**Prerequisites: Introduction to Humanities and Humanities Seminar (may be taken concurrently)**

**Course Number 100H  Humanities Academy Capstone  Grade 12**

This one-year course provides students in the Humanities Academy structure and support to complete their capstone work through extending research skills, developing analysis and synthesis of ideas, and producing an original project. Students will prepare for presentation of these projects to internal and external evaluators. This class will provide a workshop model with peer and teacher feedback in research, writing, and presentation skills. **Humanities Academy Students Only.**

**Prerequisites: Introduction to Humanities, Humanities Seminar, and Humanities Pre-Capstone (may be taken concurrently)**

**ENGLISH AS A SECOND LANGUAGE (ESL) COURSES**

Courses are offered based on regulations and guidelines provided by the Maine Department of Education. Primary determination of ESL eligibility, need and programming is determined through student performance on the ACCESS test, administered annually at Bangor High School.

**Course Number 579-I  ESL I**

Students learn basic communication skills in English, beginning English literacy skills, and experience an introduction to the United States culture and society. The goals of this course are that students will be able to follow two-step oral directions, ask simple questions, describe using simple sentences, and
read and write high-frequency and easy decodable words in a guided setting. In addition, students will be exposed to academic language and appropriate learning strategies. ESL I corresponds to ACCESS levels 1-2.

**Course Number 579-II  ESL II**

Students will expand their current level of social and academic English. In addition, students will focus on using English in different academic contexts. Major topics include fiction and non-fiction description, expository writing and reading schema (cause/effect, problem/solution, compare/contrast), persuasive reading and writing, fictional narratives, and basic research skills, including library skills. ESL II corresponds to ACCESS levels 2-3.

**Course Number 579-III  ESL III**

Students will work with academic texts that are approaching high school grade-level in their linguistic and lexical complexity. Students will work to refine their academic vocabulary and grammar skills. Students will refine their reading skills and use reading strategies to increase comprehension. Students will write for various academic purposes, including descriptive, persuasive, expository, and creative writing by utilizing appropriate scaffolds. This course corresponds to ACCESS levels 3-4.

**Course Number 579-IV  ESL IV**

The course is designed for students slightly below high school grade level in reading and writing and seeks to prepare them to read and write in academic contexts independently. Students will study academic vocabulary and grammatical structures at an advanced level and continue to refine their ability to describe, persuade, inform and create using appropriate academic English. This course corresponds to ACCESS level 4-5.
MATHEMATICS: Michael Corneil and Eric Steadman, Department Heads
The Mathematics Department strives to present a student-centered program that will meet the differing needs of our school population as each pursues graduation from Bangor High School. Specific pathways to the highest levels of mathematics study are clearly defined, with the goal of all students completing a sequence of courses that matches their post-secondary plans. This pathways approach includes a range of courses and provides opportunity and encouragement for students to accelerate their learning as they begin their mathematics study at Bangor High School “with the end in mind.”

The curriculum includes concepts and processes of modern mathematics upon which technical and scientific progress depends. Courses stress a mastery of mathematics fundamentals and an understanding of the unique way of thinking necessary in complex mathematics. In some courses skills useful in non-technical fields are highlighted so that each student can develop the mathematical competencies required for everyday living.

MATHEMATICS COURSES

Course Number 880 Advanced Placement Statistics Grade 11, 12
This course conforms to the Advanced Placement Statistics course description published by the College Board. Students who pass the AP Examination in the late spring may receive college credit and/or advanced placement for one semester of an introductory college statistics course. Prerequisite: Successful completion of Pre-Calculus with a “B” or better.

Course Number 900 Advanced Placement Calculus BC Grade 11, 12
AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. Students will learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Prerequisite: Successful completion of Advanced Placement Calculus AB

Course Number 901 Accelerated Algebra I Grade 9, 10
This is a course in which the topics of Algebra I are covered and extended, effectively providing a bridge between Level I and Honors for students considering an accelerated math pathway. Prerequisite: Teacher recommendation and successful completion of Pre-Algebra. Recommended to incoming Grade 9 students if they completed an 8th Grade Pre-Algebra course with an A average.

Course Number 902 Algebra I Level I Grade 9, 10, 11, 12
This is a one-year course covering all the topics of Algebra I. Prerequisite: Teacher recommendation or successful completion of Pre-Algebra. Recommended to incoming Grade 9 students if they completed an 8th Grade Pre-Algebra course with a B-C average.
Course Number 903 Pre-Algebra  
Grade 9, 10, 11, 12

This course provides for the development of prerequisite skills, concepts and problem-solving processes needed to help students be successful in Algebra I. **Recommended to incoming Grade 9 students if they completed an 8th Grade math course below Pre-Algebra or completed Pre-Algebra with a grade below a C.**

Course Number 906 Algebra I Level II  
Grade 10, 11, 12

This course covers the core topics of Algebra I (order of operations including signed numbers, solving equations and inequalities, writing and graphing equations of lines, solving systems of equations, and operations with polynomials) with emphasis on integrating basic math skills with problem solving used in Algebra and subsequent courses. Successful completion of the course will allow students to progress to Geometry. **Prerequisite: Successful completion of Pre-Algebra. This course is not recommended for incoming Grade 9 students. They should either retake Pre-Algebra in high school or take Algebra I Level I.**

Course Number 910 Honors Geometry  
Grade 9, 10

In this accelerated course the topics of Geometry are covered and extended. Problem solving, challenging, exercises will be emphasized to encourage students to become self-sufficient learners of mathematics. **Prerequisite: Teacher recommendation and successful completion of Algebra I. Incoming Grade 9 students can take this course if they received an A in 8th Grade Algebra I and if they enjoy a highly challenging math experience.**

Course Number 911 Accelerated Geometry  
Grade 9, 10

This is a course in which the topics of Geometry are covered and extended, effectively providing a bridge between Level I and Honors courses for students considering an accelerated math pathway. **Prerequisite: Successful completion of Algebra I and teacher recommendation. Incoming Grade 9 students can take this course if they received an A or B in 8th Grade Algebra I.**

Course Number 912 Geometry Level I  
Grade 9, 10, 11, 12

Geometry seeks to develop the concepts of the fundamental relationships between plane figures, to learn the use of inductive and deductive reasoning in problem solving, and to develop creative and original thinking with emphasis on formal proofs and constructions. **Prerequisite: Successful completion of Algebra I Level I with a grade of “C” or better. Incoming Grade 9 Students should take this course if they received an A or B in an 8th Grade Algebra I course. If they received a C or below, they should repeat Algebra I in high school.**

Course Number 913 Geometry Level II  
Grade 10, 11, 12

Covers geometric concepts presented in Geometry in an investigative and application-oriented format emphasizing a hands-on approach. Students learn geometric skills without the use of formal proofs to prepare for post-secondary options. **Prerequisite: Successful completion of Algebra I or Algebra I Level II. This course is not recommended to incoming Grade 9 students.**
**Course Number 920 Honors Algebra II**

Grade 9, 10, 11

In this accelerated course the topics of Algebra II are covered and extended. Problem solving, challenging exercises and independent projects will be emphasized to encourage students to become self-sufficient learners of mathematics. **Prerequisite: Algebra I “A” range and teacher recommendation.** Incoming Grade 9 students may take this class if they completed an Algebra I and a Geometry course in middle school and earned A’s in both.

**Course Number 921 Accelerated Algebra II**

Grade 9, 10, 11

This is a course in which the topics of Algebra II are covered and extended, effectively providing a bridge to Level I and Honors for students considering an accelerated math pathway. **Prerequisite: Accelerated Algebra I or Algebra I Level I with a grade of B or better, and teacher recommendation.** Incoming Grade 9 students may take this class if they completed an Algebra I and a Geometry course in middle school and earned B’s or better in both.

**Course Number 922 Algebra II Level I**

Grade 10, 11, 12

Algebra II reviews and extends Algebra I objectives (knowledge, understanding, skills, and procedures) as a preparation for the study of courses in higher mathematics and sciences. **Prerequisite: Successful completion of Algebra I Level I with a grade of C or better.**

**Course Number 923 Algebra II Level II**

Grade 10, 11, 12

This second course reviews and extends many of the skills developed in Algebra I, as well as introducing some advanced algebra concepts. This course will prepare a student for success in SOME post-secondary schools, particularly two-year associate’s degree programs. Therefore, homework is an integral part of the practice required to master the skills taught in this course. **Prerequisite: Successful completion of Algebra I, level I or completion of Algebra I Level II with a grade of C or better.**

**Course Number 924 Algebra-Trigonometry Level II**

Grade 11, 12

This course is a second year course in Algebra II, which is intended as a continuing study of algebraic topics to further prepare students for post-secondary options. This course builds a solid foundation in algebraic methods and techniques and covers signed numbers, order of operations, grouping symbols, linear equations, inequalities, exponents, polynomials, factoring, algebraic fractions, radicals, quadratic equations, and trigonometry / linear equations, graphing, slopes, absolute value in an application-based format. **Prerequisite: Successful completion of Algebra II Level I or Algebra II Level II.**

**Course Number 930 Honors Pre-Calculus**

Grade 10, 11, 12

This course begins the development of higher mathematics through student investigation of the theory and application of advanced symbolic logic, trigonometry, mathematical induction, analytic geometry and beginning calculus (derivatives, limits). Math Team problems are used to extend students’ skills. **Prerequisite: Honors Algebra II with a grade of B or better and Geometry.**
Course Number 931 Accelerated Pre-Calculus  Grade 10, 11, 12

This is a non-review based, accelerated course for highly motivated students who choose to pass over the Algebra-Trig prerequisite and move at a quicker pace into Level 1 Calculus. The first semester consists of a limited review of Algebra, then proceeds to trigonometry with emphasis on theory, applications, and algebraic manipulation with identities and graphical analysis. The second semester continues with an emphasis on higher order functions, sequences and series, and logarithmic theory and applications. Prerequisite: Successful completion of Algebra II Level I with a grade of A or Honors or Accelerated Algebra II with a grade of B or better and Geometry.

Course Number 932 Algebra-Trigonometry Level I  Grade 11, 12

Semester I reviews Algebra II with some advanced topics. Emphasis is placed on logical reasoning (½ credit). Semester II offers Trigonometry with emphasis on proofs of identities and the development of trigonometric functions (½ credit). Prerequisite: Successful completion of Algebra II Level I with a C or better and Geometry.

Course Number 950 Advanced Placement Calculus AB  Grade 11, 12

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Prerequisite: Honors Pre-Calculus with a B or better.

Course Number 951 Calculus Level I  Grade 11, 12

This course is an introduction to calculus, and covers many of the topics of a college level calculus class. The focus is on processes with some applications. Students taking this class would go on to a Calculus I class in college or AP Calculus AB in high school. This course has an articulation agreement for early college credit. Prerequisite: Successful completion of Accelerated Pre-Calculus.

Course Number 955 Credit Recovery Math  Grade 9, 10, 11, 12

A one-semester course that allows recovery of ½ credit per semester for subjects up through Algebra II. All students will have a credit recovery plan that is established with the original teacher or Department Head upon entrance to the class. Students work with the instructor at a pace to support the attainment of learning not evident when the student initially took the course. Enrollment is limited.

Course Number 958 Math for College & Career Readiness  Grade 12 (11 with approval)

This course is designed to support students who have completed Algebra I, Geometry and Algebra II and are looking to build a stronger foundation in these courses and concepts prior to leaving high school. The class is driven by the individual mathematical needs of the students and is set up to identify gaps and strengths in mathematics proficiency. Through individualized instruction and the employment of special software, students will work to fill gaps in mathematics skills and strengthen
their overall math ability.

Course Number 959 Advanced Problem Solving Grade 9, 10, 11, 12

This course focuses on the topics of the Maine Association of Mathematics Leagues (MAML) and the American High School Mathematics exams that range from Algebra I to Pre-Calculus. In many cases, students will learn prerequisite and associated skills. Students will gain proficiency in mathematics, test-taking, and critical thinking. Students may take the course for a maximum of one full credit at BHS. Prerequisite: Success in an Accelerated or Honors Level course; Permission from instructor.

Course Number 991 Statistics Grade 11, 12

This course enables students to collect, summarize, and process real-life data (descriptive statistics) and make conclusions based on this information (inferential statistics). Prerequisite: Successful completion of Algebra II with a B or better, or a credit in Algebra-Trig or Pre-Calculus. This course has an articulation agreement for college credit.

