
Regional School Unit 21
Developing productive
global citizens by building
knowledge and character
Arundel, Kennebunk & Kennebunkport

# KENNEBUNK
# HIGH SCHOOL

# 2025-2026

# PROGRAM OF STUDIES

Accredited by the New England Association
Of Schools and Colleges

Authorized International Baccalaureate Diploma Programme School

NOTICE
Courses listed in this Program of Studies may be dependent upon the approval of the 2025 – 2026 school budget and course enrollment.

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# INTRODUCTION

This booklet is designed to assist students in planning an academic program at Kennebunk High School. All courses, as well as academic regulations and graduation requirements, are described. Students will be more successful with their high school program if they select courses carefully. Thus, we urge you to read this booklet and consult your parents, teachers and counselors for advice.

COMPLIANCE WITH EQUAL EMPLOYMENT OPPORTUNITY & AFFIRMATIVE ACTION

Kennebunk High School has committed itself to make certain that no person is discriminated against, denied the benefits of, or excluded from participation in any program or activity offered by the school on the basis of sex, sexual orientation, color, religion, country of national origin or handicap.

## RSU 21 MISSION STATEMENT

**DEVELOPING PRODUCTIVE GLOBAL CITIZENS BY BUILDING KNOWLEDGE AND CHARACTER**

## KENNEBUNK HIGH SCHOOL VISION

*"Preparing responsible, contributing citizens in a global society."*

## KENNEBUNK HIGH SCHOOL MISSION STATEMENT

Kennebunk High School is committed to providing a varied and rigorous academic program. Within a safe and caring environment, all students will be encouraged to realize their fullest potential and become life-long learners, as well as responsible members of society.

## KENNEBUNK HIGH SCHOOL BELIEF STATEMENT

We believe in providing a safe and caring environment, in which each student will be encouraged to realize his/her fullest potential and become a lifelong learner. By providing varied and rigorous academic programs, artistic, extra-curricular and social opportunities, we will encourage students to develop into responsible members of the 21st century global community.

### Academic Expectations

The Kennebunk High School reporting process will document student achievement based on numerical grades, progress on the Guiding Principles and performance on content-specific standards in the following areas:

- Career and Education Development
- English Language Arts
- Health Education and Physical Education
- Mathematics
- Science and Technology
- Social Studies
- Visual & Performing Arts
- World Languages

Kennebunk High School teachers have developed common assessments to measure students' progress on standards within these content areas. Programs and practices are in place to help students who do not achieve the proficiency standards required for graduation.

## GRADUATION REQUIREMENTS

The RSU 21 Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. (Policy IKF)

**To be awarded a high school diploma from RSU 21, students must earn a minimum of 24 credits. Of the 24 credits that students must earn:**

| | | | |
|---|---|---|---|
| 4 | must be in English | 2 | must be in World Language |
| 3 | must be in Mathematics | 1 | must be in Fine Arts |
| 3 ½ | must be in Social Studies | 1 | must be in Physical Education |
| 3 | must be in Science | ½ | must be in Health |

Credits will be awarded upon demonstration of proficiency in the content areas and Guiding Principles of the system of Learning Results. Pursuant to the Guiding Principles, students will demonstrate that they are ready to enter postsecondary education programs or careers as:

- **Clear and effective communicators**
- **Self-directed and life-long learners**
- **Creative and practical problem solvers**
- **Responsible and involved citizens**
- I**ntegrative and informed thinkers**

Students also must complete satisfactorily a total of 30 hours of community service.

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

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade year. A copy of this policy will also be disseminated to all incoming ninth grade students at the time of course selection. The policy will also be included in every edition of the high school handbook.

## STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)

Students with Individualized Education Programs (IEPs) who satisfy the diploma requirements in the manner specified by their IEPs will be awarded diplomas.
Students who have completed all School Board requirements for a diploma may participate in graduation exercises. Students who are determined to be eligible for a fifth year by their IEP team prior to their sophomore year of high school are eligible to participate in graduation exercises with their cohort. Students are only eligible to participate in one graduation ceremony.

## MULTIPLE PATHWAYS

In accordance with Maine law, students will be allowed to gain proficiency through multiple pathways and will be allowed to demonstrate proficiency by presenting multiple types of evidence.

Kennebunk High School's education program is designed to enable students to satisfy graduation requirements in four years. Through a sequence of learning experiences/courses, students will be provided opportunities designed to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students may also opt to pursue a high school diploma through multiple alternative or additional pathways including:

Early college/dual enrollment courses
Career and technical education programming
IB/AP/STEM Scholarship programming
Online/virtual learning
Internships, co-op work program, and/or field work
Community service
Exchange programs
Independent study
Alternative education
Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own learn experience (course) offerings.

## ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM KENNEBUNK HIGH SCHOOL

This section applies to all students in all graduation classes.

A. Transfer Students

For students who transfer to Kennebunk High School from another state or from an educational program that is not required to be aligned with the content stands of the system of Learning Results, the Kennebunk High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements. This process may include a review of evidence provided by the student and/or performance on Kennebunk High School common assessments.

B. Home-schooled Students

For home-schooled students wishing to receive a diploma from Kennebunk High School, the Kennebunk High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements. This process may include a review of evidence provided by the student and/or performance on Kennebunk High School common assessments.

C. Delayed Awarding of Diplomas

A student who leaves Kennebunk High School to attend an accredited, degree-granting institution of high learning may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

D. Alternatives for Graduation

Students are encouraged to remain in high school for a full four years and to participate in as many course offerings and activities as possible. However, other options are available as indicated below, provided that all Kennebunk High school Graduation requirements are met in time for graduation.

a. Admission to a Post-Secondary School:

This alternative is available to high school students who enroll at a post-secondary institution. Courses taken at the post-secondary institution may be applied as graduation credits/demonstration of the Learning Results proficiency standards at Kennebunk High School. Students are responsible for their own college admission, expenses, and for providing Kennebunk High School with a transcript of all courses taken at the post-secondary school.

Students in this program may graduate with their class. Students wishing to enter this program must consult with the guidance office and receive written permission for the plan.

b. Early Leaving:

Students who have completed all graduation requirements by the end of a semester may leave school at the end of the semester. Students taking this option will not be eligible to participate in interscholastic athletics beginning on the first day of the next semester. (see procedure below.*)

c. Early Graduation:

Students who have completed all graduation requirements are entitled to a diploma and may graduate at the end of the school year. (see procedure below.*)

*Student seeking Early Leaving or Early Graduation must do the following:

Procedure:

1. Meet with their Guidance Counselor

2. Fill out the appropriate forms with the Guidance Counselor
3. Set up a conference with the Principal, Guidance Counselor, and parents.

NOTE: Parental approval is necessary for either program.

E. Extended Study

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

F. Certificate of Achievement

The Board may provide a certificate of achievement to a student who leaves school having completed at least four years attendance as a full-time high school student and has participated in learning experiences/courses but has not met Learning Results proficiency standards.

G. Honors and Awards at Graduation

In order to be eligible for honors or awards based wholly or in part on academic achievement, a student must be enrolled full time at Kennebunk High School.

# ACADEMIC INFORMATION

**Course Selection Process**

The course registration process begins in the spring with a review of the Program of Studies. Guidance counselors meet with students to provide an overview of the entire process and explain available options. Students, in collaboration with counselors, parents, and teachers, select courses based on graduation requirements, career goals, interests and skills. The Guidance Department offers career exploration opportunities through group workshops, individual sessions and reference materials. Such exploration can play an important part in the selection of courses.

All students must be on full-time status unless the Principal grants other status. Full-time students must be enrolled in six full-time courses each semester or the equivalent thereof. Full time courses meet one block.
As students select their courses, they need to consider the appropriate level of rigor to pursue. Those planning to be college, career, and citizenship ready after graduation, should take a challenging variety of courses in high school. This would include, but not be limited to, the requirements for graduation from KHS.

Teachers assist in the process by making recommendations based upon a student's grades in previous courses and standardized test scores. The intent of teacher recommendations is to ensure that students encounter both challenge and success in their coursework. A student who disagrees with a recommendation may appeal to the principal via a course reconsideration process.

The Master Schedule is built based upon student requests. Seniors are scheduled first, followed in priority by Juniors, Sophomores, and Freshmen.

**Add/ Drop Information**

Students are encouraged to resolve scheduling conflicts prior to the end of the school year in June or during the summer. Subjects selected with considerable forethought seldom need changing. It is expected that students make realistic choices in their classes.

Scheduling conflicts are defined as:

1. too many or not enough classes
2. classes scheduled at the same time

3. imbalance (too many classes one day/not enough the other day)
4. summer school makeup
5. need to repeat a failed course

A student who is having academic difficulty with a particular subject after school begins can meet with his/her respective teacher, parent, and counselor to determine the appropriateness of a change. These **changes may only be made** for the following reasons:

1. academic improvement
2. inappropriate level placement
3. personal issues (via meeting with administrator)
4. medical necessity
5. financial necessity
6. administrative decision

Students **may add or drop a first semester or a full year course during the first 10 days** of school. After that time, no new classes can be added to a schedule. During semester two, a student may add or drop a semester 2 course during the first 10 days of the semester.

A student who drops a class AFTER the 10 days in September or AFTER the 10 day period for semester 2 (for semester two courses) will receive a grade of W on the transcript. Students may not add or drop a course during the last two weeks before a quarter or semester ends.

When a student changes a course level after the first 10 days of the school year or 10 days after the start of the semester two courses, Guidance will send a transfer grade to the teacher of the new course. If the student is transferring from a high honors or honors level course to a lower level course, Guidance will send a weighted grade to the new teacher. The date of the transfer determines what percentage the transfer grade will count toward the quarter grade. For example: If a student transfers half way through the quarter, the transfer grade will count for fifty percent of the quarter grade. The teacher will enter the transfer grade into the PowerSchool grade book to average with the calculation of the current grade.

## NCAA Information for Students

College-bound Division I and II athletes must send academic records to the NCAA Clearinghouse to determine eligibility to participate at a Division I or II college as a freshman student-athlete. To register with the Clearinghouse, a student must complete the Student Release Form (SRF) online. The SRF does two things: 1) it authorizes each high school a student has attended to send the Clearinghouse the student's transcript, proof of the student's academic information to all colleges that request his/her eligibility status.

If interested in playing Division I or II college athletics, students and their parents should consult the NCAA Clearinghouse website, http://www.ncaa.org/ to determine requirements as soon as possible. For more information, see KHS Athletic Director Joseph Schwartzman.

## Grades and Eligibility

To be eligible to participate in athletic, co-curricular or extra-curricular activities a student must carry six classes or six courses or the equivalent. To be academically eligible, a student must pass **five full-time courses or an equal program to five courses each quarter.**

Grades earned in the **fourth quarter of the previous yea**r are the determining factor for eligibility for fall activities and/or athletics. **Incoming grade 9 students are exempt** from fourth quarter eligibility requirements as per Maine Principals Association policy.
A student who passes four full-time classes in a quarter is deemed ineligible and may appeal to the Principal for a waiver for conditional eligibility. The waiver requires the student to sign a contract which ensures that the student will report on a bi-weekly basis his/her status to the principal regarding all currently enrolled classes. A student must pass 5 classes and be making satisfactory progress in all other classes to maintain conditional eligibility.
Ineligibility means no participation in any form in:

a. Contests/performances/athletic events;
b. Practices/rehearsals;
c. Tryouts/auditions/running for office;
d. Clubs/meetings; and/or
e. Elected or appointed student offices.

**Weighted GPA**

K.H.S. has a weighted GPA grade system that gives added value to Advanced Placement, International Baccalaureate, and honors level courses.

HONORS classes: (grade earned +3) = weighted grade

AP and IB classes: (grade earned +5) = weighted grade

Early College Courses:

- Beginning 2022-2023: All Early College courses will be weighted at the HONORS level.
- Before 2022-2023: Only the Early College courses taught at KHS by KHS teachers were weighted at the HONORS level.

The Weighted GPA is used for the following:

- to determine eligibility
- to determine eligibility for National Honor Society (as one indicator).
- to report the weighted grade earned and GPA on transcripts.
- to determine percentiles for college application purposes.
- to calculate honor stoles. High honor stoles require a weighted cumulative GPA of 93.00 or higher. Honor stoles require a weighted cumulative GPA of 90.00 or higher. The GPA is not rounded up.
- to determine the Valedictorian and Salutatorian.

## PROGRAMS

**Advanced Placement (AP) Program**

Kennebunk High School offers students a chance to take college level courses and potentially earn college credit while in high school. One of the ways is through the Advanced Placement program, in partnership with the College Board.
Students may wish to prepare for the AP tests by working with teachers and/or by accessing test preparation materials in the KHS library or from the website of the College Board.

Students who score well on the AP Exam may be eligible for college credit (a tuition savings) and/or advanced standing in that subject area when they go on to college. Information about the program and test registration and fees is available from the KHS AP Coordinator.

**Alternative Education Program**

The Kennebunk High School Alternative Education program is designed to provide high school students with an alternative to the traditional classroom experience and to encourage them to create personal goals based on individual needs, abilities, and interests. The program offers a safe and supportive environment as it works to strengthen the connections between the teachers, students, school and community. Each alternative education

student will receive a traditional KHS diploma following the successful completion of the program, which may or may not include credits earned through other KHS classes.

Admission to the program is limited. Each applicant must interview and fulfill certain requirements for admission. Interested students should contact their guidance counselor for more information.

## Internships

The Kennebunk High School Internship Program provides an opportunity for juniors and seniors to go out into the community to work with mentors in areas related to career choices. Typically, students do internships during study hall time, but some programs take place in the afternoon or evening depending on the mentor's schedule. All internships are set up as semester length classes. Interested students should contact Ann Stockbridge in the Guidance Office or by emailing her at astockbridge@rsu21.net to learn more about the program. Credits are determined based on the number of hours worked. Community mentors determine Pass/Fail grades based on the internship rubric. Students are required to submit journals to Ms. Stockbridge throughout each semester of an internship.

## Gifted and Talented Services

Gifted and Talented services at the highschool level include consultation, academic advising, and/or direct instruction. Students may meet with the GT teacher to determine the level of services needed to ensure academic success. In addition to Honors, International Baccalaureate, or Advanced Placement courses, students may opt for directed studies, early college experiences, academic mentorships, etc. The GT teachers also assist classroom teachers in differentiating for the GT learner's needs and may work with counselors and administrators to develop an Individualized Learning Plan for a student with particular strengths or needs.

## Honors Program

The Honors Program provides excellent academic preparation for college work, and, in some areas (through Advanced Placement courses, International Baccalaureate courses, or the College Experience Program), the opportunity to earn college credit at the high school level. In addition, it provides challenging academic experience for our more able students.

Honors level courses are designed for the high-performing, well-motivated student who has an excellent grasp of basic skills and who has demonstrated success in the area of study to be pursued. The decision to accept the challenge of honors classes should be made with input from the student, the counselor, the teacher, and the parents. (Whenever necessary, a meeting will be held for that purpose.) Extra- curricular activities, outside jobs, and other obligations often compete for attention in the life of a busy student. It is essential that the decision to enter an honors course be carefully weighed, with adequate consideration being given to providing the student with the best possible conditions for success.

## International Baccalaureate (IB) Programme

The International Baccalaureate Diploma Programme is available to junior and seniors who are organized and motivated to learn and who have the potential to achieve the qualities of the IB Learner Profile.

IB learners strive to be:

| | |
|---|---|
| inquirers | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| knowledgeable | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| thinkers | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |

| | |
|---|---|
| communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| principled | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| open-minded | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| risk-takers | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| balanced | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| reflective | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |

KHS offers IB courses in all six academic groups. Group 1: English HL. Group 2: Spanish SL and French SL. Group 3: History of the Americas HL, Economics SL, and Business Management SL& HL. Group 4: Biology SL & HL, Environmental Systems and Society SL, Physics HL and Sports, Exercise, and Health Science SL. Group 5: Mathematics SL & HL. Group 6: Visual Art SL & HL, Music SL. Extended Essay (EE), Creativity, Action, and Service (CAS), and Theory of Knowledge (TOK) are courses at the heart of the IB Diploma Programme. Theory of Knowledge is also open to any students taking at least 2 IB courses. IB courses reflect the rigor and pace of college courses and are designed to prepare students for the internationally recognized International Baccalaureate exams, which are administered here in May. In addition, students taking IB courses will complete internal and external IB assessments during their junior and senior years.

Students who score well on the IB exams may be eligible for college credit (a tuition savings) and/or advanced standing in that subject area when they go on to college. To access details about how individual colleges and universities award credit, please go to IB University Policy Index. Information about the program, tests, and fees is available from Mrs. Meghan Hubacz (mhubacz@rsu21.net), KHS IB Coordinator, at www.ibo.org, and on the IB links on the KHS website.

## PLATO

PLATO (Programmed Learning Automated Teaching Operations) is a computer-based curriculum that can be used for academic remediation or for credit recovery. The PLATO program is aligned to the State standards and to the curricula of Kennebunk High School courses. Research-based techniques are used for program delivery and assessments. Students interested in PLATO should contact their guidance counselors.

## Science Technology Engineering and Mathematics (STEM) Scholar Program

The KHS STEM Scholar Program provides high school students the opportunity to earn a STEM Certificate upon graduation, should they successfully complete four years of CP level or higher level math and science courses and STEM electives chosen according to the certification descriptions below. Applicable KHS courses and vocational courses will have the identifier “STEM” after the course name in the Program of Studies.

**KHS STEM**

**Certificate Requirements:**

A **STEM Certificate** will be awarded based on the following guidelines:

- Minimum of **10** courses listed in progression, with **four** coming from both math and science, and two from the STEM Electives. ***All classes must be CP level or higher.*** Minimum grade of **85**

A **STEM Certificate with Honors** will be awarded based on the following guidelines:

- Minimum of **12** courses listed in progression, with a **four** coming from both math and science. ***At least one of the math/science classes taken during grade 9 has to be honors level. All math and science classes taken during grades 10-12 must be Honors level or higher.*** Minimum grade of **85**

A **STEM Certificate with Distinction** will be awarded based on the following guidelines:

- Minimum of **16** courses listed in progression, with **four** coming from both math and science, and the remainder from STEM Electives. ***At least one of the math/science classes taken during grade 9 has to be honors level. All math and science classes taken during grades 10-12 must be Honors level or higher.*** Minimum grade of **85**
- Participation for at least one year on math team, robotics club, entrance to approved science fair, or other approved project.

| KHS STEM Certificates | | | | | | |
|---|---|---|---|---|---|---|
| | **STEM Certificate** | | **STEM Certificate with Honors** | | **STEM Certificate with Distinction** | |
| **Math** | CP level or higher In progression<br>4 Courses | Minimum grade 85 | **Grade 9**<br>Math & Science - only one can be CP; the other has to be honors<br>**Grade 10-12**<br>Honors and above and in progression<br>4 Courses | Minimum grade 85 | **Grade 9**<br>Math & Science - only one can be CP; the other has to be honors<br>**Grade 10-12**<br>Honors and above and in progression<br>4 Courses | Minimum grade 85 |
| **Science** | CP level or higher In progression<br>4 Courses | Minimum grade 85 | **Grade 9**<br>Math & Science - only one can be CP; the other has to be honors<br>**Grade 10-12**<br>Honors and above and in progression<br>4 Courses | Minimum grade 85 | **Grade 9**<br>Math & Science - only one can be CP; the other has to be honors<br>**Grade 10-12**<br>Honors and above and in progression<br>4 Courses | Minimum grade 85 |
| **STEM** Electives | 2 | Minimum grade 85 | 4 | Minimum grade 85 | 8 | Minimum grade 85 |
| **Total** Courses Required | 10 | | **12** | | **14** | |
| Additional Requirement | | | | | Participation for at least one year on math team, robotics club, entrance to approved science fair, or other approved projects. | |

**Read Squad**

Read Squad (formerly Teen Trendsetters) is a reading mentoring program at Kennebunk High School associated with the Barbara Bush Foundation for Family Literacy. KHS students will work as reading mentors in a weekly one-on-one session with first grade students at Kennebunk Elementary School. Together they read and discuss age appropriate materials.

KHS students will develop an awareness of literacy strategies for early reading as well as an appreciation for children's literature. Teens will have the opportunity to develop supplementary materials and activities to enhance their reading lessons. This is a leadership opportunity and particularly recommended for students interested in teaching at the elementary level. Interested KHS students should be mature, responsible, and self motivated learners.

Read Squad is a full year pass/fail course option open to students in grades 10-12.

## COLLEGE AND CAREER PLANNING

Throughout the four years of high school, students have multiple opportunities to meet with their counselor for the purpose of post- secondary planning. Counselors will make recommendations on course selection depending on students' interests and goals. Typical college and career paths are considered during course selection. These requirements change and may differ among colleges depending on areas of specialization and competitiveness. All students regardless of their future plans are encouraged to consult with their counselors and admissions offices for information on specific schools or careers.

## DUAL ENROLLMENT

Kennebunk High School juniors and seniors have the opportunity to engage in an early college experience at a number of local colleges and universities. Students who are successful in their course studies are eligible to receive both high school and college credit. This allows a student to:

- experience the rigors of college life.
- get a head start on a college education while earning a high school diploma.
- earn college credits which **may** transfer to other schools or colleges.
- benefit from a reduced course fee for high school students.
- enroll in advanced courses that are not available at KHS.

