

To Students and Parents:

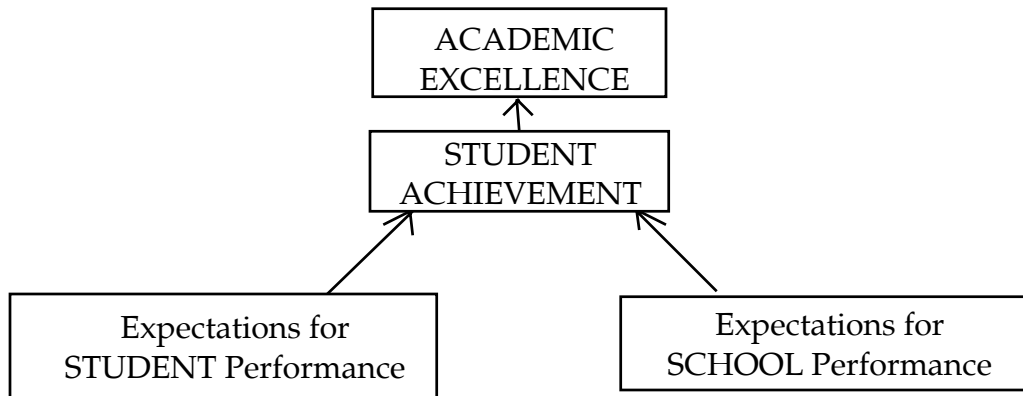
This *Program of Studies* booklet is your guide for determining what course selections to make. It also provides you with the philosophy of the staff of Bangor High School so that you can see with a great deal of clarity what “practical” ideals undergird the learning/teaching process; it makes clear to you the requirements necessary for graduation; it offers you appropriate questions for future planning; and it provides you with an awareness of the breadth of counseling services.

This booklet is written for you. Read it carefully. The Bangor High School staff is available for questions and help, but do not forget that your sense of personal responsibility is the most important element in your high school planning.

The School Department is proud of the *Program of Studies*. It is of proven quality and provides a range broad enough for the great majority of our students. Our hope is that, as a result of wise pre-planning and subsequent involvement in those courses best suited to your needs and goals; you will have both a rich high school experience and a good start toward a rewarding future.

Norris E. Nickerson
Principal

**BANGOR SCHOOL DEPARTMENT
HIGH SCHOOL STATEMENT OF PURPOSE**



The vision of Bangor High School is to encourage academic excellence by providing for each student the opportunity to realize his or her potential. Academic Excellence is defined as the creation of a challenging educational environment wherein ALL students can aspire to higher intellectual levels. Faculty, administrators, parents, students, and community share in the responsibility to make resources available which will raise aspirations and enhance educational programming, and prepare each student to be a well informed and participating citizen. The mission of the professional staff is to teach each student, to raise academic aspirations, and to guide each student to undertake a challenging program of study.

EXPECTATIONS FOR STUDENT PERFORMANCE

By selecting from a rich and diverse educational program, students will:

1. Improve mathematical, reading, and writing skills
2. Communicate clearly, logically and courteously
3. Enhance problem-solving abilities by developing critical and creative thinking skills
4. Acquire, evaluate, and apply information
5. Work independently and cooperatively
6. Participate positively by actively and consistently attending classes and showing respect for self, other students, professional staff, the school and its materials.

EXPECTATIONS FOR SCHOOL PERFORMANCE

By maintaining a setting in which student expectations can be met successfully, Bangor High School will:

1. Provide and maintain a safe school environment
2. Maintain a level of professional expertise and judgment to achieve our educational mission
3. Foster positive relationships among school, parents, and community
4. Provide academic technological approaches to meet a variety of student needs
5. Provide diverse extracurricular activities to enhance the academic program.

BANGOR HIGH SCHOOL GUIDANCE DEPARTMENT

The underlying mission of the Bangor High School Guidance Department is to help provide viable post-secondary and career options for ALL students upon graduation. Counselors serve essentially as academic and career advisors by facilitating active, on-going communication between home and school. The primary responsibility of counselors is to help ensure that students have the resources available, which would enable them to raise their aspirations and prepare them to be active, productive community members.

All students are advised to undertake a challenging program of studies. They are also encouraged to participate in extra-curricular activities in order to develop individual strengths, interests, and talents.

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 his/her counselor on a regular basis and develops an individual academic/career plan, which emphasizes post-secondary education in preparation for successful competition in today's ever-changing global job market.

Counselors are very appreciative of parent assistance in urging their sons/daughters to avail themselves of guidance services at any time, at their convenience. Hopefully, through mutual concern, the student will benefit, and the relationship between home and school will be enhanced.

Each of the counselors is available for parent conferences Monday through Friday from 7:30 a.m. to 2:45 p.m. If these hours are not convenient, other arrangements can be made. Parents are encouraged to contact the guidance office at any time.

Cecile Achey
Paul J. Bouchard
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GRADUATION REQUIREMENTS

Mindful of its responsibility not only to provide a varied and challenging high school program but also to encourage a full and serious pursuit thereof and with a desire to enhance the significance of the diploma presented upon the completion of such a program, the Committee establishes the following requirements for graduation from Bangor High School.

GRADUATION REQUIREMENTS:

Twenty-one and a half (21 1/2) units to be earned in subjects; one of which must be physical education.

MINIMUM SUBJECT REQUIREMENTS, GRADE 9-12:

ENGLISH

Each of four years of English must be completed with a passing grade.

PHYSICAL EDUCATION/HEALTH

Three semesters of physical education/one semester of health must be completed with a passing grade.

HISTORY

GeoCivics and United States History must be completed with passing grades.

SCIENCE

Three units in science must be completed with a passing grade.

MATHEMATICS

Three units in mathematics must be completed with a passing grade.

FINE ARTS

One credit in fine arts: includes art, music, public speaking, and drama and must be completed with a passing grade.

COMPUTER COMPETENCY

All students must demonstrate computer competency prior to graduation.

ELECTIVES

Additional units to meet the twenty-one and a half (21 1/2) units' requirement for graduation must be completed.

GRADUATION REQUIREMENTS - GENERAL

Graduation Requirements should be thought about as being two-dimensional. One dimension deals with credits - for example - all students must accumulate a total of 21 1/2 in order to graduate. The second dimension deals with subject areas, i.e., history, mathematics, physical education, etc.

Student "A" chooses to take the math course Algebra II. By taking this course, student "A" satisfies one of the mathematics requirements of 3 units and earns 1 unit toward the total of 21 1/2.

FINE ARTS REQUIREMENT: Fine Arts requirement may be met through any of the courses in the Fine Arts. Credit toward the Fine Arts requirement may also be earned by taking Architectural Drawing and partially earned by taking Photography.

COMPUTER PROFICIENCY REQUIREMENT: The Computer Proficiency requirement may be partially or completely fulfilled at the middle school, by taking courses which integrate computer use or by demonstrating the skills on the Computer Proficiency Checklist.

BEGINNING WITH THE CLASS OF 2007
Bangor School Department Core Competencies

Bangor High School staff has developed a system that will enable the Bangor School Department to offer an endorsement to those graduating students who demonstrate proficiency in selected subject areas depending on their year of graduation. This system referred to as *OnTrack* gives each student a profile of his or her performance on skills that will play a vital role in the individual's ability to succeed in future endeavors. The staff designed common assessments to measure the core knowledge that all students should learn in each subject.

Replacement opportunities exist for students who fail to meet the expectations during the initial assessment once additional instruction has been provided. Currently *OnTrack* profiles are provided for the subject areas of English, Mathematics, History, Science and Physical Education/Health. However, the opportunities for students who enter Bangor High School late in their high school career to earn the local endorsement become limited depending on their date of entry. While every reasonable effort will be made to offer those students who desire to earn the endorsement may not be achievable by all students transferring into Bangor High School.

Although scores on the *OnTrack* Endorsement do not affect GPA or Class Standing, State law requires, under Chapter 127, that two methods of proficiency be met for certification for high school graduation. *OnTrack*, in addition to offering district endorsement, may serve as one of those two methods.

COURSE LEVELS AT BANGOR HIGH SCHOOL

Course levels are designed to address the wide variety of student abilities and interests at Bangor High School. Levels will help students and parents, as well as post-secondary schools and employers, understand both the degree of difficulty and the expectations of various courses. To help students in their academic planning, the English, Foreign Language, Mathematics, and Science departments have identified their courses using the general criteria listed below. Some departments have not assigned levels to courses that have objectives and activities that appeal to all students. Unleveled courses carry credit that is equal in value to that earned in other courses.

HONORS - Includes all Advanced Placement and Honors courses.

An Honors course is designed for students who have demonstrated outstanding performance in the subject. It contains highly challenging material presented at a rigorous pace. The course demands a significant time commitment to complete independent, original work outside of class. Students must read above grade level and demonstrate excellent oral and written communication skills. Honors courses are assigned an additional 1.0 in the GPA formula; i.e., A=5.0, B=4.0.

LEVEL I

A Level I course is a college preparatory course designed for students who have demonstrated above average performance in academic subjects. Challenging material is presented at a rapid pace. Numerous assignments are expected to be completed outside of class time. Written and oral communication skills must be at or above grade level.

LEVEL II

A Level II course provides the foundation for academic work required at post-secondary programs which may include college or technical schools. Students are expected to complete many assignments outside of class time. Material is appropriately challenging to meet the needs of those students whose skills in the particular subject or in written and oral communication are at or one grade below grade level.

LEVEL III

A Level III course is designed to reinforce fundamental skills within a specific subject. Emphasis is placed on reading, writing, oral communication, computational skills and problem solving.

SPECIAL CONSIDERATIONS

Any student who plans to attend a four (4) year college (depending on how selective a college is) should plan to take at least the following:

- 4 years of college preparatory English
- 4 years of college mathematics, (to include Algebra I, Geometry, and Algebra II)
- 4 years of science (to include Biology, Chemistry, and a senior year science)
- 2 to 4 years of ONE foreign language
- 3 to 4 years of history
- computer science
- related electives with counselor advice

*Please be aware that many colleges require more than the suggested minimum. Check with your guidance counselor for more information.

Any student who plans to attend a two (2) year college or technical college should plan to take at least the following:

- 4 years of English
- 3 or more years of college mathematics (to include Algebra I, Geometry, Algebra II.
- 3 years of science (to include Biology, as well as Chemistry and/or Physics)
- 2 or more years of history
- related electives with counselor advice

While the minimum number of academic credits that students must carry is five (5) (plus Health and Phys. Ed.), the maximum number of courses that a student may carry is seven (7) (plus Health and Phys. Ed.). Parents should realize that the maximum course load (seven (7) plus Health and Phys. Ed.) does not allow the student a lunch period.

EARLY GRADUATION/ADMISSION PROGRAMS

The Bangor School Committee believes that it is advisable for the great majority of students to complete a normal four-year sequence for high school graduation. However, the Committee also recognizes that there may be instances where certain students may be able to complete graduation requirements in less than four years and benefit from alternative graduation arrangements. The Superintendent of Schools is authorized to approve such alternative arrangements subject to the following guidelines.

SIX SEMESTER COMPLETION

In unusual circumstances a student may graduate upon the completion of six semesters of high school. The student must be enrolled at Bangor High School at the time of completing the sixth semester.

Students requesting graduation on the basis of six semesters of high school must comply with the following procedures:

1. The student and parent/guardian must make application for early graduation by the end of the fourth semester of high school on forms provided by Bangor High School. The student, in narrative form, must explain the request in terms of short and long term objectives.
2. The student will have to successfully complete Bangor High School's graduation requirements by the end of the sixth semester of high school.
3. The student's request will be evaluated by the Early Graduation Committee.

The Early Graduation Committee shall be composed of the Bangor High School Principal, the student's guidance counselor, and five other faculty members representative of various curriculum areas. The Early Graduation Committee shall determine: (1) whether or not the student's plans provide for satisfactory fulfillment of Bangor High School's graduation requirements by the end of the sixth semester of high school and (2) whether or not the student's plans following graduation are reasonably definitive and confirmed by evidence of application to a post-secondary institution or a letter from a prospective employer confirming the student's potential full-time employment.

The Early Graduation Committee shall recommend to the Superintendent of Schools the approval or denial of the request for early graduation. The Superintendent shall advise the student in writing of the approval or denial of the request and shall inform the School Committee of such decision at the next Regular Meeting of the Committee.

In the event the Early Graduation Committee recommends denial of the request, or the Superintendent fails to approve the recommendation, the student and/or parent/guardian may appeal the decision to the Bangor School Committee.

Any plan for early graduation approved by the Superintendent shall be conditional upon the student's satisfactory continued participation in and completion of the Bangor High School course of studies, including meeting graduation requirements, by the end of the sixth semester of high school.

EARLY ADMISSION PROGRAMS

Students at Bangor High School may participate in Early Admission Programs after the successful completion of six (6) semesters of high school studies and receive a Bangor High School diploma upon successful completion of the freshman year at an accredited college or university.

Students requesting to participate in an Early Admission Program must comply with the following procedures:

1. The student must develop a plan with the student's guidance counselor and parents and submit such a plan prior to the beginning of the fifth semester of high school.
2. The student must complete all of the courses required for the Bangor High School diploma except English IV.
3. A student electing an Early Admission Program may transfer college credits, including English, to Bangor High School and a Bangor High School diploma will be awarded upon successful completion of the freshman year at an accredited college or university. Students may participate in the graduation exercises but shall not be eligible for scholarships or awards from Bangor High School.

**COURSE
OFFERINGS**

BANGOR HIGH SCHOOL COURSE OFFERINGS
FOR SPECIAL PROGRAMS SEE PAGES 57-60

The following subjects are offered to students as electives in any of the years indicated if enough students register. All courses are 1 credit unless otherwise indicated. All courses are Level I unless otherwise noted. All courses are in numeric order.