Course Number 908 Multivariable Calculus Grade 11, 12

This course will introduce multivariable mathematics and calculus, beginning with a survey of functions of two or more variables and including a thorough introduction of vector algebra, three-dimensional analytic geometry, and the parameterization of functions. Study will then focus on the techniques, theory, and application of the differentiation and integration of multivariable functions, including the use of alternative coding systems (polar, cylindrical, spherical). Potential areas of extended study include the introduction of vector fields, line integrals, and flux integrals. Prerequisite: Successful completion of AP Calculus BC.

Course Number 907 Linear Algebra Grade 11, 12

This course is an introduction to Linear Algebra and related areas of higher mathematics. The course begins with an introduction to mathematical logic, set theory, methods of mathematical proof, vectors, and group theory. With this intellectual background, we then cover the central topics of Linear Algebra: systems of equations, matrices, determinants, vector spaces, bases, eigenvalues and eigenvectors, and inner product spaces. Throughout, there is an emphasis on mathematical logic and proofs. Students research and present applications of linear algebra in areas such as engineering, economics, biology, and computer science. Prerequisite: Completion of or simultaneous enrollment in AP Calculus BC.

Course Number 1300 Dual-Enrollment Algebra II Grade 11, 12

This course is offered as the first-year mathematics experience for juniors who have been selected to participate in the BridgeYear Program. The course is an introduction to the applications of algebra with an emphasis on data analysis and model building. Topics include graphs, algebraic equations and functions. Primary attention is given to the use of linear, quadratic and exponential functions to represent and interpret real world applications based on the expectations of the partner post-secondary Bridge Program institution. Prerequisite: Algebra I, Level I and Geometry, Level I, with a minimum grade of C. University fees apply. (MAT 111 at UMaine-Augusta)
Course Number 1301  Dual-Enrollment Accelerated Pre-Calculus     Grade 11, 12

This course qualifies for college credit in the UMaine-Fort Kent Rural U Program. The course covers the topics in algebra needed to enter a mathematics course at the pre-calculus level. Topics include a review of the real number system (absolute value, exponents, roots, radicals), linear equations and inequalities, quadratic equations, graphs, functions (primarily linear and other polynomial), factoring, and rational / irrational expressions based expectations of UMaine-Fort Kent. **Prerequisite: MAT 112 or Accelerated/Honors Algebra II with a minimum grade of B. University fees apply.** (MAT 165 at UMaine-Fort Kent)

Course Number 1302  Dual-Enrollment College Algebra     Grade 11, 12

This course represents a survey of the algebra needed for the study of advanced mathematics and related areas. Some of the topics included are the real number system, algebraic operation, linear and quadratic equations, graphing of equations and inequalities, functions, and relations, exponential and logarithmic functions, systems of equations matrices and determinants, sequences and series, basic concepts of trigonometry and complex numbers. Graphing Calculator is required. **Prerequisite: Dual-Enrollment Algebra II with a minimum grade of C, or successful completion of Algebra II, Level I with a grade of B or better. This course is offered as part of the UMaine-Fort Kent Rural U Dual-Enrollment Program for students who enroll for the full year. University fees apply.** (MAT 128 at UMaine-Fort Kent)

MATHEMATICS DEPARTMENT: Computer Science Course (elective credit only)

Course Number 940 Advanced Placement Computer Science A     Grade 11, 12

Compliant with the College Board’s course description, the AP® Computer Science A course is taught in Java. This introductory Computer Science course has no formal programming prerequisites; however, commensurate with the AP designation on this course, the level of commitment required from the student is critical, frequent, and expected. The purpose of the course is to not only provide accessibility to the methodologies, algorithms, and data structures in Java, but stress the Science aspect of Computing, and to cultivate supporters of practices that are both ethical and viable. Students who take and earn a score of 4 or 5 on the AP Exam may earn college credit. **Prerequisite: Successful completion of Honors or Accelerated Algebra II with a grade of B or better.**
SCIENCE, TECHNOLOGY & ENGINEERING: Cary James, Department Head

The Bangor High School Science, Technology, and Engineering Department provides students with rigorous core curriculum courses combined with a variety of elective courses, all designed to allow students to achieve academic excellence and to demonstrate a mastery of content and performance standards. Courses are purposefully designed to integrate multiple instructional modalities, assessment tools, and the latest technology to engage student learning through inquiry and experiment. We want students to understand and to be aware of human impact on the environment and to learn how to care for the Earth’s resources.

To achieve these goals, classes incorporate both technology and engineering learning objectives to prepare students for the increased demands of both post-secondary academia and future career requirements. All courses align to the Next Generation Science Standards (NGSS).

Students are advised to begin with Earth Science in 9th grade, and progress through Biology, Chemistry, and Physics in successive years. After satisfying requirements for graduation, students may pursue particular interests through elective courses spanning science, technology, and engineering disciplines as outlined below.

**SCIENCE & TECHNOLOGY COURSES**

**Earth Science**  
**Grade 9**

The Earth Science curriculum is specifically designed to introduce 9th grade students to (1) the more intensive and comprehensive demands of high school science, and (2) the broad content areas within the earth sciences that will serve as a foundation for Biology, Chemistry, and Physics in subsequent years. Through leveled classes, the appropriate degree of rigor and content is provided to satisfy a wide variety of student needs and academic objectives. At all levels, students will apply technology, complete projects, perform research, and actively engage in inquiry-based experiments and lessons to further their understanding of the earth and our impact on it.

Major areas of study include astronomy, meteorology, oceanography, and geology. Astronomy topics include Newton’s Laws, formation and structure of the universe, stars and the electromagnetic spectrum, and sun-earth-moon relationships. Meteorology topics include structure and characterization of the atmosphere, global wind patterns, along with measuring and analyzing meteorological data. Oceanography topics include origin of the oceans, analyzing how salinity, temperature, and winds influence ocean currents, and physical features of ocean floors and shorelines. Geology topics include interpreting physical and chemical properties of rocks and minerals to explain Earth’s geologic history, how the action of plate tectonics leads to earthquakes and volcanoes, and hydrologic processes that shape and influence the land.

Course Number 590  Earth Science Honors  
Course Number 591  Earth Science Level I  
Course Number 592  Earth Science Level II
**Biology I**  
Grade 10, 11, 12

This course presents a view of Biology from atom to biosphere. Specific topics include molecular biology, cellular biology, genetics, population change, and ecology.

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<td>600</td>
<td>Honors Biology</td>
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<td>601</td>
<td>Biology Level I</td>
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<td>Biology Level II</td>
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**Course Number 605 Biology II – Anatomy & Physiology**  
Grade 10, 11, 12

This course includes an in-depth study of the human body. This course will be of particular interest to students interested in understanding how the human body works and how to maintain good health. Students contemplating careers in health care, pharmacology, physical therapy, athletic training, veterinary sciences, or other fields requiring knowledge of anatomical systems and how they function will benefit from this class. **Prerequisite:** Biology I completed. Chemistry must be completed or taken concurrently.

**Course Number 606 Biology II – Wildlife Ecology (1 semester only)**  
Grade 11, 12

The study of wild mammals, birds, reptiles, amphibians, and fish and their role in ecological communities and interactions with humans. This course is designed for all students who are interested in wildlife ecology and wildlife conservation issues in Maine and the global environment. The course is strongly lab oriented with exposure to all aspects of wildlife identification and understanding of the biology of wildlife. Field trips are designed to expose students to local wildlife topics. This course is the opposite semester of Marine Biology so both may be taken in the same year. **Prerequisite:** Biology I completed.

**Course Number 607 Biology II – Marine Biology (1 semester only)**  
Grade 11, 12

Marine Biology applies biological principles to the study of the Gulf of Maine. Field trips are carefully designed to expose the students to various communities of marine organisms and their related environmental factors. Collected organisms are used for comparative laboratory studies to illustrate similarities and ancestral relationships to man. The natural resources and economics of these organisms are also stressed. Careers in this field are suggested. Individual projects are required. **Prerequisite:** Biology I completed.

**Chemistry I**

This course includes the study of matter, atomic structure, radioactivity, electron configurations, the periodic table, chemical bonding, stoichiometry, kinetics, and an introduction to organic chemistry. Chemistry courses combine lecture, labs, small-group work and inquiry projects to connect theory to practice. Classes also integrate science literacy and interdisciplinary connections when possible.

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<td>610</td>
<td>Honors Chemistry I</td>
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<td>611</td>
<td>Level I Chemistry I</td>
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<td>612</td>
<td>Chemistry I Level II</td>
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Course Number 1301  Dual-Enrollment Chemistry  Grade 11, 12

This course qualifies for college credit in the UMaine-Fort Kent Rural U Program. Dual-Enrollment Chemistry is a non-mathematical introduction to the basic principles of chemistry with an emphasis on chemistry relevant to everyday life. Topics will include sustainability, atmospheric chemistry, global climate change, water chemistry and ocean acidification, nuclear energy, polymers and plastics, and designing molecules and medicines. Emphasis is placed on classroom participation, laboratory techniques, technical writing and problem solving. Only students in grades 11 or 12 are eligible to take this course for college credit. Reduced University fees must be paid by the student. University fees apply. (CHY 100 at UMaine-Fort Kent)

Physics  Grade 11, 12

The physics courses are designed for the junior and senior years of science study. Beginning with the principles and progressing to an in-depth study of mechanics, heat, light, and electricity, students will attain a qualitative and quantitative appreciation of physical phenomena. In learning basic physical relationships the students develop tools with which they can interpret, appreciate, and question the physical world. A combination of laboratory investigations, lecture-demonstrations and word problem solving is used to develop the students’ inquiry processes.

Course Number 620  Honors Physics
Prerequisites: Honors or Accelerated Algebra II completed.

Course Number 621  Physics Level I
Prerequisites: Algebra II completed or taken concurrently.

Course Number 622  Physics Level II
Prerequisites: Geometry or Algebra II completed or taken concurrently.

Course Number 594  Introduction to Astronomy  Grade 11, 12

Introduction to Astronomy class topics include the motions of the night sky, history of astronomy, light and telescopes, bodies of the solar system, exoplanets, stars, galaxies, black holes, supernovae, origin of the universe, and other related subjects. In addition to five forty-minute daytime classes, the course includes optional evening observing sessions throughout the year. During these sessions students will be observing the night sky using the large telescope in the high school observatory. Visual targets will include deep-sky objects such as nebulae and galaxies, binary stars, visiting comets or asteroids, constellations, and planets. No labs. Prerequisite: Chemistry completed or taken concurrently.

Course Number 980  AP Biology  Grade 10, 11, 12

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Five 3-mod classes per week.
Course Number 981  AP Chemistry  Grade 10, 11, 12

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Five 3-mod classes per week.

Course Number 982  AP Physics C (Electricity & Magnetism and Mechanics) Grade 12

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Five 3-mod classes per week.

Prerequisite: AP Calculus AB must be completed or taken concurrently. Students should strongly consider taking Level 1 physics in the junior year before AP Physics C.

BHS STEM (Science, Technology, Engineering, Math) Academy

Since 2012, Bangor High School has offered a program option for all students with a strong emphasis on STEM courses. Parents and students interested in learning more about the program are encouraged to visit the BHS website or to contact Department Head Cary James.

Course Number 1205  STEM Physics  Grade 9

The course, weighted at the Honors level, utilizes the instructional approach of modeling to engage students in a full study of mechanics, heat, light, and electricity. Students attain a qualitative and quantitative appreciation of physical phenomena and build the foundation of study for all future science courses in the STEM sequence.

Course Number 1201  Introduction to Research  Grade 10

This course engages students in the core ideas behind science and engineering practices, and familiarizes them with the research process. Students will examine and identify research opportunities in the natural sciences and engineering programs and hone their investigative skills in preparation for academic competitions. Students will gain experience in laboratory-based research, project planning, experimentation, problem solving, design, modeling, fabrication, testing, evaluation, documentation, and presentation related to engineering and science—all precursor skills for apprenticed research courses that follow in the STEM sequence.

Course Number 1206  Technology and Engineering I  Grade 10

The Technology and Engineering I course is designed to introduce students to technological tools and
the application of those tools in STEM. Students will primarily use MATLAB software to learn the fundamentals of computer programming. In addition, emphasis will be placed on using the MATLAB interactive environment for data storage, retrieval, manipulation, analysis, and visualization. Students will also be introduced to freely available alternatives to MATLAB such as Python and R.