Method of Selection

Interested students should meet with their counselor to discuss eligibility for the program. The student may receive dual credit. The college grade will be reported on the KHS transcript according to the KHS grade conversion chart.

The student must:

- be in good academic standing at Kennebunk High School
- meet the college admissions requirements
- complete the required paperwork
- pay required costs, if accepted
- check the transferability of credits.
- provide KHS with a final transcript **GPA (Grade Point Average)**

KHS uses a 100-point numerical scale to determine grade point average (GPA). For the purposes of report cards, transcripts, eligibility lists, college applications, honor rolls, and graduation honor stoles, Honors, IB, AP, and college courses receive additional weight when determining the student's weighted GPA. GPA is not

rounded for purposes of determining High Honor and Honor Stoles. Class rank will be calculated based on weighted grades at the end of the third quarter.
**Effective with the 2024-2025 academic year, the weighting of grades is as follows:**
HONORS and dual-enrollment classes: ( grade earned +3) = weighted grade
AP and IB classes: ( grade earned +5) = weighted grade

Conversion Chart for other college-level dual enrollment courses:

| | |
|---|---|
| A | 100 |
| A- | 94 |
| B+ | 91 |
| B | 88 |
| B- | 86 |
| C+ | 83 |
| C | 80 |
| C- | 78 |
| D+ | 75 |
| D | 73 |
| D- | 71 |
| fail | Fail (no credit) |

Additional information will be considered for dual-enrollment coursework grade conversation in unusual circumstances, as approved by administration.

The Weighted GPA is used for the following:

- to determine eligibility
- to determine eligibility for National Honor Society (as one indicator)
- to report the weighted grade earned and GPA on transcripts
- to determine percentiles for college application purposes
- to calculate honor stoles. High honor stoles require a weighted cumulative GPA of 93.00 or higher. Honor stoles require a weighted cumulative GPA of 90.00 or higher. The GPA is not rounded up.
- to determine the Valedictorian and Salutatorian.

# COURSE DESCRIPTIONS

* This book is arranged alphabetically by department. All courses will be taught as scheduled unless there is insufficient enrollment. **Courses eligible for STEM certification are indicated by the word "STEM" after the course title.**

# VISUAL ARTS

The Kennebunk High School Visual Art Department believes all students have creative potential and, with support, can learn how to express themselves visually. The curriculum offers a variety of relevant educational experiences that challenge students yet foster a lifelong appreciation of art. The visual arts student will learn to be a visual communicator, a creative problem solver, and open-minded to divergent points of view. While there is an emphasis on understanding art in a global context, students will learn unique art processes, skills, and vocabulary. Art history and criticism are part of every course. Students will also learn how to use technology as a tool for creativity and as a vehicle for communication in the 21st century. The curriculum is aligned with the National Core Arts Standards.

| KHS VISUAL ARTS PROFICIENCY STANDARDS |
|---|
| • **CONNECTING:**<br>  ○ VA: Cn11.1 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.<br>• **CREATING:**<br>  ○ VA:Cr 2.1 - Organize and develop artistic ideas and work.<br>• **PRESENTING:**<br>  ○ VA: Pr 5.1 - Develop and refine artistic techniques and work for presentation.<br>• **RESPONDING:**<br>  ○ VA: Re 8.1 - Interpret intent and meaning in artistic work. |

**Sequence of Courses**

Recommended for all students- **Studio Art I or Digital Art I** courses.

| **Does Not Need Pre-Requisite** |
|---|
| Studio Art I: 1 cr.<br>Digital Art I: 1 cr.<br>Photography: ½ cr. (upperclassmen only)<br>Unified Art: ½ cr. (upperclassmen only)<br>Alternative Art ½ cr. (upperclassmen only) |
| **Requires 1 year of art before taking or department head approval.** |
| Art Portfolio Prep Hon- 1 cr.<br>Ceramics ½ cr.<br>Digital Art II ½ cr.<br>Drawing & Painting ½ cr.<br>Studio Art II ½ cr. |
| **Requires 2 years of art before taking or department head approval.** |

IB Art SL I / IB Art HL I
AP Studio Art

**ALTERNATIVE ART** **½ Credit**

**Prerequisite: There are no prerequisites for this course. It can be taken multiple times.**

This half-year course is designed for 10th, 11th, and 12th-grade students interested in taking an art class to earn a one or half art credit. Students will work in an art environment, exploring a variety of media and investigating how to develop original ideas and creativity while building a portfolio of artwork. Areas to be covered include but are not limited to self-expression, art as communication, and social and emotional learning in both digital and traditional mediums.

**AP STUDIO ART HIGH HONORS 1 Credit**

**Prerequisite: This college level course is intended for juniors and seniors who have completed with strong results at least 2 credits in visual art. There will be a meeting after course registration for all students who have enrolled in AP Studio Art.**

AP Studio Art is a high honors level course offered for juniors and seniors who have completed two years of art. The AP art student will focus on the preparation of a portfolio of college-level work based on the requirements outlined by the College Board Advanced Placement program. These requirements include two main parts: Sustained Investigation and Selected Works - separate components common across three different portfolio options – 2D Art and Design, 3D Art and Design and Drawing.

Over the course of the year, students will create approximately 10-15 artworks. The course will also cover college portfolios, careers in the arts, local and national competitions and exhibitions.

For more information on AP Studio Art visit: www.collegeboard.org

**ART PORTFOLIO PREPARATION** **HONORS 1 Credit**

**Prerequisite**: **Studio Art I, Digital Art I or Department Permission**

Honors Portfolio Preparation is an honors level course offered to students in grades 10, 11 and 12. This class is designed for students who have a serious interest in developing their art portfolio for IB or AP studio art or for applying to college. Students will create a body of work with the intention of expanding individual technical skill, originality and personal vision/voice. Students will utilize materials and processes related to both 2D and 3D design and will learn how to effectively use a sketchbook for investigation, sketching, planning, ideation and artist research. Students are expected to photograph their work throughout the year, participate in class critiques and create a digital portfolio.

**CERAMICS** **½ Credit**

**Prerequisite: Studio Art I, Digital Art I or Department Permission. It can be taken multiple times with permission from the instructor.**

Ceramics is offered as a semester course for students in grades 10-12. Students will create both functional and decorative sculptures exploring a variety of hand building techniques. Emphasis is placed on surface

design techniques, such as stamping, carving and glazing methods. Students will utilize a sketchbook to research, sketch and record glaze applications for each artwork. Creativity and originality as observed and discussed through the research of various ceramic artists will serve to guide individual explorations with clay. Wheel-throwing instruction is an elective class component available for all interested students.

**DIGITAL ART I** **1 Credit** **STEM**

**Prerequisite: No prerequisite is needed for this course.**

This is a full-year class that is designed for art students who are looking to improve their art-making and digital arts/media skills and who intend to take additional art classes in the future. It is best suited for students who have a passion for art and desire to use their imagination and creativity to create a variety of projects. Emphasis will be placed on integrating the computer and computer software, primarily Adobe Illustrator and Photoshop, into most of the lessons. This course will be structured around the elements of art, principles of design, and composition. Other topics and media may include but are not limited to: color theory, art history and criticism, drawing, stop-motion animation, and 3-D design.

**DIGITAL ART II** **½ Credit** **STEM**

**Prerequisite: Digital Art I or Department Permission**

This course will build from the learning students have done in Digital Arts I and is for students in grades 10 - 12. This course will focus on using and better understanding the Adobe Creative Suite and helping students to develop their own creative point of view. Topics may include: graphic design, typography, poster design, stop-motion animation, digital animation, and creating fine art work both on the computer and in the studio.

**DRAWING & PAINTING** **½ Credit**

**Prerequisite: Studio Art I, Digital Art I or Department Permission. It can be taken more than once with permission from the instructor.**

Drawing and Painting is offered as a semester course for students in grades 10-12. This course is designed to improve skills in both drawing and painting with an emphasis on creating works from observation as well as from the imagination. Some topics include but are not limited to: portraiture, still-life, figure/proportion, abstract etc. The course will examine composition, mark making, color theory and the principles of design. The concepts of originality and creativity are emphasized using various examples of student work, artists and art movements and are essential components for creating successful artwork. Materials may include but are not limited to: charcoal, graphite, acrylic, watercolor, marker, water soluble/ colored pencil etc.

**INTERNATIONAL BACCALAUREATE: VISUAL ARTS** **HIGH HONORS** **2 credits/2 yrs**

**Prerequisites - This high honors course is intended for juniors and seniors who have completed a minimum of 2 credits in visual art with strong results. A meeting will take place in the spring with the instructor. At this time, students should come prepared with examples of art, created during high school.**

IB Visual Arts is a course that examines both the understanding and the making of art. The course of study is for two years, Standard Level (SL) or Higher Level (HL). Both tracks allow for growth, exploration, and a deepened appreciation of art, culture, and criticism. IB Visual Arts is assessed on three interrelated areas: communicating visual arts, visual arts in context, and visual arts methods. Students investigate these core areas through the following practices:

- Comparative Study- an external assessment worth 20% of the IB exam grade
- Process Portfolio - an external assessment worth 40% of the IB exam grade
- Exhibition - an internal assessment worth 40% of the IB exam grade

**IB SL I-II -** Standard Level Visual Arts is a unique high honors level course designed for motivated and mature students who may or may not be a Diploma candidate. Students should be seriously interested in making and researching art. Each student will create a body of work that will be exhibited in the spring of their first and second year. With the guidance of the IB Visual Arts teacher, the course of study will be dictated primarily by students' interests and aesthetics. Art history, criticism, research, and internationalism will be integrated into the course and is vital to the success of each student.
The number of hours required for both the studio work and investigation workbook are as

follows: SL Studio Work= 90 hr. SL IWB= 60 hr.

**IB HL I-II -** Higher Level Visual Arts is a unique high honors level course designed for motivated and mature Diploma candidate students who are seriously interested in making and researching art. Each student will create a body of work that will be exhibited in the spring of their second year. With the guidance of the IB Visual Arts teacher, the course of study will be dictated primarily by students' interests and aesthetics. Art history, criticism, research, and internationalism will be integrated into the course and is vital to the success of each student.
The number of hours required for both the studio work and investigation workbook are as

follows: HL Studio Work= 144 hr. HL IWB= 96 hr.

**PHOTOGRAPHY ½ Credit STEM**

**Prerequisite: No Prerequisite. It can be taken more than once with permission from the instructor.**

This course addresses both digital and traditional 35mm black and white photography. We will cover basic photographic and technical skills, operating a small camera, exposing and developing film, making contact prints, and enlarging and finishing black and white photographs. Students will look at how photography has evolved into a digital format with DSLR and Smartphone photography. Students will learn how to store, manipulate and create images using Adobe Photoshop. Students will be expected to take photographs outside of class time and utilize the darkroom and IMAC computers on their own time.

**STUDIO ART I 1 Credit**

**Prerequisite: There are no prerequisites for this course.**

This full-year course is designed for students looking for a traditional, hands-on experience in art. Students will explore a variety of media and investigate how to develop original ideas and creativity while building a portfolio of artwork. Areas to be covered include but are not limited to: composition, drawing, painting, 2D design printmaking, sculpture, pottery, the elements and principles of design, art history, computer arts and criticism.

**STUDIO ART II ½ Credit**

**Prerequisite: Studio Art I, Digital Art I or Department Permission**

This half year course, offered to 10-12th graders, explores a variety of traditional, hands- on experiences in art. This art course is for any student who enjoys the process of creating art. The mediums that are explored are a continuation of those in Studio Art I and also an introduction to new and more advanced mediums. Sketchbooks will be used to explore processes, self-expression, and problem solving. Students will continue to develop art specific language and techniques.
Designed for students of all levels of experience and abilities. It is for students interested in improving and expanding their artistic ability and design skills and who may be interested in pursuing some of the higher

level art classes in the future.

**<u>UNIFIED ART</u> ½ Credit**

**Prerequisite: Open to 10th, 11th and 12th grade students. It can be taken more than once with permission from the instructor.**

Unified Art is a semester course that applies the mentor and mentee model for students with and without intellectual disabilities to build a community of learners. The class uses modeling, art integration, collaboration, and peer mentoring to strengthen fine motor skills, encourage empathy, and promote inclusion. Mentees complete an application and are interviewed before class enrollment. Orientation and training are provided during the first week of class.

# COOPERATIVE EDUCATION and INTERNSHIPS

Any student who will be 16 years of age at the start of the school year can sign up for Co-Op I and earn up to one and a half credits for the semester course. One credit is awarded for successfully completing a minimum of eight hours of work and a half credit for the classroom experience. Once Co-op I is completed or if it is scheduled for the second semester, a student can take Co-op II and earn one credit for a minimum of eight hours of work weekly. Interested students can see Ms. Stockbridge before school or during advisory or can go to guidance to begin the Co-Op application process. Advisors, guidance counselors, or Ms. Stockbridge can sign for a student to register for Co-Op I. The student does not need to be employed at the time of course registration, but should be working when the school year starts.

| | |
|---|---|
| Grade 11 | Cooperative Education I/ Cooperative Education II |
| Grade 12 | Cooperative Education I/ Cooperative Education II |

**CO-OP I (COOPERATIVE EDUCATION)** **1.5 Credits**

This half year class provides classroom instruction combined with work experience to enhance job and life skills. It is an excellent class for students to show potential colleges their ability to balance school and work.

Classroom work is based on the four phases of career development:

1. Self-exploration
2. Career exploration
3. Job placement and implementation
4. Job success

The classroom work is geared toward each individual's general and specific future goals. On the job, the student must average a minimum of eight hours of work weekly. Classroom instruction is applied and put to practice at each job. The student's work is monitored regularly by the employer and the co-op coordinator. An evaluation by the employer is part of the grade.

Requirements: A student must:

- be at least 16 years of age before the beginning of the next school year.
- have parental approval.
- have guidance counselor or co-op coordinator's approval.
- be employed in an approved co-op job and work an average of eight hours per week.

**CO-OP II** **1 Credit**

This half year class is offered to any student who has successfully completed Co-op I or is scheduled to take Co-op I in the next semester. The student is monitored on the job and maintains weekly updates to the co-op coordinator. One hundred percent of the student's grade comes from the employer. The requirements are the same as those for Co-op I.

**INTERNSHIPS**

The Kennebunk High School Internship Program provides an opportunity for juniors and seniors to go out into the community to work with mentors in areas related to career choices. Typically, students do internships during study hall time, but some programs take place in the afternoon or evening depending on the mentor's schedule. All internships are set up as semester length classes. Interested students should contact Ann Stockbridge in the Guidance Office or by emailing her at astockbridge@rsu21.net to learn more about the program. Credits are determined based on the number of hours worked. Community mentors determine Pass/Fail grades based on the internship rubric. Students are required to submit journals to Ms. Stockbridge throughout each semester of an internship.

# ENGLISH

Four core English classes must be satisfactorily completed to meet the Kennebunk High School graduation requirements. The English curriculum engages students with multiple perspectives through diverse and relevant curriculum, learning experiences, and instructional practices. Students advance their interpretations through speaking, listening, and reading to contribute to a shared understanding of ideas. They then refine their understanding through writing and discussing various texts and modes of composition. All coursework is aligned with the Maine ELA Standards; the goal is for all students to meet the expectations of these standards. Ninth and tenth grade students each have one core course option at the college prep or honors levels. Juniors have an English 3 college prep level course as well as AP and IB choices. Seniors who have not elected to take AP or IB may choose from five core elective courses that fulfill graduation requirements at the college prep or community college level.

Teacher recommendations for honors classes will be made on the following considerations: reading above grade level, engagement in the writing process, higher-order thinking, motivation, and work habits.

To support not only the district's literacy initiatives but also to enrich your child's academic development, we encourage **all** students to read during the summer months. Assignments and suggested reading lists will be provided in English classes. These will also be available on teachers' websites and in the Guidance Office. The research on summer learning loss suggests that all students benefit from reading. Please encourage and support your child with summer reading.

Below are the broad strands in the state ELA standards. These are the skills students from KHS will practice over their course of their four years at KHS.

# ENGLISH STANDARDS

**Language Conventions**

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.
- Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
- Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Speaking and Listening:**

- Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
- Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
- Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.
- Adapt speech to a variety of contexts, audiences, and communicative tasks with performance expectations.

**Reading:**

- Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.
- Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.
- Analyze how and why individuals, events, and ideas develop and interact throughout a text.
- Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of various texts, including how the features and components relate to each other and the whole.
- Assess how perspective or purpose shapes the content and style of various texts.
- Evaluate the argument and specific claims in various texts.
- Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological

**Writing:**

- Use an inquiry process to gather relevant, credible information/evidence from a variety of sources that build an understanding of and lead to conclusions about a subject under investigation.
- Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
- Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to the task, audience, and purpose while avoiding plagiarism.

**Sequence of Courses**

| Grade | Choices for **Core Courses** – 1 credit |
|---|---|
| 9 | English 1 for College and Career (CP)<br>English 1 Honors |
| 10 | English 2 CP<br>English 2 Honors |
| 11 | English 3 CP<br>AP Language & Composition or<br>AP English Literature & Comp.<br>IB English HL year 1 |
| 12 | **Full Year** 1 credit<br>AP Language & Composition or<br>AP Literature & Composition<br>IB English HL year 2 (must have completed IB Eng. HL year 1)<br><br>**Half Year .5 credits (must choose two)** .5 credits each<br>Southern Maine Community College English 100<br>Creative Composition<br>Myths and Monsters<br>Film and Media Studies<br>Sports in Literature and Culture |

**ENGLISH 1 for College and Career (CP)** **1 Credit**

This college and career preparatory class introduces a four-year sequence of English study aligned with Maine ELA State Standards. The course skills are focused on essential thematic questions explored in student-initiated collaborative discussions and through close reading and writing.

Students will develop skills in writing to support claims, examining and conveying complex ideas clearly, and drawing on evidence to support analysis, reflection, and research. A variety of multimodal and literary genres for varied audiences and purposes forms the basis for study and discussion. English 1 aims to develop independent and empowered learners as they are given a great deal of choice in their reading and writing.

**ENGLISH 1 HONORS** **1 Credit**

English I Honors provides the basis on which rests the work of the next three years of Honors, AP, and IB classes and is aligned with the Maine ELA State Standards. The class consists of intensive work in a variety of fiction and non-fiction writings by classic and modern authors. The course skills use these texts to practice and develop evidence-based analysis skills. Honors-level students are expected to analyze increasingly complex texts. This fast-paced course will engage students in classroom discussions exhibiting critical, creative, and analytical thinking. Composition covers narrative, descriptive, analytical, and expository writing. Students are assigned reading and writing during the summer prior to English 1 Honors.

**ENGLISH 2 CP** ` **1 Credit**

This class builds upon the previous year of English study and is aligned with the Maine ELA State Standards A selection of fiction and non-fiction writings by classic and modern authors will form the basis for study and discussion. The course skills are focused around essential thematic questions that are explored in student initiated collaborative discussions, close reading and writing, which focuses on a variety of styles, audiences, and purposes and includes an introduction to research techniques.

**ENGLISH 2 HONORS**

English 2 Honors is aligned with the Maine ELA State Standards. With an emphasis on the 11th grade benchmarks for second semester, English 2 Honors builds upon the previous year's work in polishing critical thinking and communication skills. This class is heavily focused on increasingly difficult literary and nonfiction textual analysis, including a heavy speaking and listening component, in preparation for Advanced Placement and International Baccalaureate English classes. Texts will be studied in depth through evidence-based analysis. Composition will encompass narrative, descriptive, analytical, and expository writing. Elements of the research paper will also make up a part of the writing portion of the course. Students are assigned summer reading and writing between English 1 Honors and English 2 Honors.

**ENGLISH 3 CP** **1 Credit**

English 3 CP is required of all juniors not enrolled in English 3 or an AP or IB English class. This comprehensive course adheres to the Maine ELA State Standards and emphasizes reading, writing, and speaking. The class will focus on evidence-based analysis through a series of essay topics, novels, and a college/work portfolio. Through the study of traditional and non-traditional texts, students will develop proficiency in the skills necessary for college and career readiness.

**INTERNATIONAL BACCALAUREATE ENGLISH HL HIGH HONORS 2 Credits / 2 years**

IB ENGLISH HL I is taken junior year. IB ENGLISH HL II is taken senior year.

The study of literature and language as a cultural construct is the main focus of this two-year program leading to the examination in IB Language and Literature. Through the study of literature, including world literature in translation, literary and non-literary bodies of work, and texts from a wide range of media, students gain a broadened perspective of how language and stories shape our thinking. Opportunities are provided for practicing and developing oral and written analysis in a variety of styles and for understanding literary and linguistic study through a critical exploration of texts. This class requires close, critical reading and a willingness to engage in oral assessments and presentations.

IB English may be taken as part of the full IB Diploma Programme or as a certificate course. The internal and external assessments may lead to college credit, depending on the individual student's score. To review the policies of individual universities and colleges around the world, please go to http://www.ibo.org/universities/listalluniversities.cfm

**AP ENGLISH LANGUAGE & COMPOSITION – HIGH HONORS 1 Credit**

AP English Language and Composition is a full-year course that can be taken either junior or senior year. Designed to be the equivalent of the freshman composition course required by most colleges, the course requires that students be ready for its pace and depth of content, which focuses on non-fiction analysis and the rhetoric of argument. This is a writing course that develops the communication skills needed in college. Summer work in both reading and writing is expected. The AP test taken at the end of this course may lead to college credit or advanced placement in a similar college composition course.