BUSINESS (See pages 18-20)

030	Keyboarding (1/2 unit)(Either semester)-----	9,10,11,12
032	Keyboarding/WordProcessing -----	9,10,11,12
040	College Study Skills -----	11,12
045	Computer Applications -----	9,10,11,12
050	Accounting I -----	9,10,11,12
055	Personal Finance/Accounting -----	10,11,12
056	Honors College Accounting (3 College credits)-----	11,12
090	Management/Marketing (Entrepreneurship)- -----	9,10,11,12
096	Introduction to Law-----	11,12
685	Principles of Economics (Level 1)-----	11,12
690	International Economics & Trade -----	11,12
975	A.P. Economics (See page 61)-----	11,12

ENGLISH (See pages 21-25)

ENGLISH I, II, III, IV REQUIRED

107	Outdoor Literature –Level I (1/2 or 1 unit)-----	11,12
108	Works & Times of William Shakespeare-Honors/Level I (1/2 or 1 unit)----	11,12
109	Topics Seminar -----	9,10,11,12
110	Freshman English - Honors(Req. for Grad.)-----	9
111	Freshman English - Level I(Req. for Grad.)-----	9
112	Freshman English - Level II(Req. for Grad.)-----	9
113	Freshman English - Level III(Req. for Grad.)-----	9
120	Sophomore English - Honors(Req. for Grad.)-----	10
121	Sophomore English - Level I(Req. for Grad.)-----	10
122	Sophomore English - Level II(Req. for Grad.)-----	10
122B	Genre/Amer Lit II(Req. for Grad.)-----	11,12
123	Sophomore English - Level III(Req. for Grad.)-----	10
130	Junior English - Honors(Req. for Grad.)-----	11
131	Junior English - Level I(Req. for Grad.)-----	11
132	Junior English - Level II(Req. for Grad.)-----	11
133	Junior English - Level III(Req. for Grad.)-----	11
141	Senior English - Level I(Req. for Grad.)-----	12
142	Senior English - Level II(Req. for Grad.)-----	12
143	Senior English - Level III(Req. for Grad.)-----	12
150	Creative Writing - Level I (1/2 or 1 unit)-----	11,12
195	Reading (1/2 un. ea. sem.)-----	9,10,11,12
200	Public Speaking -----	10,11,12
210	Communications -----	10,11,12
879	FOCUS English I - Level I(see page 56)-----	9
970	A.P. English - Honors(See page 61)-----	12

VISUAL AND PERFORMING ARTS

(See pages 26-29)

220	Solo & Ensemble -----	9,10,11,12
230	Music Theory -----	9,10,11,12
235	Independent Study Music (1/2 or 1 unit)(1 or 2 sems.)	
240	Music Survey -----	9,10,11,12
242	Advanced Topics in Music -----	10,11,12
	(Prerequisite Music Theory and permission of instructor)	
245	Band -----	9,10,11,12
250	Orchestra -----	9,10,11,12
253	Chamber Choir -----	10,11,12
255	Chorus -----	9,10,11,12
256	Art I -----	9,10,11,12
257	Art History -----	9,10,11,12
258	Drawing and Painting (Prereq. Art I)-----	10,11,12
259	Printmaking (Prereq. Art I)-----	10,11,12
260	Fabric Design (Prereq. Art I)-----	10,11,12
261	Sculpture (Prereq. Art I)-----	10,11,12
262	Graphic Design (Prereq. Art I and Drawing & Painting)-----	10,11,12
263	Painting (Prerequisite: Art I and Dr. & Paint)-----	11,12
264	Independent Study Art (Prereq. Art I, and Dr. & Paint. and permission of department head & principal)	
267	Theater Arts – Acting (1/2 unit)-----	10,11,12
270	Advanced Acting/Directing -----	11,12
271	Advanced Film/Theater (1/2 or 1 unit)(1 or 2 sems.)-----	11,12
279	Film Production (1/2 unit)-----	10,11,12
431	Basic Photography (1/2 unit)-----	10,11,12
430	Advanced Photography -----	11,12
433	Advanced Studio Art -----	11,12
994	A.P. Music Theory Course -----	10,11,12
996	A.P. Studio Art (See page 61)-----	12

R.O.T.C.

(See page 30)

350	Leadership Education & Training (LET I)-----	9,10,11,12
355	Leadership Education & Training (LET II)-----	10,11,12
360	Leadership Education & Training (LET III)-----	11,12
365	Leadership Education & Training (LET IV)-----	12

VOCATIONAL EDUCATION PROGRAMS

(See pages 31-35)

A vocational program is offered in conjunction with United Technology Center.
Programs are available for juniors and seniors who are at least sixteen years of age.

370	Health Occupations (1 yr. program)(3 units)-----	11,12
371	Plumbing & Heating (3 units)-----	11,12
373	Welding (3 units)-----	11,12
374	Commercial Video Communications (3 units)-----	11,12
375	Automotive - Suspensions & Control Systems (3 units)-----	11,12
376	Information Technology (3 units)-----	11,12
377	Electrical (3 units)-----	11,12
378	Computer Electronics Repair (3 units)-----	11,12
379	Outdoor Power & Recreation Equipment (3 units)-----	11,12
380	Environmental Horticulture(3 units)-----	11,12
381	Automotive - Diagnostics(3 units)-----	11,12
382	Auto Collision/Refinishing Technology (3 units)-----	11,12
384	Building Construction (3 units)-----	11,12
386	Heavy Equipment (3 units)-----	11,12
387	Culinary Arts (3 units)-----	11,12
388	Public Safety (3 units)-----	11,12
395/397	Cooperative Education/Work Study (2 units per course)-----	11,12

TECHNOLOGY EDUCATION / ENGINEERING

(See page 35-36)

421	Basic AutoCAD Drafting (Computer Aided Drafting) (1/2 unit)-----	9,10,11,12
423	Architectural Drawing -----	10,11,12
427	Pre-Engineering Drawing -----	10,11,12
429	Advanced Drafting (1/2 or 1 unit)-----	11,12
441	Electronics Technology (1/2 unit)-----	10,11,12

MODERN AND CLASSICAL LANGUAGES

(See pages 37-40)

159	American Sign Language I -----	10,11
161	American Sign Language II-----	10,11,12
500	Spanish I -----	9,10,11,12
501	Spanish I (Level II)-----	9, 10, 11, 12
505	Spanish II -----	9,10,11,12
506	Spanish II (Level II)-----	10,11,12
510	Spanish III -----	10,11,12
511	Spanish III (Honors)-----	10,11,12
512	Spanish IV (Honors)-----	11,12
515	Spanish IV -----	11,12
535	Latin I -----	9,10,11,12
537	Latin II -----	10,11,12
539	Latin III -----	11,12

540	Latin IV -----	12
545	Italian Studies (Level 1)-----	10,11,12
550	French I-----	9,10,11,12
555	French II -----	9,10,11,12
556	French II (Level II)-----	10,11,12
559	French III (Honors)-----	10,11,12
560	French III -----	10,11,12
565	French IV -----	11,12
566	French IV (Honors)-----	11,12
570	Chinese I (Level 1)-----	9,10,11,12
575	Chinese II(Level 1)-----	10,11,12
577	Chinese III (Level 1)-----	11,12
976	A.P. French Language (See page 61)	
978	A.P. Spanish Language (See page 61)	

SCIENCE

(See pages 41-44)

590	Earth Science - Honors -----	9
591	Earth Science - Level I-----	9
592	Earth Science - Level II -----	9
594	Introduction to Astronomy -----	11,12
600	Biology I - Honors -----	9,10,11,12
601	Biology I - Level I -----	10,11,12
602	Biology I - Level II -----	10,11,12
605	Biology II Anat. & Physiol. - Level I -----	11,12
606	Biology II Wildlife Ecology - Level I (1/2 unit)(Either semester)-----	11,12
607	Biology II Marine Biology - Level I (1/2 unit)(Either semester)-----	11,12
610	Chemistry - Honors -----	11,12
611	Chemistry Level I -----	11,12
612	Chemistry Level II -----	11,12
613	Introduction to Environmental Studies-----	11,12
621	Physics Level I -----	11,12
622	Physics Level II -----	11,12
623	Chemistry and Physics for Vocational Students-----	11,12
877	FOCUS Earth Science -----	9
979	A.P. Science (Environmental Science) (See page 61)	
980	A.P. Biology - Honors (See page 61)	
981	A.P. Chemistry - Honors (See page 61)	
982	A.P. Physics - Honors (See page 61)	
999	Independent Study	

HISTORY

(See pages 45-47)

645	GeoCivics-(Required)-----	9
647	World Geography -----	10,11,12
649	Asian Studies -----	11,12
651	Current Issues in Global Studies -----	
	10,11,12	

652	Latin American History and Culture -----	
	11,12	
654	Geographic Information Systems in Geography-----	
	10,11,12	
666	World History I -----	10,11,12
667	World History II -----	10,11,12
676	United States History (Required)-----	11
684	Senior Seminar -----	
	12	
685	Principles of Economics -----	
	11,12	
696	University of Maine History & Government -----	
	12	
990	A.P. U.S. History (See page 61)	
993	A.P. Human Geography (See page 61)	

PHYSICAL EDUCATION

(Required two years) (See pages 48-50)

800	Freshman Team Sports and Health (1 semester)-----	9
805	Freshman Lifetime Activities and Health (1 semester)-----	9
810	Freshman Aerobics/Wt. Training and Health (1 semester)-----	9
815	Freshman Outdoor Education and Health (1 semester)-----	9
820	Sophomore Team Sports (1 semester)-----	10
825	Sophomore Lifetime Activities (1 semester)-----	10
830	Sophomore Aerobics/Wt. Training (1 semester)-----	10
835	Sophomore Outdoor Education (1 semester)-----	10
850	Athletic Training (1 semester)-----	10,11,12
855	Physical Education Outdoor Leadership (1 semester)-----	
	11,12	

MATHEMATICS

(See pages 51-54)

875	FOCUS Algebra I -----	9
880	Advanced Placement Statistics -----	11,12
900	Advanced Placement Calculus (BC Level)-----	
	9,10,11,12	
901	Accelerated Algebra I - Level I -----	9,10,11,12
902	Algebra I - Level I -----	9,10,11,12
903	Pre-Algebra - Level III-----	9,10,11,12
904	Algebra I Part A - Level II -----	9,10,11,12

905	Algebra I Part B - Level II -----	10,11,12
910	Honors Geometry -----	9,10
911	Accelerated Geometry - Level I-----	9,10
912	Geometry - Level I -----	9,10,11,12
913	Fundamental Geometry - Level II-----	10,11,12
920	Honors Algebra II -----	9,10,11
921	Accelerated Algebra II - Level I -----	10,11
922	Algebra II - Level I-----	10,11,12
923	Algebra II - Level II -----	10,11,12
924	Intermediate Algebra 2 -----	11,12
930	Honors Pre-Calculus -----	10,11,12
931	Pre-Calculus - Level I-----	11,12
932	Algebra/Trig - Level I-----	11,12
950	Advanced Placement Calculus (AB Level)-----	11,12
951	Calculus - Level I-----	12
953	Math A - Level III-----	9,10,11,12
954	Math B - Level III-----	10,11,12
955	S.A.T. Mathematics (1/2 unit)-----	10,11,12
956	University of Maine Math -----	12
957	Independent Study -----	10,11,12
958	Mathematics for Science and Technology -----	11,12
991	(Level I) Statistics -----	11,12
992	(Level II) Statistical Topics -----	11,12

COMPUTER SCIENCE
(See pages 55)

940	Advanced Placement Computer Science (A) -----	11,12
941	Survey of Advanced Computing - Level I-----	9,10,11,12
942	Computer Programming - Level I-----	9,10,11,12
960	Advanced Placement Computer Science (AB) -----	12
961	Computer-Based Multimedia Production - Level I -----	9,10,11,12

**COURSE
DESCRIPTIONS**

BUSINESS EDUCATION

Business Education develops the economic, financial and business understandings and information processing skills required for participation in a global society. These understandings and skills prepare students for citizenship, post-secondary study, employment, and economic decision making.

Self-confidence, self-awareness, analytical skills, good work habits, problem solving, critical thinking, teamwork, and leadership are learned in Business Education classes. Students feel a sense of accomplishment which breeds the self-assurance young people need to set and achieve their career goals.

The Business Education program offers opportunities to develop individual potential in economic understanding, information processing, computer skills and financial management. These curricular opportunities address what the student needs to know as well as what the students wants to know enabling them to acquire the flexibility required in a dynamic global society.

030 **KEYBOARDING (1/2 unit)**

Keyboarding is an introductory course designed to prepare students to efficiently operate computers by the "touch" method, to become familiar with computer terminology and software, to text edit, to review and enhance English and communication skills, and to correctly format basic documents. Keyboarding is open to all students and is strongly recommended for all freshmen. The successful completion of Keyboarding and Word Processing will fulfill the computer proficiency requirement. **Keyboarding is a one semester course of study.**

032 **KEYBOARDING/WORD PROCESSING**

A full year course combining Keyboarding and Word Processing. See course 030 for a description of the Keyboarding course. Word processing is designed to develop and improve skills and techniques for employment level as well as for personal and career use. The use of computers for text editing, word/information processing, spreadsheets, data base management, graphic presentation with PowerPoint and time management skill are developed. With a limited number of computer workstations, this one-year course will guarantee students a full year placement.

040 **COLLEGE STUDY SKILLS**

College Study Skills is designed to provide prospective college students with practical study and life skills. The curriculum includes the study of organization and time management, SAT vocabulary development, English/grammar reinforcement, examination preparation/test taking, communication, composition and speedwriting techniques. During the first quarter, students attend college preparation workshops and prepare college applications and essays. The last quarter is devoted to a separate unit on preparing for the world of work. Practical documentation of students' education, skills, extra-curricular activities, work experience, etc. will be consolidated in a student portfolio. **Keyboarding is strongly recommended as a prerequisite to College Study Skills.**

045 **COMPUTER APPLICATIONS**

This is a hands-on course involving two major areas of study – computer applications and web page design. **Computer Applications** makes use of computers, peripheral devices and programs in aiding students in solving problems that they encounter in everyday life regarding computer usage. Programs of use include Photoshop CS3, PowerPoint, and Adobe InDesign CS3, along with web browsers and programs used to manage scanners and digital cameras. General activities include: photo manipulation, graphic presentation, and desktop publishing. **Web Page Design** will introduce students to the concepts, technical requirements and production processes needed for basic web site development and construction. Students will be taught principals to web site design, basic html scripting, and digital editing for the web content design. Programs used will be from Adobe Design Premium Package including Dreamweaver CS3, Flash CS3 Professional, and Photoshop CS3. **This course completely fulfills the computer proficiency requirement and is open to all students.**

050 **ACCOUNTING I**

Accounting I is designed to teach students 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. Complete accounting cycle simulations will be completed along with computer applications. Open to all students grades 9-12.

055 **PERSONAL FINANCE/ ACCOUNTING**

Every day we are faced with many choices about how to spend our money. Personal Finance/Accounting will assist students in making informed decisions related to spending, saving, borrowing and investing; learn how to live comfortably; develop financial security; and achieve both current and future goals. Students will understand financial literacy through gaining knowledge of basic accounting financial statements, real world examples, and practical advice. Students will also learn how to use fiscal resources to not only achieve their goals, but how to responsibly manage both short- and long-term debt. Success includes learning how to build a solid foundation of financial security now and in the future.

056 **HONORS - COLLEGE ACCOUNTING - (3 college credits)**

In a joint venture with Husson College, this introductory course covers fundamental principles of the accounting cycle including journalizing, posting, adjusting and closing entries, closing procedures, financial statements, and payroll. This course is the same as Principles of Accounting I, Course No. Ac121, offered at Husson College. Students who complete the course and final exam with a grade of 85 or better and subsequently enroll at Husson, will receive college credit. For students not attending Husson, a fee may be paid to Husson in order to receive college credit that may be transferred to the college of their choice.

090 **MANAGEMENT/MARKETING (Entrepreneurship)**

Management/Marketing is a course designed to develop knowledge, skills and techniques necessary for managerial duties in a business situation. This course reviews the basic business structure and will stress production and marketing using a marketing/management simulation. Emphasis is placed on global economics and its effects on business. Open to all students.

096 **INTRODUCTION TO LAW – Level I**

Introduction to Law is a full year course designed to provide students with a background of the American legal system. Students will learn of 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 to be covered in this course are: Constitutional law, criminal law, and current legal issues. Students will be instructed by the use of lectures, court case studies, projects, mock trials and group work. This course is open to any Junior or Senior who is interested in this area of study. Sophomores may enroll in the course with instructor's permission.

685 PRINCIPLES OF ECONOMICS - Level I

An advanced course in macroeconomics and microeconomics. Students focus on basic principles and in-depth coverage of economic concepts. Areas that will be covered include: markets and market structure, supply and demand, fiscal policy, money creation and the banking system, Federal reserve system and monetary policy, and theories of comparative economic systems. Past and present government economic policies will be extensively reviewed.

690 INTERNATIONAL ECONOMICS AND TRADE

International economics and trade is a course designed to give students a working knowledge of the tools and techniques used by economists in understanding world trade. The course will teach the laws of supply and demand, the law of comparative advantage, the role of government in international trade, and an analysis of the different economies of the world. This course will analyze current events affecting world trade. This course is recommended for juniors and seniors.