**Course Number 1207 Technology and Engineering II Grade 11**

The Technology and Engineering II course is designed to introduce students to engineering practices through modern, hands-on experiments and attract students to STEM disciplines. Students will apply electronics knowledge to Arduino microcontrollers and the Raspberry Pi computer. Matlab and Python programs running on these computers will be used to interface with a variety of sensors and actuators. Robotics platforms will be employed for teaching basic concepts in kinetics, control, and intelligent systems. Students will use various languages to interface with these robotic systems. Depending on project availability, students may be involved in off-campus challenges in engineering related fields. A portion of class time is dedicated to the multi-year TAR-STEM research projects.

**Prerequisite: Technology and Engineering I.**

**Course Number 1004 Advanced Geo-Systems Grade 12**

This course unifies the fundamental disciplines of chemistry, physics, biology, and engineering through the study of Earth as an integrated system of dynamic interactions with humans. Four segments of study include: (1) understanding climate change and heat flux in the atmosphere; (2) exploring models of the earth’s interior (lithosphere) by using geophysical instruments to locate natural resources; (3) investigating hydraulic and chemical properties of the hydrosphere using sensors and MODFLOW software in the study of water resources; and (4) investigating the biogeochemistry of oceans, particularly in terms of carbon cycling. Engineering components embedded in each segment focus on sustainability of earth’s resources.

**Course Number 580 STEM Academy Capstone Grade 12**

The objective of the capstone class is for students to refine their research skills, to learn how statistics fit into scientific and engineering research, and to experience planning, performing, and reporting real, original research. Students will prepare for the Regeneron Science Talent Search (STS), New England Junior Science and Humanities Symposium (JSHS), Maine State Science Fair (MSSF), and Stockholm Junior Water Prize (SJWP). Class time will be used to continue discussing the nature of science and engineering, workshop the current status of research projects and to continue to develop student writing, communication and presentation skills.
**HISTORY: Geoff Wingard, Department Head**

The History Department of Bangor High School prepares students for civic participation and responsibility in tomorrow’s world. In order to achieve this end the department’s courses teach the principles and practices of effective citizenship and provide students with a wealth of knowledge about the world in both historical and contemporary terms.

To be an active, competent, and involved world citizen students must have an understanding of our state, our nation, the world, and the times in which we live. Students should have an appreciation of our way of life. They need to be encouraged to develop a deep respect for those who have contributed to the improvement of humankind. Students must also develop the ability to think effectively and to communicate clearly. All of the department’s courses are intended to enhance these necessary skills.

The department has two required courses for students. Students must take and pass GeoCivics in Grade 9. All students must take and pass United States History in Grades 10 or 11. In addition to the two required courses all students are strongly encouraged to take as many courses from the department’s offerings as they can. An in-depth understanding of our history, our culture, and the world in general is a necessary part of everyone’s education and is offered in full depth in the Bangor High School History Department.

**HISTORY DEPARTMENT COURSES**

**Course Number 645 and 645B GeoCivics Grade 9**

GeoCivics, the history department’s required 9th grade course, introduces students to core principles of government, personal economics, and geography. Students will focus on Constitutional government at the federal and state level as well as personal economics for one semester, and on the thematic attributes of geography for the second semester. This course also presents students with the initial assessments of Bangor On Track local assessment system. Each semester of the course must be passed for successful completion of the graduation requirement.

**Course Number 647 World Geography (GIS) Grade 10, 11, 12**

World Geography is a study of the Earth and how man has adapted to or tried to change his environment. Students examine representative countries from different regions of the globe within a geographic paradigm including physical and human geographic characteristics. This course also includes significant work in GIS and the technical aspects of conducting geographic research.

**Course Number 649 Asian Studies (1 semester only) Grade 10, 11, 12**

This course will examine the history and cultures of Asia through a study of the interactions among China, other Asian cultures, and the West. Students will be expected to complete extensive outside reading, independent research, and creative presentation and information analysis in written, artistic, and electronic formats.

**Course Number 651 Current Issues In Global Studies Grade 10, 11, 12**

Current Issues in Global Studies follows issues of a geopolitical nature that have particular relevance to students of the twenty-first century. Students will gain valuable knowledge of global competition for
resources, historic regional conflicts, and international trade and treaty issues. Students can expect frequent writing assignments, required library research, and focused discussions in addition to regular classroom instruction.

Course Number 652 Latin American History and Culture (1 semester only) Grade 10, 11, 12

A survey of the historical and geographic forces that have contributed to the development of modern Latin America. Students will explore the geography, political systems and economic structure of contemporary and historical Latin American countries and regions. Students should expect to conduct outside readings and independent research.

Course Number 666 World History I

A survey of the history of the world from the ancient world and Roman times to the Renaissance. Emphasis is placed on social, economic, cultural, and political developments of the period. This course involves significant outside reading and writing assignments as well as a variety of projects. The course is NOT required as a prerequisite for (and may be taken after) World History II.

Course Number 667 World History II

A survey of the history of the world beginning with the Renaissance and continuing to modern times. As in World History I the course emphasizes social, economic, cultural, and political developments of the periods under consideration. This course involves significant outside reading and writing assignments as well as a variety of projects. World History I is NOT a prerequisite for enrollment.

Course Number 676 United States History Grade 10, 11

United States History teaches the development of our country from the events leading to Civil War to the present after an introductory unit on the development of the American democracy. Economic, political, diplomatic, cultural, and social developments are considered. Particular emphasis is placed upon how the United States became and is a part of the world community of nations.

Course Number 676b United States History through Film Grade 10, 11

In this course students will view films or segments of films dealing with United States History and through discussions and written essays will compare and contrast information in the film about historical events and periods to that in more traditional sources such as articles, film reviews, and critical commentaries.

Course Number 676d United States History through Popular Culture Grade 10, 11

Popular culture involves the ideas, perspectives, and attitudes found in mainstream society. During this course students will use a wide array of resources to analyze American popular culture from the 1600’s until the present day. Units will emphasize different themes in American history and their contribution to the development of the popular culture of that period of time.
Course Number 684 Senior Seminar  
Grade 12

Senior Seminar provides students with opportunities to study current political, economic, and social issues through a variety of instructional modalities. Students can expect frequent reading and writing assignments as well as a requirement to fully participate in class discussions.

Course Number 1304 Dual-Enrollment US History to 1877  
Grade 11, 12

Examines interactions of the many peoples who created the United States. Surveys the social, cultural, economic and political development of the American nation from exploration and colonization through era of Civil War and reconstruction. Topics include Native Americans, the American Revolution, and Civil War, and how colonization, immigration, gender, race, politics, class, and geography shaped the nation. This course satisfies the requirements for credit at UMaine-Fort Kent (HTY 102). University fees apply.

Course Number 1308 Dual-Enrollment US History since 1877  
Grade 11, 12

A continuation of Dual-Enrollment to 1877, this course is a survey of main themes of U.S history from 1877 to the present. The course may include an emphasis on political, social, economic, intellectual, and technological aspects of the Gilded Age, the Progressive Era, WWI, the interwar era, WWII, the Cold War, and the post-Cold War era. This course satisfies the requirements for credit at UMaine-Fort Kent (HTY 103). University fees apply.

Course Number 699 Dual-Enrollment Psychology  
Grade 11, 12

In line with a typical AP Psychology course, Dual-Enrollment Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course is offered for a full credit on a semester basis. It will be offered in the Spring Semester during the evening. This course satisfies the requirements for credit at UMaine-Fort Kent (PSY 100). University fees apply.

Course Number 990 AP U.S. History  
Grade 10, 11, 12

AP History conforms to the Advanced Placement course description for U.S. History published by the College Board. The course may be taken as the student’s United States History requirement during the sophomore or junior year. In-depth reading focused discussions and composition assignments, and a significant summer reading program before beginning the course of study can be expected.

Course Number 993 AP Human Geography  
Grade 10, 11, 12

AP Geography emphasizes the importance of geography as a field of inquiry. The course introduces students to the importance of spatial organization in the understanding of human life on Earth. A significant outcome of the course will be student awareness of the relevance of academic geography to everyday life and decision-making.
Course Number 999 AP US Government & Politics Grade 10, 11, 12

The course provides an analytical perspective on government and politics in the United States involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Extensive reading is required during the summer and throughout the course. Prerequisite: Completion of U.S. History or recommendation of prior history instructor.

Course Number 899 AP World History Grade 10, 11, 12

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

Course Number 898 AP European History Grade 11, 12

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

Course Number 698 Global Studies: Fundamentals of Human Rights and Global Citizenship Grade 9, 10, 11, 12

This course is a historical and contemporary exploration of human rights and the role that is played by individuals, organizations and governments to ensure these rights are protected. At the core of the course is a focus on the statement “How we treat each other.” This helps to bring global human rights into focus from a local perspective. The course starts with the process of defining human rights and then looks at key elements of human rights progress through world history. For the contemporary study of human rights, the course uses the United Nations Universal Declaration of Human Rights as a framework for issues relevant and important in our world today. This class is especially relevant to any students who have an interest in joining socially conscious clubs or organizations and for students who plan to pursue humanities related careers.
Course Number 697 History Lab

Grade 9, 10, 11, 12

In History Lab, students approach topics across the historical spectrum through the lenses of experimental and experiential history. Students will engage with a common topic to develop the skills of experimental and experiential historians including reading creative (experimental) histories, writing their own experimental history on a topic of their choice and developing and conducting an experimental history project. Students must commit to engaging in both literary analysis and development and to the research, planning, execution of hands-on experimental histories.
WORLD LANGUAGES: Marisue Schuiling, Lily Crane, Co-Department Heads
The World Language classes enable students to acquire proficiency and knowledge in a language and culture other than their own. Students who study a world language are introduced to other perspectives, products, cultures and practices via the language they are studying. Students learn pronunciation, accent, structures and vocabulary in order to communicate; they are expected to put their skills together to comprehend authentic materials, and to understand, speak, read and write in both formal and informal situations.

World Language offerings include: American Sign Language (ASL), Chinese, French, and Spanish. Each course offers a series of theme-based units to provide students with opportunities to enhance their global awareness, attain language proficiency and make informed cultural comparisons.

Many four-year universities and specific majors require 2-4 years of the same foreign language, with more selective schools requiring, or at least recommending, a full four years. Please note that many colleges still do not accept ASL to meet this requirement.

WORLD LANGUAGES COURSES

**Course Number 159  American Sign Language I**  
Grade 9, 10, 11
This course teaches the fundamentals of American Sign Language vocabulary, grammatical structure and conversation. This course also presents an overview of deaf culture and deaf history.

**Course Number 161  American Sign Language II**  
Grade 10, 11, 12
This course continues with the development of ASL vocabulary, grammar and the introduction of classifiers. There is also an emphasis on conversational skills and basic interpreting.

**Course Number 500  Spanish I**  
Grade 9, 10, 11, 12
This theme-based course offers the fundamentals of Spanish conversation, writing, grammar and vocabulary, with emphasis on written and spoken communication. The course also presents a study of cultures and authentic materials from the Hispanic world.

**Course Number 501  Spanish I Level II**  
Grade 9, 10, 11, 12
This theme-based course offers the fundamentals of Spanish conversation, writing, grammar and vocabulary, with emphasis on written and spoken communication. The course also presents a study of cultures and authentic materials from the Hispanic world. The course will offer added learning supports with an emphasis on engaging students in active learning.

**Course Number 504  Spanish II Honors**  
Grade 9, 10, 11, 12
This course is designed for students who plan to go on to honors Spanish III, honors Spanish IV, and AP. It provides an accelerated, activity-enriched experience in intermediate language learning with opportunities for conversation, projects, reading, writing and presentation. It offers an accelerated approach to learning language and culture and is designed to improve proficiency and fluency. This course is taught primarily in Spanish.
Course Number 505  Spanish II Level I  Grade 9, 10, 11, 12

This theme-based course continues to offer the skills for proficiency with Spanish conversation, reading, writing, and presentation through a study of vocabulary, grammar and a use of authentic materials. Students will also study cultural aspects of the Spanish-speaking world. The second semester is taught largely in Spanish.

Course Number 506  Spanish II Level II  Grade 10, 11, 12

This course is for students who have successfully passed a Spanish I class at the high school and want to go on to the second year. This course continues to build on the basic skills for learning Spanish with less of an emphasis on grammar. The course will be taught with an emphasis on visual, auditory and physical prompts to build proficiency in speaking, reading and writing and presentation.