**AP ENGLISH LITERATURE & COMPOSITION – HIGH HONORS 1 Credit**

AP English Literature and Composition is a full-year course for juniors or seniors ready for the pace, depth, and content of a college course in literature. Students will develop skills of analysis, and both oral and written communication. Gaining an appreciation of novels, short stories, plays, and poetry from several centuries and

cultures, students will examine literary devices used to convey themes and philosophical ideas and experiment with various approaches to literary criticism and interpretations. Summer reading and some writing is expected. The AP test taken at the end of this course may lead to college credit or advanced placement in a college English course.

**Note:** AP English Literature and AP English Language may be taken in any sequence. Both are open to juniors and seniors. IB English HL is a two-year course taken during junior and senior years.

**Senior Elective Parameters:**

- **Only seniors will be able to sign up for electives.**
- **Each elective course will be one semester long and meets the core criteria for graduation.**
- **Each elective course will be worth .5 credits.**
- **Students will need to sign up for 2 electives per year (one per semester, not both in one semester) in order to earn 1 credit per year and earn 4 credits of English.**

**SMCC ENGLISH 100 ENGLISH COMPOSITION 1 Credit**

**Semester Course- Open to Seniors**

This course is offered at Kennebunk High School during the regular school day. English Composition is a dual-enrollment college writing course that serves as an introduction to writing across the curriculum. In addition to any necessary review of grammar and sentence structure, this course covers the writing of personal essays in several rhetorical modes, academic papers, and research analysis. Emphasis will be placed on writing multiple drafts with a focus on revising, rewriting and editing, as well as the use of close reading and critical thinking as literacy tools. **Prerequisite:** Grade of C or better in previous English classes **and** with teacher recommendation.

**CREATIVE COMPOSITION CP .5 Credits**

**Semester Course- Open to Seniors**

This elective requires students to explore the art of storytelling through various forms of expression. Students will write and revise, engaging in the writing process to craft original works across multiple genres and formats, including poetry, short fiction, creative nonfiction, and scriptwriting. The course emphasizes developing voice, experimenting with style, and refining technical skills through drafting, peer workshops, and revision. Through critical reading and analysis of contemporary and classic works, students will gain inspiration and insight into the craft of writing while fostering a supportive community of writers.

**MYTHS and MONSTERS CP .5 Credits**

**Semester Course- Open to Seniors**

In Myths and Monsters, students will embark on an epic journey to answer the questions: What makes a "hero" or a "monster"? Do "good" and "evil" truly exist? And most importantly, what does it mean to be human? In this course, students will follow heroes and monsters, both real and fictional, and explore the ways in which diverse authors answer these questions. Students will read, discuss, and analyze mythological, fictional, and nonfiction texts and media with an emphasis on understanding major themes and analyzing rhetorical strategies. Students will produce written arguments about the ideas this genre explores. They will also have the opportunity to craft creative writing about these characters, themes, and questions.

**FILM and MEDIA STUDIES CP** **.5 Credits**

**Semester Course- Open to Seniors**

This media course focuses on students reading, understanding, and analyzing media and film sources. In this elective, students will learn the language of film and analyze how diverse texts create meaning, how to recognize forms of bias and viewpoint, and how the different forms of media influence everyday life. Students will be expected to read, write, and publicly share what they learn. Through the critical study of diverse sources, students will analyze media and film, hold discussions about a variety of media related topics, and create multimedia assignments such as video, audio, and text.

**SPORTS IN LITERATURE AND CULTURE CP** **.5 credits**

**Semester Course- Open to Seniors**

This one-semester course will explore the role that sports plays (and have played) in American culture. Students will actively read, write, listen, speak, and think about a variety of historical and contemporary cultural issues through the lens of sports in society. Students will analyze the mythos and reality around athletes in history to understand how the games we play not only entertain us but influence our society for better or worse. This course will include analytical reading and writing as well as public speaking. A strong work ethic is a ***must*** for this course!

## LITERACY SUPPORT

Literacy support courses, Reading Fluency or Reading Comprehension, will be required for some students based on self or teacher referral, test scores and other diagnostic data. Literacy skills will be individualized to meet students' needs, with an emphasis on reading across the curriculum. The courses, offered on a P/F basis, will be available to students as needed throughout grades 9-12. These courses are intended to supplement the students' English coursework and are not a substitute for the required core graduation requirements.

**READING COMPREHENSION** **.5 Credit/Semester**

This course features daily literacy exercises including, but not limited to, sharing and analyzing a variety of writing, authoring daily short essays, and learning new vocabulary and using it, both orally and in writing. All work is done in class and is graded on a Pass-Fail basis.

**READING FLUENCY** **.5 Credit/Semester**

This course, primarily for incoming 9$^{th}$ graders, stresses daily literacy exercises that include, but are not limited to, reading aloud, analyzing a variety of writing, authoring daily short essays, and learning new vocabulary and using it, both orally and in writing. In this course, which is graded on a Pass-Fail basis, all work is done in class.

# HEALTH

| KHS HEALTH PROFICIENCY STANDARDS |
| --- |
| • **A.3 -** Diseases/Other Health Problems |
| • **B.2 -** Locating Health Resources |
| • **E.2-** Advocacy Skills |
| • **F.2 -** Goal-Setting |

**HEALTH I** **½ Credit**

Health education requirements, state mandated for graduation, follow state standards and town- approved curricula. This sophomore year semester course provides information and opportunities to practice decision making in such a way that will help students take positive action in matters concerning their well-being. The course meets for one semester and covers the following topics: personal health and fitness, mental health and family life issues, stress management, nutritional choices and consequences, human reproduction and sexuality, relationship issues, safety and emergency first aid, non-communicable diseases, communicable diseases including sexually transmitted diseases, environmental impacts on health, consumer affairs and addiction issues.

# INTERNATIONAL BACCALAUREATE

**IB CAS – CREATIVITY, ACTION, SERVICE**

**Creativity, action, service** (**CAS**) is a mandatory core component of the IB Diploma Programme. It aims to provide a "counterbalance" to the academic rigor of the educational programme.

- Creativity is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- Service encompasses a host of community and social service activities. Examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

KHS has a CAS supervisor who provides a varied choice of activities for students. A system of self-evaluation encourages students to reflect on the benefits of CAS participation to themselves and to others, and to evaluate the understanding and insights acquired.

**IB THEORY OF KNOWLEDGE (TOK)** **semester course** **1/2 credit**

IB Diploma students **must take this two-part course**. The Theory of Knowledge (TOK) course is the core of the International Baccalaureate (IB) program. In TOK the student and teacher are challenged to explore human knowledge, how we know what we know, and how knowledge plays a role in an evolving global society. Class sessions include the extensive use of interdisciplinary classroom discussion, debate, Socratic seminars, forums, and individual/group exploration. Course work completed outside the classroom will include keeping a journal,

completing group projects and focused readings. The overall goal for TOK is to foster an appreciation for the quest for knowledge, its importance, complexities and human implications (including student bias and interpretation), and to create a foundation for the student's future participation in, and acceptance of, future societal leadership roles. **For diploma students, TOK involves approximately 120 hours of class time divided between the second semester junior year and the first semester of the student's senior year.**

# MATHEMATICS

The goal of the Kennebunk High School mathematics department is to provide challenging and varied courses that will enable students to choose a pathway, in which they can successfully complete at least three credits in math. The department recommends that students take a minimum of Algebra I, Geometry, Algebra II to meet the Maine Common Core State Standards and to graduate well prepared for post-secondary opportunities.

**KHS MATHEMATICS PROFICIENCY STANDARDS**

- **A.REI.3 -** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- **A.REI.10 -** Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- **A.SSE.2 -** Use the structure of an expression to identify ways to rewrite it.
- **F.IF.6 -** Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- **G.CO.1 -** Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- **G.SRT.8 -** Use trigonometric ratios and the Pythagorean theorem to solve right triangles in applied problems.
- **G.GMD.3 -** Use volume formulas for cylinders, pyramids, cones and spheres to solve problems

**Mathematics Course Offerings by Grade**

| Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|
| Pre-Algebra | Algebra IB | Algebra 2 | Algebra 2 |
| Algebra 1A | Algebra 1 | AP Calculus AB | AP Calculus AB |
| Algebra 1 | Algebra 2 | AP Calculus BC | AP Calculus BC |
| Geometry | AP Statistics | AP Statistics | AP Statistics |
| Algebra 2 | Geometry | Calculus CP | Calculus CP |
| | PreCalculus | Geometry | Multivariable Calculus |
| | | Precalculus | Precalculus |
| | | IB Mathematics SL | |
| | | IB Mathematics HL | |
| | | Probability & Statistics CP | Probability & Statistics CP |
| | | | Quantitative Reasoning CP/SMCC |

**Course recommendations for scheduling purposes are made by the current or most recent mathematics teacher.**

1. Dual enrollment eligible (SMCC-Quantitative Reasoning) – **Seniors only**.

2. Project Aspire eligible (USM). (Dual Enrollment)

3. Students who wish to double up in order to advance to high level math may do so by taking Geometry Honors and Algebra II Honors concurrently

**Kennebunk High School Math Department Calculator Information**

Graphing calculators are **required** tools for **IB and AP math classes** at Kennebunk High School. Students do **NOT** need to purchase a graphing calculator unless they are going to take one of the aforementioned courses. If a student is enrolled in **Algebra I, Algebra II, Geometry, or Technical mathematics**, a bi-lined scientific calculator will suffice.

Here is a limited list of recommendations (typically under $20.00):

| | | | |
|---|---|---|---|
| TI 30 xs | TI 34 | Casio fx 300 es plus | Casio fx 911 ex |
| TI 36X pro | TI 30 XiiS | Casio fx 115 es plus | |

Certain calculators have been left off this list because they are more difficult to use.

For **Precalculus Mathematics** (and all courses before): a graphing calculator is beneficial but not required.

If planning to pursue:

- **AP Statistics** or **AP Calculus** invest in a **TI -Nspire CX CAS II**.
- **IB** invest in a **TI -84 (any level).**

The TI-89 or any other type of graphing calculator is **NOT** recommended for any classes at KHS.

**ALGEBRA 1A** **1 Credit**

Algebra 1A is the first class of a two year course sequence which will cover all topics in a traditional one year Algebra 1 course. The slower pace will allow time for intervention as needed. Algebra 1A focuses on honing pre-algebra skills, introductory algebra including but not limited to understanding the real number system, solving single-variable equations and inequalities, graphing linear equations and inequalities, reading and interpreting word problems, understanding functional relationships using graphs, charts, and tables and basic probability and statistics.

Placement in Algebra IA based upon an IEP or teacher recommendation.

**ALGEBRA 1B** **1 Credit**

Algebra 1B is the second class of a two year sequence which will cover all topics in a traditional one year Algebra 1 course. The slower pace will allow time for intervention as needed. Algebra 1B focuses on honing the skills learned in Algebra 1A, solving and graphing linear equations and inequalities, reading and interpreting word problems, solving quadratic equations by graphing, by factoring, understanding functional relationships using graphs and charts, and working with rational and irrational expressions to solve simple rational and radical equations.

Placement in Algebra IB based upon an IEP or teacher recommendation.

**ALGEBRA 1 CP** **STEM** **1 Credit**

This is the first course in the college preparatory math sequence. Students will explore the language of Algebra in verbal, tabular, graphical, and symbolic forms. Problem-solving activities and applications will encourage students to model patterns and relationships with variables and functions. Topics include, but are not limited to, solving/graphing linear equations and inequalities, solving systems of equations, and properties of exponents.

**ALGEBRA 1 HONORS** **STEM** **1 Credit**

This honors level math course is a rigorous and fast-paced course that emphasizes the conceptual understanding of algebra, problem solving and reasoning. Topics to be covered include, but are not limited to, solving/graphing linear and quadratic equations and inequalities, factoring, solving systems of equations, and properties of exponents.

**Prerequisite:** Student enrollment in this course is based on the MSK teacher recommendation.

**ALGEBRA 2** **1 Credit**

Topics of instruction include, but are not limited to: the real number system, linear and quadratic equations and inequalities, graphing, systems of equations, and problem solving. Students will be placed in this course based upon an IEP or teacher recommendation.

**Prerequisite:** Successful completion of Algebra I.

**ALGEBRA 2 CP** **STEM** **1 Credit**

This is the third course in the college preparatory math sequence. The course includes a study of linear and quadratic functions through the complex number system, determinants, solving polynomials, systems of equations and inequalities, and radicals.

**Prerequisite:** Successful completion of Algebra I CP.

**ALGEBRA 2 HONORS** **STEM** **1 Credit**

This honors level math course is a rigorous and fast-paced course in which there is equal emphasis on theory and application with stress on computation accuracy and problem solving. Topics covered are properties of a number field, operations on numbers and polynomials, linear, quadratic and cubic relations and functions, systems of equations and inequalities, use of matrices and determinants, radicals, complex numbers, conic sections, and polynomial and rational functions.

**Prerequisite:** Successful completion of Algebra I Honors and teacher recommendation.

**AP CALCULUS AB** **HIGH HONORS** **STEM** **1 Credit**

This course prepares students for the Advanced Placement AB Calculus test given in May. A thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry is essential. AP Calculus covers topics that include, but are not limited to, functions and graphs, limits and continuity, differential calculus, and integral calculus. AB Calculus is a rigorous, intensive fast-paced course that allows students to pursue college level studies while still in high school. A **TI-Nspire CX CAS** graphing calculator plays a key role as a tool of analysis throughout the course and should be purchased prior to the beginning of the year.

**Prerequisite:** Successful completion of Pre-Calculus Honors and teacher recommendation.

**AP CALCULUS BC** **HIGH HONORS** **STEM** **1 Credit**

This course represents an additional semester of college calculus beyond the material studied in the AB level. BC Calculus is a rigorous, intensive, fast-paced course that allows students to pursue college level studies while still in high school. Students review AB level topics and study more advanced integral calculus as well as series in preparation for the Advanced Placement exam given in May. A **TI-Nspire CX CAS** graphing calculator plays a key role as a tool of analysis throughout the course and should be purchased prior to the beginning of the year.

**Prerequisite:** Successful completion of AP Calculus AB level and teacher recommendation.

**AP COMPUTER SCIENCE A** **HIGH HONORS** **STEM** **1 Credit**

(Grades 10,11,12)

This math elective course is highly recommended for students who wish to pursue Math, Science, Engineering or Computer majors in college. AP Computer Science provides students the equivalent of an introductory college-level course in Computer Programming. It emphasizes object-oriented programming including graphical user interfaces (GUI) using JAVA AWT and Swing widget toolkits, and Processing. Processing is a flexible software sketchbook and language for learning how to code within the context of the visual arts. Processing also supports OOP and hence is contiguous to JAVA. The course concentrates both on problem solving, algorithm design, and data structures as well as rich and unique graphics creation. The first semester will focus exclusively on learning the JAVA language while the second semester will transition into graphics with Java Swing and Processing. Students who successfully complete this course will be prepared to take the Computer Science A Exam. Instructor permission required.

**Highly Recommended:** Completion of Intro to Computer Science and Programming with Javascript and Python
**Prerequisites:** Completion of Algebra I; completion of **or** concurrent enrollment in Algebra II

**AP STATISTICS** **HIGH HONORS** **STEM** **1 Credit**

This is a fast-paced, rigorous course that represents one semester of college-level statistics and includes the topics of data analysis, probability, conducting research, and statistical inference. The class will study all topics required for the Advanced Placement exam given in May. A **TI-Nspire CX (CAS)** graphing calculator plays an integral part of this curriculum and should be purchased before the beginning of the course.

**Prerequisite:** Successful completion of Algebra I, Geometry and Algebra II and teacher recommendation.

**CALCULUS CP** **STEM** **1 Credit**

Calculus begins with a review of skills learned in algebra through advanced math using analytic geometry as the vehicle. It then delves into the two main branches of the subject – differential calculus and integral calculus. Differentiation is the process whereby one finds the rate of change of a function. Integration reverses that process to find the function, or functions, whose rate of change is known. These skills are then applied in problem-solving situations ranging from graphic analysis to finding the volume of irregularly shaped solids. A graphing calculator is not mandatory, but highly recommended. The graphing calculator in the online program DESMOS works fine for CP Calculus.

**Prerequisite:** Successful completion of Pre-Calculus.

**GEOMETRY** **1 Credit**

This course will cover various Geometry topics and principles, including coordinate and spatial geometry, introductory trigonometry, angles, parallel lines, congruent and similar triangles, polygons and other figures, circles, the Pythagorean Theorem, area and volume. We will also focus on problems that serve to review our Algebra skills and continue to develop our critical thinking skills through various problem-solving and real-world situations. Students will be placed in this course based upon an IEP or teacher recommendation.

**Prerequisite:** Successful completion of Algebra I.

**GEOMETRY CP** **STEM** **1 Credit**

CP Geometry is an integrated approach to the study of geometry. Topics include 2-dimensional and 3-dimensional figures, right triangle trigonometry, polygons and circles. The course combines algebra skills with geometric concepts.

**Prerequisite:** Successful completion of Algebra I CP.

**GEOMETRY HONORS** **STEM** **1 Credit**

This is a fast-paced rigorous course that requires a firm knowledge of Algebra I topics for the student to be successful. Students will employ both deductive and inductive problem solving techniques to solve "real-world" problems and to verify properties of figures presented in coordinate geometry and logic. Lessons

motivate students to master the content they need to solve application, connection, or integration problems.

**Prerequisite:** Successful completion of Algebra I Honors and teacher recommendation.

**IB MATHEMATICS HL** **HIGH HONORS** **STEM** **2 credits over 2 years**

**IB Mathematics HL 1 is taken junior year.** **IB Mathematics HL 2 is taken senior year.**

Students will have a choice between Analysis and Approaches which is a calculus-focused course or Applications and Interpretation which is a statistics' focused course. Students taking the International Baccalaureate Mathematical Studies HL course will follow the curriculum outlined by the International Baccalaureate Diploma Program. This course caters to students who have a strong background in mathematics and a competent range of analytical and technical skills. These students tend to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. A TI-84 (or similar) graphing calculator plays an integral part of this curriculum and should be purchased before the beginning of the course.

Students will sit for the IB exam in May of their senior year. In addition to completing two pieces of work for the portfolio, students will be assessed in the form of tests, quizzes and homework.

**Prerequisite:** Successful completion of Precalculus Honors and teacher recommendation. Completion of AP Statistics highly recommended. A TI-84 (or similar) is required.

**IB MATHEMATICS SL** **HIGH HONORS** **STEM** **2 credits over 2 years**

**IB MATHEMATICS SL 1 is taken junior year.** **IB Mathematics SL 2 is taken senior year.**

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling: seasonal weather patterns, global warming, investments, animal populations, inflation, moving objects, etc. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.
The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

In year two of the program, students will explore the math behind one of their own personal interests and create a paper and presentation.

Senior year students will sit for the IB exam in May.

**Prerequisite:** Successful completion of Algebra I, Geometry, and Algebra II and teacher recommendation. A TI-84 (or similar) is required.

**MULTIVARIABLE CALCULUS** **HIGH HONORS** **STEM** **1 Credit**

In Multivariable calculus, students will extend what was learned in AB and BC calculus, to see how single-variable calculus generalizes to higher dimensions. Students will study vectors and curves in two- and three-dimensional space, as well as differentiation and integration of multivariable functions. A TI-Nspire CX CAS graphing calculator plays a key role as a tool of analysis throughout the course and should be purchased prior to the beginning of the year.

**Prerequisite**: Successful completion of AP BC Calculus and teacher recommendation ONLY.

**PRE-ALGEBRA** **1 Credit**

This course is designed to reinforce arithmetic skills, including fractions, exponents, and decimals. The course will also introduce topics in number theory and algebra, including common divisors and multiples, primes and prime factorizations, basic equations and inequalities, ratios, percents and square roots.

Placement in pre-algebra is based upon an IEP or teacher recommendation.

**PRECALCULUS CP** **STEM** **1 Credit**

This course is designed to prepare students for high school college preparatory calculus or a college- level advanced algebra class. Topics include the derivation and use of trigonometric and circular functions and their properties, identities, linear functions, the nature of graphs, polynomial and rational functions, polar graphs, linear functions, and exponential and logarithmic functions. Applications using the graphing calculator will be integrated into many of the topics taught.

**Prerequisite:** Successful completion of Algebra I, Geometry, and Algebra II

**PRECALCULUS HONORS** **STEM** **1 Credit**

This is a fast-paced, rigorous and in-depth course designed to prepare students for college-level calculus (including AP-level). Topics include the derivation and use of circular and trigonometric functions and their applications, series and sequences, linear functions and limits, exponential and logarithmic functions, and an introduction to calculus (derivatives and integrals) as well as the appropriate language used. Applications using the graphic calculator will be integrated into many of the topics taught.

**Prerequisite:** Successful completion of Algebra I, Geometry, and Algebra II Honors and teacher recommendation.

**PROBABILITY AND STATISTICS CP** **STEM** **1 Credit**

Statistics involves putting mathematics to scientific use in the form of data comparison, analysis, and presentation. Statisticians use this knowledge to design, collect, and interpret data experiments surrounding many different fields of industry. This includes, but is not limited to, fields of economics, medicine, psychology, marketing, public health, biology and sports. (Probability is an essential component of Statistics). This course is designed to introduce major concepts of statistics and statistical methods for any student who has completed Algebra II. Though beneficial, a graphing calculator is not a required purchase for this course.