975 ADVANCED PLACEMENT ECONOMICS

This course conforms to the Advanced Placement Economics course description published by the College Board. Students may take both the Microeconomics exam and the Macroeconomics exam or choose just one of the two exams that are given. The emphasis in Microeconomics is on the interaction of the individual buyer and individual firm in the marketplace. The emphasis in macroeconomics is on the making of decisions that affect the economy as a whole. Students who pass the AP Examination in the late spring may receive college credit and/or advanced placement for one semester of Microeconomics or Macroeconomics.

ENGLISH

“Of high ideals and virtue was his speech;
And gladly would he learn, and gladly teach.”
-Geoffrey Chaucer

The English teachers function at the heart of the school curriculum. They approach their task with an awesome sense of responsibility, for they will meet in their classes the widest possible variety of students, ranging from the extremely talented youngsters to those less gifted. Yet the teachers know that all of these students will be graduating into a world that is ideologically torn apart and in which the fight for people’s minds is being waged on a scale unparalleled in history.

The students must enter a world of conflicting ideas and ideals with the best possible skills to promote human relationships. They must be equipped with the ability to think logically, to read with understanding, to write clearly, to speak effectively, and to listen intelligently. Recognizing that elegance of expression may not be within the reach of all students, the English teachers do believe in striving towards the goal of having their students develop the ability to present a subject plainly and directly in such a way that it will be understood.

The purpose of our program is to give students an understanding of and a love for the high ideals which preserve the essential dignity of the human race. We believe that only well-planned and integrated literature and writing programs that emphasize cumulative study of American, English, and World Literature will enable our students to attain those ideals.

In each year of English, emphasis is placed upon instruction in literature, grammar, as well as oral and written composition. In addition, outside reading and writing assignments are given. Instruction in and practice of study skills are an integral part of all classes. Word processing and other computer skills are rapidly being

integrated into the English program as well.

To meet the needs of a variety of students, the English department offers four basic levels of courses. Students are encouraged to take challenging courses and may not drop to a level two or three class unless their reading skills warrant their doing so.

Honors - These classes are intended for students who have demonstrated high achievement in English. Honors courses contain highly challenging material, pace is accelerated, and independently prepared work completed outside of class requires a significant time commitment of the student. This course is meant for students planning post-secondary education at a four-year college or university. Students should be reading above grade level. Completion of summer reading assignment mandatory part of the course in grades 10-12.

Level I - These classes are college preparatory classes intended for students planning a post-secondary education at a four-year college or university. Level I classes are designed to challenge students who have demonstrated competence in English. Students are expected to do a considerable amount of outside preparation for class. Students should be reading at or above grade level.

Level II - These classes are designed for students planning to pursue post-secondary education at a technical college, business or trade school, or some four-year colleges. Level II courses challenge students to progress at an appropriately rigorous pace. Outside preparation for class is required. Students may be reading at, or only one grade below, grade level.

Level III - These courses are intended for students who plan to enter the work force directly out of high school. Students in Level III classes use the computer extensively, developing skills over four years in word processing, desktop publishing and multimedia application. Outside preparation for class is required. These classes are designed for students reading two grades below grade level. Students reading three or more grades below grade level should qualify for the TEMSS program.

FRESHMAN ENGLISH

All freshmen undertake an in-depth study of five major literary genres, designed to enhance student understanding and appreciation of literature. Units in grammar and composition are also studied. Outside reading and writing assignments are required.

110 Honors

111 Level I

112 Level II

113 Level III - Students in this hour-long class complete written work in the computer lab.

SOPHOMORE ENGLISH

All students in sophomore English undertake a study of the development of American literature from its beginnings to the present time. Units in grammar and composition are studied. Outside reading and writing assignments are required.

120 Honors

121 Level I

122 Level II

122B Level II - A genre-based American literature course designed for the 11th or 12th grade student who finds it necessary to retake 9th or 10th grade English to earn graduation credit.

123 Level III - Students in this course do most of their written work in the computer lab.

JUNIOR ENGLISH

Students in junior English undertake a study of the development of English literature from its beginnings to the present time. Units in grammar and composition are studied. Outside reading and writing assignments are required.

130 Honors

131 Level I

132 Level II

133 Level III - Students in this course will use computers extensively, working with word processing and presentation software.

SENIOR ENGLISH

Students in senior English survey the world's leading national literatures. In all levels emphasis is placed on literature appreciation, comparison, and the evolution of several universal themes. Units in grammar and composition are studied. Outside reading and writing assignments are required.

970 Honors - See Advanced Placement Description

141 Level I

142 Level II

143 Level III - Students in this course will use computers extensively, working with word processing and presentation software.

107 OUTDOOR LITERATURE – Level I (1/2 or 1 unit)

This course offers students a chance to read about, write about, and discuss our relationship with the outdoors. The students will read texts about individuals' experiences in the outdoors including stories of adventure, solitude, and survival. Discussions and written assignments will focus on class themes of environmental ethics, risk taking, and the search for identity. Students will be asked to reflect on their own experiences in the outdoors by keeping a journal and writing personal essays. To enhance the reading and writing experience, students will participate in outdoor activities in collaboration with the Outdoor Leadership course by participating once a week in an outdoor activity such as hiking, orienteering, mountain biking, ropes-course activities, snow shoeing or cross country skiing. In addition, the classes will take one outdoor day-trip. This course does NOT replace English requirement and offers no *OnTrack* replacement opportunities. **Open to students in grades 11 and 12.**

108 THE WORKS AND TIMES OF SHAKESPEARE – Honors/Level I (1/2 OR 1 unit)

This one semester course will study the life and works of William Shakespeare with an emphasis on three of his plays; a history, a comedy, and a tragedy. Through the examination of Shakespeare's plays and poetry, students will learn about the beliefs and culture of the 16th century to come to an understanding of how commonly held modern perceptions of drama often contrast with Shakespeare's own intent. Additionally, students will learn about other writers of Shakespeare's times and examine these Elizabethan works determine the role time and culture play in the creation of literature. Students will be expected to read and perform excerpts from various plays and written works as well as explore works in writing. Does NOT replace English requirement. **Open to students in grades 11 and 12.**

109 TOPICS SEMINAR – VISUAL LITERACY – (1/2 or 1 unit)

This thematic course examines various topics, such as identify, imagination, political and philosophical ideology, and aesthetics with regard to the words and images found in visual texts. Through activities and assignments designed to promote critical, creative, and reflective thinking, students will enhance their reading, writing, and discussion skills. This seminar style class provides students will opportunities to connect ideas found in visual texts like graphic novels and comics to their own increasingly visual society and their own experiences in it. Each unit will be organized around an in-depth exploration of specific topics that will change each quarter. This course does NOT replace English requirements and offers no *OnTrack* replacement opportunities. **Open to students in grades 11 and 12.**

150 **CREATIVE WRITING - Level I - (1/2 unit)(Offered both semesters)**

This course provides serious writers with the opportunity to develop and share their writing. Students will explore a variety of styles including memoir, short story, and poetry. In-class workshopping with the instructor and class members is a required element of the course. Students enrolled in this course will also publish the school literary magazine, *Mosaic*. **Open to grades 11 and 12.** Does NOT replace English requirement. **Prerequisite:** Before enrolling in the class, students must submit to the English Department Head a one page reflection on his/her reasons for choosing to take a creative writing class. Students will be selected to enroll based on the quality and timeliness of their prerequisite writing. NO student will be allowed in the class without fulfilling this requirement.

195 **READING - (up to 1 unit) (Per year)**

Developmental reading is offered to improve the reading abilities of all students. Some objectives of the program are to increase efficiency in the following areas: vocabulary, reading rate, comprehension and interpretation and study habits. Remedial reading is individually programmed according to the student's deficiencies. Skills often needed are in the areas of word attack and phonics, visual and auditory perception, comprehension, organizational skills, study habits, and developing an appreciation for reading.

Both the developmental and remedial programs are individualized to meet the need(s) of the student. This program is open to all students (grades 9, 10, 11, 12); individually arranged. Does NOT replace English requirement.

200 **PUBLIC SPEAKING**

Learn communication skills! Gain confidence, learn how to organize a speech, and practice delivery techniques. This course is for the beginner.

210 **COMMUNICATIONS**

Expand your speaking skills through practice. There will be opportunities to learn interpersonal, media and leadership skills. Learn through doing special projects and out of class performances. Prerequisite: Speech I.

THE LIBRARY

The Library at Bangor High School exists to support the curriculum needs of

students, faculty and staff as well as the recreational reading needs of the students. The Mission Statement of the school specifically targets information skills in the section "Expectations for Student Performance." These include: (3) Enhance problem-solving abilities by developing critical and creative thinking skills and (4) acquire, evaluate and apply information.

The Library meets the needs of students, faculty and staff by maintaining a current collection of print, non-print and technology-based resources available to students in person from 7:30 a.m. to 3:30 p.m. Monday through Friday and 6-9 p.m. Monday, Wednesday and Thursday evening. Technology-based resources are also available via the Internet from home computers.

Information skills are assessed through instruments developed by the Library in conjunction with the English Department in the Freshman and Sophomore years. These assessments are entered into the student's permanent record and must be completed successfully before graduation. Junior and Senior level assessments are being developed and will be in place by the 2006-2007 deadline. Replacement assessments are also available for students entering Bangor High School partway through their high school career.

VISUAL AND PERFORMING ARTS

The Fine Arts Program enables students to continue to increase skills and knowledge as aesthetically informed citizens. The content areas of drama, music and visual arts are among the subjects from which students may choose, in order to fulfill their Fine Arts requirement and/or acquire new proficiencies.

220 **SOLO & ENSEMBLE (FA)**

This course will allow students to form small groups for the purpose of performing chamber music and/or solo literature. The course will focus on the improvement of the individual's instrumental technique, small group rehearsal procedures, expansion of repertoire and regular class recitals.

230 **MUSIC THEORY I (FA)**

Music Theory I is an introductory course in the fundamentals of music for instrumental and vocal musicians. Topics include standard notation, scales and key signatures, intervals, chords, chord progressions. Concepts are reinforced with daily ear training exercises and homework assignments.

240 **MUSIC SURVEY (FA)**

An introductory course designed to give students an overview of musical styles, performers, composers and instruments. Other topics will include music from our culture, music from other cultures, perceptive listening skills, musical theater, film music, the history of Rock & Roll, and the history of Jazz.

242 **ADVANCED TOPICS IN MUSIC (FA)**

This course is open to students who have completed two years of Music Theory, or by permission of the instructor. The course is intended for students who are considering majoring in music in college, or are contemplating a career in music. The course will cover elements of music history, advanced music theory, including preparation for the AP test in music theory, and discussions of the role of music throughout modern history. Students will also continue to develop and refine skills associated with the study of music. Study will include reading, writing, discussion, listening, and composition.

245 **BAND (FA)**

A course for the study of wind and percussion music. We will rehearse and perform a variety of musical styles at both school and community functions, and provide opportunities for small ensemble performances. All State eligibility is with permission of the conductor. **Attendance is required at all performances.**

250 **ORCHESTRA (FA)**

A course of study which 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. **Attendance is required at all performances.**

253 **CHAMBER CHOIR (FA)**

Prerequisite: at least one year in BHS Chorus and permission of instructor. Admission to the course will be by audition and enrollment will be limited to thirty-two.

Chamber Choir is an advanced level chorus class, and is designed for the experienced singer who is looking ahead to vocal music as an important part of their college, and post-collegiate experience. In addition to learning the repertoire for the Holiday, All-City, and Spring Choral Concerts, students will be introduced to literature suitable for a smaller vocal ensemble. These include, but are not limited to, Gregorian chant, renaissance motets and madrigals, motets and part-songs of the nineteenth century, and ensemble music of the twentieth century. Students will be required to prepare extensively 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.

255 **CHORUS (FA)**

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. Enrollment is open to anyone interested in participating and will be limited to 70 students: transfer students must have been enrolled in their high school choir prior to transferring.

256 **ART I - INTRODUCTION TO ART (FA)**

Explore drawing, painting, printmaking, and sculpture. Develop skills in a variety of media, learn about design concepts, and study art terminology. Art history, art appreciation and art criticism are components of this year long course.

257 **ART HISTORY (FA)**

Why do people make art? This is an opportunity to learn about art and the changes in art over time! Explore themes and movements in the history of art and connections that can be made between art and culture. Students will learn about art through hands-on activities as well as through readings, discussions, videos, and demonstrations.

258 **DRAWING AND PAINTING (FA)**

Interested and motivated students will improve their drawing and painting skills in this course. A wide variety of drawing and painting media and subjects will be explored. Students will develop critical, art appreciation, as well as problem solving skills. **Prerequisite:** Art I.

259 **PRINTMAKING (FA)**

Explore the different 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 will explore a variety of simple book forms.

Prerequisite: Art I.

260 **FABRIC DESIGN (FA)**

Gain experience in relating design to working with fabric and fibers! The techniques introduced in this class include batik, tie-dye, marbling, silkscreen, weaving, stamping, stenciling, and quilting. Fabric techniques from different cultures will be studied. Each student will complete a quilt made from fabric created in class. **Prerequisite:** Art I.

261 **SCULPTURE (FA)**

Explore a variety of materials and processes used in modeling, carving, casting and constructing three-dimensional artwork. Students will use paper, clay, metal, stone, plaster, wire, wood, and found objects to solve studio art problems. In this course students will learn about traditional and contemporary sculptors and their works.

Prerequisite: Art I.

262 **GRAPHIC DESIGN (FA)**

Develop skills in visual communication! Students in this class will solve problems in layout and production, advertising design, and basic digital graphics. Learn about the impact of graphic design in contemporary society. **Prerequisite:** Art I and Drawing and Painting.

263 **PAINTING (FA)**

Learn more about color theory, composition, and style to improve your painting skills. This course is designed to help students learn to be more competent in a variety of media and techniques and will encourage students to develop more mature compositions. Students will add to their knowledge of art and art history through readings, research, and class projects. **Prerequisite:** Art I and Drawing & Painting.

267 **THEATRE ARTS (1/2 unit) FA**

This course is designed to introduce the novice to the history of theater, the art of acting and design for the stage. In-depth focus will be placed on character and script analysis, both written and performed. Students will be introduced to the elements of movement (stage direction; mime and dance) vocalization (enunciation, diction, pausing, phrasing) and aesthetics (the nature, art, and appreciation of theatre). Students will complete projects in mask-making and set design and will also perform monologues, scenes, and original student generated work.

270 **ADVANCED ACTING/DIRECTING (FA)**

This course elaborates on the elements of physicalization, vocalization and psychological evaluation of drama. The students in this class will be introduced to the aspects of stage direction, production and complete character development. Monologue study for audition purposes; dialogue; scenes and short plays will be studied and performed.

Prerequisite: Theatre Arts – Acting 1 and permission of instructor.

271 **ADVANCED FILM/THEATER (1/2 or 1 unit)(1 or 2 semesters) FA**

Highly motivated and independent students who are eager to concentrate on areas of

particular interest should consider this option. High standards for quality and productivity will be emphasized. Students will research trends and technological advancements throughout film history and be able to replicate several film styles. **Prerequisite:** Film Production and permission of instructor.

279 **FILM PRODUCTION (1/2 unit) FA**

This course provides a solid background in film production techniques. Film genre, editing technique, shot composition and film production positions and duties will be taught. Additionally, students will create a short film, documentary, or persuasive piece.

431 **BASIC PHOTOGRAPHY (1/2 unit) FA**

This course teaches students the basic skills of photography, with an emphasis on digital photography, and includes a basic introduction to 35mm photography and darkroom use. Units include history, aesthetics, criticism and the elements of photography.

430 **ADVANCED PHOTOGRAPHY (FA)**

This course is designed for students who have a strong desire to improve their photographic skills and want to study the areas related to photography more extensively. Students must have completed Basic Photography with a greater than normal work ethic and also must have a thorough understanding of the camera, Photoshop, and the elements of photography. Students in this class have the opportunity to submit an Advanced Placement Studio Art 2-D Portfolio. Students are strongly encouraged to own their own camera for this class.