Course Number 510  Spanish III  Grade 10, 11, 12

This course is conducted in Spanish. Advanced language structure and vocabulary are reinforced through conversation, reading, writing and presentation. All activities are based on the six themes of identity, family and community, daily life, science and technology, world challenges and esthetics. Cultural comparisons are made between one’s own culture and cultures of the Hispanic world.

Course Number 511  Spanish III Honors  Grade 10, 11, 12

This course is designed for students who wish to go on to Honors Spanish IV and AP Spanish Language and Culture. It provides an accelerated, theme-based, activity-enriched experience in foreign language learning with more opportunities for conversation, reading and a deeper understanding of the language and culture. This course is conducted in Spanish and students are expected to use studied vocabulary and grammar mastery to function in Spanish.

Course Number 512  Spanish IV Honors  Grade 11, 12

This course is conducted in Spanish and there is emphasis on communication in the language. The course consists of a deeper discussion of the world language themes, writing, reading, and some advanced grammar to practice the interpretive, interpersonal and presentational skills necessary for proficiency in the language. Emphasis is on the development of accurate use of language structures and idiomatic use of Spanish for proficiency in comprehension, speaking, reading and writing. In addition, the class offers a study of the Hispanic world, and cultural perspectives. Spanish IV Honors is a pre-AP course.

Course Number 515  Spanish IV  Grade 11, 12

This course is conducted in Spanish and there is emphasis on communication in the language. The course consists of a deeper discussion of the world language themes, writing, reading, and some advanced grammar to practice the interpretive, interpersonal and presentational skills necessary for proficiency in the language.
Course Number 550  French I  Grade 9, 10, 11, 12

This theme-based course offers the fundamentals of French conversation, writing, grammar and vocabulary, with emphasis on written and spoken communication. The course also presents a study of cultures and authentic materials from the francophone world.

Course Number 551  French I: Level II  Grade 9, 10, 11, 12

This theme-based course offers the fundamentals of French conversation, writing, grammar and vocabulary, with emphasis on written and spoken communication. The course also presents a study of cultures and authentic materials from the francophone world. The course will be taught with additional visual and auditory learning supports and with an emphasis on engaging students in active learning.

Course Number 555  French II Level I  Grade 9, 10, 11, 12

This theme-based course continues to offer the skills for proficiency in French conversation, reading, writing, and presentation through a study of vocabulary, grammar and a use of authentic materials. Students will also study cultural aspects of the French-speaking world. By second semester this course is taught largely in French.

Course Number 556  French II: Level II  Grade 10, 11, 12

This course is for students who have successfully passed a French I class at the high school and want to go on to the second year. This course continues to build on the basic skills for learning French with less of an emphasis on grammar. The course will be taught with an emphasis on visual, auditory and physical prompts to build proficiency in speaking, reading and writing and presentation.

Course Number 554  French II Honors  Grade 9, 10, 11, 12

This course is designed for students who plan to go on to honors French III, honors French IV, and AP. It provides an accelerated, activity-enriched experience in intermediate language learning with opportunities for conversation, projects, reading, writing and presentation. It offers an accelerated approach to learning language and culture and is designed to improve proficiency and fluency. This course is taught primarily in French.

Course Number 559  French III Honors  Grade 10, 11, 12

This course is designed for students who wish to go on to Honors French IV and AP French Language. It provides an accelerated, activity enriched experience in foreign language learning with more opportunities for conversation, reading and a deeper understanding of the language and culture. This course is conducted in French and students are expected to use studied vocabulary and grammar mastery to function in French.

Course Number 560  French III  Grade 10, 11, 12

This course is conducted in French. Advanced language structure and vocabulary are reinforced through conversation, reading, writing and presentation. All are based on the six themes of identity, family and community, daily life, science and technology, world challenges and esthetics. Cultural
comparisons are made between one’s own culture and cultures of the francophone world.

**Course Number 565  French IV**

Grade 11, 12

This course is conducted in French and there is emphasis on communication in the language. The course consists of deeper discussions of the world language themes, writing, reading, and some advanced grammar to practice the interpretive, interpersonal and presentational skills necessary for proficiency in the language.

**Course Number 566  French IV Honors**

Grade 11, 12

This course is conducted in French and there is emphasis on communication in the language. The course consists of deeper discussions of the world language themes, writing, reading, and some advanced grammar to practice the interpretive, interpersonal and presentational skills necessary for proficiency in the language. Emphasis is on the development of accurate use of language structures and idiomatic use of French for proficiency in comprehension, speaking, reading and writing. In addition, the class offers a study of the francophone world, and cultural perspectives. French IV Honors is a pre-AP course.

**Course Number 570  Chinese I**

Grade 9, 10, 11, 12

The primary goals are for students to learn to understand, speak, read and write basic Chinese vocabulary and grammar and to study the lifestyles and customs of the Chinese-speaking world. Students learn the pinyin system as well as the simplified form of Chinese characters. Students will learn to express themselves with reasonable accuracy in basic Chinese as it is spoken in authentic cultural settings. Art forms related to the language, such as poetry and calligraphy, will be introduced. Students will participate in cooperative learning, guided practice, role-playing, and self-expression as they develop accurate comprehension and communication skills of the spoken and written language.

**Course Number 575  Chinese II**

Grade 10, 11, 12

This course builds upon the basic skills for learning Mandarin Chinese taught in Chinese I. Chinese II will emphasize reading and writing of Chinese characters. The history and civilization of the Chinese-speaking world will also be introduced. By the second semester, basic course instructions will be given in Chinese.

**Course Number 576  Honors Chinese II**

Grade 10, 11, 12

This course is designed for students who plan to go on to Chinese III Honors, Chinese IV Honors, and AP Chinese Language and Culture. It provides an accelerated, activity-enriched experience in Chinese language learning with opportunities for conversation, projects, reading, writing, and presentation. It offers an accelerated approach to learning language and culture and is designed to improve proficiency and fluency. This course is taught primarily in Chinese. Instructional materials and activities are carefully and strategically adapted from authentic sources to support goals of the course.

**Course Number 577  Chinese III**

Grade 11, 12

This course builds upon the skills for learning Mandarin Chinese taught in Chinese I and II and emphasizes all four skills in mandarin proficiency: listening, speaking, reading and writing. Students will continue to learn about the rich traditions and culture of China, and throughout the course,
directions and conversations will be conducted mainly in Mandarin.

Course Number 578  Honors Chinese III  Grade 11, 12

This course is designed for students who wish to go on to Chinese IV Honors and AP Chinese Language and Culture. It provides an accelerated, activity-enriched experience in Chinese language learning with more opportunities for conversation, reading and a deeper understanding of the language and culture. This course is conducted in Chinese and students are expected to use studied vocabulary and grammar mastery to function in Chinese. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

Course Number 581  Chinese IV  Grade 12

This course furthers the knowledge of language and communication skills acquired in previous levels in Chinese I, II and III, with the aim of improving language proficiency. Chinese IV will focus on the three communicative modes (interpersonal, interpretive and presentations) and the five goal areas of communication, culture, connections, comparisons and communications. Authentic reading materials and selected Chinese literature will be read to improve comprehension competence and understanding of culture. The majority of the course will be conducted in Chinese. Students will be trained through debate, role-playing, discussion, projects, and different forms of writing for language proficiency.

Course Number 582  Honors Chinese IV  Grade 11, 12

This course is conducted completely in Chinese and there is emphasis on communication in the language. The course consists of deeper discussions of the world language themes, writing, reading, and some advanced grammar to practice the interpretive, interpersonal, and presentational skills necessary for proficiency in the language. Emphasis is on the development of accurate use of language structures and idiomatic use of Chinese for proficiency in comprehension, speaking, reading, and writing. Honors Chinese IV is a pre-AP course. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

Course Number 574  Chinese History & Culture through Film and Fiction  Grade 9, 10, 11, 12

This course will offer a study of the key aspects of traditional and modern Chinese culture in order to provide a basic understanding of Chinese thought and cultural perspective. The course will explore modern China through a series of short stories, essays, poetry, legends, presentations and film, all in an effort to expose students to the cultural products and traditions of China. The course will be taught in English, however many opportunities will exist for experiencing, first hand, the Chinese language. Students may enroll in the course for one or two semesters, each for ½ credit.

Course Number 976  AP French Language and Culture  Grade 12

This theme-based course is intended for those who have chosen to advance their proficiency in French language and culture. Students who enroll should already have a good command of the grammar and considerable competence in listening, reading, speaking, and writing. The students’ performance and progress will be evaluated frequently in the three modes of communication: Interpretive, Interpersonal and Presentational. It is expected that students in this course will take the Advanced Placement French Language and Culture Examination.
Course Number 978  AP Spanish Language and Culture  Grade 12

This theme-based course is intended for those who have chosen to advance their proficiency in Spanish language and culture. Students who enroll should already have a good command of the grammar and considerable competence in listening, reading, speaking, and writing. The students’ performance and progress will be evaluated frequently in the three modes of communication: Interpretive, Interpersonal and Presentational. It is expected that students in this course will take the Advanced Placement Spanish Language and Culture Examination.

Course Number 977  AP Chinese  Grade 12

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Chinese. This course will deepen students’ immersion into the language and culture of the Chinese-speaking world. AP Chinese prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.
PHYSICAL EDUCATION & HEALTH: Jeffrey Fahey, Department Head
Educating and preparing students to effectively use leisure time, and to be physically, socially, and emotionally well are the major goals of the Physical Education & Health Department. The intent of our program is to enable each student to enjoy physical activity through improved fitness levels and better understanding of each recreational activity.

The diverse offerings within the program are all designed for students to meet credit requirements and state standards by the end of their sophomore year, primarily through specific course-embedded assessments in Physical Education/Health. Students who have not met the graduations requirements following the sophomore year are able to do so in the junior and / or senior year. Elective courses are offered to juniors and seniors.

The department intends to have students raise individual fitness levels, improve skills and knowledge of team sports, gain a foundation for participation in lifetime activities, and be introduced to numerous outdoor activities. The after school Intramural Program offers participants an opportunity to further develop the skills promoted in the following courses as they build interpersonal connections that are critical extensions of classroom learning.

HEALTH COURSES

Course Number 801 Freshman Health Grade 9
This course includes units mandated by the State of Maine as well as preferred areas of instruction. Students will be instructed in the following areas: Decision-Making, Mental Health, Nutrition, Physical Fitness, First Aid/CPR, Human Development, Family Life, Chemical Dependency, Modern Health Problems and Conflict Resolution. Priorities include helping students:
- Develop a positive self-image
- Become aware of the physical and emotional changes as they mature
- Understand how these changes affect their family roles and responsibilities
- Understand the importance of good nutrition and physical activity
- Understand chemical dependency and its progression as a family disease
- Understand substance abuse, codependency, and responsible decision-making
- Develop the desire, knowledge, skills and attitudes necessary for a healthy lifestyle
- Learn background and knowledge for resolving conflicts

PHYSICAL EDUCATION COURSES

Course Number 800 Freshman Team Sports Grade 9
This course offers instruction in the skills, strategies, and playing of team sports with emphasis on the concepts of cooperation, teamwork and sportsmanship and the role of team sports in personal physical fitness.

Course Number 820 Sophomore Team Sports Grade 10
This course offers a progressive extension of Freshman Team Sports.
Course Number 805 Freshman Lifetime Activities        Grade 9
This course explores a variety of individual and group recreational activities as well as selections from all PE content areas that can be enjoyed outside the school setting and that highlight the well-documented role of physical activity in stress management and overall health.

Course Number 825 Sophomore Lifetime Activities        Grade 10
This course offers a progressive extension of Freshman Lifetime Activities.

Course Number 810 Freshman Aerobics & Weight Training Grade 9
Students will follow personal fitness programs that include aerobic activity and weight training (including access to a well-maintained weight-training facility) as well as selections from other PE content areas. Students will be instructed in the importance of nutrition, body composition, and cardiovascular fitness to their overall wellness.

Course Number 830 Sophomore Aerobics / Weight Training Grade 10
This course offers a progressive extension of Freshman Aerobics / Weight Training.

Course Number 815 Freshman Outdoor Education Grade 9
This course offers students an outdoor physical experience as they develop team building, problem solving, and leadership skills. Through the use of cooperative learning, students will take advantage of the many outdoor opportunities on and around the school campus. This course is an excellent prerequisite to the junior and senior elective courses in Physical Education and PE Leadership.