**Prerequisite:** Successful completion of Algebra II.

**SMCC MATH 112 - QUANTITATIVE REASONING** **STEM** **1 Credit**

This dual enrollment course will be offered at Kennebunk High School during the school day and will be taught by a KHS teacher. This course explores connections between mathematics and various facets of modern life. Quantitative Reasoning enables both understanding and decision-making about aspects of work, money management, civic participation, and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling, and geometry.

**Prerequisite:** Successful completion of Algebra I, Geometry, and Algebra II. Application for dual enrollment required.

**QUANTITATIVE REASONING CP** **STEM** **1 Credit**

This course, open to seniors, is designed for those who do not plan to major in technical or scientific fields that require mathematics beyond Algebra II. This course explores connections between mathematics and various facets of modern life. Quantitative Reasoning enables both understanding and decision-making about aspects of work, money management, civic participation, and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling, and geometry.

**Prerequisite:** Successful completion of Algebra I, Geometry, and Algebra II.

# MUSIC

The scheduling of our music Ensemble permits us to grant one (1) credit toward graduation for each full year of participation in Concert Choir or Chamber Singers. This policy will apply only to those individuals who satisfy the following requirements:

- Enrollment in the program for the entire year.
- Participation in the music program for one full block of Concert Choir, band, wind ensemble, chamber singers and participation in all required activities.

| KHS MUSIC PROFICIENCY STANDARDS |
|---|
| • **CONNECTING:**<br>  ○ Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.<br>• **CREATING:**<br>  ○ Organize and develop artistic ideas and work.<br>• **PRESENTING:**<br>  ○ Develop and refine artistic techniques and work for presentation.<br>• **RESPONDING:**<br>  ○ Interpret intent and meaning in artistic work. |

**Course Offerings**

| **Full year 1-credit courses** |
|---|
| Chamber Singers *(by audition only)*<br>Concert Band<br>Concert Choir<br>Digital Music & Audio Production I<br>Digital Music & Audio Production II<br>IB Music SL 1 and 2 *(two year commitment)* 2 cr. **Gr 11-12**<br>Musical Collision<br>Music Theory Honors **Gr 11-12**<br>Voice Lab<br>Wind Ensemble *(by audition only)* |
| **Semester courses ½ credit** |
| Honors Instrumental Studies<br>Unified Music Makers<br>Piano Lab<br>Ukulele |

**CHAMBER SINGERS HONORS** (Grades 9-12) **1 Credit**
**Prerequisite: Successful auditions**

Chamber Singers is an honors-level, balanced vocal group composed of the top vocalists at KHS. Admission to the group is by audition in the spring. Besides demonstration of advanced vocal skills, other criteria for acceptance include: dedication, attitude, potential for growth, past performance and participation, and/or a recommendation from another vocal instructor. **Participation in major performances outside of school (barring illness/emergency) is required for credit.**

**CONCERT BAND** **1Credit**

**Prerequisite: None**

Open to all high school students interested in learning a concert band instrument. Music topics include: instrument performance technique, rhythms – dotted quarter and eighth and sixteenth notes, simple and compound meter, key signatures up to three sharps and three flats, and playing a chromatic scale (within the given range for each instrument.) Band meets one full block every other day. All performance commitments (parades, concerts, pep band) must be met. **Participation in major performances (barring illness or emergency) is required for credit.**

**CONCERT CHOIR** **1 Credit**

**Prerequisite: None**

No prior experience necessary! Come learn to sing in a supportive environment where all abilities and experiences are embraced. Concert Chorus is open to any high school student with a desire to sing adult-level choral music and a desire to become a better singer. A strong emphasis is placed on the development of the voice and ear as well as music literacy. **Participation in major performances (barring illness or emergency) is required for credit.**

**DIGITAL MUSIC & AUDIO PRODUCTION** **1 Credit**

**Prerequisite: None**

No prior musical experience necessary! Digital Music and Audio Production is a class meant for exploring how to create music and sounds through the use of technology. Students will learn how to read and write sheet music, explore music writing software, understand the process of creating original music, and then try their hand at the craft. They will also explore live recording and sound management, sound production and mixing to create original sounds and effects, and creating their own radio show, podcasts, and more! This class will offer a chance for students of all different musical backgrounds to develop their skills, explore the world of audio production, and increase their musicality and creativity.

**DIGITAL MUSIC & AUDIO PRODUCTION II** **1 Credit**

**Prerequisite:** Completion of Digital Music and Audio Production

In this course, students will take the leap from creating music digitally, to recording and editing live sound. Learn about equipment such as microphones, cables, and sound boards, explore software and tools to manipulate recordings, and apply your knowledge to a live audio setting.

**IB MUSIC SL 1 HIGH HONORS** **1 Credit**

**IB Music SL 1 is taken junior year.**

**Prerequisite: 2 credits of music and must be in a Band or Choir**

This course is designed for music students with varied backgrounds in music performance, either solo and/or group performers and students who wish to study composition. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. Students will be expected to demonstrate their understanding of music by performing solo or in a group or through composition, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by exploring their own composition writing. External assessments of listening and musical investigation constitute 50% of the grade. Internal assessments in the areas of performance and composition fulfill the remaining 50% of the grade.

Students must have a good working knowledge of music fundamentals to enroll in the class. They will study

music of many cultures and time periods to understand fully its musical construction and societal connections. Students will compose and/or perform significant works. Supplemental private lessons are recommended but not required. This course prepares students for the Standard Level examination in IB Music to be taken at the end of the course of study. A culminating performance or demonstration of the students' compositions is required in addition to the written exam.

**IB MUSIC SL 2 HIGH HONORS** **1 Credit**

**IB Music SL 2 is taken senior year.**

**Prerequisite: IB Music 1 and must be in a Band or Choir**

This course is a continuation of IB Music 1. The aim of the IB music program is to give students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them to creatively develop their knowledge, abilities and understanding through performance and composition. Students will be expected to demonstrate their understanding of music by performing solo or in a group or through composition, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by exploring their own composition writing. External assessments of listening and musical investigation constitute 50% of the grade. Internal assessments in the areas of performance and composition fulfill the remaining 50% of the grade. Students will be expected to participate in all internal and external assessments for the IB Music Exam.

**INSTRUMENTAL STUDIES *Honors*** **½ Credit**

**Prerequisite: None**

Students who wish to participate must play an **instrument**. In Honors Instrumental Studies, students are given the chance to explore solo and chamber music for their instrument and further develop their musical skills. Students can work towards auditions, music festivals, composition, learning new instruments, and any other instrumental exploration they can think of. This class is open to all levels of instrumental players. Honors option available based upon audition with instructor.

**UNIFIED MUSIC MAKERS** **½ Credit**

**Prerequisite:** permission of the instructor. *The course may be repeated with instructor's permission.*

This course offers a creative approach for learning music, voice, and other instruments. The course allows for meaningful involvement that ensures that every student is given an opportunity to contribute to the success of the class through his/her unique skills and qualities. Students will work together on music lessons and goals. Musical instruction may include movement, performance, and responding to musical listening. There will be a quality of social interaction and communication among classmates that allows everyone to participate fully and enjoy a positive experience.

**MUSIC THEORY I HONORS** **1 Credit**

**Prerequisite:** 2 years of music, and/or permission of the instructor

This course is taught concurrently with IB Music SL 1 and is intended for musicians who want to further their knowledge of music without committing to the two year IB track. Students will be expected to demonstrate their understanding of music by performing solo or in a group or through composition, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by exploring their own understanding of musical theory conventions through composition writing. Students

will have the option of taking the AP test in May.

**MUSIC THEORY II HONORS** **1 Credit**

**Prerequisite:** Honors Music Theory 1 or IB Music 1

This course is a continuation of Music Theory 1. Students will continue to develop compositional styles and abilities. They will also explore large composition works and be sharing their musical creations with their peers. This is for those who have a strong understanding of music theory and wish to push their creativity to the next level.

**MUSICAL COLLISION** **1 Credit**

**Prerequisite: None**

Have you ever wanted to run up and play on the drums? Have you ever wanted to see how loud you can hit the gong? Now is your chance! In Musical Collision, you will learn all about the percussion instruments, how to read music, and play to your heart's content. No previous musical experience is required, and it is open to all students. Come make loud and crazy music in Musical Collision!

**PIANO LAB** **½ Credit**

**Prerequisite: None** *Piano Lab may be repeated with instructor's permission.*

No experience required! Learn to read music and play piano through the use of a Piano Keyboarding MIDI Lab. Individual keyboard stations allow students to move at a pace that is appropriate for their learning needs. This is a continuation of the Middle School piano curriculum, and all grades and abilities are welcome.

**UKULELE** **½ Credit**

**Prerequisite: None**

Come learn how to play the ukulele! In this course students will explore ukulele techniques through song. Learn your favorite songs, the greatest hits from the past 50 years, and more! No musical experience required.

**VOICE LAB** **1 Credit**

**Prerequisite: Must have taken at least one year of chorus at KHS or have instructor approval.**

Voice class is geared toward the solo singer. Students will learn basic vocal techniques in any/all styles of music (classical, jazz, pop, broadway, rock). We will explore the history of vocal performance, learn basic vocal physiology, and even learn about the music industry and how to navigate the business side of performing.

**WIND ENSEMBLE HONORS** **(Grades 9-12)** **1 Credit**

**Prerequisite: Successful audition.**

Wind Ensemble is open to any high school students who demonstrate above average skills on their instruments and motivation toward high standards of performance. Admission to this class is by audition in the spring. Other criteria include attitude, potential for growth, past performance, and recommendation from a private instructor. Private instruction is recommended but not required. The director will make the final selections for this performing group. All performance commitments (concerts, parades, pep band) must be met. **Participation in major performances (barring illness or emergency) is required for credit.**

# PHYSICAL EDUCATION

The purpose of the physical education program is to guide students in the process of becoming physically active for a lifetime. Physical education is a component of education that takes place through participation and movement. Students should integrate and apply skills learned in physical education to their everyday life. In addition, numerous benefits result from participating in a quality program such as learning how to live an active and healthy lifestyle, proper nutrition, skill development, improved physical fitness, goal setting, self-discipline, leadership, cooperation, stress reduction, enhanced self-efficiency, and strengthening peer relationships. **All students must pass two semesters of PE for the graduation requirement**; additional credits may be earned.

| KHS PHYSICAL EDUCATION PROFICIENCY STANDARDS |
|---|
| • The physically literate individual applies knowledge of concept, principles, and strategies and tactics related to movement and performance.<br>• The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.<br>• The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. |

## LIFETIME/OUTDOOR ACTIVITIES

**½ Credit**

This class is designed to help students best understand how to initiate independent responsible behaviors relating to numerous Life Sports and activities. The course will be supportive of those students looking to gain exposure to living an "Active, Healthy Lifestyle" in a combination of **competitive and non-competitive** activities. Students will gain an understanding of activities they can participate in later in life (indoor and out). Students will be able to perform and analyze skills necessary for participation. Activities will include golf, tennis, badminton, bowling, skating, pickleball, project adventure, biking, canoeing, etc.

## PERSONAL FITNESS

**½ Credit**

This class is designed as a new approach to physical education and the concept of personal fitness. The basic purpose is to motivate students to strive for lifetime personal fitness with emphasis on health and wellness. Students improve their fitness within the class and learn the process of becoming fit. The concept of wellness, striving to reach optimal levels of health, is the cornerstone of this course. This class is NOT recommended for those students who are currently involved in a weight training program. Activities will include weight training, yoga, HIIT workouts, circuit training, band workouts and an introduction to spinning @ Quest Fitness.

## RAMS

(Grades 10, 11, 12) **½ Credit**

RAMS is designed to help students initiate independent and responsible behaviors relating to a variety of traditional "team sports". This is for the student who is looking for a competitive atmosphere and who is

willing to work cooperatively with teammates and classmates. Students will learn to develop skill, analyze performance and interpret rule application to games being played. If there is enough interest we will have 2 offerings for this course in order to meet the needs of each individual. Activities such as touch football, ultimate frisbee, tchoukball, floor hockey, team handball volleyball, etc. will be included.

**STRENGTH AND CONDITIONING** (Grades 10, 11, 12) **½ Credit**

Strength & Conditioning is open to students in grades 10-12. The course involves vigorous physical activity designed to improve the student's fitness and knowledge of maintaining a healthy lifestyle. This is NOT a beginning lifting class. The curriculum is performance-based and is structured around the Kennebunk High School Athletic department lifting program. The class has a high emphasis on fitness, exercise and personal development. Students will perform lifts that directly correlate to functional movements that support athletic performance. In addition, students will be expected to create plans that are sport specific in terms of their in-season and off-season training.

**Prerequisite: must have completed at least one semester of either Lifetime/Outdoor activities, or Personal Fitness. Instructor approval required.**

# SCIENCE

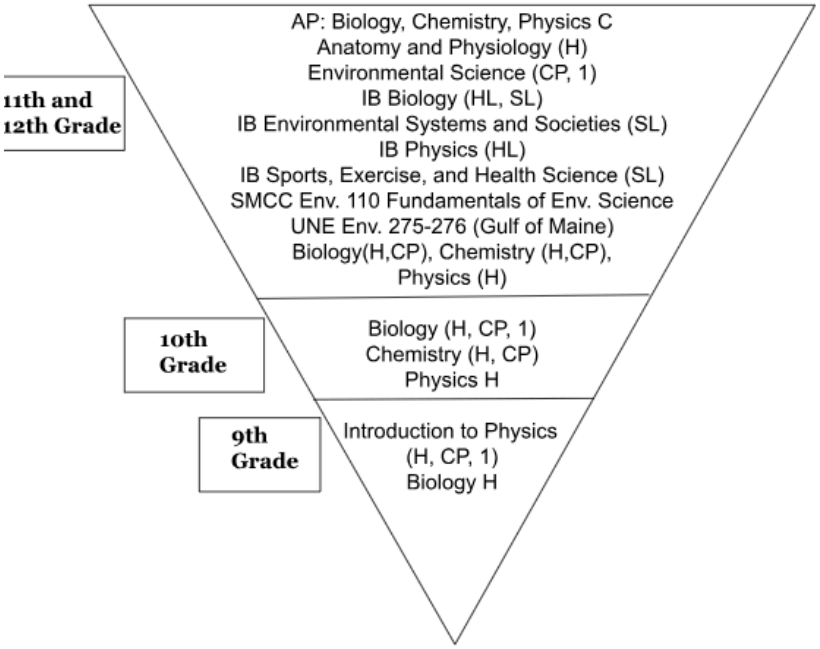
## KHS Science Department Mission Statement

*The mission of the KHS Science Department is to give students the skills, knowledge, and experiences needed to become scientifically literate critical thinkers able to apply scientific principles to real world problems.*

Students must take **three (3) years of science**. Students preparing for college should take at least two years (three years recommended) of laboratory sciences. Colleges typically consider Biology, Chemistry, Physics and Anatomy at the CP or higher level to be "lab sciences".

| KHS SCIENCE PROFICIENCY STANDARDS |
|---|
| **Questioning:**<br>● Ask questions and define problems to formulate empirically testable questions<br>● Ask questions and define problems to refine empirically testable questions<br>● Ask questions and define problems to evaluate empirically testable questions<br>**Planning and Carrying Out Investigations**<br>● Plan a sound inquiry-based investigation using the scientific method<br>● Execute a sound inquiry-based investigation using the scientific method<br>**Modeling**<br>● Use models to predict and show relationships among variables between systems and their components in the natural and designed worlds.<br>● Develop models to predict and show relationships among variables between systems and their components in the natural and designed worlds.<br>● Refine models to predict and show relationships among variables between systems and their components in the natural and designed worlds.<br>**Mathematical Application**<br>● Students will use mathematics to analyze, represent, and model data<br>● Students will use computational tools to analyze, represent, and model data<br>**Analysis**<br>● Analyze data for statistical analysis<br>● Compare data sets for consistency<br>● Use models to generate and analyze data |
| **Obtaining, Evaluating and Communicating Information**<br>● Students will obtain information<br>● Students will evaluate the validity and reliability of claims, methods, and designs<br>● Students will communicate scientific and/or technical ideas, and phenomena (orally, graphically, textually, mathematically)<br>**Engaging in Argument from Evidence**<br>● Student will engage in argument using appropriate and scientific evidence<br>● Students will use scientific reasoning to defend and critique claims and explanation |

# KHS Science Course Offerings 2025-2026




| Enrollment Requirements of Course Offerings |
|---|
| ***9th Grade***<br>**Biology (H)- Open to all grades. Concurrent enrollment in Algebra II is required. Teacher recommendation is required.**<br><br>**Introduction to Physics- 9th grade course. Honors level requirement is concurrent enrollment in Geometry. CP Level requirement is concurrent enrollment in Algebra 1. Teacher recommendation required.**<br><br>***10th Grade***<br>**Physics (H) and Chemistry (H)- Completion or concurrent enrollment in Algebra II required. Placement test required.**<br><br>***11th and 12th Grade***<br>**Anatomy and Physiology (H)- Completion of Biology, concurrent enrollment in Chemistry.**<br><br>**AP Courses- Students will be required to take the Advanced Placement test in May.**<br><br>**IB Courses- Students will be required to take the IB test in May of senior year.**<br><br>**Dual Enrollment Courses - Minimum SAT scores, application, teacher recommendation.** |

*Note: All IB offerings are two- year courses.*

Items to Consider:

1. Students must meet all course prerequisites.
2. Students may consider taking two sciences in a given year.
3. Science credits may be possible through vocational options. See Guidance for details.
4. Current science teacher recommendations will be heavily considered.
5. Students who wish to elect a course at a higher level than recommended must submit a request to the principal for reconsideration.

It is suggested that student course selections in sophomore, junior and senior years include at least one physical science and one biological science course.

| **Biological Science Courses** | **Physical Science Courses** | **Environmental Science Courses** |
|---|---|---|
| Biology | Chemistry | Environmental Science |
| Anatomy & Physiology | Physics | IB Environmental Systems & Societies |
| | | UNE ENV 261-2 (Gulf of Maine) |

# Biological Science Courses

**ANATOMY AND PHYSIOLOGY HONORS** **STEM** **1 Credit**

This lab science course is open to twelfth graders and is designed to aid students who may wish to pursue a career in the medical field with emphasis on the human body and its physiological principles. In studying the human body, students will approach anatomy from a systemic perspective. They will learn the anatomy of a particular system (skeletal, muscular or circulatory) and delve into the physiology of the system – the processes and functions that make each system work. Students will explore how the body meets changing demands while maintaining the homeostasis necessary for the functioning of cells, tissues and organs. They will explore what occurs when systems malfunction. Students will study a combination of lectures, readings, study guides, simulations, projects, microscope slides, specimens and dissections.

**Prerequisites**: 1. Successful completion of Biology CP **and** Chemistry CP.
2. Teacher recommendation.
3. Open to twelfth grade students.

**AP BIOLOGY** **HIGH HONORS** **STEM** **1 Credit**

The AP biology course is designed to be the equivalent of a two-semester college introductory biology course. AP Biology differs significantly from honors or CP biology with respect to the textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students. This course will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Additional lab time may be required beyond the normal class schedule because of the nature and duration of experiments. Students taking AP Biology are expected to take the AP exam in the spring.

**Prerequisites**: 1. Successful completion of Honors Biology and CP Chemistry
2. Teacher Recommendation

**BIOLOGY** **1 Credit**

This course is designed to allow the student to meet the expectations of one of three required lab sciences. Biology is designed for those who need more support to earn credit in biology. As a survey course, it follows the traditional CP biology sequence. Laboratory skills, reading, organization, and study skills are coupled with content and emphasized throughout the year. Students register based upon IEP or teacher recommendation.

**Prerequisite**: Completion of Introduction to Physics

**BIOLOGY CP** **STEM** **1 Credit**

College Prep biology is a full year course that focuses on the basic concepts of the living world. The core principles of science are used to promote an understanding and appreciation of the complexity, diversity, and interconnectedness of life on earth. The course focuses on: correlation between structure and function starting at molecular level and up to the level of organisms; principles of classical and molecular genetics and evolutionary theory; energy transformations within living systems; and interactions between organisms and their environment.

Laboratory investigations and dissections are an important aspect of the course. Students will gain skills using laboratory apparatus and correct laboratory techniques and procedures. Dissections of chosen organisms and/or organs will be used to promote the understanding of organization and functions of living things.

**Prerequisite**: Successful completion of Introduction to Physics

**BIOLOGY HONORS** **STEM** **1 Credit**

Honors biology is a full year course for highly motivated students with a strong interest in science. The course is an in-depth study of the major concepts of the living world and students are expected to demonstrate understanding through a variety of higher order thinking processes. The core principles of science are used to promote deep understanding and appreciation of the complexity, diversity, and interconnectedness of life on earth. The course focuses on: correlation between structure and function starting at molecular level and up to the level of organisms; principles of classical and molecular genetics and evolutionary theory; energy transformations within living systems; and interactions between organisms and their environment.

Laboratory investigations and dissections are used extensively. Students will gain skills using laboratory apparatus and correct laboratory techniques and procedures. Dissections of chosen organisms and/or organs will be used to promote the understanding of organization and functions of living things. Laboratory assignments and projects may require use of the laboratory facilities after regular school hours. It is expected that each student may complete a minimum of one major research paper or project during the course.