Prerequisite – Basic Photography and permission of instructor.

433 **ADVANCED STUDIO ART**

Highly motivated and independent students eager to concentrate on areas of particular interest 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 I, Drawing and Painting, AND permission of instructor.

994 **A.P. MUSIC THEORY II (FA)**

AP Music Theory builds on the concepts learned in Music Theory I. Students will become fluent with the standard language and components of tonal music including but not limited to 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. The course culminates in the AP Music Theory Exam for those students who wish to take it. **Prerequisite:** Music Theory I.

996 **ADVANCED PLACEMENT STUDIO ART (FA)**

Extremely motivated and dedicated art students should consider this option. High

standards for quality and productivity will be emphasized. The College Board requires the submission of a substantial portfolio consisting of slides of original works demonstrating a proficient understanding and skill in a variety of art concepts, ideas, and media. Students should also enroll in the Advanced Studio Art course because of the level of commitment required. **Prerequisite:** Art I, Drawing and Painting, AND permission of the instructor.

ARMY JUNIOR ROTC

“Training Today for Leadership Tomorrow”

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 which 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; but three (3) years of JROTC will allow a student to enter any branch of the Armed Forces in the 3rd pay grade. Activities within the JROTC program include: Rifle Team, Drill Team, Honor Guard, Color Guard, Raiders, field trips, and summer camp.

350 LEADERSHIP EDUCATION AND TRAINING (LET I)

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.

355 LEADERSHIP EDUCATION AND TRAINING (LET II)

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.

360 LEADERSHIP EDUCATION AND TRAINING (LET III)

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.

365 LEADERSHIP EDUCATION AND TRAINING (LET IV)

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.

UNITED TECHNOLOGIES CENTER

(Director, Mr. Tennett) **(3 units)**

Bangor High School is one of seven area high schools participating in the Vocational Education programs offered at the United Technology Center.

The skill development programs are open to all juniors and seniors.

Due to a limited number of openings at U. T. C., students interested should sign up in advance with their counselor or with Mr. Tennett.

Students attending the United Technology Center will spend half of their school day at Bangor High School to meet their academic requirements and the remainder of the day at the Technology Center in their chosen field.

The following is a brief summary of each of the programs. If you have any further questions see your counselor, or Mr. Tennett.

370 HEALTH OCCUPATIONS (1 YEAR PROGRAM) (3 units)

This course is designed to acquaint the student with the health field preparing them for medical studies in college. Students will also have the opportunity to prepare for the State CNA exam that is offered each May at UTC. All students will obtain a basic knowledge of body structure and function, medical terminology, and human growth development through class participation, demonstration, laboratory practice, clinical experience and job shadowing. Principles of safety and emergency care will be taught. It is possible for students to earn additional certifications in CPR, Fire Safety and First Aid. Students will also be introduced to the latest technology changes in health care and explore State and Federal health care systems. Career goals are examined and explored. Diseases and methods of diagnosis and treatment are observed and discussed.

371 PLUMBING & HEATING (3 units)

The Plumbing and Heating program is designed to provide the students with knowledge in all aspects of the plumbing and heating trade. The program focuses on plumbing one year and heating the next, providing training for both trades. The Plumbing portion of the curriculum consists of teaching skills such as soldering copper pipes, fitting pvc drainage pipes for new homes, as well as learning the proper way to repair existing systems. The program strongly emphasizes the State of Maine Plumbing Code, providing the students with skills enabling them to either enter a technical college or obtain a career in the trade.

The Heating portion of the curriculum consists of the installation and service of oil and gas heating equipment. The students will learn how to troubleshoot and repair gas and oil equipment, as well as the control wiring. The student also learns the State of Maine Heating Code. A student who successfully passes the heating portion has the option of taking his/her Journeyman's Test at the time of completion. A student who has his/her Journeyman's License has an excellent chance for employment immediately after graduation.

373 WELDING (3 units)

The Welding course will provide instruction in developing skills in shielded metal arc welding, metal inert gas (MIG), oxygen/acetylene cutting, plasma cutting and gouging. The student will learn minimum industrial standards in all welding positions: flat,

horizontal, vertical, and overhead. The safe use of tools and equipment and their maintenance is strongly emphasized. Students have the opportunity to receive their 10-hour OSHA card.

374 **COMMERCIAL VIDEO COMMUNICATIONS (3 units)**

This course is designed to expose the world of digital video and medial communication as related to the commercial business community. Students will learn professional techniques for using digital video technology. Areas of study will include, theory and practice of advertising, obtaining theoretical and practical skills needed to produce high quality digital video productions including scriptwriting and storyboarding.

375 **AUTOMOTIVE SUSPENSIONS & CONTROL SYSTEMS (3 units)**

This full year segment of the Automotive program is designed to prepare students interested in becoming an Automotive Technician. The emphasis will be on computerized four-wheel alignment, steering/suspension systems, ABS disc and drum brake diagnostics and repair. Course of instruction and lab work will be based on National Automotive Technical Education Foundation (NATEF) and Automotive Service Excellence (ASE) standards.

The students will be provided with an opportunity to enhance their problem-solving skills by consulting the appropriate technical manual or CD ROM software for necessary detailed repair instructions. Exposure to service writing, repair estimates, and preparation of itemized work orders is part of the course instruction.

The Automotive program encourages students to continue their education after graduation and upon successful completion of the course students are awarded college credits transferable to Central Maine Technical College (automotive department). The students will be tested on-site, by the Maine State Police, for the State of Maine Automotive Inspection License. The program will expose the students to those skills needed to prepare them for ASE certification in steering suspension systems, brake systems, electrical/electronics, and basic engine and engine performance.

376 **INFORMATION TECHNOLOGY (CIP) (3 units) CP**

This course introduces the student to the world of business information technology. It is primarily designed to provide students with a solid base for further post-secondary education and/or to provide entry-level skills in computer related careers. Students will receive extensive *hands-on* experience (2 hours computer time per day) using various computer systems and will complete the following areas:

Configuring Windows 2000 Operating Environment (includes Network)

Configuring Proprietary Software...which may include specialized installations

Wide-Range Experience with PC and MAC software and hardware

Microsoft XP Pro (Access, Excel, Word, Outlook & PowerPoint)

Graphic Arts and Animations (Paint Shop Pro and Flash)

Programming (Visual Basic, HTML, Java Script, Java Programming (Beginning to Advanced))

Advanced Web Creations including maintaining UTC's web site (Flash and Dreamweaver)

SkillsUSA Professional Development Portfolio

Individual Competency Listing

Possibility of participation with the IT Team (assisting with school network)

- 377 **ELECTRICAL/CONNECTIVITY (3 units)**
The Electrical Program at UTC prepares students for opportunities for further college education and/or a career in the electrical industry following high school. Students wire at least two single-family dwellings per year, practicing wiring techniques in the shop prior to on-the-job experiences. Each student is required to obtain a Helper Electrician's License from the State of Maine. This License is the first step towards a Journeyman's and Master Electrician's License. We also explore electrical safety, blueprint reading, Ohm's Law, AC and DC theory, commercial wiring and application of the current National Electrical Code. The Electrical trade offers excellent working conditions, strong employment demand and very good pay. Students also receive training in the AC/DC motor theory and operations preparing them for success in college level industrial power programs.
- 378 **COMPUTER ELECTRONICS REPAIR (3 units)**
Second year CIP students who can pass our challenge test may also choose to focus on Computer Electronics Repair. Those who choose this option will have the opportunity to prepare to the A+ Certification test. The A+ Certification is a nationally recognized level of achievement. We strongly encourage students to continue on to college in electronics, computer science, engineering or a related field of study.
- 379 **OUTDOOR POWER & RECREATION EQUIPMENT (3 units)**
The Outdoor Power & Recreation Equipment program prepares students with skills in the repair and service of gasoline engines used to powerboats, snowmobiles, jet skis, tractors, lawn care equipment, etc. The students examine and test engines and inspect for faults. Repairs may involve replacing or repairing rings and bearings, reassembling engines, cleaning and adjusting parts, and analyzing electronic/electrical systems. Students are responsible for checking the performance of repaired engines and preparing customer invoices. The course involves creating a realistic work environment that will product valuable learning experiences for each student, preparing him/her to either further his/her education at the college level or to apply for an entry level position in this field.
- 380 **ENVIRONMENTAL HORTICULTURE (3 units)**
This program introduces students to Commercial Horticulture, Environmental Landscaping and Organic Vegetable Production. It will prepare them for careers in commercial horticulture either by direct entry into the industry or via further study in a post secondary college program. It will also furnish students with an understanding of their relationship to the natural resources upon which we depend. Emphasis is on learning current best sustainable practices, to prepare students for careers that demand new approaches to how we use our environment. Students will learn about; composting and soil management, plant identification, classification and growth, organic vegetable crop production, fundamentals of environmental landscape planting and maintenance and greenhouse management.
- 381 **AUTOMOTIVE DIAGNOSTICS (3 units)**
This full year segment of the Automotive program is designed to prepare students interested in becoming an Automotive Diagnostic Technician. The emphasis is on electrical/electronics, basic engine and engine performance. Course of instruction

and lab work will be based on National Automotive Technician Education Foundation (NATFE) and Automotive Service Excellence (ASE) standards. Usually two days per week are dedicated to automotive theory instruction and three days are dedicated to lab work.

Students are encouraged to use their theory training and problem solving skills to diagnose and repair current vehicles. They are also encouraged to participate in both the Ford/AAA and VICA Skill Olympics competitions to test their skills against students in other automotive training programs.

Post-secondary education is stressed to students in the automotive technology program. Representatives from GM ASEP, Ford ASSET, and other technical colleges visit UTC throughout the year to speak with the students regarding post-secondary education.

Students are also encouraged to participate in at least one ASE test in the spring of the year.

382 AUTO COLLISION/REFINISHING TECHNOLOGY (3 units)

Are you interested in restoring street rods, muscle cars, classic automobiles and trucks? Have you ever wondered how auto body shops repair vehicles to “like new” condition that were smashed, bent, rolled, broadsided or declared “totaled out” by an insurance company?

You could learn what the pros know about the highly specialized field of auto collision/refinishing technology. Once you have completed the requirements of this two year program you should be prepared to pursue further education or obtain an entry-level position in an auto body shop.

You will be working on interesting real life projects that may require custom painting, air brushing, pinstriping, flames, graphic painting, layout design, paint mixing, frame straightening, welding, brazing, and estimating and job tracking while bringing a variety of automobiles back to that “like new” condition. Experience what it is like to work as a team in a live shop setting and be solely responsible for a professional looking job that you can be proud of from start to finish.

384 BUILDING CONSTRUCTION (3 units)

Are you interested in working in the fast paced and challenging world of construction? If so then you should consider the Building Construction Program. The program is designed to meet the needs of students who are interested in construction or architectural related careers. Skills taught in the program should provide the student with the foundation to continue on to college and/or apply for entry-level positions in this field.

Students will be exposed to all areas of designing and constructing a full-size residential structure. Each member of the class will be expected to complete a full working set of blueprints, both board and computer-generated, from which a home could actually be built. Each student will also spend time working in the carpentry lab and, as a class, may construct a full size home.

The Building Construction program at UTC has a articulation agreement with EMTC in the areas of Construction Safety, Construction Orientation and Residential Construction Theory.

386 HEAVY EQUIPMENT (3 units)

The Heavy Equipment program prepares students for careers in repairing and

maintaining trucks, road equipment, woods equipment and other various pieces of heavy equipment. A wide variety of repair and maintenance areas are taught, everything from electrical repairs to major overhauls. Careful, individualized instruction is provided to meet each student's goals, whether he/she chooses to attend a post-secondary institution or to seek employment immediately following high school.

This program is enriched with field trips to local businesses, and technical updates by industry representatives.

387 CULINARY ARTS/HOSPITALITY (3 units)

UTC offers a Culinary Arts/Hospitality program that is designed to help students prepare either to attend a post-secondary college program for Culinary Arts or to work directly in the food industry. The food service industry is the third largest employer in the Nation. Many opportunities, at various skill levels, are available to those who are interested. The program curriculum covers many aspects of the business including the preparation, seasoning and cooking of soups, meats, vegetables, the baking and presenting of desserts and pastries, and the preparation of salads and appetizers.

In addition the Culinary Arts curriculum also covers the technical aspects of operating and/or owning a restaurant, catering or other hospitality related business. Students will learn how to budget, plan, portion and market a hospitality business as they operate an actual restaurant/conference center at UTC. Students will also be offered the opportunity to attain the SERVESAFE Certification. Students also have the opportunity to participate in the garden project. In this project students are taught to grow organic vegetables for use in the Culinary program.

388 PUBLIC SAFETY (3 units)

If your interests include exploring a career in either Fire Science, Emergency Medical Services or Law-Enforcement this may be the program for you. The instructor with assistance from various experts in each content area, will help prepare students for post-secondary programs in the three above listed areas. Students will participate in: Introduction to Fire Fighter I, Introduction to Emergency Medical Services, Introduction to Criminology, job shadowing opportunities, and various field trips. This is a demanding program requiring students to be sponsored by a local Public Safety department and be able to meet physical and academic requirements.

395 / 397

COOPERATIVE EDUCATION / WORK STUDY

(Mr. Tennett, Mr. Hackett) **(2 units)**

Vocational programs offered at Bangor High School that are open to all Juniors and Seniors who are at least sixteen years old.

These courses are designed to allow students, with the support of the instructor, to enter into the work force and develop a positive work ethic and receive credit for this

experience. Job training sites will be developed by the student and the instructor.

The students will also be enrolled into a Cooperative Education/Work Study class focusing on career clarification, job search methods, work attitudes and responsibilities, consumerism, money management, and other life skills.

Termination of employment may result in no credit for this program.

TECHNOLOGY EDUCATION / ENGINEERING

Today we live in a technological world. We are surrounded by technology systems which produce the products and services that provide a standard of living we presently enjoy. In the 21st century, we hear more and more about the need for technological literacy and problem-solving ability so we can be competitive in today's global society. Technology education should be a basic and fundamental study for all persons, regardless of their educational or career goals.

Technology education courses, with their hands-on, problem-solving approach, will go far toward meeting this need. At Bangor High School a variety of courses are available to students. You may select only those courses related to your needs or interests; or you may choose to specialize in a particular technology. Regardless of your occupational pursuit, or whether or not you plan to go to college, courses in technology education will make you better prepared to face the challenges "don't leave school without it".

ALL COURSES ARE ONE YEAR IN DURATION UNLESS OTHERWISE NOTED.

All Drafting classes will be using AutoCAD 2005 in the CAD Lab

421 BASIC AUTOCAD DRAFTING (Computer Aided Drafting)(1/2 un.)

An introductory study in AutoCAD 2005. Students will explore this state of art software. Topics will include creating drawings, visualizing objects, lettering, geometrical shapes, pictorial views and plotting. **GENERALLY TAKEN AS THE BEGINNING COURSE IN THE ENGINEERING AND ARCHITECTURAL DRAWING PROGRAM.**

423 ARCHITECTURAL DRAWING

A study of basic residential planning, relating to space requirements, kitchen planning, plumbing, heating and designing an original set of house plans. Computer applications will be used in drawing plans, solving design problems, estimating, and completing an energy audit. Each student will be required to complete a set of drawings in AutoCAD 2005 Architectural Desktop II.

427 PRE-ENGINEERING DRAWING

This course is designed for the college-bound students to give them a solid base for

future studies in engineering. The latest developments and current practices in all areas of graphic communication, functional drafting, materials representation, shop processes, numerical control, geometric tolerancing, and metrication will be covered. Each student will be required to complete drawings in AutoCAD 2005.