Course Number 835 Sophomore Outdoor Education Grade 10
This course offers a progressive extension of Freshman Outdoor Education.

PHYSICAL EDUCATION ELECTIVE COURSES

Course Number 845  Physical Education Elective Grade 11, 12
This course will be available to juniors and seniors who have successfully completed both their freshman and sophomore physical education requirements. Students will be physically active every class period through a variety of activities. Limited enrollment. Prerequisite: Permission of Instructor.

Course Number 855  Physical Education Leadership Grade 11, 12
This course is available to juniors and seniors with an interest in pursuing a career in coaching, teaching, fitness, outdoor recreation or related fields. The purpose of this course is to develop leadership qualities through classroom activities, outdoor adventure, and cooperative experiences. The
intent is for students to improve leadership abilities, to gain self-confidence, to assume responsibility, and to develop cooperation skills. With teacher assistance, students will be required to develop and implement group activities using lesson plans and communication skills. In addition, students may serve as student-leaders in regular Physical Education classes.

**Prerequisite: Permission of Instructor (Limited enrollment).**

**Course Number 860  Health II  Grade 11, 12**

Students will complete Units in Fitness, Nutrition, Physiology, Anatomy, and both Stress and Weight Management to learn the concepts and apply the tools that support personal heath. Emphasis will be placed on the impact (positive and negative) of behaviors / behavior changes on the body.

**Prerequisite: Permission of Instructor (Limited enrollment).**

**Course Number 865  Outdoor Photography  Grade 11,12**

This course is available to juniors and seniors with an interest in outdoor recreation as well as photography. Outdoor Photography is a one semester course combining outdoor experiences with new existing and emerging digital photography / videography technology to create a visual portfolio.

**Prerequisite: Permission of Instructor (Limited enrollment).**
VISUAL & PERFORMING ARTS: Eric Hutchins & William Bell, Co-Department Heads

The Visual & Performing Arts Program helps students to increase creative thinking skills and knowledge as aesthetically informed citizens. The content areas of drama, music and visual arts are among the subjects students may explore in order to acquire new proficiencies and to meet their Fine Arts graduation requirement, which is accomplished through successful completion of an introductory course in any of the three subject areas. Students are encouraged to access the rich blend of introductory and advanced courses, including multiple AP options, which provide wonderful experiences that build strength and understanding of the visual and performing arts and provide opportunity for continued pursuit and enjoyment of the arts in education and career.

VISUAL & PERFORMING ARTS COURSES

Course Number 230 Fundamentals of Music through Guitar    Grade 9, 10, 11, 12

This course if for students with very little or no experience with the guitar. Course materials include tuning, basic chords, chord progressions, scales, improvisation as well as flat-picking and fingerstyle techniques. Students will learn to read traditional music notation, tablature and lead sheets as well as playing by ear. Musical styles range from folk, rock and jazz to classical music. Course activities will include large group, small group and individual instruction. Students will also be given time in class to develop skills through individual practice. The course is taught using both acoustic and electric instruments. Instruments are provided for student use. Note: Students with prior experience on the guitar must have permission of the instructor to enroll.

Course Number 231 Fundamentals of Music through Wind Instruments    Grade 9, 10

This course is for Freshman and Sophomore students seeking to develop basic musical skills on a Wind Band instrument. Instrument choice will be limited to Flute, Clarinet, Bass Clarinet, Alto Sax, Tenor Sax, Trumpet, Trombone, Euphonium, and Tuba. Course material includes fundamentals of good technique, developing music reading and playing skills, as well as group performance skills. Students will present one concert per semester and are required to demonstrate concepts, fundamentals, and progress through regular playing assessments. Successful completion of course material will allow for enrollment in Music 245: Concert Band. Note: BHS can provide students with most instruments, however students may also elect to provide their own instrument to use. This course is designed for wind instruments only, no percussion or keyboard instruments.

Course Number 232 Fundamentals of Music through Piano    Grade 9, 10, 11, 12

This course is for students seeking to develop basic musical skills on piano. Course material includes rudiments and fundamentals of good technique, developing right and left hand independence, reading, writing, and playing music using standard notation, scales, chords, and performance repertoire. Students will present one piece each semester in a recital format and are required to demonstrate concepts, fundamentals, and progress through regular playing assessments.

Course Number 240 Music Survey    Grade 9, 10, 11, 12
This course is a study of American Music from the turn of the 20th Century to the present and is designed for students who have a great interest in music and its historical and cultural importance. Topics covered will include Jazz, Blues, Rock & Roll, Modern/Pop, and Hip Hop. Students will study the influence of music in popular culture through reading, writing, literature, film, recordings, live performance, and fashion. Regular assessments will occur through written response, research, reflection, opinion, sharing, and participation in discussion. Use of a chromebook and google classroom is required.

Course Number 241  Music Theory I  Grade 10, 11, 12

This course covers the basic mechanics of music. Course materials include written notation, scales, chords, keys and rhythms. Basic ear training is also included to help students identify basic musical concepts by ear. Course activities include lecture, readings, written assignments, musical compositions and regular quizzes and tests.

Course Number 245 Band Ensemble  Grade 9, 10, 11, 12

Music 245 is designed as a year long study and performance of wind band literature. This course requires students to have prior knowledge and proficiency of a wind or percussion instrument. Students are expected to participate in daily rehearsal at school as well as performance outside of the school day. This includes Concert Band, Pep Band for football and basketball games, and Marching Band for Veterans and Memorial Day parades. Advanced and extra curricular opportunities include Jazz Ensemble and MMEA All-State auditions & participation. Prerequisite of prior concert band study OR approval of director. Note: Attendance is required at all performances.

Course Number 245H Honors Band Ensemble  Grade 9, 10, 11, 12

This course is designed to be taken in addition to 245 Band Ensemble. It is a focus on individual playing skills, the Maine Music Educators All-State audition material, leadership skills, and chamber music / small ensemble playing. Note: Attendance is required at all performances. The honors section is 3 Mods and is required for students in the Fine Arts Academy and recommended for students who are interested in pursuing post-secondary options in instrumental music. Note: Attendance is required at all performances.

Course Number 250 Orchestra Ensemble  Grade 9, 10, 11, 12

A course of study that includes sight-reading, rehearsal and public performance of the literature from both traditional and modern repertory. All-State eligibility is with permission of the conductor. Note: Attendance is required at all performances.

Course Number 250H Honors Orchestra Ensemble  Grade 9, 10, 11, 12

A course of study that includes sight-reading, rehearsal and public performance of the literature from both traditional and modern repertory. All-State eligibility is with permission of the conductor. Note: Attendance is required at all performances. The honors section is 3 Mods and is required for students in the Fine Arts Academy and recommended for students who are interested in pursuing post-secondary options in orchestral music.
Course Number 253  Chamber Choir  Grade 10, 11, 12

An advanced chorus class designed for the experienced singer who envisions vocal music as an important part of their college, and post-collegiate experience. Students will be required to prepare outside of class, and will be assigned homework and projects dealing with the historical aspects of the literature. Finally, matters of musical style, musicianship, and advanced musical skills will be addressed. Admission by audition and enrollment is limited. **Prerequisite:** At least one year in BHS Chorus and permission of instructor.

Course Number 255  Chorus Ensemble  Grade 9, 10, 11, 12

A course for singing various types of music, both solo and ensemble work for those qualifying. A consistent interest in singing is necessary with the requirement of regular attendance to both classes and performances. Any student may elect Chorus for one year; further registration must have Director’s approval. All-State eligibility is with permission of instructor.

Course Number 255H  Honors Chorus Ensemble  Grade 9, 10, 11, 12

A course for singing various types of music, both solo and ensemble work for those qualifying. A consistent interest in singing is necessary with the requirement of regular attendance to both classes and performances. Any student may elect Chorus for one year; further registration must have Director’s approval. All-State eligibility is with permission of instructor. **Note:** Attendance is required at all performances. The honors section is 3 Mods and is required for students in the Fine Arts Academy and recommended for students who are interested in pursuing post-secondary options in vocal music.

Course Number 267  Theatre Arts I  Grade 9, 10, 11, 12

This course introduces students to theatre through a focus on character and script analysis, both written and performed. Students will learn elements of movement, characterization, vocalization and aesthetics. Projects will include the performance of monologues, scenes, and student generated work.

Course Number 269  Theatre Arts II  Grade 10, 11, 12

Theatre Arts II will look at the production side of theatre. This includes directing, set design, costume design, playwriting- anything that deals with the technical side of theatre. Students will look at various jobs in theatre and read short plays in order to create presentations focusing on those jobs. The final project will be a full production of a one act. An honors option is available for this class.

Course Number 272  Theatre Arts III  Grade 11, 12

This course is for students who wish to explore theater in greater depth, beginning with expansion of skills covered in Theater Arts II and extending to elements of character development, historical considerations, and genre nuances. Students will also continue to study elements of theater production. An honors option is available for this class.
Course Number 279  Film Production  Grade 9, 10, 11, 12

This course provides a solid foundation in film production techniques including film genre, editing and composition. Students apply fundamental technical skills in the creation of multiple short films that explore themes and concepts and build understanding of film as an artistic medium.

Course Number 256  Art I – Introduction to Art  Grade 9, 10, 11, 12

Explore drawing, painting, printmaking, and sculpture! Develop skills in a variety of media and an understanding of design concepts. Art history, art appreciation and art criticism are theoretical components that complement the skill-based study within this yearlong course.

Course Number 256B  Art I – Introduction to Art through Ceramics  Grade 9, 10, 11, 12

Explore drawing, painting, sculpting and printmaking through clay! Develop skills using a variety of techniques and methods, and an understanding of design concepts. Art history, art appreciation and art criticism are theoretical components that complement the skill-based study within this yearlong course.

Course Number 258  Art II  Grade 10, 11, 12

Students will be expected to begin applying their art knowledge from Art 1, with new materials and techniques to demonstrate proficiency in a variety of 2-d and 3-d media including drawing, painting, printmaking and paper sculpture. In addition to creating artwork, students will be expected to demonstrate an understanding of art through written work, group work, and presentations. Prerequisite: Art I or The Creative Process.

Course Number 258H  Honors Art II  Grade 10, 11, 12

Students will be expected to begin applying their art knowledge from Creative Process, with new materials and techniques to demonstrate proficiency in a variety of 2-d and 3-d media including drawing, painting, printmaking, and sculpture. In addition to creating artwork, students will be expected to demonstrate an understanding of art through written work, group work, and presentations. Prerequisite: Creative Process

Course Number 26  Honors Art III  Grade 11, 12

Students will be expected to begin applying their art knowledge from Art 2, with new materials and techniques to demonstrate proficiency in a variety of 2-d and 3-d media including drawing, painting, printmaking and ceramic sculpture. In addition to creating artwork, students will be expected to demonstrate an understanding of art through written work, group work, and presentations. Prerequisite: Art II.

Course Number 265H  The Creative Process  Grade 9, 10

The creative process develops advanced skill in core art forms including drawing, painting, printmaking, digital art, and sculpture in an hour-long daily course. Students cultivate understanding of the arts throughout time and across cultures to inform the art making process and enrich understanding
of global cultures and the universal nature of artistic expression. Students will develop the core strategies and habits necessary for ongoing reflection and growth as artists, including creative and collaborative problem-solving and interpersonal communication. Note: Introductory course for students in the BHS Fine Art Academy in Visual Arts. Sophomores interested in the course should consult with Mrs. Bryand.

**Course Number 257  Art History**

Grade 9, 10, 11, 12

Students will learn to recognize, understand and appreciate art through a study of artists and art movements. Course content will be delivered through direct instruction, multimedia presentation and self-directed study. The curriculum will be supplemented with hands-on art-making projects. **Running this course is subject to the adequate enrollment of 15 or more students.**

**Course Number 259  Printmaking**

Grade 10, 11, 12

Students will explore the practical and creative processes used to reproduce and duplicate original designs. Students will experiment with single images, multi-color prints, and repeat designs using a variety of techniques and processes. **Prerequisite: Art I or The Creative Process. Running this course is subject to the adequate enrollment of 15 or more students.**

**Course Number 260  Fiber Arts**

Grade 9, 10, 11, 12

Fiber Arts students will learn fiber basics, including creating knit and woven fabrics, and altering the fabrics with a variety of printing and dyeing techniques. These fabrics will be used to develop hand and machine sewing skill, creating a variety of items including clothing and accessories, with an opportunity to design their own fashions. Students with a passion for the theater will find this course useful for developing and creating original costume design.