**Prerequisites**: Successful completion of Introduction to Physics Honors; and teacher recommendation.

**IB BIOLOGY HL** **HIGH HONORS** **STEM** **Not Offered in 25-26** **1 Credit per year**

The HL Biology course will be scheduled for the student's junior and senior years with both internal and external assessment. This course meets the requirement of 240 instructional hours. HL Biology is designed to provide students with an in-depth view of the science of biology, the chemistry of life, the anatomy and physiology of the cell, evolution and genetics, diversity of the six kingdoms, the human body systems and ecology. Through research, laboratory experiences, data collecting and analysis and scientific investigations, students will become proficient in the use of laboratory equipment and written communication skills. In addition, students will be required to read and analyze current scientific journal articles to raise their awareness of advances in biotechnology and bioengineering.

**Prerequisite**: Successful completion of Chemistry CP.

**IB BIOLOGY SL** **HIGH HONORS** **STEM** **Not Offered in 25-26** **1 Credit per year**

The two-year SL Biology course meets the requirements of 150 hours of instructional time. It is designed to provide students with an in-depth view of the science of biology, the chemistry of life, the anatomy and physiology of the cell, evolution and genetics, diversity of the six kingdoms, the human body systems and ecology. Through research, laboratory experiences, data collecting and analysis and scientific investigations, students will become proficient in the use of laboratory equipment and written communication skills. In addition, students will be required to read and analyze current scientific journal articles to raise their awareness of advances in biotechnology and bioengineering.

**Prerequisite**: Successful completion of Chemistry CP.

**IB SPORTS, EXERCISE, AND HEALTH SCIENCES SL**

**HIGH HONORS** **STEM** **1 Credit per year**

Sports, Exercise, and Health Sciences (SEHS) is a **two-year SL course** that meets the requirements of 150 hours of instructional time. SEHS is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4 and incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out experimental investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding to apply scientific principles and critically analyze human performance. SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. Students will take the IB Exam in May of the second year.

**Prerequisite**: 1. Successful completion of Biology CP or Biology Honors or Chemistry Honors
2. Teacher recommendation

# Physical Science Courses

**AP CHEMISTRY** **HIGH HONORS** **STEM** **1 Credit**

The AP Chemistry course is designed to be the equivalent of a first year college General Chemistry course. Emphasis will be placed on the depth of understanding of chemical concepts, chemical calculations, and the mathematical formulation of principles. A quantitative laboratory program will provide a well-rounded experimental chemistry experience. The course will prepare the student for the AP Chemistry Exam given at the end of the year. All students in this course will take the AP Exam.

**Prerequisites:** 1. Successful completion of **Chemistry Honors** & Algebra II.
2. Teacher recommendation.

***AP PHYSICS 1*** ***HIGH HONORS*** ***(not offered in 25-26*** ***STEM*** ***1 Credit***

The AP Physics 1 course is designed to be the equivalent of a first-year, algebra-based college General Physics course. Emphasis will be placed on the depth of understanding of physical concepts, and the mathematical formulation of physical principles. A quantitative laboratory program will provide a well-rounded experimental physics experience. The course will prepare the student for the AP Physics 1 Exam given at the end of the year. All students who take this course will take the AP Exam.

Topics studied will include: Kinematics; Newton's Laws of Motion; Gravitation and Circular Motion; Work, Energy, Power, and Linear Momentum; Torque and Rotational Motion; Simple Harmonic Motion, Waves and Sound; Electrostatics and Simple Electric Circuits.

**Prerequisites:** 1. Average of B or better in 9th Grade Physics, and either Biology or Chemistry.
2. Completion of Algebra II with a B or better.
3. Completion or concurrent enrollment in either Precalculus or Calculus.

**AP PHYSICS C** **HIGH HONORS** **STEM** **1 Credit**

The AP Physics C course is designed to be the equivalent of a first-year calculus-based college General Physics course. Emphasis will be placed on the depth of understanding of physical concepts, and the mathematical formulation of physical principles. A quantitative laboratory program will provide a well-rounded experimental physics experience. The course will prepare the student for the AP Physics C Exam given at the end of the year. All students who take this course will take the AP Exam.

Topics studied will include: Kinematics; Projectile Motion; Newton's Laws of Motion; Gravitation and Circular Motion; Work, Energy, Power, and Linear Momentum; Torque and Rotational Motion; Angular Momentum; Simple Harmonic Motion; Planetary Motion.

**Prerequisites:** 1. Average of B or better in two of either 9th Grade Physics Honors, Biology Honors or Chemistry Honors.
2. Completion or concurrent enrollment in AP Calculus AB.

**CHEMISTRY CP** **STEM** **1 Credit**

This course presents all the important basic principles and ideas of chemistry. An approach is used which includes extensive laboratory work and mathematical problem solving to investigate matter, energy, periodicity, principles of reactions, stoichiometry, bonding, gas laws, acid-based reactions, and redox reactions. Students will be expected to use various research techniques throughout the course.

**Prerequisites:** 1. Successful completion of Introduction to Physics CP & Geometry CP
2. Concurrent enrollment in Algebra 2 CP

**CHEMISTRY HONORS** **STEM** **1 Credit**

Techniques of problem solving using mathematics and chemical theory will be emphasized. Principles and ideas will be developed from direct laboratory experiences and application of chemistry to practical situations. Topics investigated will include matter, stoichiometry, periodicity, structure and bonding, reactions, kinetics, equilibrium, acid-based reactions, redox reactions, thermodynamics, and special topics to be announced.

Formal research papers and/or projects may be required each semester. The computer will be used as a tool for simulation, laboratory data collection, and calculation.

**Prerequisites**: 1. Successful completion of or concurrent enrollment in Algebra II.
2. Teacher recommendation
3. Placement Test.

**IB PHYSICS HL** **HIGH HONORS** **STEM** **Not Offered in 25-26** **1 credit per year**

IB Physics HL, offered over a two-year period, includes all of the Core topics 1) Physics and physical measurement, 2) Mechanics, 3) Thermal Physics, 4) Oscillations and waves, 5) Electric Currents, 6) Fields and forces, 7) Atomic and nuclear power, 8) Energy, power and climate change; Additional higher level topics 9) Motion in fields, 10) Thermal Physics, 11) Wave phenomena, 12) Electromagnetic Induction, 13) Quantum physics and nuclear particles, and 14) Digital technology. Two additional options will be selected during the second year of the program. These will be selected from E) Astrophysics, F) Communications, G) Electromagnetic Waves, H) Relativity, I) Medical Physics and J) Particle Physics.

Students in IB Physics (HL) will experience many lab experiments in their pursuit for an understanding of the physical world. A minimum of 60 hours will be spent on investigations (Labs), ten of which will be spent on their Group 4 Project. The HL Physics course meets the requirement of 240 instructional hours.

**INTRODUCTION TO PHYSICS – ( plus CP & HONORS)** **1 Credit**

**CP and Honors are STEM courses**

This course focuses on scientific writing and graphical analysis. Grade 9 Physics is taught via modeling. This method requires students to make connections between graphical analysis and mathematical relationships. Students are required to think about experimental design, make decisions based upon their suppositions and work in groups. These skills will be honed through the year. Group work within the classroom's scientific community is essential. Modeling provides a deeper understanding of the mathematics behind Newton's laws of Motion, momentum, energy, waves and light.

**Prerequisite: Honors Level -** Successful **completion** of Algebra I Honors
**CP Level: Concurrent enrollment** Algebra I CP.

**PHYSICS HONORS** **STEM** **1 Credit**

This course is open to all students grades 10-12 interested in an honors-level Physics course. Emphasis will be placed on the depth of understanding of physical concepts, and the mathematical formulation of physical principles. A quantitative laboratory program will provide a well-rounded experimental physics experience. Topics studied will include: Kinematics; Newton's Laws of Motion; Gravitation and Circular Motion; Work, Energy, Power, and Linear Momentum.

**Prerequisites:** 1. Successful completion of Geometry Hon.; completion of or concurrent enrollment in Algebra II Hon.

2. Teacher recommendation.

## Environmental Science Courses

**ENVIRONMENTAL SCIENCE (1)** **Grades 11-12** **1 Credit**

This course, open to juniors and seniors, is designed to allow the student to meet the expectations of one of three required lab sciences as well as provide additional opportunities for meeting KHS proficiency standards for Science and Technology. This course integrates physical and biological sciences (chemistry, biology, ecology, geology, oceanography, and atmospheric science) to study the environment and possible solutions to environmental problems. The course will primarily be taught through hands-on labs as well as discussions and activities designed to investigate current environmental issues.
**Prerequisite:** Successful completion of Biology

**ENVIRONMENTAL SCIENCE CP** **STEM** **1 Credit**

This course, open to juniors and seniors, integrates physical and biological sciences (chemistry, biology, soil science, geology, and geography) to study the environment and possible solutions to environmental problems. Issues will be looked at through local, regional, national and global lenses. Science, policy, economics, and political issues will be examined in the full scope of environmental issues, providing an integrated, quantitative, and interdisciplinary approach.

Topics include ecology, nutrient cycling, populations, natural resources, biodiversity, human health, climate change, and environmental issues. Classwork is reading and writing intensive. Laboratory experiments are conducted in the classroom and at least one independent field study will be conducted outdoors. Class discussions will be frequent, dynamic, and evidence-based.

**Prerequisite**: Successful completion of Biology or Chemistry.

**IB ENVIRONMENTAL SYSTEMS & SOCIETIES SL** **HIGH HONORS** **STEM**
**1 Credit per yr**

The purpose of this two-year course is to expose students to the interrelationships between the environment and societies. Students will learn to make an informed personal response on a wide range of pressing global issues. This course is unique in that it contains the study of various sciences coupled with societal viewpoints. These topics are integrated in order to help students understand the environment and its sustainability.
This course of study will:

- provide the skills necessary for students to conduct and design experiments, collect and analyze data, explain the basic principles of ecology and analyze human impacts on the environment.
- promote cultural awareness.
- connect technology and its influence on the environment and explore the variety of links connecting global societies to the environment.

**Prerequisite**: Successful completion of Biology CP or Chemistry CP.

**SMCC ENVR 110- FUNDAMENTALS of ENVIRONMENTAL SCIENCE** **STEM**
**1 Credit**

This full year Southern Maine Community College dual enrollment course will be offered at Kennebunk High School during the school day and will be taught by a KHS teacher. This survey course is designed to provide students with a sound foundation in basic principles and unifying concepts of Environmental Science. Topic selection is based on major themes of modern environmental sciences: humans and sustainability; science and ecological principles; sustaining biodiversity and natural resources; and sustaining environmental quality and human societies. Students will gain an awareness of the importance of Earth's systems in sustaining our daily lives, plus the scientific foundation and tools needed to apply critical thought to contemporary environmental issues.

**Prerequisite(s)**: Successful completion of Biology CP OR Chemistry CP; **minimum SAT scores- EBRW 480 AND MATH 480**; teacher recommendation; **application** required;

**UNE ENV 261-262 GULF OF MAINE FIELD STUDIES** **STEM** (Grades 11-12)
**1 Credit**

This course is partnered with the University of New England, The Gulf of Maine Institute and the Kennebunkport Trust. Students who successfully complete the course will be awarded college credit from the University of New England. **Registration for this year long is required. Students will complete registration through guidance prior to the end of the school year in the spring.** Fee of $155 total is to be paid at the time of registration. Seniors will be given priority.

Students will learn how to tackle environmental problems in local communities by using the changing Gulf of Maine (GoM) as a laboratory. The impacts of climate change on the Gulf, as well as mitigation and adaptation strategies will be explored. Students will focus on solving a specific problem or issue important to local citizens. Field work at Kennebunkport Conservation Trust's Goat Island, research, interactions with community members, scientists and other professionals are important components of this course, as well as a collaborative and self-directed learning approach. Communication with a variety of audiences through oral presentations and writing will be emphasized.

The course will be interdisciplinary in nature, and will require a broad skill set that will promote holistic thinking, engagement and action about environmental issues. Students will create innovative solutions through collaboration with community members and professional scientists in the Gulf, and also compose, justify and articulate persuasive arguments about complex environmental issues based on evidence. This course is designed around fieldwork and fieldwork is conducted in all kinds of weather and proper footwear is a must (waterproof, insulated boots) etc. In addition, students are required to provide their own transportation to and from fieldwork. Parent permission regarding transportation is required and obtained during registration.

**Prerequisite**: Teacher recommendation; **Completion of one or more of the following Honors level courses with a grade of B or higher:** SMCC Fundamentals of Environmental Science, IB Environmental Systems and Societies SL 1, Biology Honors, or Chemistry Honors. A fundamental understanding of ecology concepts is required. **Students must meet the minimum UNE PSAT/SAT requirement of 1030 combined. Application is required.**

# SOCIAL STUDIES

The mission of the KHS Social Studies Department is to challenge students to evaluate multiple perspectives through inquiry, and practice civil discourse through wide ranging, challenging dialogue. Teachers within the department support disciplinary literacy to foster critical thinking in order to enable students to construct and address compelling questions about their world. The goal of the department is to prepare students for success in the 21st century. Students are required to earn 3.5 Social Studies credits in order to satisfy KHS graduation requirements. The Social Studies curriculum has been designed to ensure that students meet state and national standards.

| KHS SOCIAL STUDIES PROFICIENCY STANDARDS |
|---|
| Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.<br><br>Students draw from concepts and processes in personal finance to understand issues of money management, saving, investing, credit, and debt; students draw from concepts and processes in economics to understand issues of production, distribution, consumption in the community, Maine, the United States, and the world.<br><br>Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.<br><br>Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world. |

The KHS Social Studies Dept. **requires students to take the following courses:**

Grade 9: World History
Grade 10: United States History or AP US History
Grade 11: One of the following: AP European History, AP U.S. History, IB Economics, IB Social and Cultural Anthropology, or Contemporary Global Issues

**Course Offerings and Sequence**

| Grade 9 | Grade 10 | Grade 11 |
|---|---|---|
| World History | United States History<br>**Or**<br>AP U.S. History | Contemporary Global Issues<br>**Or**<br>AP European History<br>AP U.S. History<br>IB Economics<br>IB Social and Cultural Anthropology |

During their sophomore, junior or senior year, KHS students are required to take another Social Studies course in order to complete their final ½ credit requirement for graduation.

**Elective Offerings**

| **Grade 10** | **Grade 11 or 12** |
|---|---|
| Intro to Psychology (½ credit)<br>Power Players (½ credit)<br>Race in America (½ credit)<br>World Geography (½ credit)<br>Ancient Civilizations (½ credit) | Financial Literacy (½ credit)<br>Intro to Psychology (½ credit)<br>Power Players (½ credit)<br>Race in America (½ credit)<br>World Geography (½ credit)<br>Ancient Civilizations (½ credit)<br>IB Business Management HL/SL (1 credit each year)<br>SMCC PSYC 100 – Intro to Psych (1 credit)<br>*IB Business Management HL and SL meet the .5 elective KHS social studies requirement. IB Business Management also satisfies* the requirement for IB group 3. **This class does <u>NOT</u> meet the grade 11 history requirement**. Students must enroll in *Contemporary Global Issues, AP European History, AP U.S. History, IB Economics, or IB Social and Cultural Anthropology* to meet the grade 11 history requirement. |

**<u>ANCIENT CIVILIZATIONS</u> (Grade 10, 11 or 12) ½ Credit**

Ancient Civilizations is a comprehensive course that explores the foundations of human history by examining the rise and development of five major civilizations: Mesopotamia, Egypt, the Indus River Valley, Greece, and Rome. Students will investigate how geography, government, religion, culture, and technology shaped these societies and influenced the modern world. Through engaging lectures, primary source analysis, discussions, and projects, students will gain a deeper understanding of early human achievements, historical connections, and the legacies that continue to impact contemporary society. This course encourages critical thinking and historical inquiry, making it an essential foundation for further studies in history and the social sciences. This course is one semester in length. This course is open to all 10th, 11th and 12th graders.

**<u>AP EUROPEAN HISTORY</u> (Grade 11 or 12) 1 Credit**

AP European History is a year-long course taught at the college level and is designed to increase students' understanding and appreciation of European history while helping each student succeed on the AP European History Exam. This study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. It is intended to provide the knowledge and context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In May, students will take the AP European History Exam, which offers the potential to earn college credit. Light summer reading is assigned.

**AP GOVERNMENT & POLITICS (Grades 11-12)** **1 Credit**

This college-level course is an introduction to the U.S. Government and political system. Students study government institutions and political processes and examine policy choices. The institutions and policies of government are considered in light of historical change, constitutional procedures, and comparative perspectives. Mechanisms of political parties, interest groups and mass media will be examined, and an understanding of civil rights and civil liberties will be gained. This year-long course is designed to prepare students for the AP Exam in May.

**AP UNITED STATES HISTORY (Grade 10, 11, or 12)** **1 Credit**

This course is taught at a 100 level college course that follows the curriculum by the College Board. This course provides students with in-depth knowledge of U.S. history, practice in critically evaluating a variety of historical sources, and experience in effective writing techniques that will better prepare students for a national exam in May, but also exposure to college level rigor. This course requires students to be highly independent and motivated learners. The content is divided into periods of time and emphasizes themes throughout American history. The themes will include discussions of American diversity, the evolution of American culture, economic trends and transformations, the development of political institutions, social reform movements, war and diplomacy, environmental issues, and finally, the place of the U.S. in an increasingly global arena. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining continuity and changes over time. In May, students will take the AP United States History Exam, in which students may earn college credit. Summer reading is assigned.

**CONTEMPORARY GLOBAL ISSUES (Grade 11)** **1 Credit**

This course is designed, for all students, as a culmination of the social studies learning over their RSU-21 careers. It challenges students to apply skills and knowledge that they have developed to contemporary, real-world problems and introduces them to solution-oriented thinking. Students will enhance their understanding of the concepts, theories, and methods of various social studies fields (particularly government, economics, and geography) and then utilize their mental toolkit to complete a research-based capstone project that demonstrates their growth and abilities.

**FINANCIAL LITERACY (Grade 11 or 12 Elective)** **½ Credit**

Financial Literacy covers the basics of personal financial money management. The course considers real-life financial decisions and goal achievement. Areas of emphasis include, but are not limited to: being a member of the workforce, taxation, banking, credit, college costs, insurance, setting financial goals, and investing. Preference will be given to seniors first. Juniors may add Financial Literacy after course sign ups if there is space.

**IB BUSINESS AND MANAGEMENT HL 1 and HL 2 (Grade 11 or 12 Elective)** **1 Credit per year**

International Baccalaureate Business and Management HL is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. This course is for the student who is strong in math skills and desires to be challenged at the HL level. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. The course considers the diverse range of business organizations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and

this integration promotes a holistic overview of business activity. Business management is the study of decision-making within an organization, whereas economics is the study of scarcity and resource allocation, both on micro and macro levels. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. This class meets the .5 social studies elective requirement.

Grade: 11 IB Business and Management HL 1 12 IB Business and Management HL 2
Students are required to take the IB Business and Management Tests in May of their senior year.

**IB BUSINESS AND MANAGEMENT SL 1 and SL 2 (Grade 11 or 12 Elective) 1 Credit per year**

International Baccalaureate Business and Management Standard Level is a two-year course that includes the study of human interaction in a dynamic business environment. This course is for students who have an overall interest in business or who may pursue business courses in college. An international perspective is used so that the candidate realizes the importance of cooperation among nations and the value of responsible citizenship in a global economy. The candidate will develop an understanding of business principles and procedures necessary for day-to-day business operations through the study of organizations, marketing, accounting and finance, and human resource management. Business and Management SL aims to promote the exploration of business issues from various cultural perspectives and the appreciation and understanding of changes brought about by technological innovations. Upon completion of the course, candidates should have a holistic view of the global business world. This class meets the .5 social studies elective requirement.

Grade: 11 IB Business and Management SL 1 12 IB Business and Management SL 2
Students are required to take the IB Business and Management Tests in May of their senior year.

**IB ECONOMICS SL (Gr 11 and 12) 1 Credit per year**

IB Economics, a two-year Standard Level (SL) International Baccalaureate course, meets the 11th grade social studies requirement and the ½ year social studies elective requirement if students complete the two year course. Students will be expected to use visual and statistical vocabulary to aid them in their study of economics. Economic thinking skills will be emphasized in this class. The aforementioned skills will appear on the IB exam at the end of the two-year course. In preparation for the exam, the course follows the IB curriculum which divides economic concepts into three units:

- Microeconomics (markets, market failure, behaviors of individual households and firms)
- Macroeconomics (nationwide behavior, government policies, unemployment, income distribution)
- Global Economics (trade, integration, exchange rates, growth and development in developing and transitioning nations)

Students taking the IB exam are expected to demonstrate mastery of vocabulary, models, and economic thinking skills. The exam is divided into several different components that add up to a composite grade.

In addition to economics topics and thinking skills, this course is designed to help students build writing, research, document analysis, and media literacy skills. Content will be presented in a variety of formats from teacher-centered lecture to group work and student-centered presentations. A significant portion of content is presented outside of class through extensive readings in primary and secondary sources. Students will be expected to read and synthesize college level readings outside of class and be able to draw their own conclusions based on the complex issues presented in the materials. Students will lead and participate in discussions, debates, and presentations.