429 **ADVANCED DRAFTING (1/2 or 1 unit)(1 or 2 semesters)**

Designed for the student with an interest in engineering or architectural drawing, areas of study might include technical illustrations, advanced engineering and architectural drawing, surveying, map making, methods of retrieval, descriptive geometry, Computer Aided Design, or architectural rendering. Prerequisite: 1 year-long drafting course and Teacher Permission.

441 **ELECTRONIC TECHNOLOGY (1/2 unit) (1 Semester)**

A study of the basic theory and applications that govern electrical/electronic circuitry. Emphasis placed on circuit design and construction using modern components, test equipment and terminology. Students will construct and test a variety of electronic devices. This course is designed for those individuals who desire to go on for more specialized electronic training.

MODERN AND CLASSICAL LANGUAGES

The Modern and Classical Languages Program enables students to acquire skill in a language other than their own, to acquaint themselves with the culture of another country and to better their understanding of English grammar.

The way of life of other people in other lands is presented via the respective language. The literary, social, geographical, and historical aspects of the foreign country are introduced. Through the study of different customs and cultures the students learn an awareness of relative values that encourage a tolerance of differences in others.

Modern and Classical Language offerings include: American Sign Language, Chinese, French, Latin, and Spanish. Each course develops more fully a global awareness and the student's ability to understand, read, speak and write a foreign language.

Honors and AP courses are the most demanding language courses offered and are taught in the target language. These accelerated courses are for highly motivated students who are committed to self-directed study and honors level work. There is intensive work in comprehension, speaking and accurate composition. Students read a variety of works. Homework is assigned regularly and may require up to one hour per day to complete. In addition, students are required to do outside projects. Permission of the instructor and a year grade of B or better in the previous level are recommended for students wishing to enroll in these honors courses.

Level I courses in Modern and Classical Languages and classics are college preparatory and the target language is used primarily as the means of communication. Emphasis in these courses is on the study and increased proficiency of communication skills. Homework is assigned regularly and may require thirty to forty-five minutes per day. In addition, occasional reports and projects are assigned beyond the daily homework requirements. Students should have a year grade of C or better in the previous level to continue in these courses.

Level II language classes are offered in French II, Spanish I and Spanish II and are designed for sophomores, juniors and seniors who have experienced difficulty with level I work and who require a more interactive approach and a different pace.

159 **AMERICAN SIGN LANGUAGE I**

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.

161 **AMERICAN SIGN LANGUAGE II**

This course continues with the development of ASL vocabulary, grammar and the introduction of classifiers. Conversational skills will be expanded and basic interpreting of written English will be taught.

500 (Level I) **SPANISH I**

This course stresses the fundamentals of Spanish conversation, writing, grammar and vocabulary. The course also presents aspects of the culture, geography and history of the Spanish world.

501 (Level II) **SPANISH I**

This course introduces the basic skills for learning Spanish conversation, writing and reading through a study of vocabulary, grammar and oral practice. Students will also study cultural aspects of the Spanish-speaking world.

- 505 (Level I) **SPANISH II**
 This course emphasizes the expansion of speaking, reading and writing skills. Aspects of Mexican and Latin American culture are presented. By second semester this course is taught largely in Spanish.
- 506 (Level II) **SPANISH II**
 This course is for students who have passed a Spanish I class 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 at a different pace than Level I courses and with an emphasis on engaging the students in active learning.
- 510 (Level I) **SPANISH III**
 This course is devoted to improving reading, writing, and communication skills. This course is conducted in Spanish. The class reviews and increases mastery of grammar concepts, and vocabulary, as well as aspects of culture, history and geography.
- 511 (Honors) **SPANISH III**
 This course is designed for students who wish to go on to Honors Spanish IV and A.P. Spanish 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 Spanish and students are expected to use studied vocabulary and grammar mastery to function in Spanish.
- 512 (Honors) **SPANISH IV**
 This course is conducted entirely in Spanish. Advanced grammar, composition, vocabulary and selected literary works are studied. Emphasis is on the development of reasonably accurate control of the structures and idiomatic use of Spanish for proficiency in comprehension, speaking, reading and writing. The class offers a study of Hispanic culture, music, history and art. Spanish IV Honors is a pre-AP course.
- 515 (Level I) **SPANISH IV**
 This course is conducted in Spanish. Advanced grammar, vocabulary and selected literary works are studied. Emphasis is on the development of reasonably accurate control of the structures of Spanish both orally and in writing. There is an emphasis on history and culture of Spain through art.
- 535 (Level I) **LATIN I**
 The basic concepts of Latin are taught in the context of a serial story about a Roman family. Emphasis is placed on the reading of Latin. The fundamentals of vocabulary and grammar are reinforced through memorization, practice and review. The following are also taught: word families and derivatives, Latin quotations, expressions and abbreviations commonly used in English and introductory Roman culture, and history.
- 537 (Level I) **LATIN II**
 The second year of Latin continues to emphasize learning to read Latin, especially prose. There is expanded study of grammar and vocabulary. Greco-Roman mythology is studied extensively. This course continues the study of culture and history. Initial exposure to Roman authors is introduced with a selection of reading passages suitable for

translation from Latin or to be read in English. Among these authors are Pliny, Horace and Seneca.

539 (Level I) **LATIN III**

Latin III is a continuation of Latin grammar to an advanced level with a continued focus on reading Roman authors. Selections in Latin from several authors are presented throughout the year. Among them are Livy, Seneca, Qu7intilian and Cicero. Particular emphasis is placed on the translation of Caesar.

540 (Level I) **LATIN IV**

The study of advanced Latin grammar is brought to its final stages through the reading of several Authors and poets. Cicero, Augustin, Pliny, Petronius, Catullus, Vergil and medieval Latin will be the focus of this course. History and culture will continue to enhance the study of language.

550 (Level I) **FRENCH I**

This course stresses the fundamentals of French conversation, writing, grammar and vocabulary. The course also presents an overview of the culture, geography and history of the French world.

555 (Level I) **FRENCH II**

This course continues with the development of speaking, reading and writing skills. The history and civilization of the French speaking world are considered. By second semester this course is taught largely in French.

556 (Level II) **FRENCH II**

This course is for students who have passed a French I class 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 at a different pace than Level I courses and with an emphasis on visual, auditory and physical prompts.

559 (Honors) **FRENCH III**

This course is designed for students who wish to go on to Honors French IV and A.P. 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.

560 (Level I) **FRENCH III**

This course is conducted entirely in French. Conversation, advanced grammar, and writing are based on French reading. Included are readings and discussions about French civilization and literature.

565 (Level I) **FRENCH IV**

This course is conducted in French. Discussions and themes in French; some advanced grammar and representative literary works are studied.

- 566 (Honors) **FRENCH IV**
This course is conducted entirely in French. Advanced grammar, composition, vocabulary and selected literary works are studied. Emphasis is on the development of accurate use of language structures and idiomatic use of French for proficiency in comprehension, speaking, reading and writing. The class offers a study of the francophone world, and cultural perspectives. French IV Honors is a pre-AP course.
- 570 (Level I)**CHINESE I**
The primary goal of Chinese I is for students to learn how to understand, speak, read and write basic Chinese vocabulary and grammar. Students will also be introduced to the lifestyles and customs of the Chinese-speaking world. Students will learn the *pinyin* system as well as learning to write 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.
- 575 (Level I)**CHINESE II**
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.
- 577 (Level I) **CHINESE III**
This course builds upon the skills for learning Mandarin Chinese taught in Chinese I and II. Chinese III will continue to emphasize 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. Students will gain language competency and cultural perspective through cooperative learning, guided practice, role-playing, and self-expression. Student performance will be assessed through various formats, including tests, quizzes, journals, and thematic presentations of vocabulary and knowledge.
- 976 (Honors) **A.P. FRENCH LANGUAGE** See page 61.
This course is intended for those who have chosen to develop their proficiency in French without emphasis on literature. 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 form of interviews, dialogs, compositions, debates, oral presentations and written exams. It is expected that students in this course will take the Advanced Placement French Language Examination.
- 978 (Honors) **A.P. SPANISH LANGUAGE** See page 61.
This course is intended for those who have chosen to develop their proficiency in Spanish without emphasis on literature. 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 form of interviews, dialogs, compositions, debates, oral presentations and written exams. It is expected that students in this course will take the Advanced Placement Spanish Language Examination

SCIENCE

To teach cause and effect and to search for true causes of any problem or situation rather than for associated phenomena.

To seek truth through proper observation and investigation, including stating a question and working through controlled experiments for evidence.

To become aware of the fundamental unity of the universe: the elements, forces, principles and laws which govern our planet and the universe.

To become aware of man's impact on the environment and to train students in the care and conservation of resources.

To teach the use of scientific literature for reports, information, term papers, and experiments.

Course offerings emphasize the knowledge and skills of the basic science disciplines. The recommended sequence of science courses is as follows: Earth Science, Biology, Chemistry and Physics.

Course levels in Science are designed to address the wide variety of student abilities and interests. Levels will help students and parents, as well as post-secondary schools and employers, understand both the degree of difficulty and the expectations of various science courses. The Science Department has identified its courses using the general criteria listed below.

HONORS - includes all Advanced Placement and Honors courses.

An Honors course is designed for students who have demonstrated high achievement and a strong interest in science. An Honors course contains highly challenging material presented at a rigorous pace. The course encourages student research and requires a significant time commitment to complete independent work outside of class. Honors courses are weighted, refer to page 65.

LEVEL I

A Level I course is a college preparatory course, designed for students who have demonstrated above average achievement in science. Challenging material is presented at a rapid pace. Students are expected to do a considerable amount of outside preparation for class. Students electing Level I courses in science should also be taking an Honors or Level I mathematics course.

LEVEL II

A Level II course offers preparation for the student who will continue on to post-secondary education at the college level or in a two year technical degree program. Level II courses are appropriately paced to maintain a balance between the needs of the students and the standards of achievement required for success in a post-secondary program. Students electing a Level II course should be prepared to devote significant time and effort to meet course standards.

EARTH SCIENCE

This course applies the principles of life and physical science (from grades 7 and 8) to the study of our physical environment with emphasis on its important role in supporting life. It places earth in perspective, both in space and time, and lays the foundation for the study of the biosphere in grade 10.

Students will gain an appreciation for the revolutionary breakthroughs that have led to our understanding of the solar system, expanding universe, active continents and oceans (plate tectonics), and climate. Earth Science plays a critical role in the development of a student's sense of social responsibility and global stewardship. Current issues relating to human interactions with earth systems form an integral part of the course. These include the use of earth resources, environmental degradation, and natural hazards.

Earth Science is offered at three levels of instruction:

- 590 - Honors Earth Science
- 591 - Level I Earth Science
- 592 - Level II Earth Science

BIOLOGY I

This course presents a view of Biology from atom to biosphere. Specific topics include molecular biology, cellular biology, genetics, changes in populations, classification, morphology and ecology.

Biology I is offered at three levels of instruction:

- 600 - Honors Biology I (two triple mod labs) – Honors Geometry completed or concurrent
- 601 - Level I Biology I (two triple mod labs)
- 602 - Level II Biology I - (two triple mod labs)

BIOLOGY II - ANATOMY & PHYSIOLOGY

This course includes an in-depth study of the human body. When functioning as a seminar group the class may decide, with the instructor, the choice of areas for laboratory investigation. Prerequisite(s): Biology I completed. Chemistry completed or taken concurrently.

Anatomy & Physiology is offered at one level of instruction:

- 605 - Level I Anatomy & Physiology (two triple mod labs)

BIOLOGY II - WILDLIFE ECOLOGY (1/2 unit)(Either semester)

This course familiarizes the student with basic underlying principles of wildlife management with emphasis on the biological, economic, and human relations and factors influencing wildlife resources. Prerequisite: Biology I, Chemistry completed or taken

concurrently

Wildlife Ecology is offered at one level of instruction:

606 - Level I Wildlife Ecology (two triple mod labs)

BIOLOGY II - MARINE BIOLOGY (1/2 unit)(Either semester)

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 completed or taken concurrently.

Marine Biology is offered at one level of instruction:

607 - Level I Marine Biology (two triple mod labs)

CHEMISTRY

Chemistry courses offered are designed to reach a diverse population of students. Courses are directed toward those students intending to pursue post-secondary education in a technical field as well as for those students planning careers in a non-technical field. Chemistry for students interested in pursuing post-secondary education in a technical field will include a survey of matter, atomic structure, radioactivity, electron configurations, the periodic table, chemical bonding, stoichiometry, kinetics, an introduction to organic chemistry.

These courses are offered at three levels of instruction:

610 - Honors Chemistry I (three triple mod labs)

611 - Level I Chemistry I (two triple mod labs)

612 - Level II Chemistry I (two triple mod labs)

PHYSICS

Physics is offered as an elective to junior and senior students. Through a study of (first principles in) mechanics, heat, light, and electricity, students 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. The level of Physics instruction you choose depends on both your goals and your mathematical ability.

Physics is offered at three levels of instruction:

982 - Honors A.P. Science (Physics) (five triple mod labs)(Honors Math suggested; A.P. Calculus completed or taken concurrently)

The A/P. Physics course prepares students for the "C" exam which emphasizes quantitative aspects of mechanics and electromagnetism. The Calculus is often used in the development of topics and is required in some problem solutions.

621 - Level I Physics (three triple mod labs)(Honors or Level I Math required. (Precalculus completed or taken concurrently)

622 - Level II Physics (three triple mod labs)(Geometry or Algebra II completed or taken concurrently)

594 **INTRODUCTION TO ASTRONOMY**

Introduction to Astronomy class topics include the history of astronomy, light and telescopes, bodies of the solar system, stars, galaxies, and other related subjects. In addition to five forty minute daytime classes, the course will include evening observing sessions throughout the year. During these sessions students will be observing the night sky using the telescope in the observatory. Visual targets will include deep-sky objects such as nebulae and galaxies, binary stars, visiting comets, constellations, and objects within our solar system. No labs. Open to grades 11 and 12. Pre-requisite of Chemistry or concurrent.

613 **INTRODUCTION TO ENVIRONMENTAL STUDIES**

This course is designed as an introduction to Environmental Studies which is an engaging and interdisciplinary field of study with unlimited career opportunities. The course will have a primary emphasis on studying and understanding how humans impact their environment, and how these impacts are being controlled and mitigated through today's political and scientific communities. The course will draw on the student's background in Earth Science and Biology, and will have a significant chemistry component. Concepts such as supply and demand of earth's natural resources, and the politics and science behind issues such as global warming, will be discussed. Specific topics will include locating and protecting water resources, design of secure waste storage facilities, and environmental policy and law which drives environmental regulation. Students need to be self-motivated and research-oriented due to the variety of topics and assignments that will be presented during the year. Open to Grades 11 and 12. Prerequisites: Earth Science and Biology. Chemistry may be taken concurrently.

623 **CHEMISTRY AND PHYSICS FOR VOCATIONAL STUDENTS**

This course is designed to provide students involved in vocational programs with the background in the content and techniques of chemistry and physics which will help them to be more successful in their vocational programs, and in pursuit of post secondary education. Emphasis is placed both on those aspects of chemistry and physics which are most relevant to vocational programs, how these sciences relate to other areas of study, and to the basic principles and processes of the sciences themselves. This course is open to UTC and TEMSS students.

ADVANCED PLACEMENT COURSES

Placement description published by the College Board. The Science department offers three courses which conform to the Advanced Placement and the Honors Level of instruction.

979 – A.P. Environmental Science(13 mods per week)

980 - A.P. Biology (13 mods per week)

981 - A.P. Chemistry (13 mods per week)

982 - A.P. Physics (15 mods per week)

HISTORY

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. All students must complete one unit of United States history. 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.