**Course Number 261  Sculpture I**

Grade 10, 11, 12

Students will be engaged in hand-on exploration creating three-dimensional artwork. The focus of the work will be on developing fine craftsmanship using a variety of materials including paper, clay, plaster, and metals. The art-making process will be enriched by reflecting on art from different times and cultures. **Prerequisite: Art I or The Creative Process**

**Course Number 266  Sculpture II**

Grade 11, 12

Students will use the skills developed in Sculpture to create advanced original artworks. Work will continue in paper, clay, plaster, and metals, as well as more advanced materials such as stone and wood. A theme-based exploration of art history will supplement hands-on work. **Prerequisite: Art I, The Creative Process, or Sculpture I**

**Course Number 262  Graphic Design**

Grade 10, 11, 12

Develop skills in visual communication! Students in this class will solve problems in layout and production, advertising design and digital graphics. Learn about the impact of graphic design in contemporary society. **Prerequisite: Photography and Digital Art, Art I or The Creative Process.**
Course Number 431  Photography (One Semester Only)  Grade 10, 11, 12
This course teaches the fundamental skills of photography, with an emphasis on digital photography, and includes an introduction to 35mm photography and darkroom use. Units include history, aesthetics, criticism and the elements of photography.

Course Number 434  Digital Art (One Semester Only)  Grade 10, 11, 12
Students will learn the history and origins of digital art primarily through studio-based instruction with an emphasis on the creation of a body of original work with strong visual qualities. Oral and written critiques of student work and quarterly online gallery reviews will sharpen analysis and communication skills. Students will be assessed through tests, quizzes, essays, original theme-based works, homework assignments and class participation. Prerequisite: Photography.

Course Number 433  Advanced Studio Art  Grade 11, 12
Highly motivated and independent students eager to concentrate on improving visual arts skills should consider this option. This course is designed to complement the Advanced Placement course and should be taken while the student is taking AP Art. High standards for quality and productivity will be emphasized. Students interested in preparing for careers in the visual arts will be assisted with portfolio development. Prerequisite: Art III.

Course Number 435  Yearbook  Grade 11, 12
Students in the Yearbook course are the production leaders of the Bangor High School Oracle. Students will learn and apply skills to complete the many tasks required in the creation of a quality yearbook, including theme development, cover and interior design, master design layout, photography creation and selection, and software applications. Complementary skills include sales, promotion, and project management. Assessment will be based upon the quality completion of individual and group production assignments. Prerequisite: Prior completion of one (1) credit in Fine Art.

Course Number 994  Advanced Placement Music Theory  Grade 10, 11, 12
Students will become fluent with the standard language and components of tonal music including scales, chords, keys, form, and modulation. Students will also become fluent in identifying the above concepts by ear through daily ear-training exercises. Course activities will include lecture, written assignments, live and computer aided ear training and composition. Prerequisite: Permission of instructor.

Course Number 996  Advanced Placement Studio Art  Grade 12
Highly motivated and dedicated art students will be challenged by standards for quality and productivity. The College Board requires the submission of a substantial portfolio consisting of original works demonstrating a proficient understanding and skill in a variety of art concepts, ideas, and media. Prerequisite: Art III.
Course Number 997  Advanced Placement 2-Dimensional Design  Grade 11, 12

Extremely motivated and dedicated art students should consider this option. High standards for quality and productivity will be emphasized. This class is designed for those who want to create a portfolio that meets College Board expectations emphasizing digital media.

Prerequisite: Photography, Digital Art, Graphic Design, and permission of instructor.

Course Number 995  Advanced Placement 3-Dimensional Design  Grade 12

Extremely motivated and dedicated art students should consider this option. High standards for quality and productivity will be emphasized. This class is designed for those who want to create a portfolio that meets College Board expectations, exploring physical space and materials in 3 dimensions.

Prerequisite: Sculpture II and permission of instructor.

Course Number 998  Visual Art Academy Capstone  Grade 12

A culminating course for seniors completing the requirements of the BHS Fine Art Academy, the Capstone will focus on the production, arrangement, and formal presentation of a significant body of original work based upon the student’s core and extended program experiences. 

Prerequisite: Completion of all previous BHS Fine requirements.

BHS VISUAL & PERFORMING ARTS ACADEMY

The department is very pleased to offer opportunity for deep artistic study through the BHS Visual & Performing Arts Academy, a four-year program that begins with election of a VPA Academy foundational course:

Academy Visual Art Foundational Course: The Creative Process
Academy Music Foundational Course: Honors Ensemble in Band, Chorus, or Orchestra
Academy Theater Arts Foundational Course: Theatre Arts I

Following the foundational course, VPA Academy students continue to study their chosen disciplines over the ensuing three years by completing a set of core Academy courses and compatible elective courses that explore other dimensions of creativity and artistic expression within and beyond their chosen discipline. Academy students complete their study with a Capstone course, typically the Advanced Placement course related to their discipline. The Capstone includes the production and presentation (written and presented or performed) of a significant body of original work that reflects their four years of study within and beyond the discipline and qualitatively differentiates each student for post-secondary college or career opportunities.

All Academy courses are taken at the Honors level to better prepare students for advanced work, a designation that requires student initiative and consultation with the course teacher to establish a plan for beyond-class practice or study to include commitments beyond the school day and year. Under the BHS Academy model, students must meet all other graduation requirements in place for their graduating class.
BUSINESS EDUCATION: Lance Fenimore & Peter Sund, Instructors

The study of Business has a long and successful history at Bangor High School with a wide range of courses from core, traditional offerings to higher order, innovative classes that reflect the nature of business on the local, regional, national and international levels. BHS students have the opportunity to explore Business courses up through the AP level, and coupled with an expanded partnership with Husson University, students interested in the study of Business are able to earn college credit that represents significant cost savings in the pursuit of a college degree.

Many BHS students have concentrated their study of Business by taking four or more of the following courses during their four years, often culminating with Advanced Placement (AP) Economics (one semester of Microeconomics and one semester of Macroeconomics) or Honors College Accounting and strong performance on the corresponding year-end exams that potentially yield college credit.

BUSINESS EDUCATION COURSES

Course Number 045  Digital Media for Business  Grade 9, 10, 11, 12
Students will use computers, peripheral devices and programs to solve everyday computer usage problems. Applications include Photoshop CS3, PowerPoint, and Adobe InDesign CS3, and related web browsers and applications. Photo manipulation, graphic presentation, and desktop publishing are instructed. Web Page Design will introduce concepts, technical requirements and production processes needed for basic website development. Principles and tools of web site design (html scripting, digital editing) are studied through Adobe Design Premium Package including Dreamweaver CS3, Flash CS3 Professional, and Photoshop CS3.

Course Number 050  Accounting I  Grade 9, 10, 11, 12
Learn how to plan, record, analyze, and interpret financial information. Students will progress through complete accounting cycles studying proprietorships and partnerships using both manual and automated accounting systems. Accounting cycle simulations will be completed along with computer applications.

Course Number 055  Personal Finance  Grade 10, 11, 12
Personal Finance will assist students in making informed decisions related to job placement, spending, saving, borrowing and investing; and developing financial security. Students will successfully apply job placement skills through the creation of a cover letter and resume. Students will gain financial literacy through the study of budgets, bank statements, and tax documents. Students will also learn how to use fiscal resources to not only achieve their goals, but also to responsibly manage both short-term and long-term debt.

Course Number 056  Honors College Accounting I  Grade 10 (by approval), 11, 12
This course covers the fundamentals principles of the accounting cycle including journalizing, posting, adjusting and closing entries, closing procedures, financial statements, and payroll and is based on Principles of Accounting I (Course No. AC121) at Husson University. Students who complete the
Sophomores may enroll in the course with instructor’s permission. For students not attending Husson, a fee may be paid to Husson in order to receive college credit that may be transferable according to current rules in place at the institution.

**Course Number 057  Honors College Accounting II  Grade 11, 12**

This course is a continued study of accounting principles, including an introduction to valuing inventory, receivables, plant assets, and special journals and is based on Principles of Accounting II (Course No. AC122 at Husson University). Extended course topics include current and long-term liabilities, partnerships and corporate forms of business, and basic bond accounting. Students who earn a score of 85% or better may receive three college credits through Husson. For students not attending Husson, a fee may be paid to Husson in order to receive college credit that may be transferable. The credit granting institution makes all decisions regarding college credits awarded. **Prerequisite:** Successful completion of Honors College Accounting I.

**Course Number 090  Introduction to Business  Grade 9, 10, 11, 12**

A course designed to introduce students to the concepts of entrepreneurship and management, and provide a foundational knowledge of how businesses function. The course will develop the knowledge, skills, and techniques necessary to be successful in the business world. Course content includes basic economic concepts, the business environment in the United States, the global economy, business management and leadership, technology and business, marketing, and advertising. Throughout the course, guest speakers from the community are used to connect the content of the course to the actual business world.

**Course Number 091H  Principles of Marketing  Grade 10, 11, 12**

This course covers the components of marketing structure, together with the development of the modern concepts of marketing. Among the topics included are the legal environment, channels of distribution, segmentation, the international market, consumer behavior, and retailing and advertising. This course is offered in conjunction with Husson University (BA 321). Students who complete this course and final exam with a grade of 85 or better and subsequently enroll at Husson will receive college credit that may be transferable according to current rules in place at the institution. **Prerequisite:** Successful completion of Introduction to Business, Digital Media for Business, or by approval of the Business Department.

**Course Number 096  Introduction to Law  Grade 10, 11, 12**

A full credit course designed to provide students with a background of the American legal system. Students will learn the historical framework of law in the United States as well as the major branches of law in our legal system. Major topics of study include: Criminal Law, Civil Law, Constitutional Law, and current legal issues. Students will be instructed by the use of lectures, court case studies, and projects. This course is offered in conjunction with Husson University (PL 100). Students who complete this course and final exam with a grade of 85 or better and subsequently enroll at Husson will receive college credit that may be transferable according to current rules in place at the institution. **Sophomores may enroll in the course with instructor’s permission.**
Course Number 975  AP Economics  Grade 11, 12

The emphasis in Microeconomics is on the interaction of the individual buyer and individual firm in the marketplace. Macroeconomics emphasizes the making of decisions that affect the economy as a whole. The course will prepare students to take both AP Examinations in May. Students earning a 3, 4 or 5 may receive college credit and/or advanced placement for one semester of Microeconomics and one semester of Macroeconomics according to the policies and practices of the receiving institution. This course is offered in conjunction with Husson University (BA 211 and BA 212). Students who complete this course and final exam with a grade of 85 or better and subsequently enroll at Husson will receive college credit that may be transferable according to current rules in place at the institution.

**BHS BUSINESS ACADEMY**

The Business Academy is a four year program intended for students who have an interest in business and want a deeper and richer experience than a typical student. Students who enter the academy may choose from a variety of courses that allow them to pursue their academic goals and prepare them for future pursuits in the field of business.

All incoming academy students are required to enroll in the foundational course of either Introduction to Business or Digital Media for Business. During the students’ second year, academy students will enroll in the foundational course of Principles of Marketing, whereby students can earn three college credits at a local university. During the third and fourth year, students are required to take business courses that are of interest to the learner.

Academy students are required to participate in cohort activities as well as complete a capstone project before graduation. Cohort activities are enrichment activities that are designed to broaden the students’ learning experience. The capstone is a piece of self-directed research that results in the production of an argumentative paper that is presented to a panel of adults.

All Academy courses are taken at the Honors level to better prepare students for advanced work, a designation that requires student initiative and consultation with the course teacher to establish a plan for beyond-class practice or study to include commitments beyond the school day and year. Under the BHS Academy model, students must meet all other graduation requirements in place for their graduating class.
Army Junior ROTC: “Training Today for Leadership Tomorrow” LTC Kevin Harris, Instructor

The JROTC curriculum not only supports JROTC objectives, but also has been developed in response to changing educational philosophies and concepts. It is designed to develop in the student good citizenship, self-reliance, leadership, responsiveness to constituted authority, a knowledge of basic military skills, a study of military history, and the ability to communicate effectively, both orally and in writing. The JROTC program is an excellent vehicle for demonstrating practical applications of leadership and citizenship.