**IB SOCIAL AND CULTURAL ANTHROPOLOGY HL/SL (Grades 11 and 12) 1 credit each year**

IB Social and Cultural Anthropology (SCA) is a two-year International Baccalaureate course offered at either the Standard Level (SL) or Higher Level (HL). By providing a global perspective on the human experience, IB

SCA helps students think critically about the issues that confront them as citizens of a changing world. The course examines what it means to be human throughout history and across the globe by asking questions such as "What accounts for the tremendous diversity of ways of being human?" and "What do all human groups share in common?" In the first year, the course introduces students to social and cultural anthropology by questioning the basic aims and development of this area of knowledge, discussing the nature of ethnographic research methods and analyzing fundamental concepts such as culture, society, language and race. With this understanding of important theory and concepts, in the second year, students investigate contemporary issues and challenges around the globe through close, analytical reading of selected ethnographic case studies. Assessments consist of active in-class discussions, weekly ethnographic journal assignments, essay exams, and practice in anthropological research methods. Higher Level differs from Standard Level in that HL students study an additional area of inquiry, respond to additional questions in the IB exams, and engage in a more extensive fieldwork project for the Internal Assessment.

**INTRODUCTION TO PSYCHOLOGY (Grade 10, 11 or 12 Elective) ½ Credit**

This elective is a semester course which provides the student with a broad overview of the field of psychology. The class is based on discussion, and active participation by the student is expected. Major units of study include the history of psychology, human development, sensation and perception, altered states of consciousness, stress, and conditioning. This course is open to all 10th, 11th and 12th graders.

**POWER PLAYERS (Grade 10, 11 or 12 Elective) ½ Credit**

This fun, project-based course allows students to explore the nature, structure, and expressions of power in the world in which they live. Through creative activities and gameplay, we will delve into what individuals can accomplish on their own, and what communities and societies can accomplish together. We will especially focus on how governments are structured and how they can be used to make our lives better and protect our rights. Be ready to laugh, learn, and create. This course is open to all 10th, 11th and 12th graders.

**RACE IN AMERICA (Grade 10, 11, or 12 Elective) ½ Credit**

This course unravels the history of bias power structures in America - from racial slavery to modern discrimination. With a particular focus on the experiences of Black Americans, we examine the interwoven histories of civil rights movements and countermovements, examining successes and failures along the way. Although the focus is on race, the course will also explore the intersections of racism with other forms of social bias such as sexism, classism, colorism, and homophobia. The goal of the course is to develop new perspectives of American history and life, and begin to gain the skills necessary to influence it. This course is open to all 10th, 11th and 12th graders.

**SMCC PSYC 100- INTRODUCTION TO PSYCHOLOGY (Grade 11 or 12 Elective) 1 Credit**

This full year Southern Maine Community College dual enrollment course will be offered at Kennebunk High School during the school day and will be taught by a KHS teacher. This course is designed to provide a broad overview of the field of Psychology. Special attention will be given to helping the student become a better thinker, by learning to take charge of ideas one has about psychology. The goal of this course is to think consciously, deliberately and skillfully about human behavior. Topics such as physiological psychology, perception, learning, cognition, emotions, health psychology, psychological disorders, as well as others are included. This course requires a significant amount of outside reading.

**Prerequisite: application** process with approval (based on minimum SAT EBRW score 480 and teacher recommendation.

**UNITED STATES HISTORY (Grade 10)** **1 Credit**

In this survey course of American History, students will focus on the overarching question, "Is the United States truly democratic?" Over the course of the year, students will study various people and events from United States history and a number of themes that will incorporate aspects of economics, geography, civics and government. As part of this course, students will study how the settlement and development of the United States has impacted various groups, including Native Americans and African Americans. Students will be involved in research projects related to United States history throughout the year as part of the course, as well as analyzing various primary and secondary sources from United States history. **This course is open only to students who have a teacher recommendation or by I.E.P. determination.**

**UNITED STATES HISTORY CP (Grade 10)** **1 Credit**

In this survey course of American History, students will focus on the overarching question, "Is the United States truly democratic?" Over the course of the year, students will study various people and events from United States history and a number of themes that will incorporate aspects of economics, geography, civics and government. As part of this course, students will study how the settlement and development of the United States has impacted various groups, including Native Americans and African Americans. Outside reading and periodic papers are required; writing and research skills will be reinforced. Periodic exams are the norm. Study skills, research, writing, and critical thinking skills will be developed.

**UNITED STATES HISTORY HONORS (Grade 10)** **1 Credit**

In this survey course of American History, students will focus on the overarching question, "Is the United States truly democratic?" Over the course of the year, students will study various people and events from United States history and a number of themes that will incorporate aspects of economics, geography, civics and government. As part of this course, students will study how the settlement and development of the United States has impacted various groups, including Native Americans and African Americans. Periodic exams and papers are the norm. Research and writing skills will be reinforced. Please see recommendations for honors level courses before registering.

**WORLD GEOGRAPHY (Grade 10, 11 or 12 Elective)** **½ Credit**

This elective course focuses on the impact that humans have on the environment as well as the development of various cultures and countries. Units of study will include the U.S. and Canada, Latin America, Europe, Russia, the Middle East and Asia, and how geography has influenced their development and the impact humans have had on these regions of the world. Other aspects of the course include the study of cultures in these regions, how physical features can foster or limit human development, various economic and political revolutions that have occurred, and a discussion of current issues these areas face. This course is open to all 10th, 11th and 12th graders.

**WORLD HISTORY (Grade 9)** **1 Credit**

*How have ideas and major events in our past shape our world today?* That's the big question for the year in World History. We will focus topics of study on the origin, spread, and impact of the world's major religions and then explore the philosophical roots of power to better understand where our foundational beliefs about governance and power stem from and compare those ideas to other regions of the world. By mid year we will study the history and impact of a variety of political, social, and technological revolutions of the 1700-1800s. The second half of the year focuses on the major events of the 20th century that have shaped our current global landscape. We will touch upon imperialism, the world wars, and lastly genocide. Throughout the year, students will further develop their ability to

think critically in analyzing a variety of historical sources, develop organized and well reasoned arguments, and practice geography. Reading and writing skills are developed and reinforced throughout the year, scaffolding and modifications will be curtailed to fit the needs of students. **This course is open only to students who have a teacher recommendation or by I.E.P determination.**

**WORLD HISTORY CP (Grade 9)** **1 Credit**

*How have ideas and major events in our past shape our world today?* That's the big question for the year in World History. We will focus topics of study on the origin, spread, and impact of the world's major religions and then explore the philosophical roots of power to better understand where our foundational beliefs about governance and power stem from and compare those ideas to other regions of the world. By mid year we will study the history and impact of a variety of political, social, and technological revolutions of the 1700-1800s. The second half of the year focuses on the major events of the 20th century that have shaped our current global landscape. We will touch upon imperialism, the world wars, and lastly genocide. Throughout the year, students will further develop their ability to think critically in analyzing a variety of historical sources, develop organized and well reasoned arguments, and practice geography. Material will be periodically scaffolded to better support more independent note taking skills.

**WORLD HISTORY HONORS (Grade 9)** **1 Credit**

*How have ideas and major events in our past shape our world today?* That's the big question for the year in World History. We will focus topics of study on the origin, spread, and impact of the world's major religions and then explore the philosophical roots of power to better understand where our foundational beliefs about governance and power stem from and compare those ideas to other regions of the world. By mid year we will study the history and impact of a variety of political, social, and technological revolutions of the 1700-1800s. The second half of the year focuses on the major events of the 20th century that have shaped our current global landscape. We will touch upon imperialism, the world wars, and lastly genocide. Throughout the year, students will further develop their ability to think critically in analyzing a variety of historical sources, develop organized and well reasoned arguments, and practice geography. The difference in the Honors and CP level is both quantity and quality of individual work. Students are expected to be able to read, comprehend, and take notes on their own and learn material outside of class as well as move at a quicker pace.

# STEM TECHNOLOGY

| KHS TECHNOLOGY PROFICIENCY STANDARDS |
|---|
| • **Empowered Learner**<br>Use technology to set goals, work toward achieving them and demonstrate learning<br>• **Digital citizen**<br>Understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.<br>• **Knowledge Constructor**<br>Critically select, evaluate and synthesize digital resources into a collection that reflects one's learning and builds knowledge<br>• **Creative Communicator**<br>Communicate effectively and express oneself creatively for a variety of purposes using the platforms, tools, styles, formats and digital media<br>• **Innovative Designer**<br>Solve problems by creating new, useful or imaginative solutions using a variety of digital tools<br>• **Computational Thinker**<br>Identify authentic problems, work with data and use a step-by-step process to automate solutions<br>• **Global Collaborator**<br>Strive to broaden perspective, understand others and work effectively in teams using digita tools |

## KHS Computer Science Offerings (STEM )

**Introduction to Computer Science & Python Programming ½ Cr.**

**Computer Programming: Python II ½ cr**

**AP Computer Science A 1 cr**

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**Digital Graphic Design ½ cr.**

**Interactive Graphic Design ½ cr.**

**INTRODUCTION TO COMPUTER SCIENCE AND PYTHON PROGRAMMING CP**

**STEM (Grades 9, 10,11,12) ½ Credit**

This half-year STEM elective course is the entry course into the computer science pathway. It introduces students to the central ideas of computer science and computer programming. This course should be taken prior to advanced programming courses, including Python II, and AP Computer Science A. This fun and engaging, project-based course covers six (6) major modules: 1. Python programming, 2. 3D Game Design with Roblox

Studio & Lua programming, 3. 3D Game Design with Unity and C# programming, 4. Website Design with HTML/CSS/Javascript, 5. How the Internet Works, and 6. Advanced Google Sheets formatting and programming, with a final lesson on how to build a gaming PC. All the modules reinforce the basic concepts of coding, including variables, lists/arrays, functions, logic loops, game animation, creative problem solving and code debugging. This course prepares students for the Python II course as well as AP Computer Science A.

**Prerequisite**: Successful completion or concurrent enrollment in Algebra I CP or Honors.

**COMPUTER PROGRAMMING: PYTHON II CP** **STEM** **(Grades 10-12)** **½ Credit**

Did you know that Python is the most taught computer language in college courses? Whether you major in computer science, web development, engineering or even business, taking Python now will prepare you for college. This college prep level course continues from Intro to Computer Science with Python. It dives deeper into more advanced Python topics and libraries including graphics with Pygam andTkinter, working with Dictionaries and API's, Data Graphing with Matplotlib, web server development with Django, using Lists and Tuples, Sets, and exploring Object-Oriented Programming (OOB).

The course is a mix between lectures and short program challenges to teach and reinforce the topic syntax and usage. The class will culminate with a final project due at the end of the semester. Students who complete this course will be well prepared for a college level freshman year Python class.

**Prerequisite**: Introduction to Computer Science and Programming with Python; concurrent enrollment in or successful completion of Algebra II

**AP COMPUTER SCIENCE A HIGH HONORS** **STEM** **(Grades 10-12)** **1 Credit**

This course, open to students in grades 10-12, prepares students to take the AP Computer Science A, Java Exam. It is highly recommended for students who wish to pursue Math, Science, Engineering or Computer majors in college. AP Computer Science A: Java provides students the equivalent of an introductory college-level course in Computer Programming. It emphasizes object-oriented programming (OOP), as well as all major concepts in programming including variables, logic, functions, loops, and classes. The course concentrates on problem solving, algorithm design, class object development, and data structures. The first semester will focus exclusively on learning the JAVA language while the second semester will transition into a higher focus on AP Exam prep. After the AP Exam, students will have the opportunity to work with the Processing Computer language which supports more graphics-based programming.

**Highly Recommended:** completion of Introduction to Computer Science & Python Programming
**Prerequisites:** Instructor permission; completion of Algebra I; completion of **or** concurrent enrollment in Algebra II

**ENGINEERING HONORS I** **STEM** ***(not offered in 25-26*** **(Grades 10 - 12)** **½ Credit**

Engineering I, a challenging and rigorous semester elective course, is designed to provide students an introduction to Engineering concepts and hands-on skills within the STEM classroom. This course is project-based and team oriented. Upon completion of this course, students will be equipped with the following skills: brainstorm, prototype and test multi-week hands on engineering challenge projects, maintain an Engineering notebook, operate a soldering iron and solder wires and electrical components, breadboard basic electric circuits, wire and bind a basic RC control system, safely operate all shop power tools, operate the CNC Milling Machine, operate a 3D printer, create and present a technical presentation, create custom spreadsheet tables, graphs and basic models, write a fully formatted Engineering Report, and construct a basic Engineering Calculation Solution. Students will learn about the major disciplines of Engineering (Mechanical, Civil, Structural, Environmental, Geotechnical, etc.), including focus of study, salary and work environment.

Students will need at a minimum, a TI 83, 84 or N-spire calculator. This class would be beneficial to students with a strong interest in science and mathematics.

**Helpful:** Completion of or concurrent enrollment in a computer programming course; Solidworks.
**Prerequisites:** Algebra II Honors

**ENGINEERING HONORS II** **STEM** ***(not offered in 25-26*** **(Grades 11, 12)** **½ Credit**

Engineering II, a challenging and rigorous semester elective course, is designed to provide students an opportunity to utilize the skills and concepts learned in Engineering Honors I toward development and completion of a semester-long Engineering-based project. This course will be modeled after the popular show ***Shark Tank*** where students will brainstorm, budget, prototype and present their team project to a panel of "sharks." Projects have a max budget and are instructor approved. Students work independently or may be grouped into teams, and be provided the design constraints for the semester project. Students will brainstorm a project concept; create a project parts list, and spend the entire semester building, testing, prototyping and finalizing their engineering design. Students will be expected to keep a highly detailed Engineering notebook, produce a project specific physics-based engineering calculation, and write a project Engineering Report. Teams will provide 30%, 60% and 100% project status update presentations.

**Highly Recommended:** Completion of/concurrent enrollment in a computer programming course; Solidworks.
**Prerequisites:** Algebra II Honors; completion of/concurrent enrollment in Advanced Math or Calculus; completion of Engineering Honors I

**ARCHITECTURAL DESIGN** **STEM** **(Grades 10-12)** **1 Credit**

Open to students in grades 10-12, Architectural Design focuses on the study of residential or commercial architecture. Using Revit, students will be guided through the process of producing a set of floor plans, elevations, 3D views, and renders before choosing a structure to design on their own.

**DIGITAL GRAPHIC DESIGN** **STEM** **(Grades 9-12)** **½ Credit**

This semester course introduces students to the principles and practices for production of digital illustration, image processing and design. The course covers the fundamental tools and techniques of Adobe Photoshop, Illustrator and InDesign software. The software suite creates a powerful foundation for production. Topics include the use of typography, images, cameras, color theory, design components, and sketch pads to create industry standard documents and mixed media projects.

**GAME DESIGN** **STEM** **(Grades 9-12)** **½ Credit**

What makes a game feel good to play? What makes a level in a game well-designed? What makes a good game story? Game Design, open to students in grades 9-12, is a course that explores the fundamentals of mechanics and systems within games. This class is not about writing code, but instead about learning the elementals common to all games that are fundamental for a game designer working in any format, from physical and social games, to board and card games to computer and videogames. Students will play and critique various games from a game design perspective, and learn how the field of game design has changed from the early days of Pong to modern games like Among Us.

**GAME DEVELOPMENT** **STEM** **(Grades 10-12)** **1 Credit**

Game Development is a year-long, project-based course where students will focus solely on making video games. This course will utilize the Unity game engine and C# as the programming language. Beginning with Flappy Bird

and Pong, students will learn how to recreate existing games and modify them with their own additions. In the second semester, students will be asked to build their own games, putting their ideas to the test through design, playtesting, and release!

Helpful: Completion of or concurrent enrollment in Game Design.

Prerequisites: Intro to Computer Science

**INTERACTIVE GRAPHIC DESIGN** **STEM** **(Grades 9-12)** **½ Credit**

This accelerated graphics course explores 3D design modeling, animation, streaming media, and visualizing data for application design. Topics will include: 3D development and printing, using Autodesk Maya and Blender Programs; animation using the Adobe Flash Program; streaming media using Final-cut and Adobe After Effects Programs; and visualizing data utilizing the Processing Program.

With hands-on training, students are challenged to create a series of in-class projects and assignments culminating in the creation of several portfolio documents. The Final involves a project predetermined by the student and teacher to showcase the skills developed in the course utilizing the four advanced graphic design concepts of 3D design and modeling, animation, streaming media and visual data utilized as an interactive tool.

**Prerequisite:** Successful completion of Digital Graphic Design or Art Foundations: Digital Arts

**ROBOTICS** **STEM** **(Grades 9-12)** **½ Credit**

This course is open to all students. Preference will be given to upperclassmen in the scheduling process. This course is primarily a lab experience, which will provide students with the resources and opportunity to design, build, and program functional robots to complete various challenges. The projects that students are assigned will be in line with their level of experience with Robotics. Students will explore the design process, simple mechanical systems, electronics, and programming. All projects will be assessed using a common rubric.

**UNIFIED ROBOTICS** **STEM** **(Grades 9-12)** **½ Credit**

Unified Robotics covers the same curriculum as our Robotics class. As a part of our Unified program, Unified Robotics is an inclusive robotics program that partners students with intellectual disabilities with students without disabilities. Students will apply the Engineering Design Cycle to design, build, and program robots to compete in class against other teams in the Vex Robotics Challenge.

**COMPUTER AIDED DESIGN I** **STEM** **(Grades 9-12)** **½ Credit**

Open to all students in grades 9-12, students will use CAD programs like SolidWorks and OnShape to learn how to design parts, assemblies, and technical drawings. Students will have the opportunity to 3D print parts that they have designed. This course will also lay the foundation for further studies in engineering and technology at the high school level. This course is highly recommended for all levels of students who may have an interest in engineering or technology and are willing to explore new areas of learning.

**COMPUTER AIDED DESIGN II** **STEM** **(Grades 9-12)** **½ Credit**

Computer-Aided Design II is open to all students who have successfully completed Computer-Aided Design I. Students will apply skills they learned in Computer-Aided Design I to design and prototype their own projects in addition to working on advanced CAD topics. Students will also have the opportunity to prepare for and take the Certified Solidworks Associate Exam or the OnShape Certification Exam. Both exams would provide students with industry credentials.

**Prerequisite:** successful completion of Computer Aided Design I

# THEATER ARTS and DANCE

| KHS THEATER ARTS PROFICIENCY STANDARDS |
| --- |
| • **CONNECTING:**<br>  ○ Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.<br>• **CREATING:**<br>  ○ Organize and develop artistic ideas and work.<br>• **PRESENTING:**<br>  ○ Develop and refine artistic techniques and work for presentation.<br>• **RESPONDING:**<br>  ○ Interpret intent and meaning in artistic work. |

## ADVANCED ACTING *(honors class)* — 1 Credit

**PREREQUISITES: Open to grades 10 - 12. Successful completion of Foundations of Theater and Drama.**

Advanced Acting is an intense study of acting for the stage and screen. The course will be conducted as a practical working laboratory. The physical and psychological nature of creating characters for the stage and screen will be this course's primary focus. Students will learn advanced acting techniques through an experiential practical approach. Students will cultivate a safe non judgment space to explore and take risks that are necessary for an actor to reach their full potential. Exploration of meditation, memory exercises, improvisation, classical and modern acting techniques will be discussed and performed intensely. Some of the techniques we will explore include techniques taught by Moni Yakim, Meisner and others. Students must be dedicated to read, take notes, journal experiences, discuss, perform and collaborate if they wish to get the most out of this course.

Throughout the semester students will engage directly with acting out scenes from plays on a daily basis. They will be asked to discuss and analyze the scenes and characters based upon the foundational elements of performance. They will then be asked to dissect their work in a daily journal. The journal will be focused on writing about their experience in the class workshop and critique of their work. At times exercise work in this laboratory will be videotaped so that the students can evaluate their work. These exercise videos will not be available to anyone outside of the class.

Students will read plays and scenes from Shakespeare, Commedia Dell'arte, Modern Theater, Television and Film. To find what types of characters they should realistically approach based upon their personality and character types. They will select monologues and scenes, perform character analysis, and create a performance of these.

At the end of each section of the course, students will perform scenes or monologues, incorporating the styles and theories they have investigated. By the end of the semester students will have produced a portfolio of video taped acting, will have monologues they can use for auditions and a journal.

## DIRECTING & PLAYWRITING LAB *(honors class)* — ½ Credit

**PREREQUISITES: Open to grades 10 - 12. Successful completion of Foundations of Theater and Drama.**

This course is for people who have an interest in writing, direction and/or produce their own plays, tv shows, podcasts etc.

This is an advanced theater course presented as a working laboratory. The course gives students hands-on experience with theater's fundamental building blocks —dramaturgy, playwriting, script and story structure, directing, character development, character analysis, set and costume design, and producing.

Throughout the semester; students read, watch and deconstruct a few different plays and/or films. We will analyze and discuss how these are constructed while investigating their social and political implications. Afterwards students will collaborate on both, an original stage and/or film piece. They will pick a subject, research the subject, create characters, write a script and prepare to direct the play(s) they have written.
They will work in groups to create and rehearse original performances of scenes from these new works. In-class artistic responses and critique will be given by fellow students after final performance. Students will also have to write reflections on this collaborative work.

Students will be required to journal their work every week. This should include ideas, discussion notes, investigation thoughts, It should give students insight into building habits that reflect their creative process as well as artifacts of actual creativity.

At the end of the semester students will have produced a portfolio which will include: video recordings of students work: original "play" scripts, a journal that includes notes, research documentation, design sketches and discerning critique and reflection.