645 **GeoCIVICS (Requirement)**

GeoCivics, the history department's required freshman course, introduces students to core principles of government, personal economics, and geography. Students will focus upon Constitutional government at the federal and state level as well as personal economics for one semester and upon the thematic attributes of geography for the second semester. This course also presents students with the initial five assessments of Bangor *OnTrack* local assessment system. (Grade 9)

647 **WORLD GEOGRAPHY**

World Geography is a study of the following: The Earth and how man has adapted to or tried to change his environment; the various areas of the world including land formations, climate, temperature, precipitation and natural resources, and representative countries from recognized regimes of the globe. (Grade 10, 11, 12)

649 **ASIAN STUDIES**

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, significant independent research, and creative presentation and analysis of information in written, artistic, and electronic formats. (Grade 11 and 12)

651 **CURRENT ISSUES IN GLOBAL STUDIES**

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. (Grade 10, 11, 12)

652 LATIN AMERICAN HISTORY AND CULTURE

Latin American History and Culture surveys the historical and geographic forces that have contributed to the development of modern Latin America. Students will have the opportunity to 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. (Grade 11, 12)

654 GEOGRAPHIC INFORMATION SYSTEMS IN GEOGRAPHY

Geographic Information Systems in Geography utilizes GIS as a tool to understand and apply geographic principles. Students will work individually and in small groups to construct geographic questions, acquire and analyze data, construct maps, and interpret spatial information. The course is open to students who have passed at least one previous course offered by the history department. Student must have passed Geography with at least a C. (Grades 10, 11, 12)

666 WORLD HISTORY I

World History I surveys 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 World History II and may be taken following World History II as a separate credit. (Grade 10, 11, 12)

667 WORLD HISTORY II

World History II surveys 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. The course is NOT required as a prerequisite for World History I and may be taken following World History I as a separate credit. (Grades 10, 11, 12)

676 UNITED STATES HISTORY (Requirement)

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. (Grade 11)

684 SENIOR SEMINAR

Senior Seminars are designed to provide the student with an opportunity to study political science. Materials and methods vary, and will be determined by teacher and student. These Seminars may include other choices if the need dictates. (Grade 12)

685 **PRINCIPLES OF ECONOMICS - Level I**

An advanced course in macroeconomics and microeconomics. Students focus on basic principles and in-depth coverage of economic concepts. Areas that will be covered include: markets and market structure, supply and demand, fiscal policy, money creation and the banking system, Federal reserve system and monetary policy, and theories of comparative economic systems. Past and present Government economic policies will be extensively reviewed.

990 **A.P. HISTORY** See page 61.

A.P. 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 junior year or as a second, more in-depth study by seniors who have already taken the regular United States History curriculum. Students will be expected to encounter significant, in-depth reading of an advanced nature, focused discussions and composition assignments, and a significant summer reading program before beginning their course of study. It is essential that students bring both a commitment to the course and an expectation of a demanding course of studies with them to this study of the history of the United States of America.

993 **A.P. GEOGRAPHY** See page 61.

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. The course will be open to juniors or seniors. **Prerequisite: Current Issues in Global Studies or World Geography.**

PHYSICAL EDUCATION (Required Three Semesters)
FRESHMAN HEALTH (One Semester - Freshmen)

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 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 these skills.

Beginning with the class of 2008, all students will have to meet or exceed the standards established by the State of Maine in order to graduate from high school. In addition, students will have to fulfill the course requirements for Physical Education/Health and earn appropriate credit. We are going to make every effort to have students meet the necessary MLR standards by the end of their sophomore year for two reasons. First of all, BHS students only take physical education / health for two years. Secondly, the 11th and 12th grades can be used for make-up assessments if necessary. The Bangor High School Physical Education department will be using three assessments in P.E. and five assessments in Health. We encourage all students to do well on the original assessments and communicate the significance of meeting the standards.

Students are required to select one semester of Freshman Health, one semester of Freshman Phys. Ed., and two semesters of Sophomore Phys. Ed. There are also elective courses available to upper-classmen. The following course offerings develop the skills necessary to meet our departmental goals.

800 FRESHMAN HEALTH (1 semester, 1/2 unit)

This course includes State mandated units 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:

1. Motivating students to develop a positive self-image.
2. Helping students to become aware of the physical and emotional changes that take place as adolescents mature and how these changes affect their roles and responsibilities within their family structure.
3. Helping students understand the importance of good nutrition and physical activity.
4. Enabling students to learn about chemical dependency and its progression as a family disease, substance abuse and codependency, and the skills of responsible decision making.
5. Encouraging students to develop the desire, knowledge, and skills to help them develop attitudes and behaviors which will promote healthy life styles.
6. Providing students the opportunity to become certified in CPR and First Aid.
7. Providing students with the background and knowledge for resolving

conflicts.

- 800 **FRESHMAN TEAM SPORTS AND HEALTH (1 semester, 1/2 unit)**
This course offers instruction in the skills, strategies, and playing of team sports; without losing sight of the importance of physical fitness. The concepts of cooperation, teamwork and sportsmanship are stressed.
- 805 **FRESHMAN LIFETIME ACTIVITIES AND HEALTH (1 semester, 1/2 unit)**
Lifetime Activities will reinforce known skills or introduce students to a variety of individual recreational activities; as well as selections from all content areas which can be enjoyed outside the school setting. The importance of physical activity to overall health, and as a form of stress management is well documented. This course provides exposure to many of such activities.
- 810 **FRESHMAN AEROBIC ACTIVITIES/WEIGHT TRAINING AND HEALTH (1 sem., 1/2 unit)**
Students enrolled in this course will follow personal fitness programs which will include aerobic activity and weight-training; as well as selections from all content areas. Students will be instructed in the importance of nutrition, body composition, and cardiovascular fitness to their overall wellness. Our department has a well-maintained weight-training facility.
- 815 **FRESHMAN OUTDOOR EDUCATION AND HEALTH (1 semester, 1/2 unit)**
This course will offer an outdoor physical experience. Students will further develop team-building, problem solving, and leadership skills. Through the use of cooperative style learning, students will take advantage of the many outdoor opportunities on site. This course is an excellent prerequisite to an elective class (Physical Education Leadership).
- 820 **SOPHOMORE TEAM SPORTS (1 semester, 1/4 unit)**
This course offers a progressive extension of Freshman Physical Education.
- 825 **SOPHOMORE LIFETIME ACTIVITIES (1 semester, 1/4 unit)**
This course offers a progressive extension of Freshman Physical Education.
- 830 **SOPHOMORE AEROBIC ACTIVITIES/WEIGHT TRAINING (1 semester, 1/4 unit)**
This course offers a progressive extension of Freshman Physical Education.
- 835 **SOPHOMORE OUTDOOR EDUCATION (1 semester, 1/4 unit)**
This course offers a progressive extension of Freshman Physical Education.

PHYSICAL EDUCATION ACTIVITIES MAY INCLUDE, BUT ARE NOT LIMITED TO:

TEAM SPORTS
Ultimate Frisbee
Physical Fitness
Football

LIFETIME ACTIVITIES
Ultimate Frisbee
Physical Fitness
Tennis

Soccer	Horseshoes
Volleyball	Volleyball
Badminton	Badminton
Floor Hockey	Floor Hockey
Pickleball	Pickelball
Basketball	Basketball
Lacrosse	Archery
Softball	Softball
Initiative Games	Golf

OUTDOOR EDUCATION

Physical Fitness
 Team Building
 Orienteering/GPS
 Dryland Canoeing/Safety
 Map and Compass
 Snowshoeing
 Survival Skills
 Cross-Country Skiing
 Track Identification
 Archery
 Fly-Casting
 Mountain Biking
 Outdoor Cooking
 Bouldering

AEROBIC ACTIVITIES/WEIGHT TRAINING

Physical Fitness
 Aerobics
 Tae Bo
 Weight-Training
 Jogging
 Jump-Roping
 Nutrition
 Step-Aerobics
 Body Composition
 Circuit Training
 Fitness Profile
 Cross-Country Skiing
 Snowshoeing
 Aerobic Machines

850 **ATHLETIC TRAINING (1 semester, 1/2 unit)**

This is an elective course which is in addition to the required one (1) unit of Physical Education. This course is available to upper-classmen, and has limited enrollment. The purpose of the course is to expose the students to the profession of Athletic Training and related fields (Teaching, Coaching, Nursing, Medicine, Physical Therapy, etc.), and to provide them with a foundation for the care and prevention of athletic injuries. Within this foundation, the students will learn how to tape an ankle and knee, and will gain an understanding of how the body reacts to the injury and healing processes. As a sideline to this, we are hoping that some of the students will show an interest in becoming student-trainers.

855 **PHYSICAL EDUCATION OUTDOOR LEADERSHIP (1 semester, 1/2 unit)**

This is an activity-based elective course which is in addition to the required one (1) unit of Physical Education. This course is available to Juniors and Seniors with an interest in pursuing a career in coaching, teaching, fitness, outdoor recreation or related fields. This course has limited enrollment. The purpose of this course is to develop leadership qualities through classroom, outdoor adventure, and cooperative experiences. The intent is for students to improve leadership abilities, to gain self-confidence, to assume responsibilities, 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 will be used as student-leaders in regular Physical Education classes. Also, in collaboration with the English Department, students will lead Outdoor Literature students in weekly activities including some major outings.

MATHEMATICS

The Mathematics Department strives to present a student-centered program that will meet the differing needs of our school population. Recognizing individual differences, an attempt is made to offer varying courses so that students can best realize their potentials.

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

Honors includes all Advanced Placement and Honors courses. These courses are designed to prepare students to take either the AB or BC Advanced Placement Examinations in Calculus, and all students encouraged to take these tests. Honors courses are very demanding, both in terms of time commitment and level of difficulty. Students at this level should be prepared to take the College Board Level II Mathematics Achievement examination at the end of the junior year.

Level I includes Accelerated Geometry, Accelerated Algebra II, PreCalculus, Calculus, Algebra I, Geometry, Algebra II and Algebra-Trig and Computer Programming. Courses are accelerated and require a substantial time commitment as well as ability and achievement levels well above average. Students who successfully complete a sequence of Level I courses should be able to take Calculus as a first course in college and should be prepared to take at least the College Board Level I Mathematics Achievement examination at the end of the junior year.

Level II includes Algebra Part A and B and Fundamental Geometry. Courses offer preparation for college for the majority of students. Courses are appropriately paced for college preparation but require a significant time commitment and seriousness of purpose. Students at this level may take the College Board Level I Mathematics Achievement examination in their senior year.

Level III includes Math A, Math B, and PreAlgebra. These courses could be taken by a student interested in entering college in a major that does not feature significant mathematics or science courses. Whether a course is appropriate for college preparation depends on the admissions standards of the individual college.

880 **ADVANCED PLACEMENT STATISTICS**

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.

900 **ADVANCED PLACEMENT CALCULUS (BC Level)**

This course conforms to the Advanced Placement course description of Calculus BC published by the College Board. Students who pass the AP Examination in the late spring may receive college credit or advanced placement of one or two semesters.

901 (Level I) **ACCELERATED ALGEBRA I**

This is an **ACCELERATED** course in which the topics of Algebra I are covered and

extended.

Prerequisite: teacher recommendation or successful completion of Pre-Algebra with a grade of "A" or better.

902 (Level I) **ALGEBRA I**

This is a one year course covering all the topics of Algebra I.

Prerequisite: teacher recommendation or successful completion of Pre-Algebra with grade of "C" or better.

903 (Level III) **PRE-ALGEBRA**

This course provides for the development of prerequisite skills, concepts and problem-solving processes needed to help students be successful in Algebra I.

904 (Level II) **ALGEBRA I PART A**

This course covers the same material as approximately the first half of 902 Algebra I but is taught for one full year. The same text is also used. The course is designed for those who want to cover the material of Algebra I but need a slower pace.

Prerequisite: Math A, Math B, "D" in Pre-Algebra, or teacher recommendation.

905 (Level II) **ALGEBRA I PART B**

This course covers approximately the second half of 906 Algebra I and is taught for one full year. The same text is used.

Prerequisite: successful completion of 904 or teacher recommendation.

910 **HONORS GEOMETRY**

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 or successful completion of Algebra I with a grade of "A".

911 (Level I) **ACCELERATED GEOMETRY**

This is an **ACCELERATED** course that may be taken in place of Geometry if the student qualifies. The topics of Geometry are covered and extended.

Prerequisite: successful completion of Algebra I with a grade of "B" or better **OR** teacher recommendation.

912 (Level I) **GEOMETRY**

Geometry is presented with three basic aims: (1) to develop the concepts of the fundamental relationships between plane figures, (2) to learn the use of inductive and deductive reasoning in problem solving, (3) to develop creative and original thinking with emphasis on formal proofs and constructions.

Prerequisite: successful completion of Algebra I with a grade of "C" or better.

913 (Level II) **FUNDAMENTAL GEOMETRY**

This course presents all the geometric concepts presented in Geometry in an investigative and application-oriented format. This alternative to the traditional course emphasizes a hands-on approach to learning geometric skills without the rigor of formal proof and should prepare a student for success for some post-secondary schools, including vocational school.

Prerequisite: successful completion of Algebra I or Algebra I Part B.

920 **HONORS ALGEBRA II**

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.

921 (Level I) **ACCELERATED ALGEBRA II**

This is an **ACCELERATED** course that may be taken in place of Algebra II if the student qualifies. The topics of Algebra II are covered and extended.

Prerequisite: successful completion of Algebra I with a grade of "B" or better **AND** teacher recommendation.

922 (Level I) **ALGEBRA II**

Algebra II reviews and extends the basic objectives (knowledge, understanding, skills, and procedures) of Algebra I as a preparation for the study of courses in higher mathematics and sciences.

Prerequisite: successful completion of Algebra I with a grade of "C" or better.

923 (Level II) **ALGEBRA II**

This course reviews and extends many of the skills developed in Algebra I at a slower pace than Level I. This alternative course incorporates technology, such as graphing calculators, in an investigative and exploratory approach. This course should prepare a student for success in some post-secondary schools including vocational school.

Prerequisite: successful completion of Algebra I.

924 (Level II) **INTERMEDIATE ALGEBRA 2**

This course is a second year course in Algebra II, which is intended as a continuing study of algebraic topics to further prepare the Level 2 student for post-secondary school, especially vocational schools. This course builds a solid foundation in algebraic methods and techniques. The course covers signed numbers, order of operations, grouping symbols, linear equations, inequalities, exponents, polynomials, factoring, algebraic fractions, radicals, graphing, slopes, absolute value, quadratic equations, and systems of linear equations in an application-based format.

Prerequisite: successful completion of Algebra II Level 2.

930 **HONORS PRE-CALCULUS**

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.

931 (Level I) **PRE-CALCULUS (2, 1 semester courses, 1/2 unit each)**

The 1st semester offers a short review of Algebra II and then proceeds to trigonometry with emphasis on proofs of identities and the development of trigonometric functions. (1/2 un.) The 2nd semester (Analytic Geometry) emphasizes linear and quadratic functions, conic sections and precalculus topics. (1/2 un.).

Prerequisite: successful completion of Algebra II Level I with a grade of "A" or

Honors or Accelerated Algebra II with a "B" or better and Geometry.