JROTC is open to all students who want a course that will give them a feeling of belonging, a sense of accomplishment, and some fun. Enrollment in JROTC does not obligate the student for future military service. However, three (3) years of JROTC will allow a student to enter any branch of the Armed Forces in the 3rd pay grade. Extracurricular activities within the JROTC program include: Rifle Team, Drill Team, Honor Guard, Color Guard, Raiders, and leadership field trips, and summer program.

Course Number 350 Leadership Education and Training I (LET I) Grade 9, 10, 11, 12

LET I includes training in basic military subjects, such as: Leadership lab, American citizenship, Map reading, Leadership, First Aid and Your Health, Techniques of Communication, physical training, American Military History, weapons safety and marksmanship.

Course Number 355 Leadership Education and Training II (LET II) Grade 10, 11, 12

LET II includes training in: techniques of oral and written communications, leadership, leadership lab, First Aid and Hygiene, Map reading, American Military History, American citizenship, career opportunities, role of the U.S. Army, technology awareness, marksman and weapons safety.

Course Number 360 Leadership Education and Training III (LET III) Grade 11, 12

LET III stresses the command responsibility of a cadet officer and provides advanced leadership training and exercise of command. Related units of instruction include influences of economic and social environment, methods or techniques in developing teamwork, command and control problems, chain of command, the military team, coordination and planning, and military teaching techniques, military law, military history and leadership seminar/organizational behavior.

Course Number 365 Leadership Education and Training IV (LET IV) Grade 12

LET IV is a by invitation only program stressing the command and staff responsibilities. Students will present formal instruction in command and staff procedure, prepare lesson plans and function in administrative positions requiring record keeping, supply accountability and conduct training. Emphasis will be placed on time management, map reading, military history, and ethical dilemmas. Students plan for parades, civic functions, field trips and communicate orally and in writing with community organizations. Additionally, human relations and equal opportunity training will be provided.
SPECIAL EDUCATION: Nicole Pinkham, Department Head

Bangor High School is proud of its comprehensive special education program. Matching a learner’s needs with the instruction and support that help them excel academically and personally is our goal and our strength as a team. Our teachers are experienced professionals who instruct with the skill, precision, and caring necessary to promote the development of all students in their care. As with all students, the goal is established for students with special education needs to certify their achievement through a BHS Diploma or a Certificate of Completion.

Consistent with Maine Law, Bangor High School develops Individual Educational Plans (IEPs) with goals and objectives aligned to Maine learning standards. Student achievement relative to grade level standards and content area diploma standards is reported through quarterly progress reports and at the annual / triennial IEP Team meeting. Under Maine’s Proficiency Based Diploma Law, all students student with a disability must demonstrate proficiency at the level of performance required by the school through accommodations that meet the student’s needs as established in the IEP but maintain the integrity of the assessment(s) that are used to determine proficiency.

Inclusion

Many special education students will take regular education courses with their mainstream peers. This model is called inclusion, because it includes special education students in regular education classes with non-disabled peers. Special education students that take core classes in the mainstream regular education setting will receive additional support in the classroom. The special education department provides one of three models for supporting special education students in this placement. Some regular education classes have a special education teacher who co-teaches with the regular education teacher. Many of the inclusion classes are taught just by the regular education teacher, but are supported by an educational technician. Both of these models provide tutorial support at the point of instruction. A third model is called consultation, whereby a regular education teacher consults with a special education teacher, but a second teacher is not present in the classroom.

Resource Room

Resource Room programming serves students whose learning is best achieved in small classes with direct, guided instruction designed to meet the goals and objectives of the Individual Education Plan (IEP). Resource room courses are offered in the academic content areas of English, reading, mathematics, history and science. Students with IEPs who are instructed in the Resource Room program must meet the regulation graduation requirements for a Bangor High School Diploma.

Bangor High School is encouraged by the successful efforts to increase the inclusion of students with IEPs in mainstream courses with in-class support provided by a certified special education teacher. Inclusion in mainstream courses is supported through co-teaching, where the content area teacher and special education teacher collaborating on the daily instructional plan. Additionally, BHS has on staff highly trained speech and language clinicians to meet student needs.

Project Transition

Project Transition is a school-to-community program designed to meet the needs of students with...
disabilities. The curriculum focuses on instruction and training in four specific domains: Academics, Vocational, Independent Living, and Community Participation / Recreation & Leisure. Goals of the program include strengthening academic life skills in reading, math and writing; improving students’ skills in accessing community resources; developing students’ socialization and communication skills; and expanding students marketable employment skills through job experiences on campus and with community-based partners. Students in the Project Transition program earn academic credit toward a Bangor High School diploma as established in Policy IKF.

Special Education Assessments

Bangor High School special education programs in both mainstream and Resource Room settings include administration of common assessments with appropriate adaptations based on the needs student established in the student’s Individual Education Plan (IEP). These assessments provide evidence of the student’s attainment of learning and performance standards required for graduation and the earning of the diploma. Students enrolled in Project Transition and the Bangor Regional Program may be assessed using the Personalized Alternate Assessment Portfolio (PAAP), which is more developmentally appropriate for measuring personal academic achievement and progress.

RESOURCES ROOM ACADEMIC COURSES

Case Managers work directly with students and families to determine the most appropriate courses for students based on strength and need. The following chart lists the resource room courses currently available to students.

<table>
<thead>
<tr>
<th>719 Basic English A</th>
<th>720 Basic English B</th>
<th>700 English 9</th>
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<tbody>
<tr>
<td>701 English 10</td>
<td>702 English 11</td>
<td>704 English 12</td>
</tr>
<tr>
<td>707 Basic Math A</td>
<td>703 Basic Math B</td>
<td>705 Pre-Algebra</td>
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<tr>
<td>706 Algebra I Part A</td>
<td>708 Algebra I Part B</td>
<td>710 Earth Science</td>
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<tr>
<td>712 Biology</td>
<td>713 General Science</td>
<td>711 GeoCivics</td>
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<tr>
<td>715 US History</td>
<td>717 Reading</td>
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PROJECT TRANSITION COURSES

Students in the Project Transition Program are enrolled in the following courses as they proceed through BHS with adjustments determined by the IEP:

<table>
<thead>
<tr>
<th>773 Life Skills English</th>
<th>774 Life Skills Science</th>
<th>775 Life Skills Social Studies</th>
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<tbody>
<tr>
<td>776 Life Skills Math</td>
<td>777 Life Skills Vocational</td>
<td>778 Life Skills Personal Management</td>
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<td>779 Life Skills Community</td>
<td>780 Life Skills Recreation &amp;</td>
<td>787 Life Skills Swimming</td>
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<tr>
<th>Participation</th>
<th>Leisure</th>
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**Project Transition Diploma Criteria**

Students enrolled in the Project Transition program earn a diploma through demonstration of competent independence in the four components of the program. Program standards are aligned with the state-approved learning standards, including the State of Maine’s Alternate Grade Level Expectations, while the Individual Education Program (IEP) establishes performance standards to be met by the student. Credit dispersal for successful completion of Project Transition components based on four years of study at BHS is outlined in BSD Policy IKF.
CAREER AND TECHNICAL EDUCATION (CTE):  
Mark Hackett, Coordinator

Bangor High School is one of seven public high schools participating in technical education programming offered at United Technologies Center (UTC), which is located at 200 Hogan Road in Bangor. Students attend UTC for a half-day in either the morning or afternoon session and complete other academic requirements, participate in extracurricular activities and other aspects of school life the other half of the day at Bangor High School. UTC is accredited by the New England Association of Schools and Colleges, Commission on Technical and Career Institutions. Please refer to the UTC website for prerequisites, college credits, related post-secondary schools and career opportunities: www.utc.mainecte.org.

UTC programs provide 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. Bangor High School students can earn three high school credits for successful completion of UTC courses, and some programs may allow students to earn college credits through Dual Enrollment programs Articulation Agreements with a growing number of colleges and universities throughout Maine. Students seeking college credit are encouraged to work with the prospective school(s) to explore the transferability of credits before engaging in the program as the practices for acceptance of credit across post-secondary institutions.

UNITED TECHNOLOGIES CENTER COURSES

Due to limited number of openings at UTC, students are encouraged to list a second choice program when selecting courses for the following year.

Course Number  382 Auto Body & Refinishing Technology (3 credits)

Introduction in morning session / Advanced in afternoon session Fix up your car? Want to learn to paint, to make your vehicle look great? This introductory program provides students with a one-year basic entry-level class that will help develop skill in collision repair and refinishing. The curriculum includes: OSHA industrial safety, safe use of auto body hand tools and equipment, vehicle construction, characteristics and theory of basic metal working, preparation and application of automotive refinishing materials, body repairs, replacement of body parts and custom painting graphics introduction. The second year (instructor approval) advanced class has a lot more emphasis on major collision repairs and the auto body refinishing process. In addition students that meet class requirements are given the opportunity to participate in the I-Car Gold Program, which recognizes collision industry professionals for achieving a high level of technical training and demonstrating professionalism and dedication to complete and make safe repairs. Career Paths: Auto body restoration and refinishing, detailing, self-employment.
Articulation/Dual Agreements: Northern Maine Community College

Course Number 381 Automotive Diagnostics Engineering (3 credits)

Automotive Diagnostics is an exciting one year program that emphasizes electrical/electronics and engine performance. Some of the components covered in class are as follows: basic electrical/electronics repair, reading and interpreting wiring diagrams, general engine diagnosis, diagnosis and repair of ignition systems, fuel, air induction, and emission control systems and much
more will be covered during the school year. **Career Paths: Automotive Diagnostic Tech, Electrical-Mechanical-design Engineering, Auto Sales and Service Articulation Agreements:** Central Maine Community College – Intro to Automotive Technology; Southern Maine Community College – Automotive Maintenance & Light Repair, Electricity & Electronics, Intro to Engine Repair & Performance; Washington County Community College – Engine Performance 1; Electrical/Electronic System 1; Northern Maine Community College – Occupational Safety

**Dual Enrollments Agreements:** Central Maine Community College – Electrical Systems 1; Central Maine Community College – Engine Performance 1; Northern Maine Community College – Occupational Safety

**Course Number 375 Automotive Suspension & Control Systems (3 credits)**

A challenging one-year program that emphasizes computerized four-wheel alignment, diagnosis and repair of steering and suspension system, along with ABS disc- and drum brakes. Expect a rigorous classroom curriculum, with loads of hands on work in the lab. This class has the added bonus of the marketing and retail aspects of the automotive industry! You will have the opportunity to develop marketing displays, sales and customer relations skills, along with ordering, billing, and parts inventory tracking. **Career Paths:** Automotive Dealerships, Retail Sales, Customer Service, Auto Parts, Small Business Ownership

**Articulation Agreements:** Central Maine Community College – Brakes, Suspension & Alignment, State Inspection; Washington County Community College – Maine State Inspection, Brakes 1, Washington County Community College – Suspension & Steering 1, Northern Maine Community College – Occupational Safety

**Dual Enrollment Agreements:** Central Maine Community College – Brakes 1, Suspension & Alignment, Northern Maine Community College – Occupational Safety

**Course Number 389 Business Management Technology (BMT) (3 credits)**

In a 1 or 2-year program, Business Management Technology is a dynamic and challenging program that uses an entrepreneurship framework and offers articulation agreements and dual enrollments with numerous college programs throughout the state. Through our Comprehensive Work Experience program (CEW), students will have an opportunity to learn first hand by interacting with members from our business community. This program is designed to take students on a step-by-step journey through the entire process of owning their own or work for a small business. The underlying rationale for this program is to provide students with a foundation of the business operation, while preparing them for future educational opportunities and employment. **Career Paths:** Business ownership, business management, retail, advertising, marketing, financing, sales

**Course Number 384 Building Construction Management (3 credits) 1 or 2-year program**

This program will give you skills in rough and/or finish carpentry, cabinet making, architecture, boat-building design and construction management. You will be introduced to all areas of housing design using Chief Architect software plus construction technologies such as solar power, super insulation, cabling adaptations, moisture control, weatherization, and building performance science. In the lab, you will learn how to use hand tools and power tools safely and properly while learning the skills for installation of roof components, exterior/interior finishes, framing, and stair construction. You will also learn to design, construct and install different types of cabinets. The latest in computer technology is used for reading and designing building plans while estimating materials and construction costs. You will have an opportunity to conduct online research to discover cutting edge technologies
and applications of construction. **Career Paths:** Rough/Finish Carpenter, architect, engineer, boat building, composites, self-employment