**FILM, STAGE TECH and DESIGN** **1 Credit**
**PREREQUISITES: Open to all students serious about all things technical in theater and film.**

This is a great class for students who don't wish to be on stage but would like to learn everything that happens backstage and all the possible jobs that might be available to someone interested in Stage and Film technology. The course will be conducted as a practical working laboratory.

This course will involve an introduction to light, sound, film and set design for the stage and film industries combined with intense amounts of hands-on experiential learning of building, construction and dressing of stage and film sets. The focus of study is learning the basics skills needed for potential tech jobs within the film and stage industries. There will be some reading, drawing, model building, tests, and written work in journals, but the majority is physically working with your hands and minds in creation.

The course is based on direct engagement with physical creation and analytical thinking. Through "hands on" study students will learn elements of Science, Technology, Engineering and Math that are utilized in this technology rich field. Students throughout the course will have the awesome opportunity to use state of the art software and equipment used in Lighting, Filming and Sound Design. Green screen, projection, multimedia technology and basic TV and film tech will be introduced. The students will be responsible for designing and building all of the sets for the shows performed at KHS throughout the year.

Some of the computer design programs that will be introduced will include: CAD, Adobe Premier, Sound Logic and more that are utilized in our own theater's technical booth. Students will learn how to use the sound and light boards, the basics of using the fly system, tool safety, tool use, hanging lights, setting up sound systems, ect.

At the end of the semester students will have produced a portfolio which will include: journal entries, safety certificates, sound and light board training certificates, models, documentation photos of their work in process and a journal that includes notes, research documentation and conceptual design drawings and schematics.

**FOUNDATIONS of DANCE** **1 Credit (Can request to receive PE credit.)**
**PREREQUISITES: Open to all students 9-12**

This course is designed to introduce new students to dance while supporting more advanced students in perfecting dance technique. Styles and techniques of dance that will be taught include: Ballet, Jazz, Hip Hop, Modern, and Tap. Students will be taught the importance of technique, posture, position, focus and full body awareness, through physical warm ups and choreographed movements. The biomechanics of movement, the anatomy of dance and yoga will also be incorporated into the course of study. Students will experience high levels of physical activity during this class. Through this class they will also learn Principles and Variables of Fitness, Knowledge of muscles, fitness components, safety issues, benefits of exercise, general health and wellness.

Dance as an art requires that students participate in composition and performance. In order for students to gain knowledge of how composition of dance is attained, steps of composition will be taught in conjunction with an introduction to: works of choreographers, styles of dance, as well as the history of dance and its significance to society. The reason we dance!

Students will develop an appreciation and familiarity with different genres of dance. Students will be asked to choreograph a 2 minute dance of their choice. Students will be taught dances and will create dances. This is a collaborative class. Students will be asked to present some of the dances at the end of the year in a Dance Concert to be performed for an audience.

Students will be asked to conduct research, present in class, lead in a warm up or barre, perform dances and participate fully in daily class activities. Daily classes will consist of: Short lecture/presentation, full physical warm up, ballet barre, dance instruction/choreography of dances. This class is aligned with the National Common Core Standards of Dance.

At the end of the semester students will have a portfolio of their work that includes: daily journal, short essays, documentation of dance composition investigation, videos of dance performances.

## FOUNDATIONS of THEATER AND DRAMA — 1 Credit

**Prerequisite: None. Open to all students 9-12.**

This course is a complete introduction to theater, acting and drama.
In the first semester: Students will be introduced to bits of theater history to raise awareness of its importance to society throughout the ages. Students will learn and perform: Basic acting genres, styles, improvisation, physical movement and dramaturgy(drama research) will be introduced. Students will also be introduced to different acting styles, genres, and theories, from classical to contemporary.

In the second semester students will experience a more focused training in the art of acting based upon the principles, styles and theories introduced in the first semester. Students will read many plays/screenplays. They will engage in character and scene development through the application of analysis and dramaturgy. They will be required to create in depth character studies.
Building a Character, Auditioning, and Speech for the Stage and screen will be required, as well as several short papers.

Students will be required to memorize, prepare, and perform dramatic, satiric, farce, comedic, Modern, Shakespearean and film/TV scenes. Before the end of the semester, students will have the opportunity to gain a basic understanding of acting for film and television as well. In addition to acting, this class will introduce beginning skills and techniques to direct a play.

Students will be expected to do written work and research in association with experiential learning. All students must perform in front of their class peers and an audience as part of their course work.

The main focus of this class will be on gaining a greater understanding of theater, acting, drama as a whole and its importance to society. The secondary focus of Foundations of theater will be on the skills of performance.

## IB SL/HL DANCE *(High Honors course)* — 2 Credit (over 2 years)

**Prerequisite: No less than 1 full credit in Dance with strong results and no less than 1 year of documented dance instruction outside of KHS with a certified instructor in at least 2 forms of dance.**

**Open to grades 11 & 12**

This is a full 2 year honors course. Only students who are truly interested in Dance should consider this course. It will occur during the same block as IB Theatre. This course will follow the recognized curriculum of the IB Diploma Programme and International Mindedness.

The IB DP dance course takes a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. Students will be guided and mentored by the instructor but a great deal of independent work is required by the student.

Students will learn to apply research and theory to inform and to contextualize their work through the processes of research, creation, preparation, presentation, collaboration and critical reflection. understand dance as a set of practices with their own histories and theories, and to understand that these practices integrate physical, intellectual and emotional knowledge

- experience dance as an individual and collective exploration of the expressive possibilities of bodily movement:
- understand and appreciate mastery in various dance styles, traditions and cultures familiar and unfamiliar
- recognize and use dance to create dialogue among the various traditions and cultures in their school environment, their society and the world at large.

The course is designed to focus on: Composition and Analysis, World Dance Studies/Dance Investigation and Performances.

**IB SL/HL THEATER AND DRAMA** **2 Credit (over 2 years)**

**Prerequisite: Successful completion of either Advanced Acting or Creating Drama (Directing & Playwriting for the stage and screen). Students can request to take this course for one year for one credit if they wish and are not looking to get an IB Diploma.**

**Open to grades 11 & 12**

This is a full 2 year honors course. Only students who are truly interested in theater should consider this course. It is an intense course focused on research and development of Theater Concepts. This course will follow the recognized curriculum of the IB Diploma Programme and International Mindedness. Students will be guided and mentored by the instructor but a great deal of independent work is required by the student.

3 major projects over 2 years must be completed for SL: (1) World Theater Research Presentation, (2) Directing Process and Performance (3) Collaborative Performance. HL includes an additional project called the Solo Theater Piece.

Theatre is a practical subject that encourages discovery through research, experimentation, risk-taking and the presentation of ideas. The IB DP theater course is multifaceted and gives students the opportunity to actively engage in theater as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The course offers an intense study of the History, theories, styles, types and genres of Theater while looking deeply at the historical changes in Acting, Play writing and Production. Students will learn to apply research and theory to inform and to contextualize their work through the processes of research, written thesis, creation, preparation, presentation, collaboration and critical reflection. They will have the opportunity to gain a richer understanding of their community and the world.

Students will be thrust into a deeper study of individuals who influenced some of the major changes to theater during the centuries i.e. Aristophenes, Terrence, Shakespeare, Moliere, Stanislavsky, Artaud, Brecht, Grotowsky, Bogart, and many others.

**DANCE MAKERS** **½ Credit**

**Prerequisite: Permission of the instructor. The course may be repeated with instructor's permission.**

**Open to grades 9-12.**

This course offers an inclusive approach to dancing. This structured unified dance course is based upon the "SPARK" and "National Dance Institute" all inclusive dance programs. The course allows for meaningful involvement, and individual exploration of expressing oneself through physical movement. The course is structured to ensure that every student is given an opportunity to contribute to the success of the class through their unique personality, skills and qualities. Students will work together on improvisational movement and activities designed and structured to build and strengthen social skills, including communication skills like listening and following directions, interpersonal skills like sharing and waiting your turn, developing empathy, problem-solving skills like asking for help and conflict resolution, and accountability. Students will also have opportunities to watch and respond to dance performances and to participate in a final dance showcase.

## THEATRE-MAKERS ½ Credit

**Prerequisite: Permission of the instructor. The course may be repeated with instructor's permission.**
**Open to grades 9-12.**

This course offers an inclusive approach to learning the basic foundations for theater collaboration. This highly structured course allows for meaningful involvement, ensuring that every student is given an opportunity to contribute to the success of the class through their unique skills and qualities. Students will work together on improvisational theater games and activities designed and structured to build and strengthen social skills, including communication skills like listening and following directions, interpersonal skills like sharing and waiting your turn, developing empathy, problem-solving skills like asking for help and conflict resolution, and accountability. Students will also have opportunities to watch and respond to theater performances and to participate in the production crew for the fall play.

# WORLD LANGUAGES

KHS offers a four-year sequence in **French and Spanish** (novice level through International Baccalaureate French or Spanish Standard Level 2) to provide students with an excellent linguistic foundation for both English and the Romance languages. Learning to use the language for communication in meaningful ways is the ultimate goal of instruction. Courses highlight the skills of interpersonal, presentational, and interpretive communication, as well as the social and cultural aspects of the regions where the languages are spoken.

Teachers strongly recommend that students continue their study of French or Spanish for as many years as possible.

- **Four years of one language** are suggested for competitive college admissions.
- Four years of language study demonstrates a student's dedication and hard work to prospective employers and universities.
- A fourth year of language study helps students become more fluent in a target language. This is beneficial as students prepare to work in a global economy.
- Students who reach ACTFL Proficiency Level Intermediate Mid are encouraged to take the test to qualify for the Maine Seal of Biliteracy on their diploma and transcript.

Knowledge of another language is a highly desirable skill for all students, whether they are entering the workforce, continuing into post-secondary education, or just want to expand their horizons and make friends with people from other cultures. We advise college-bound students to consult college catalogs for entrance and graduation requirements.

**KHS WORLD LANGUAGES PROFICIENCY STANDARDS**

- **COMMUNICATION:**
  - **Interpersonal** - Students engage in conversations and informal written correspondence on a variety of topics.
  - **Interpretive** - Students understand and interpret written and spoken language on a variety of topics.
  - **Presentational -** Students present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
- **CULTURE AND COMPARISONS:**
  - Students compare the nature of language and the culture(s) of the target language with one's own.
- **CONNECTIONS AND COMMUNITIES** :
  - Students identify connections between the target language and other content areas.

## UNIFIED FRENCH LANGUAGE & CULTURE — Not offered 2025-26 — 1 Credit

This beginner level course is designed for students who are interested in learning the basics of French language and culture, regardless of whether they have taken a foreign language before or what they may plan to do with it later. The course follows much of the same curriculum as French I CP at a pace and depth suited to the class level. With more emphasis on oral than written communication, course materials include a variety of authentic resources from around the Francophone world. Students will learn to compare their native culture with that of the target language through aspects such as daily life, music, and cuisine.

**Prerequisite:** Particularly intended for freshmen and sophomore students who would otherwise need a language

waiver

**FRENCH 1 CP- Introduction to French** **1 Credit**

Introduction to French gives students the basic tools to communicate in different modalities on a range of everyday topics, including family, school, and leisure activities. Students will also be introduced to the culture and history of the Francophone world through various authentic multimedia resources. The class is conducted mostly in French. At the end of the course, students should reach at least ACTFL Proficiency level Novice Mid.

**FRENCH 2 CP** **1 Credit**

This course reinforces and expands on skills learned previously, allowing students to communicate more deeply and in more detail on previous topics, as well as introducing new topics such as health, daily routine, and living situations. The class is conducted mostly in French. At the end of the course, students should reach at least ACTFL Proficiency level Novice High.

**Prerequisite:** Successful completion of French I at the middle or high school level or exemplary completion of French Foundations; teacher recommendation.

**FRENCH 2 HONORS** **1 Credit**

This course further develops language skills through various authentic multimedia resources from around the French-speaking world. Students will be able to communicate on a variety of topics such as daily routine, weather, living situations, family, and travel. The class is conducted primarily in French. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Low.

**Prerequisite:** Successful completion of middle school French or French 2 CP and teacher recommendation.

**FRENCH 3 CP** **1 Credit**

This course reinforces and expands skills learned previously, allowing students to communicate on more complex issues outside of themselves, as well as introducing new topics such as food, daily routine, history, and nature. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Low.

**Prerequisite:** Successful completion of French 2 CP and/or teacher recommendation

**FRENCH 3 HONORS** **1 Credit**

This course is a continuation of French 2 Honors (or 2 CP + 3 CP) which focuses on French speakers across the world. Students will learn about the history, politics, and culture of Francophone regions through the introduction of the International Baccalaureate global themes. French is spoken 90%. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Mid.

**Prerequisite:** Successful completion of French 2 Honors and teacher recommendation

**FRENCH 4 CP** **1 Credit**

This course reinforces and expands skills learned previously, allowing students to communicate on issues of general interest in several tenses and modalities, such as the environment, health, politics, history, family and pets, art and film, travel, or dating and relationships. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Mid.

**Prerequisite:** Successful completion of French 3 CP and teacher recommendation.

**FRENCH 5 CP** **1 Credit**

This course reinforces and expands skills learned previously, allowing students to communicate on issues of general interest in several tenses and modalities, such as the environment, health, politics, history, family and pets, art and film, travel, or dating and relationships. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate High.

**Prerequisite:** Successful completion of French 4 CP and teacher recommendation

**IB FRENCH SL HIGH HONORS** **1 Credit per year**

IB French SL1 is taken junior year. IB French SL 2 is taken senior year.

The focus of this course is the continued acquisition and development of listening, speaking, reading, and writing skills in preparation for the IB French SL exams at the end of senior year. Through a variety of authentic materials, students will refine their use of the language and expand their cultural understanding. Students will participate in discussions, dialogs, and interviews, as well as individual and/or group orals. They will extend their reading skills through the use of authentic texts. Students will develop new writing skills with more complex grammar and structures through varied styles of composition. Listening skills will be strengthened through the use of online videos and recordings.

At the end of the course, students of SL 1 should reach at least ACTFL Proficiency level Intermediate High and students of SL 2 should reach at least ACTFL Proficiency level Advanced Low.

**Prerequisite:** Successful completion of French 3 Honors and teacher recommendation

**INTRODUCTION TO SPANISH LANGUAGE & CULTURE Not offered in 2025-26** **1 Credit**

This beginner level course is designed for students who are interested in learning the basics of Spanish language and culture, regardless of whether they have taken a foreign language before or what they may plan to do with it later. The course follows much of the same curriculum as Spanish I CP at a pace and depth suited to the class level. With more emphasis on oral than written communication, course materials include a variety of authentic resources from around the Spanish-speaking world along with a textbook. Students will learn to compare their native culture with that of the target language through aspects such as daily life, music, and cuisine.
**Prerequisite:** Particularly intended for freshmen and sophomore students who would otherwise need a language waiver

**SPANISH 1 CP** **1 Credit**

This course introduces the student to the four language skills of listening, reading, writing, and speaking. In addition, the students will gain insight into Hispanic cultures through classroom activities and exercises that emphasize proficiency. Writing skills will be developed by regular assignments and emphasizing sentence structures, verbs, and vocabulary usage. Listening and speaking skills will be developed using a variety of drills, paired activities, and videos. At the end of the course, students should reach at least ACTFL Proficiency level Novice Mid.

**SPANISH 2 CP** **1 Credit**

Spanish 2 CP presents a review of all grammatical concepts and structures studied in Spanish 1. New grammatical concepts are presented along with vocabulary that is geared to real-life situations that enhance student use and retention. Content is theme-based and students will study various cultures in the Spanish-speaking world. There is a continued emphasis on understanding the spoken language and speaking, together with a greater emphasis on the skills of reading and writing at a difficulty appropriate to this level. The class is conducted mostly in Spanish. At the end of the course, students should reach at least ACTFL Proficiency level Novice High.

**Prerequisite:** Successful completion of Spanish I at the middle or high school or exemplary completion of Spanish Foundations; teacher recommendation

**SPANISH 2 HONORS** **1 Credit**

Spanish 2 Honors presents a rapid, comprehensive review of all grammatical concepts and structures studied in Spanish 1. The course develops student proficiency in all four communicative areas of language-learning: reading, writing, listening and speaking. More complex grammatical concepts and structures are presented along with vocabulary that is geared to real-life situations. Students will study the culture and history of the Spanish-speaking world. Cultural and literary readings, along with authentic texts, will provide for independent reading on a number of topics. The class is conducted primarily in Spanish. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Low.

**Prerequisite:** Successful completion of middle school Spanish or Spanish 2 CP and teacher recommendation

**SPANISH 3 CP** **1 Credit**

This course continues to emphasize speaking and listening, and expands on reading and writing skills. Students will participate in various activities using the thematic vocabulary and grammar from the text. Written compositions and oral presentations are required. Literary selections include short stories and articles, some geared toward learners as well as authentic texts. Culture includes the study of Mexico and/or other Latin American countries. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Low.

**Prerequisite:** Successful completion of Spanish 2 CP and teacher recommendation

**SPANISH 3 HONORS** **1 Credit**

This course continues to stress the four language skills: speaking, reading, listening, and writing. Students will read authentic short stories, supplemental readers, and articles. Students participate in paired activities focusing on the use of thematic vocabulary and grammar. Written compositions, oral presentations, and web-based activities are included. Culture includes the study of Mexico and other Latin American countries as well as a unit on the Spanish masters of art. The pace is fast and challenging in this course. Spanish is spoken 90%. At the end of the course, students should reach at least ACTFL Proficiency level Intermediate Mid.

**Prerequisite:** Successful completion of Spanish 2 Honors or Spanish 3 CP; teacher recommendation

**SPANISH 4 CP** **1 Credit**
**SPANISH 5 CP** **1 Credit**

Spanish 4/5 consists of two curricula presented in alternating years. Classes are conducted entirely in Spanish and advanced grammar concepts are taught. Students in both courses will write compositions, prepare oral and written projects, and read poetry, short stories, and articles. The two years of this course cover the interactions between Spain and the Americas from early pre-Columbian history up to the modern day and global affairs. Students will be involved in a year-long study of one Latin American country.
At the end of the Spanish 4 CP course, students should reach at least ACTFL Proficiency level Intermediate Mid. At the end of Spanish 5 CP, students should reach at least ACTFL Proficiency level Intermediate High.

**Prerequisite:** Successful completion of Spanish 3/4 CP and teacher recommendation

**IB SPANISH SL HIGH HONORS** **1 Credit per year**

IB Spanish SL 1 is taken junior year. IB Spanish SL 2 is taken senior year.

The focus of this course is the continued acquisition and development of listening, speaking, reading, and writing skills in preparation for the IB Spanish SL exams at the end of senior year. Through a variety of authentic materials, students will refine their use of the language and expand their cultural understanding. Students will participate in debates, discussions, dialogs and interviews, as well as individual and/or group orals. They will extend their reading skills through the use of authentic texts. Writing skills will include the perfecting of grammar and structure through varied styles of composition. Listening skills will be strengthened through the use of online videos and recordings. Emphasis will be on the history of the Americas - civilizations and indigenous cultures that existed before the arrival of the Europeans - and an overview of the colonization process and how it influenced the progress and development of many countries in Latin America.

At the end of the course, students of SL 1 should reach at least ACTFL Proficiency level Intermediate High and students of SL 2 should reach at least ACTFL Proficiency Advanced Low.

**Prerequisite:** Successful completion of Spanish 3 Honors and teacher recommendation

**UNIFIED SPANISH LANGUAGE & CULTURES** **1 Credit**

This yearlong one-credit course offers many activities to explore Spanish-speaking cultures and what makes each one unique. The focus is very much on cultural comparison with some practice of simple Spanish phrases. You will learn about things like games, foods, national symbols, music, and everyday life in various Hispanic countries and compare it with the activities of your own culture. All abilities are welcome.
This course is open to:

-students for whom a CP Spanish class would not be relevant (teacher recommendation required)
-upperclassmen who have already met their two-year World Language requirement and want a fun elective
-students who are interested in being unified partners.

**UNIFIED FRENCH LANGUAGE & CULTURES** **Not offered in 2025-26** **1 Credit**

This yearlong, one-credit course invites students to discover the diversity of French-speaking cultures around the world. Through engaging activities, we will explore traditions, foods, music, national symbols, and daily life in various Francophone countries, making comparisons to our own cultures. While the focus is on cultural exploration, students will also practice some simple French phrases. No prior language experience is required—everyone is welcome!

This course is open to:

- Students who would not benefit from a CP French class (teacher recommendation required)
- Upperclassmen who have completed their two-year World Language requirement and are looking for an enjoyable elective
- Students interested in participating as Unified partners

# SANFORD REGIONAL TECHNICAL CENTER

Sending schools must assume responsibility for transportation of students to and from the Vocational Center. **ALL STUDENTS ARE REQUIRED TO USE TRANSPORTATION PROVIDED BY RSU 21. USE OF PRIVATE VEHICLES IS NOT ALLOWED.**

The Sanford Regional Technical Center provides career and technical education opportunities to students from eight area high schools in York County as they prepare for their lives after graduation. Whether a student's plans call for direct employment, post-secondary schooling or enlistment in the armed services, their participation in a technical program can be helpful:

- **Employment** bound students have the opportunity to acquire entry level skills, to work as part of a team, and to learn skills necessary to find, keep and advance within a job.
- **Post-secondary** bound students find it to their advantage to take a technical program. It gives them an opportunity to explore, experience and determine a career direction before pursuing advanced schooling. Completion of some programs leads to advanced placement standing at certain community colleges.
- If **military service** is in a young person's future, the technical center can help with reference materials and provide opportunities to meet with visiting service representatives.