- 932 (Level I) **ALGEBRA/TRIG (2, 1 semester courses, 1/2 unit each)**
Semester 1 reviews Algebra II with some advanced topics. Emphasis is placed on logical reasoning. (1/2 unit). Semester II offers Trigonometry with emphasis on proofs of identities and the development of trigonometric functions. (1/2 unit)
Prerequisite: successful completion of Algebra II and Geometry.
- 950 **ADVANCED PLACEMENT CALCULUS (AB Level)**
This course conforms to the Advanced Placement course description of Calculus AB published by the College Board. Students who pass the AP Examination in the late spring may receive college credit or advanced placement of one semester.
- 951 (Level I) **CALCULUS**
This course is designed to cover most of the topics of a college introductory Calculus course. Course content includes: the delta process, differentiation and integration of functions, and applications.
Prerequisite: successful completion of Pre-Calculus.
- 953 (Level III) **MATH A**
Review of basic facts, review of operations on whole numbers, decimals, fractions, and percents, with practical applications. Hand calculators and computers will be used to solve everyday problems.
- 954 (Level III) **MATH B**
Students will be exposed to a potpourri of mathematical topics, such as probability, statistics, topology, logic, and number systems.
Prerequisite: Math A, Pre-Algebra, or teacher recommendation.
- 955 **S.A.T. MATHEMATICS (1/2 unit)**
This one semester course will help prepare students for taking the mathematics portion of the S.A.T. exam. All nine Maine Learning Result assessments will be imbedded in the curriculum.
Prerequisite: Algebra I and Geometry.
- 956 **UNIVERSITY OF MAINE MATH**
With approval of Guidance Department, Math Department Head and Director of Admissions at the University of Maine the senior having a minimum grade average of 85 may enroll at the University as a special student in math. The student will pay all necessary fees to the University of Maine.
- 958 (Level 2) **MATHEMATICS FOR SCIENCE AND TECHNOLOGY**
This course is designed to cover many of the mathematical topics for students to be successful at the United Technology Center (UTC). The first semester will focus on fractions, decimals, powers and roots, ratio, direct and inverse proportions, percentage, metric system, area and volume of basic geometric figures, algebraic operations, slopes, and linear equations. Special attention will be given to solving algebraic equations of varying degrees of difficulty, employing graphing calculators, and using *Geometer's Sketchpad* to investigate geometric properties.
Prerequisite: successful completion of Algebra I.

- 991 (Level I) **STATISTICS**
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 Alg-Trig or Precalculus.
- 992 (Level II) **STATISTICAL TOPICS**
This course is designed to cover many of the topics of Level I Statistics including describing data, probability, normal distributions, standard deviations and variance, sampling methods and a brief introduction to hypothesis testing. This course enables students to collect, summarize, and process real-life data.
Prerequisite: successful completion of Algebra II.

COMPUTER SCIENCE

PLEASE NOTE: Computer courses count toward total graduation credits, but three other mathematics courses must be taken to satisfy the mathematics graduation requirement.

- 940 **ADVANCED PLACEMENT COMPUTER SCIENCE (A)**
This conforms to the Advanced Placement course description published by the College Board. Major emphasis is on programming methodology, algorithms, and data structures in the Java language. Students who pass the AP Examination in the late spring may receive college credit or advanced placement of one semester.
Prerequisite: Algebra II with a grade of "C" or better, Honors or Level I suggested.
- 941 (Level I) **SURVEY OF ADV. COMPUTING (1/2 or 1 un.)(1 or 2 sems.)**
This is an independent study course for highly motivated students who want to extend their experiences with computer programming. It is intended to provide extended problem solving opportunities through projects, such as: scripting languages, hypertext and multimedia technology, or programming languages and advanced programming topics not available through other course offerings. The student will present a written proposal detailing the project, keep a daily log of progress, and periodically present completed projects to the instructor. Permission of the instructor is required. **Prerequisite:** successful completion of a computer science course and teacher recommendation.

- 942 (Level I) **COMPUTER PROGRAMMING**
 This course introduces the student to problem solving through computer programming. Students learn the concepts of structured programming through projects featuring scripting and selected programming languages including C++.
Prerequisite: successful completion of Algebra I with a grade of “C” or better.
- 960 **ADVANCED PLACEMENT COMPUTER SCIENCE (AB)**
 This course conforms to the Advanced Placement course description published by the College Board as the continuation of AP Computer Science A. The emphasis is on procedural and data abstraction, programming methodology, analysis of algorithms, recursive data structures, and dynamically allocated data structures. Students who pass the AP Examination in the spring may receive college credit or advanced placement of one or two semesters.
Prerequisite: AP Computer Science (A), or knowledge of Java and teacher recommendation.
- 961 (Level I) **COMPUTER-BASED MULTIMEDIA PRODUCTION**
 Through computer projects, students will learn techniques to manipulate text, images and sound. These components are then combined into multimedia presentations on a variety of research topics. Manipulation of graphics and scanned-images will be combined with CD-ROM and library resources to produce linear and hypermedia-style multimedia presentations. Emphasis second semester is on advanced techniques, video and more sophisticated and portable presentations.

**FOCUS - Level I
 A COLLEGE PREPARATORY COURSE OF STUDY
 COURSE DESCRIPTION**

The goal of the Freshman Orientation to Curriculum Under Supervision program is to assist college preparatory students who have the undeveloped potential for higher achievement. Teachers from the major disciplines (English, Math, Science) work closely with selected students of the Freshman class.

Students enrolled in FOCUS take FOCUS English, FOCUS Algebra I, and FOCUS Earth Science. These three classes are comparable to their level-one counterparts, but the FOCUS program provides more support to the students *outside* the regular 40-minute period. All FOCUS students have a daily study hall during which time they may obtain help from their English, Algebra, and Earth Science teachers. The three FOCUS teachers also meet daily in the morning at a time when parents can call or stop by to discuss their children’s progress. To help students with their organization, a 24-hour-accessible Homework Hotline provides daily homework assignment information to FOCUS students and their parents. Participation in FOCUS is through eighth-grade teacher

recommendation and/or parent request.

For more information contact the guidance office of your school or the high school.

SPECIAL EDUCATION

The Special Education Department administers the same Local Assessments that have been developed, and according to the same schedules established, by mainstream departments. In certain cases, when the level of academic or cognitive challenges is high, time frames may be relaxed and/or assessments may be adapted. Mainstream departments have approval on any deviation from normal procedures.

- 700 English 9
- 701 English 10
- 702 English 11
- 703 Basic Math B
- 704 English 12
- 705 Pre-Algebra
- 706 Algebra I, Part 1
- 708 Algebra I, Part 2
- 710 Earth Science
- 711 GeoCivics
- 712 Biology
- 713 General Science
- 715 US History
- 717 Reading
- 718 Support

PROJECT TRANSITION DIPLOMA CRITERIA

Project Transition students qualifying for a regular high school diploma will be able to function in the five basic components of the program.

Requirements of the Functional Academics component would include: being able to print and read their names and knowing other basic personal information; being able to follow a schedule and on time; being able to follow directions promptly; knowing and understanding survival words; being able to sit, listen and stay on task for at least ten minutes; being able to sit at a desk and accomplish reading, writing and math tasks to some degree. Successful completion of one year in Functional Academics would be applied toward fulfillment of 1 credit in English, 1/2 credit in Math, 1/2 credit in Science, 1/2 credit in Social Studies and 1/4 credit of computer proficiency.

In Personal Management students should be able to function with limited support. Required

skills would include: at least 80% independence in personal hygiene and dressing; independence in moving from one site to another; appropriate eating etiquette; adherence to health and safety rules; organization and maintenance of personal belongings and eating/kitchen area. Successful completion of one year in Personal Management would be applied toward fulfillment of 1 credit in English, 1/2 credit in Math, 1/2 credit in Science, 1/8 credit in Health and 1/4 credit in Fine Arts.

In the Job Site component of the program, students should be able to accomplish at least 20% of what a regular employee would accomplish in the same amount of time. Appropriate social behaviors with co-workers and supervisors are also necessary. Successful completion of one year on Job Site would be applied toward fulfillment of 1 credit in English, 1/2 credit in Math, 1/4 credit in Health and 1 elective credit.

In Community Survival students should demonstrate understanding and independence with: riding the City Bus; participating in recreation/leisure activities; following community rules, laws and directions of authority figures; understanding how to make various purchases; demonstrating restaurant skills; and identifying/accessing pertinent community resources. Successful completion of one year of Community Survival would be applied toward fulfillment of 1 credit in English, 1/2 credit in Math, 1/2 credit in Social Studies and 1/4 credit in Health.

During Recreation/Leisure activities, students should demonstrate understanding and independence with: following community rules, laws and directions of authority figures; participation and cooperation in group activities; and appropriate social skills. One year of Recreation/Leisure activities would be applied toward fulfillment of 1 elective credit.

- 776 – Life Skills Academic
- 777 – Life Skills Vocational
- 778 – Life Skills Personal Management
- 779 – Life Skills Community Participation
- 780 – Recreation and Leisure (no credit)
- 785 – RAM Café (no credit)
- 786 – Swimming (no credit)
- 782 – Adaptive Physical Education

RESOURCE ROOM

The Resource Room offers instructional programs to meet individuals' academic and/or behavioral needs. Through the Pupil Evaluation Team process, students may enroll in a variety of courses for credit including: English, Science, Mathematics, US History, Study Skills Support, and Reading. Individualized coursework is offered on an "as need" basis. Support will be offered with and without credit.

Additionally, Support Services offer small group instruction and/or assistance for mainstream courses.

Each student is assigned a case manager who monitors progress at least quarterly. The

special education staff works closely with students, parents/guardians, and local human services agencies to ensure success at Bangor High School.

BANGOR REGIONAL PROGRAM FOR EXCEPTIONAL CHILDREN

The Bangor Regional Program meets the needs of high school age students with severe/profound disabilities. Students may lack speech, hearing, or sight, as well as being developmentally delayed and physically disabled.

The curriculum focus is on promoting greater independence in the areas of communication, mobility, personal care, choice making/problem solving, recreation/leisure, and socialization. Integration opportunities within the high school, such as in the cafeteria and at assemblies, give our students a chance to learn from their non-disabled peers.

Students residing in Southern Penobscot County are referred to the Bangor Regional Program by their home school's Pupil Evaluation Team (P.E.T.). When a student is accepted into our program an Individual Education Plan (I.E.P.) is written cooperatively by the PET team members, together with parents, outlining each student's educational goals and objectives.

Students are enrolled in the Bangor Regional Program until their 20th birthday when they typically move into educational programs provided for adults with multiple handicaps.

**ADVANCED
PLACEMENT**

ADVANCED PLACEMENT

Since September, 1986, Bangor High School has offered Advanced Placement courses in six departments: English, Fine Arts, Foreign Language, Mathematics, Science and Social Studies.

Advanced Placement courses are college-level courses for secondary school students. Over 90% of the colleges that most A.P. candidates have attended give credit and/or advanced placement to students whose A.P. Examination grades are considered acceptable. For further information see "Some Questions and Answers About the Advanced Placement Program" and/or call the Bangor High School Guidance Department at 992-5516.

ADVANCED PLACEMENT COURSES

880 A.P. Statistics	978 A.P. Spanish Language
890 A.P. Calculus (BC Level Part II)	979 A.P. Science (Environmental)
900 A.P. Calculus (BC Level)	980 A.P. Science (Biology)
940 A.P. Computer Science A	981 A.P. Science (Chemistry)
950 A.P. Calculus (AB Level)	982 A.P. Science (Physics)
960 A.P. Computer Science AB	990 A.P. U.S. History
970 A.P. English	993 A.P. Human Geography
975 A.P. Economics	996 A.P. Studio Art
976 A.P. French Language	994 A.P. Music Theory

COURSE DESCRIPTIONS

880 ADVANCED PLACEMENT STATISTICS

This course conforms to the Advanced Placement course description published by the College Board.

900 ADVANCED PLACEMENT CALCULUS (BC Level)

This course conforms to the Advanced Placement course description published by the College Board.

940 ADVANCED PLACEMENT COMPUTER SCIENCE (A)

This course conforms to the Advanced Placement course description published by the College Board. Major emphasis is on programming methodology, algorithms, and data structures in the Java language.

950 ADVANCED PLACEMENT CALCULUS (AB Level)

This course conforms to the Advanced Placement course description of Calculus AP published by the College Board.

960 ADVANCED PLACEMENT COMPUTER SCIENCE (AB)

(Prerequisite: AP Computer Science A, or knowledge of Java and teacher recommendation.)

This course conforms to the Advanced Placement course description published by

the College Board as the continuation of AP Computer Science A. The emphasis is on procedural and data abstraction, programming methodology, analysis of algorithms, recursive data structures, and dynamically allocated data structures. Students who pass the AP Examination in the spring may receive college credit.

- 970 **ADVANCED PLACEMENT ENGLISH**
This is an A.P. course, English Literature and Composition, conforms to the course description published by the College Board. In AP English students are involved in both the study and practice of writing and the study of literature. Writing assignments focus primarily on the critical analysis of literature. Extensive outside preparation for class is required as is a summer reading assignment.
- 975 **ADVANCED PLACEMENT ECONOMICS**
This course conforms to the Advanced Placement course description for Economics published by the College Board.
- 976 **ADVANCED PLACEMENT FRENCH LANGUAGE**
This course is for students who have successfully completed French IV. The AP French course conforms to the College Board course description.
- 978 **ADVANCED PLACEMENT SPANISH LANGUAGE**
This course is for students who have successfully completed Spanish IV. The AP Spanish course conforms to the College Board course description.
- 979 **ADVANCED PLACEMENT SCIENCE (ENVIRONMENTAL SCIENCE)**
This course conforms to the Advanced Placement course description for Environmental Science published by the College Board.
- 980 **ADVANCED PLACEMENT SCIENCE (BIOLOGY)**
This course conforms to the Advanced Placement course description for Biology published by the College Board.
- 981 **ADVANCED PLACEMENT SCIENCE (CHEMISTRY)**
This course conforms to the Advanced Placement course description for Chemistry published by the College Board.
- 982 **ADVANCED PLACEMENT SCIENCE (PHYSICS)**
This course conforms to the Advanced Placement course description for Physics published by the College Board.
- 990 **ADVANCED PLACEMENT U.S. HISTORY**
This course conforms to the Advanced Placement course description for U.S. History published by the College Board.
- 993 **ADVANCED PLACEMENT HUMAN GEOGRAPHY**
This course conforms to the Advanced Placement course description for Geography published by the College Board.
- 996 **ADVANCED PLACEMENT STUDIO ART**
This course conforms to the specific Advanced Placement course description and

requirements as published by the College Board.

994 **ADVANCED PLACEMENT MUSIC THEORY**

This course conforms to the specific Advanced Placement course description and requirements as published by the College Board.



Independent
Study

Independent studies will be allowed but must have the approval of the Department Head and the Principal.

SUGGESTED CRITERIA FOR A.P. COURSES*

* STUDENTS SHOULD MEET THREE (3) OF THE CRITERIA BELOW

<u>COURSE</u>	<u>TEACHER RECOMM.</u>	<u>"B" OR BET. IN COLL. ENG.</u>	<u>STANINE 8 or 9 in APT. AND/OR ACH.</u>	<u>GRADE OF "B" or BET. IN SPECIF CRS. PRER.</u>
A.P.English	X	X	X	Eng.I,II,III
A.P.French Lang.	X			Successful completion of Fr.IV
A.P.Spanish Lang.	X			Successful completion of Sp.IV
A.P.Calculus	X		X	Precalculus
A.P.Computer Sci.	X		X	
A.P.Biology	X	X	X	Honors or Level I Biology
A.P.Chemistry	X	X	X	Honors or Level I Chemistry
A.P.Physics (C Exam)	X	X	X	See page 42.
A.P.U.S. History	X	X	X	U.S. History
A.P.Studio Art	X			Art I, Draw & Paint
A.P. Economics	X			
A.P. Human Geography	X			
A.P. Statistics	X		X	
A.P. Music Theory	X			

NOTE: Students applying for A.P. courses must do so at the time course selections are solicited. Late requests may not be honored.