**Articulation Agreements:** Central Maine Community College – Intro to Hand & Power Tool Safety, Roofing, Siding; Northern Maine Community College – Industrial Safety

**Dual Enrollment Agreements:** Eastern Maine Community College – Building Construction Technology; Northern Maine Community College – Industrial Safety

**Course Number 374  Commercial Video Communication (3 credits)**

This 1 or 2-year program is an extremely challenging course that will take you through the world of video production and marketing. Working as members of production teams, students utilize industry standard equipment and software to prepare projects that exhibit their mastery of skills, such as: camera techniques, shots, movements, sound recordings, studio development, storyboard creation and script writing, complex media editing, plus theories of target marketing and advertising. When you have finished the course, your portfolio will include informational videos, public service announcements, commercials, documentaries, and music videos. **Career Paths:** Commercial media-informational videos, public service announcements, documentaries, music videos

**Articulation Agreements:** Northern Maine Community College – Occupational Safety

**Dual Enrollment Agreements:** Northern Maine Community College – Occupational Safety

**National/State Certifications/Licenses:** OSHA 10 Hour General Industry Safety & Health Certificate, Adobe Certified Associate (ASA) Photoshop CS4 and/or CS5

**Course Number 378  Robotics Engineering (3 credits)**

This 1 or 2-year program program will train you in the basics of computer repair and maintenance, electronics and robotics and automation engineering. Students will design and build specific purpose robots and automation equipment. The curriculum includes general computer installation and service, diagnostics and troubleshooting, network installation and operations, Q-basic and Visual Basic programming, electronic circuitry design, wireless systems and security, and understanding and controlling parallel and serial ports. **Career Paths:** Lynx Operating Systems, Mechanical/Electrical Computer Tech., Programming, Diagnostics

**Articulation Agreements:** Northern Maine Community College – Operating System MCP, Computer Networking Hardware; COE-125, Network Administration, Implementing & Management Network Infrastructure, Planning Network Infrastructure, Security & Preparation, Advanced Computer Electronics Lab, Advanced Computer Electronics Lab, Occupational Safety

**Dual Enrollment Agreements:** Northern Maine Community College – Operating System MCP, Computer Networking Hardware, Network Administration, Implementing & Management Network Infrastructure, Planning Network Infrastructure, Security & Preparation, Advanced Computer Electronics Lab, Occupational Safety

**Course Number 386  Construction Engineering Technology - Heavy Equipment Operations.**

UTC is the only Career and Technical Education (CTE) high school that actually has this one or two-year course in heavy equipment operations. The construction industry is in great need of highly skilled, trained operators. This one-of-a-kind program provides time for practicing and developing eye-hand coordination skills on state-of-the-art simulators. The NCCER national curriculum guide is followed the as you learn industry standard surveying and construction site supervisory skills. Opportunities to operate current heavy construction equipment occur throughout the entire training course. **Career Paths:** Heavy Equipment Operator, Surveyor, Civil Engineer, Project and
**Course Number 380  Environmental Horticulture (3 credits)**

In a 1 or 2-year program, Environmental Horticulture covers a lot of ground in careers relating to commercial horticulture, forestry, agriculture, landscape design and construction, and environmental science. A strong emphasis is placed on current best practices of conserving our natural resources. Our campus gardens, greenhouses, classroom and hydroponics training laboratories offer you interesting ways to learn about plant identification, classification, and propagation. Creative areas include landscaping, landscape design, hardscapes, turf grass management, interior and floriculture design which can become very competitive. Greenhouse and nursery management skills are developed as students practice pruning, plant maintenance, soil testing, and pest management and disease control. Career Paths: Landscape Design, Construction & Greenhouse Management.

**Dual Enrollment Agreements:** Northern Maine Community College – Occupational Safety

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**Work-site Manager**

**Dual Enrollment Agreements:** Northern Maine Community College – Industrial Safety


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**Course Number 377  Electrical Residential Wiring/Connectivity (3 credits)**

This challenging 1 or 2-year, high demand program will introduce you to residential, commercial, data/com wiring methods and advanced technologies of alternative energy generation such as solar and wind power. While learning National Electrical Codes, Ohm’s Law and AC/DC theory, and blueprint reading skills, you will participate in wiring at least 2 single-family dwellings. Lab training includes actual installation of electrical and data/com wiring, fiber optic, category five cable, fire alarms and security systems. Additional advanced skills are developed in the areas of network architecture, telecommunications, and troubleshooting techniques.

**Career Paths:** Residential/Commercial / Industrial Electrician, Electrical Engineer, Electrical Contractor

**Dual Enrollment Agreements:** Northern Maine Community College – Basic Residential Wiring, Industrial Safety

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**Course Number 370  Health Occupations – CNA Certification Course (3 credits)**
In this 1-year, seniors only course you will prepare for the State of Maine Certified Nursing Assistant (CNA) exam offered in May. Health Occupations is an academically rigorous and physically demanding program that emphasizes teamwork, interpersonal relationships, and effective communication skills necessary in a healthcare setting. The following topics are presented in the classroom, practiced in the Skill Training Lab, and reinforced during clinical training in community healthcare facilities: Human Anatomy and Function, Human Growth and Development, Medical Terminology, Patient Observation and Documentation, Medical Ethics and Legal Responsibility, Safety and Infection Control Practices, Basic Patient Care Techniques, Emergency Care and CPR certification  

**Career Paths:** Nursing (CNA, RN, NP, PA, Medical Transcription, Radiology, OT, PT, Doctor  

**Articulation Agreements:** Northern Maine Community College – Occupational Safety  

**Dual Enrollment Agreements:** Central Maine Community College – Medical Terminology; Northern Maine Community College – Occupational Safety  

**National/State Certifications/Licenses:** Preparation for State of Maine Certified Nursing Assistant Exam, CPR/First Aid Certificate, OSHA 10 Hour General Industry Safety & Health Certificate

**Course Number 376 Information Technology (3 credits)**

This 1 or 2-year program provides an element of discovery with the possibility of having your work critiqued by professionals throughout the world. Last year’s students were able to connect with animators, designers and gamers from Australia, United Kingdom, Japan, and the US, to name a few. If you are some of the best, the opportunity to compete at the state and national levels is also offered. The last quarter, students are given an opportunity to develop a game. Web curriculum uses code with software designing and development. Critiques from webmaster professionals are available. **Career Paths:** Graphic Artist, 3D Animator, Web Designer, Video Game Designer  

**Articulation Agreements:** New England Institute of Technology  

**Dual Enrollment Agreements:** Eastern Maine Community College: Introduction to Adobe Photoshop, Introduction to Adobe Illustrator

**Course Number 379 Outdoor Power & Recreation Equipment Technology (3 credits)**

This 1 or 2-year program is a stepping-stone to post-secondary education such as Motorcycle Marine Institute or a business degree at a college or university. Those with an interest in racing dirt bikes or snowmobiles, as well as those who simply want to learn how to maintain their own equipment, will benefit from this program. The Maine Warden Service recommends this program for troubleshooting and repairing your own equipment. The field of landscaping or arborist is another area where this knowledge would prove helpful. **Career Paths:** Marine trades (mechanics & electrical), sales, service, warden service  

**Articulation Agreements:** Motorcycle Mechanics Institute – Maximum of 4 MTP courses may be challenged; Northern Maine Community College – Occupational Safety  

**Dual Enrollment Agreements:** Northern Maine Community College – Occupational Safety

**Course Number 371 Plumbing & Heating Technology (3 credits)**

Have you considered pursuing a challenging and high-paying career in plumbing and/or heating technology? This two-year program offers one year of plumbing technology and one year of heating technology. This challenging and relevant heating program prepares you for the State of Maine Journeyman’s License Exam offered before you graduate from high school. Guided by the National Fire Protection Agency Code (NFPA) and the State of Maine Heating Code, you will develop skills relating to the installation and service of residential and light commercial heating equipment, electric
motors, boiler systems, and control wiring. New technologies such as solar power and alternative energy sources are explored.

**Career Paths:** Service Technician, Plumber, commercial/industrial, self-employment, Green Technology.

**Articulation Agreements:** Northern Maine Community College – Occupational Safety

**Dual Enrollment Agreements:** Northern Maine Community College – Occupational Safety

**Course Number 388 Public Safety (3 credits)**

This 1 or 2-year, academically rigorous and physically demanding program emphasizes teamwork, and effective communication skills. Students will be asked to demonstrate a positive attitude and good moral characteristics that exemplify that of a Public Safety employee. This is a college level program that has a strong emphasis on Emergency Medical Services and Firefighting Skills. **Career Paths:** Para-medicine, Firefighter, Hospital Emergency/Trauma, Fire Investigation, Criminal Justice

**Articulation Agreements:** Northern Maine Community College – EMS-EMT Basics, Occupational Safety

**Dual Enrollment Agreements:** Eastern Maine Community College – Emergency Medical Technician-Basic; Northern Maine Community College – Occupational Safety


**Course Number 383 Law Enforcement (3 credits)**

The Law Enforcement program is designed to introduce you to a career that is exciting and personally rewarding. This and academically rigorous and physically demanding program that emphasizes teamwork, and effective communication skills. Students will be required to demonstrate a positive attitude, very good moral characteristics that exemplify those of a Law Enforcement Officer. This is a college-level program that has a strong emphasis on Law Enforcement Disciplines; to include patrol, corrections and investigations.

**Course Number 373 Welding Technology (3 credits)**

Are you interested in having a high paying career that allows you to stay in Maine? Employment opportunities in industry, particularly in the area of welding, have never been higher. You will work with state-of-the-art equipment and experience and practice current techniques that will assist you to develop skills for structural certification. **Welding Processes Are:** Shielded Metal Arc Welding, Flux Cored Arc Welding, Gas Metal Arc Welding, Gas E6010), Carbon Air Arc Cutting, and Gouging; Heating and bending techniques. **Other:** Welding Symbols, basic blueprint reading, weld cad, basic metallurgy, inspection methods, equipment and tools safety, 30 Hour OSHA, first/aid CPR, math, portfolios, basic pipe welding methods. **Career Paths:** Commercial/industrial construction, shipbuilding, bridge & superstructure construction and repair, self-employment, heavy equipment modification, sculpture.

**Articulation Agreements:** Northern Maine Community College – Industrial Safety; Southern Maine Community College – Introduction to Welding 1; Washington County Community College – OSHA 30 Hour Safety/First Aid/CPR 8 Hour

**Dual Enrollment Agreements:** Northern Maine Community College – Industrial Safety, Thin Metal Welding
National/State Certifications/Licenses: Preparation for the National Center for Construction Education and Research (NCCER) Certification Exams, Preparation for American Welding Society (AWS) Structural Certification Exam, OSHA 30 Hour General Industry Safety & Health Certificate, CPT/First Aid Certification

CAREER EDUCATION COURSES AT BANGOR HIGH SCHOOL

Course Number 395  Cooperative Education (2 credits)  Grade 11  12

Cooperative education courses are open to all juniors and seniors. The course is designed to assist and monitor students in the pursuit or maintenance of employment, internship, or a set of experiences that prepare them for work while still in high school. All students are provided instruction to support the attainment of the WorkReady credential, a state-recognized certification of the student’s core employment knowledge and skills. **Students receive one credit for participation in the class, and one additional credit for maintaining employment, an internship or other pre-approved work-related experience.**

Course Number 400  Jobs for Maine Graduates (JMG)  Grade 11  12

JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials and pursue meaningful careers. JMG is a full-year course offered to 11th and 12th grade students and focuses on careers through classwork, field trips to businesses and schools, community service through active involvement in making our school and community a better place, and workplace skills thorough the study and practice of the 37 work competencies identified by Jobs for America’s Graduates. Upon entering the JMG program, students become a part of the Career Association, which is a student-led organization dedicated to preparing students for their life after high school. Career Association activities help to develop, practice and refine the skills necessary for personal, academic and career success. The number of JMG slots is limited and there is a selection process in place should enrollment exceed that amount.
The Bangor School Department shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, marital status, national origin or citizenship status, age, handicap, or veteran status in employment, education, and all other areas of the Department. Questions and complaints should be directed to the Affirmative Action Officer, Bangor
School Department, 73 Harlow Street, Bangor, ME 04401 (207) 992-4150.