We recommend that students do not enroll in more than two (2) A.P. courses per school year. Remember - these are college level courses.

Upon qualifying for an A.P. course, students will be expected to complete an A.P. agreement form which will require student and parent signatures.

Specifics about each A.P. course are available in the respective departments. Enrollment in A.P. courses will NOT exceed twenty (20).

It is expected that a student who is enrolled in an A.P. class will take the respective A.P. Exam. There is a fee charged by the Educational Testing Service for each A.P. exam which the student is responsible for paying. Any student in need of financial assistance may see his/her counselor to arrange for payment.

**GUIDANCE
DEPARTMENT**

TRANSCRIPTS

SOME THINGS YOU SHOULD KNOW ABOUT YOUR TRANSCRIPT

1. Grades are listed as A, B, C, D, F, Inc. (Incomplete), WP (withdraw passing), WF (withdraw failing).
2. Courses dropped after five (5) weeks from the beginning of the semester will appear on the student transcript. Such courses would be recorded as withdraw/passing or withdraw/failing, depending upon the student's standing in the course at the time it was dropped. Full year courses may not be dropped after the beginning of the 4th quarter.
3. Yearly averages are based on the four-point system, i.e., A=4.0, B=3.0, C=2.0, D=1.0, F=0.0 times the credit for each subject. All Honors and Advanced Placement courses will be on a five-point scale, i.e., A=5.0, B=4.0, C=2.0, D=1.0, F=0.0.
4. The credit for each subject is weighted according to the following when figuring averages: 1 cr.=4; 3/4 cr.=3; 1/2 cr.=2; 1/4 cr.=1.
5. Class position is figured at the end of the school year in June from the yearly averages. (see #11 for formula).
6. Incompletes on the transcript at the time rank in class eligibility is figured (at end of 6th and 8th semester) will mean that no rank in class will be computed at that time. When the incomplete is made complete, a rank in class will be computed. This lack of a class rank could be a hazard at the college where you are applying. All incompletes (Inc.) are removed and changed to an "F" (failing), at the end of the next quarter.
7. Semester and final grades become permanent; quarterly grades are for reporting progress to students and parents.
8. Subject considerations:
 - a) The math sequence is: Prealgebra, Algebra I, Geometry, Algebra II, Algebra-Trigonometry, Precalculus, Calculus. Many above-average students complete Algebra I in grade seven or eight.
 - b) Other sequential subjects are listed as Roman Numeral I, II, III, etc., i.e., French I, French II, etc.
 - c) Cooperative Education/Work Study carries 2 credits.
 - d) All other subjects carry one credit or less, as specified in the CREDIT or UNIT column.

9. Mid-year and final exams are part of the final grade for the semester. The weight of the exam will be left to the individual teacher except that the exam may not count for more than 20% of the course grade. Students who choose not to take mid-year and final exams at the end of each semester will **NOT** receive credit for the course.
10. All semester grades, excluding physical education and health, are included in calculating the grade point average.
11. Formula for determining averages:

Final averages are the averaged final grades for each subject except health/physical education. Each subject unit or credit is weighted as follows:

$$\begin{array}{ll} 1 \text{ credit} = 4 & 1/2 \text{ credit} = 2 \\ 3/4 \text{ credit} = 3 & 1/4 \text{ credit} = 1 \end{array}$$

Each letter grade is equated to the 4.0 system and a 5.0 system for Honors and Advanced Placement courses:

A = 4.0	D = 1.0		A = 5.0	D = 1.0
B = 3.0	F = 0.0	OR	B = 4.0	F = 0.0
C = 2.0			C = 2.0	

The formula for determining averages is:

Subject credit X letter grade equivalent = product
 Final average = sum of products - sum of subject credits

EXAMPLE:

<table style="width: 100%; border-collapse: collapse;"> <tr><td>English</td><td>A</td><td>1</td><td>4</td><td>x</td><td>4</td><td>=</td><td>16</td></tr> <tr><td>French III</td><td>B</td><td>1</td><td>4</td><td>x</td><td>3</td><td>=</td><td>12</td></tr> <tr><td>Algebra II</td><td>B</td><td>1</td><td>4</td><td>x</td><td>3</td><td>=</td><td>12</td></tr> <tr><td>C.I.</td><td>B</td><td>1/2</td><td>2</td><td>x</td><td>3</td><td>=</td><td>6</td></tr> <tr><td>Art</td><td>C</td><td>1/2</td><td>2</td><td>x</td><td>2</td><td>=</td><td>4</td></tr> <tr><td></td><td></td><td></td><td>16</td><td></td><td></td><td></td><td>50</td></tr> </table>	English	A	1	4	x	4	=	16	French III	B	1	4	x	3	=	12	Algebra II	B	1	4	x	3	=	12	C.I.	B	1/2	2	x	3	=	6	Art	C	1/2	2	x	2	=	4				16				50	<table style="width: 100%; border-collapse: collapse;"> <tr><td>AP English</td><td>B</td><td>1</td><td>4</td><td>x</td><td>4</td><td>=</td><td>16</td></tr> <tr><td>French III</td><td>B</td><td>1</td><td>4</td><td>x</td><td>3</td><td>=</td><td>12</td></tr> <tr><td>Algebra II</td><td>A</td><td>1</td><td>4</td><td>x</td><td>4</td><td>=</td><td>16</td></tr> <tr><td>U.S. History</td><td>A</td><td>1</td><td>4</td><td>x</td><td>4</td><td>=</td><td>16</td></tr> <tr><td>Photo</td><td>C</td><td>1/2</td><td>2</td><td>x</td><td>2</td><td>=</td><td>4</td></tr> <tr><td></td><td></td><td></td><td>18</td><td></td><td></td><td></td><td>64</td></tr> </table>	AP English	B	1	4	x	4	=	16	French III	B	1	4	x	3	=	12	Algebra II	A	1	4	x	4	=	16	U.S. History	A	1	4	x	4	=	16	Photo	C	1/2	2	x	2	=	4				18				64
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$$\text{Final average} = 50/16 = 3.1$$

$$\text{Final average} = 64/18 = 3.55$$

12. Make up courses taken through Adult Education and summer school **are** calculated in the grade point average. However, correspondence courses **are not** calculated in the g.p.a.
13. Students enrolled in an Adult Education course(s) for make up purposes **are required** to also attend and pass the second semester of the corresponding day school course.

SCHEDULE CHANGE POLICY

Students who need to make a schedule change for the 2009-2010 school year must contact the Guidance Office **PRIOR** to the opening of school. Schedule change requests will not be honored after the opening of school. Exceptions to this policy will require administrative approval.

Only students who have attended summer school for make-up credit, or who failed a course in the second semester, or whose teacher is recommending a level change may request a change at the start of the school year. Students who desire to ADD a sixth or seventh subject may do so only if the subject replaces a study hall. Any schedule changes for the second semester must be addressed with the student's counselor prior to mid-year exam week.

It is understood that all schedule change requests will be honored on the condition that space is available in the course(s) desired.

All schedule changes must have authorized signatures, including parent and counselor signatures **BEFORE** entering new classes.

Intradepartmental changes which do not affect other departments may be made at the discretion of department heads after notifying the office of the change to be made on the student's schedule card.

Intradepartmental changes which affect other departments are considered schedule changes and are subject to the normal schedule change request constraints.

STUDENTS MUST MAINTAIN A MINIMUM OF 5 COURSES PLUS PHYSICAL EDUCATION AT ALL TIMES.

Courses beyond the 5 required academic courses which are dropped after the fifth full week of the semester will be noted on the permanent record as either Dropped Passing or Dropped Failing. Courses beyond the 5 required academic courses which are dropped must be dropped by the end of the first or third quarter. Requests to drop courses during the second or fourth quarters will require administrative approval.

Exceptions to this policy:

1. A student's future plans require a schedule change
2. Administrative request
3. PET recommendations
4. Medical reasons
5. Teacher recommendation for a course level change

EXCEPTIONS TO THE ABOVE POLICY REQUIRE ADMINISTRATIVE APPROVAL

AUDITS

Students desiring to audit a course must first obtain the approval of their teacher and counselor. Audits may be requested only during the first quarter and during the third quarter for a second semester course. An audited course will not fulfill a prerequisite for an upper level course.

GENERAL ELECTIVE POLICY

All students are urged to work to capacity in every subject at all times. Permission will usually not be granted to take advanced work in a sequential (two or three) year elective subject, such as mathematics or a foreign language, unless the student has received at least a "C" for the preceding year's work. A passing grade of "D" earns diploma credit. However, consult your teachers, or guidance counselor, if you are in doubt about continuing a sequential subject.

OPPORTUNITIES FOR DIVERSIFICATION

Although certain basic subjects such as English, mathematics, science, social studies, and health/physical education are required for a high school diploma and preparation for your future, you should take every opportunity to diversify by taking other subjects of your own interest. You should certainly try to take some courses in the areas of technology education, business, fine arts, or other subjects which will improve your awareness of areas of work and possible future occupations for yourself.

GUIDANCE RESOURCE CENTER

The Guidance Resource Center maintains an extensive library of college catalogs and software s for colleges, technical institutes, nursing schools, and many other post-secondary institutions. Other materials in the resource center include directories of schools and colleges, career information, and scholarship information. Make sure to become acquainted with these resources because they can be very helpful in planning your future. Students may make an appointment to use Choices in the Guidance Office. Much time and effort can be saved by utilizing this service. Information concerning four-year colleges, community colleges, careers and financial aid is readily available by the use of computer resources.

SUMMER SCHOOL POLICY

Any student who has failed a course and consequently lost credit may make up the credit by attending summer school. The grade earned in summer school will not replace the failing grade in the course. However, the summer school grade will be recorded as part of the transcript. Our current summer school policy is as follows:

1. Preview Courses -- optional for students who wish to review or preview a course. **NO CREDIT.**
2. Make-up Courses -- any student who attends summer school and passes the course(s) taken will receive 1/2 credit for each course satisfactorily completed.

DIRECTED STUDY PROGRAM

Bangor High School students who have not completed graduation requirements but have no more than 2 credits to earn, may enroll in the Directed Study Program through the Learning Center. All diploma courses involve approximately 45-60 hours of work, plus 5 contacts with a diploma teacher. A final must be taken and passed to receive credit. The grades will be issued to Bangor High School's registrar's office. The diploma will then be issued once Bangor High School has determined that all graduation requirements have been met.

DAY SCHOOL / ADULT EDUCATION POLICY

Each school year seniors find they are unable to schedule the required number of credits needed to satisfy graduation requirements. In order to complete graduation requirements in a timely manner, regular day students are allowed to be concurrently enrolled in Adult Education coursework. These students may receive 1/2 credit for each semester course taken through Adult Education. In order to access Adult Education programs, students must meet with their school counselor and obtain administrative approval. Day school students may earn up to three (3) credits through Adult Education.

HOMEWORK POLICY

Students who will be absent three (3) or more days due to illness or other emergencies may request make up assignments from the **Guidance Office**. Once the request is distributed to teachers, twenty-four (24) hours notice is required to allow teachers to respond to the request. Additional assignments will be provided only after previous assignments have been returned to the **Guidance Office**.

Students who will be absent for less than three (3) days are responsible for contacting their teachers or classmates for assignments.

Make up assignments will be placed in the **Guidance Office** for pick up.

POST GRADUATE PROGRAM

Every year several students request the opportunity to take a post-graduate program commonly known as P.G. These requests are usually honored. However, any student twenty years old or older must submit a letter to Guidance stating the reasons for the P.G. program and obtain the approval of the Superintendent.

Upon approval of the Superintendent, P.G. students may take any new subjects or repeat any subjects previously taken.

SPECIAL SUBJECTS AT COLLEGES

Seniors may enroll at any of the local colleges, universities, or technical institutes and earn high school graduation credits as well as college credits during their senior year. Approval of their guidance counselor must be secured if the subjects are to be used for diploma requirement.

A three-credit hour course at college will earn one diploma credit at Bangor High School.

COLLEGE FRESHMAN ELIGIBILITY REQUIREMENTS (NCAA Bylaw 5-1-(j))

In January 1983, NCAA Division I institutions voted to adopt more demanding academic requirements that must be met for a student to qualify for participation in intercollegiate athletics and for the receipt of athletically related financial aid as freshman. Students entering NCAA Division I institutions as freshman in the fall of 1987 and thereafter must meet the new requirements. For a copy of the requirements, please see your counselor.

The following is a list of approved courses:

ENGLISH – English I, II, III, IV, (AP, Honors, Level I, Level II), Creative Writing, Communications, Public Speaking, Theater Arts I, II, Topic Seminar, Works and Times of William Shakespeare

SOCIAL SCIENCE – Ancient History, Asian Studies, Civics, Current Issues in Global Studies, Economics (Principle of, AP), GIS in Geography, GeoCivics, Geography, (World, AP), International Economics and Trade, Latin American History & Culture, Senior Seminar, US History, AP US History, World History I, II

MATHEMATICS – Algebra I (Accel., I), Algebra I A, B, Algebra II (Honors, Accel., Level I, II), Intermediate Algebra II, Algebra/Trig., AP Calculus, AP Calculus BC, Calculus (Honors, Level I), Geometry (Honors, Accel., Level I, Fundamental), PreCalculus (Honors, Level I), Statistics (AP, Level I)

NAT/PHYS. SCIENCE – Anatomy/Physiology, Biology I (AP, Honors, Level I, II), Biology II (Marine, Wildlife), Chemistry (AP, Honors, Level I, II), Earth Science (Honors, Level I, II), Introduction to Astronomy, Introduction to Environmental Studies, Physics (AP, Level I, II), AP Environmental Science

ADDITIONAL COURSES – American Sign Language I, II, Chinese I, II, III, East Asia Studies, French I, II, II (Honors, Level I), AP French, Latin I, II, III, IV, Latin American Cultural Studies, Spanish I, II, III, IV (Honors, Level I), AP Spanish

NATIONAL HONOR SOCIETY

(Candidates must have been in attendance at BHS for at least 1 full semester)

An invitation to join the National Honor Society is one of the highest honors that the faculty bestows on a B.H.S. student. The selection of members is based on a consideration of character, scholarship, leadership and service.

Every year all juniors and seniors who attain a cumulative grade point average of 3.2 or higher are invited to submit information about their leadership and service experience. That information, together with the student's GPA and comments from the faculty, is used by the National Honor Society Faculty Council to determine who will be invited to join the Bangor High School Chapter of the National Honor Society.

Entering students who wish to work toward winning this distinction will want to involve themselves in school and classroom activities in a leadership capacity. They should look for opportunities to volunteer their services to the school. As evidence of their sound character, they will abide by the prevailing rules of the school.

RECOGNITION FOR ACADEMIC EXCELLENCE

BANGOR HIGH SCHOOL SCHOLARS

Students who maintain a grade of "B" or better in every subject each semester during the freshman, sophomore and junior years and first semester during the senior year are declared Bangor High School Scholars. These students wear gold tassels on their caps at graduation. In order to qualify for Bangor High School Scholar a student must be in attendance for the first semester of the senior year.

FIRST HONORS

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

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 Graduation Exercises Booklet.

*No mathematical rounding off.

SUPERINTENDENT'S ACADEMIC EXCELLENCE AWARD

This award recognizes those students taking the most rigorous program of studies, achieving honor grades and demonstrated exemplary school citizenship. It is the highest academic award that can be attained at Bangor High School. Students eligible for this award need to have taken a minimum of eight (8) Honors and/or Advanced Placement courses and maintained a minimum cumulative grade point average of 4.0.* This is based on the GPA at the end of the first semester of the senior year.

SOPHOMORE AWARD OF 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 grade point average of 3.5* and need to have taken a minimum of three (3) Honors courses.

*No mathematical rounding off.

NOTES