**Applications for SRTC are available online at http://sanford.mainecte.org/admissions/apply.**
**More information can be found on their website:** **http://sanford.mainecte.org**

**Schedule**
The center operates two sessions daily from approximately 8:00 a.m. to 10:05 a.m. (AM Session) and 11:06 a.m. to 1:16 p.m. (PM Session). The school is on an every- day, year- long schedule.

## ACADEMY OF BUSINESS

The mission of SRTC's Academy of Business is to create a community of diverse lifelong learners who have aspirations to pursue a post-secondary education in business or attain entry-level skills to successfully gain employment in the workforce after high school. The goal is to prepare all students for these ventures by

providing them with a challenging curriculum that connects their lives and future to opportunities after high school in a safe, supportive, and nurturing environment. By doing this, students will be better prepared to achieve academic excellence and make positive contributions as productive members in an ever-changing workplace. Students in the Academy of Business' two-year program will take part in a dual-enrollment opportunity through Thomas College. Upon successful completion of the program, they have the potential to earn up to 12 college credits for **FREE**.

**Academy of Business I** [AM Session] (4 credits)
***Prerequisite for Dual Enrollment:*** *Junior/Senior Status*
**Academy of Business II** [PM Session] (4 credits)- Seniors only
***Prerequisite:*** *Successful completion of Academy of Business I, Senior Status and instructor recommendation.*

## AUTOMOTIVE COLLISION REPAIR

This two-year program will train students to work in the collision repair industry and prepare them to pursue post-secondary education or entry-level positions in the field. Working in a modern collision shop environment, students will use the most up-to-date tools and equipment and will be expected to learn skills in welding, paint preparation, dent repair, detailing, and the safe use of tools and equipment specific to the collision repair industry. Assessing vehicle damage and writing repair estimates will be a major component of the course. The program is based on the standards for collision put forth by the Automotive Service Excellence organization in collaboration with the National Automotive Technical Education Foundation and student certification will be contingent upon successful completion of the National Automotive Student Skills Standard Assessment at the end of the program. I-Car certification will be offered to students in the program. Students and parents will be required to complete a safety questionnaire prior to starting the program and may be required to obtain respiratory clearance from a physical.

**Automotive Collision I [**AM Session] (4 Credits) (KHS STEM)
**Automotive Collision II** [PM Session] (4 Credits) (KHS STEM) Seniors only
***Prerequisite:*** *Successful completion of Automotive Collision I and instructor recommendation.*

## AUTOMOTIVE TECHNOLOGY

**Automotive Technology I [**AM Session] (4 Credits) (KHS STEM)
**Automotive Technology II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Automotive Technology I and instructor recommendation.*

Automotive Technology is a two-year program designed to prepare students for the Automotive Industry and post-secondary education. Students will train according to the "NATEF" Maintenance Light Repair standards both in the classroom and lab. They will also prepare for the State of Maine Motor Vehicle Inspection License. This program covers eight areas: Engine Repair, Electrical Systems, Brakes, Automatic Transmissions and Transaxles, Engine Performance, Heating and Air Conditioning, Steering and Suspension, and Manual DriveTrain and Axles. Students will use online repair manuals, follow step-by-step diagnostics and repair procedures, and write repair orders. Customer service, communication, professionalism and time management will be taught in an effort to prepare students for a career in the automotive industry.

## BUILDING TRADES

**Building Trades I** [AM Session] (4 Credits) (KHS STEM)
**Building Trades II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Building Trades I and instructor recommendation.*

The first year of this two-year program focuses on developing a working knowledge of the building process as it relates to residential construction. Students begin the year covering hand and power tool use and safety as well as job site safety. They will then move into the building process and start the construction of a ranch style home. The house project will cover all aspects of the building process from frame to finish. Other topics that will be covered include: building materials, fasteners, blueprint reading, building codes, concrete foundations and thermal insulation.

Students returning for the second year of the program will develop the skills essential to the cabinetmaking and furniture making industries. Safety practices, tool and equipment utilization, identification of building materials, fasteners, hardware, basic math and blueprint reading will all be addressed. The mastering of these skills and competencies will culminate in the construction of tool boxes, cabinets and furniture.

## CAREER EXPLORATION

[AM and PM Session] - One semester (2 credits)

***Prerequisite:*** *Referral from School Counselor or Administrator*

Introductory course designed from 10th grade students to explore the SRTC STEM Pathway. Students will experience components of the following existing SRTC programs: Building Trades, Electrical Wiring, Precision Manufacturing, and Welding and Metal Fabrication, with attention paid to safety through specific safety training for the equipment utilized in the program. In addition, students may have the option to shadow in other SRTC programs of their choice. Students may be a good fit if they could benefit from a "learn by doing educational approach" and are open to exploring all content areas in this program. They must be willing to participate in a CTE classroom and lab environment that includes utilizing tools/equipment and follow safety expectations. They must be committed to engaging positively in the SRTC community (traveling to and from SRTC daily and following SRTC expectations) and willing to commit to attend SRTC regularly.

## COMPUTER AND NETWORK SYSTEMS

**Computer & Network Systems I** [AM Session] (4 Credits) (KHS STEM)
**Computer & Network Systems II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Computer & Network Systems I and instructor recommendation.*

CNS I Prerequisite: The student can demonstrate interest and dedication in going beyond just installing apps, playing games and using spreadsheets by showing a desire to "deep dive" into what makes computers, technology and programming happen. The student should feel comfortable with studying and absorbing a lot of new, unfamiliar information, basic mathematics and working with small hand tools.

The two year Computer & Network Systems Program prepares the student for entry level positions in areas such as computer maintenance, computer network administration, computer systems administration and computer programming. In addition, this program prepares students to take industry certification exams offered by Cisco and CompTIA. The first year of this program provides the foundation necessary to install and troubleshoot personal computer hardware, work with the Linux Operating System and learn basic programming concepts by creating useful computer programs.

Students will participate in hands-on projects that involve dismantling and reassembling desktop and laptop computers, understanding the architecture of the personal computer, installing computer memory and peripherals and troubleshooting software and hardware problems. In addition to the hardware projects, students are introduced to programming via the Linux OS, the BASH shell, Python and other computer languages as well as system administration practices on Microsoft, Linux and Macintosh operating systems.

*CNS II Prerequisite: Successful completion of Computer & Network Systems I and/or Instructor recommendation.* The student should be comfortable organizing information, dealing with software tools and applications as well as having a firm grasp on basic mathematics. Students may enroll in the second year Network Systems class without taking the first-year course if they have instructor permission and can demonstrate proficiency and an understanding of the material covered in Year 1.

Year II curriculum concentrates on designing and building computer networks with hands-on projects and labs using Cisco routers and switches, network analysis tools and simulation tools. Year II includes an in-depth study of networking protocols and concepts and the physical makeup of computer networks. Students are introduced to network debugging tools and network analysis tools. Students who excel in the program and show exceptional dedication may have the option to enroll in a dual program with Southern Maine Community College or qualify for an articulation agreement with York County Community College.

## COSMETOLOGY

**Cosmetology I** [AM Session] (4 Credits)
**Cosmetology II** [PM Session] (4 Credits)
***Prerequisite:*** *Successful completion of Cosmetology I and instructor recommendation.*

This two-year program allows students interested in the field of Cosmetology to begin their training by earning approximately 600 hours of the 1500 hours required for a Maine or New Hampshire Cosmetology license over the two years. These hours will transfer to post-secondary Cosmetology schools in the area and enable students to begin their studies with a portion of the program hours completed. Beginning with basic theory and advancing to practical skills, students will explore hair sculpting, color and perm design, as well as basic nail and skin applications. Students will practice their craft in a live salon environment where they will be responsible for day to day business operations and inventory control systems.

## CULINARY ARTS

**Culinary Arts I** [AM Session] (4 Credits)
**Culinary Arts II** [PM Session] (4 Credits)
***Prerequisite:*** *Successful completion of Culinary Arts I and instructor recommendation.*

The Culinary Arts program is designed to provide students with the knowledge and skills required to secure employment in the foodservice and hospitality industry. The student must show academic potential as well as commitment to the food service industry. The first-year curriculum addresses the basic skills and knowledge associated with culinary arts and the food service industry. Among the areas covered are: introduction to baking; meats/poultry; seafood; table service; cost control; knife skills; soups/sauces; salads and pastry; vegetable/starch cookery; breakfast cookery; safety and sanitation; menu planning; and restaurant operations. The second year curriculum will enable students to gain advanced level knowledge and skill pertaining to food preparation and production as well as food service management. Students will be required to assemble a portfolio of their knowledge and success in and out of class. Among the areas covered in the second year are: career orientation/opportunities; entrepreneurship; regulations and laws; menu design; garde manager; advanced pastry; advanced seafood; hors d'oeuvres/canapés; nutrition; charcuterie; American regional and international cuisine; advanced table service; and culinary competition. To be successful in this program, students must be highly motivated and effective team players.

## DIGITAL DESIGN

**Digital Design I** [AM Session] (4 Credits) (KHS STEM)
**Digital Design II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Digital Design I and instructor recommendation.*

Earn College Credit as you explore the world of digital Art by enrolling in the Digital Design course at SRTC. Learn key concepts such as the "Creative Process", "Color Theory", "Principles of Design", and Typography Design" by completing a variety of projects using the Adobe Creative Suite Programs. In year one, students will begin with Adobe Photoshop course (MUL110) earning three credits that are affiliated with York County Community College. Students will finish the year with animating sprites, 2D game making, and a portfolio website. Hands-on production with screen printing, vinyl graphics, image transfer and poster printing will enhance and expand the portfolio.
Year two students begin with a course in Adobe Illustrator (MUL122, 3 credits) to learn vector graphics, logo development, vector illustration and techniques in vector art production. Students will develop customer service skills through hands-on production for non-profit organizations who employ our talents. Explore 3D modeling with Sculptris or Blender, create animations using Adobe Animate, build 2D games with GameMaker and Unity. Students who apply to this program should be proficient in critical thinking skills and computer software navigation, independent learners, able to take criticism. They should be problem solvers, and employ good communication skills both verbally and written. Opportunities exist to complete at the State Skills USA events such as Advertising Design, Tee Shirt Design, Photography and more.

## EARLY CHILDHOOD EDUCATION

**Early Childhood Occupations and Education I** [AM Session] (4 Credits) Location: Noble HS
**Early Childhood Occupations and Education II** [PM Session] (4 Credits) Location: Noble HS
***Prerequisite:*** *Successful completion of Early Childhood Occupations and Education I and instructor recommendation.*

Level I is an introductory course for both young men and women who are interested in the field of teaching. Students will be chosen to participate in the program through an application and interview process during their sophomore year of high school. During the first year of the program, topics of study include learning theory, observation and assessment, classroom management, and working with children with special needs. Students will have the opportunity to practice their newly acquired skills working with professionals in our on-site Head Start program to implement theory into practice.
In level II of the Early Childhood Occupations & Education program, students will explore ethics and professionalism in the field of teaching. They will focus their learning on curriculum and learning environments. During level II, students will have the opportunity to practice their skills in an internship with highly qualified early childhood professionals in our community and surrounding school districts. Students attend internships three days per week for a minimum of two hours per day and attend class two days per week. Upon successful completion of the two year program, students are eligible to receive the Maine certification qualifying them as an Early Childhood Aide (CECA).
At the end of the two year program, students are eligible to receive a maximum of three credits from York County Community College (YCCC). These credits will be used for ECE 101 through the prior learning program. To receive credit for prior learning the incoming student must create a prior learning portfolio that documents at least 85% of the objectives of the YCCC credit course have been met.

## ELECTRICAL WIRING

**Electrical Wiring I** [AM Session] (4 Credits) (KHS STEM)
**Electrical Wiring II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Electrical Wiring I, apply and hold State of Maine helper's license, and instructor recommendation.*

The Electrical Wiring I program is designed to provide students with entry-level electrical skills. Students learn various wiring methods of residential buildings. Electrical Wiring I students begin with electrical safety and tools of the trade. They use mock-ups to perform the typical wiring of today's modern home. All wiring techniques learned by the students will meet or exceed National Electrical Code standards. Electrical Wiring II students will extend their learning experiences to more complex projects that include EMT (electrical metal tubing) bending, wiring a complete 100 amp service, and wiring homes that the center builds or other non-profit projects throughout the community. Students will learn how to read and work from blueprints. Graduates of this program with an 80 average or better will receive 576 hours credited toward their journeyman license.

## EMERGENCY MEDICAL SERVICES

**Emergency Medical Services** AM Session -- (4 Credits) PM Session -- (4 Credits)

***Due to licensing restrictions, students must be at least 16 by the first day of class AND priority for program acceptance will be given to best qualified candidates who will be age 18 by the end of the program.***
**The EMT and Firefighting programs are separate one-year programs, although students may opt to take both programs over a two-year period, depending on their schedule and performance in the first year.**

The Emergency Medical Technology (EMT) Program provides students with necessary skills and education to respond to emergency calls, provide efficient and immediate care to critically ill or injured persons and transport patients to a medical facility. The EMT training program is a one-year course that includes lectures and hands-on education. Students receive instruction in anatomy and physiology, patient assessment, pre-hospital care and transport. Skill practice includes interventions necessary to provide patient care and transportation including basic level patient assessment, airway management, and oxygen administration, CPR, spinal

immobilization, shock management, bandaging and splinting and medication administration. **Extensive reading and written work is required**. Clinical time is required outside of school hours. Upon completion of the program with a grade of 75 or above the student will be eligible to take the National Registry EMT written exam and the Maine State Practical exam. Successful completion of these exams will make the student eligible to obtain licensure as a Maine EMT and earn 6 credits from Southern Maine Community College. Knowledge and skills obtained at the EMT level provide the foundation for further advancement to Advanced EMT and Paramedic after successful employment as an EMT.

## ENGINEERING APPLICATIONS WITH ROBOTICS

**Engineering Applications with Robotics I** [AM Session] (4 Credits) (KHS STEM)
**Engineering Applications with Robotics II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Engineering Applications with Robotics I and instructor recommendation.*

In Engineering Applications with Robotics first year students will use the VEX robotics platform to apply design principles in developing products and systems. They will gain an understanding of the nature of engineering, problem solving, and the design process. Basic electricity and programming skills will also be introduced. Additionally, first year students will participate in design challenges and work with our year two students on our FIRST Robotics team. Second year students will take the lead of our FIRST Robotics team and build a complete working robot to meet a new challenge in six short weeks. This year we are registered to compete in two district competitions that will take students' system design and programming skills to higher levels. Second year students will also learn more advanced engineering content including thermodynamics, structures, structural analysis and other engineering content that will serve them well as they prepare to graduate. The course is designed to support students wanting to attend university level engineering programs, technical programs, military and direct industry employment. Mathematics skills will be developed and utilized in the program.

## ENGINEERING & ARCHITECTURAL DESIGN

**Engineering/Architectural Design I** [AM Sessions] (Computer Aided Design I) (4 credits) (KHS STEM)
**Engineering/Architectural Design II** [PM Session] (4 credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Engineering*/Architectural Design *I and instructor recommendation.*

Join the rapidly changing field in 3D Computer Design called Solid Modeling. Soon you will be designing using holographic images and Virtual Reality. 3D Printing, called additive manufacturing, will revolutionize the way we live. This new technology is already building entire houses, cars, aircraft and rocket engines, prosthetic limbs, and actual working human organs. All Engineering, Architectural and medical colleges are using various 3D printers. Our program is individualized to meet your goals.

We use powerful computers with dual monitors, two engineering 3D printers and a brand new Helix 3D Laser. During the second year you will progress to advanced 3D design and simulation using SolidWorks Professional, Revit Architectural and CorelDRAW. Your blueprints are 3D printed or lasers cut and engraved and are yours to keep. You will leave with an impressive design portfolio.

Earn 12 college credits during class and become industry certified in 3D Solidworks Engineering Design. Also become industry certified in additive manufacturing (3D Printing)
The student is prepared for immediate job entry or will gain a huge head start for college. Consider this fascinating and exploding career field with a very rewarding future!

## FIRE SCIENCE

**Fire Science** AM Session -- (4 credits) PM Session -- (4 credits)
***Due to safety restrictions, priority for program acceptance will be given to best qualified candidates who will be age 16 by the start of the school year.***
**The EMT and Firefighting programs are separate one-year programs, although students may opt to take both programs over a two year period, depending on their schedule.**

This one-year program is for students interested in being trained to the National Fire Protection Association's 1001 standards for professional qualifications of fire fighters. This training is required by area fire departments before entering structure fires or attacking car fires. Classes are taught by state certified fire instructors with standard materials used throughout the state. There will be a combination of classroom, fitness training, and hands-on experience using fire fighting tools and equipment. Extensive reading and written work is also required.
This class requires that students achieve and maintain a level of physical fitness to enable the individual to be able to chop, lift, drag, and climb. Students will be expected to work as a team while setting up ladders; climbing ladders to over 30 feet; chopping holes in roofs and dragging fire hose, all while wearing Personal Protective Clothing and an SCBA air pack.

Successful completion of the course will allow the student to take the Firefighter I & II End Test (skills testing) and written tests. Students who pass these tests will receive their State Certifications. State certifications will give them up to 6 college credits at SMCC. In addition, the program has a concurrent enrollment with SMCC for 3 credits in their Fire 105 course.

## HEALTH OCCUPATIONS

**Health Occupations -** AM Session – (4 Credits) PM Session – (4 Credits) Locations: Marshwood High School and Sanford Regional Technical Center
***Prerequisite:*** *Students must be 16 years old by the start of the school year and will have a State Bureau of Identification (SBI) background check done early in the school year.*

This is a one-year program for students considering a career in healthcare. The curriculum follows Maine's Certified Nurse Assistant (CNA) standards (which can be found at www.maine.gov/doe/cte); students who complete all requirements are eligible to take the CNA competency exam in May. This certification provides abundant opportunities for immediate full-time employment or part-time work while completing high school or attending college. The program includes classroom instruction, clinical work-based learning experiences in a local healthcare facility, and job observations in the community to explore a range of health science careers. In addition to CNA care skills, students will explore themes of ethics, empathy, integrity, collaboration, and managing workplace relations and responsibilities. If you enjoy building relationships with new people and feel comfortable assisting with care for bodily functions (eating, bathing, toileting), consider this rewarding program!

## LANDSCAPING AND HORTICULTURE

**Landscaping and Horticulture I [**AM Session] (4 credits)
**Landscaping and Horticulture II [**PM Session] (4 credits)

The goal of the Landscaping and Horticulture program is to prepare students to enter the Horticulture Industry and/or prepare them for further education and training in the field. The program focuses on topics such as: Greenhouse operation and Maintenance, Plant Identification, Ornamental Plants, Propagation, Orchard Management, Landscape Design and Construction, Integrated Pest Management, Organic Vegetable Production, and Aquaculture. These topics (and more) are complimented by hands-on experiences where students are required to complete a variety of landscape projects, operate standard landscaping equipment, manage two school greenhouses, care for an 800-gallon aquaculture system, and maintain various landscapes. Graduates of the program are well prepared to enter the landscape and horticulture industry. They are qualified to work in a variety of settings, including: commercial greenhouses, landscaping companies, tree care companies, private estates, golf courses, park and recreation departments, grounds maintenance, and in agriculture.

## LAW ENFORCEMENT

**Law Enforcement I -** AM Session -- (4 credits)
**Law Enforcement II** – PM Session – (4 credits)

***Prerequisite:*** *Successful completion of Law Enforcement I and instructor recommendation.*
Law Enforcement is a two-year program that provides students with the opportunities to prepare for employment in occupations related to the law enforcement industry. Students receive similar instruction to students in the Maine Criminal Justice Academy and learn about Defensive Tactics, Drill & Ceremony, Criminal Investigations, Domestic Violence, Use of Force, Low-Risk & High Risk Vehicle Stops, Crash Investigations, OUI Investigations, Handcuffing, Report Writing, etc. Physical Fitness training is also an important component of the program. The Law Enforcement Program sets high standards and expectations with emphasis on: *Professionalism, Discipline, Respect, Ethics, Integrity and Teamwork.*

## PRECISION MANUFACTURING

**Precision Manufacturing I** [AM Session] (4 Credits) (KHS STEM)
**Precision Manufacturing II** [PM Session] (4 Credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Precision Manufacturing I and instructor recommendation.*

This program is designed to train students for entry-level positions in manufacturing. The curriculum is based on the National Institute of Metalworking Standards (NIMS). The traditional metalworking practices are taught through rigorous metalworking projects and theory discussion. Safety, precision measurement, inspection, blueprint reading, lathes - milling - grinding - sawing machines, Computer Numerical Control (CNC) Mill and Lathe, Computer Aided Drawing (CAD) and Computer Aided Manufacturing(CAM) are covered. Students work toward industry recognized credentials in Precision Machining. All second year students will have the opportunity to take the Precision Manufacturing examination through the National Occupational Competency Testing Institute (NOCTI). The program also has a concurrent enrollment with York County Community College for 7 credits in their Precision Machining Program.

## VIDEO PRODUCTION

**Video Production I [**AM Session] (4 credits) (KHS STEM)
**Video Production II** [PM Session] (4 credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Video Production I and instructor recommendation.*

This program incorporates a hands-on approach to provide students with the ability to get a head start on a career in the media field. Students learn various media-related skills, including: cinematography, studio production, directing, producing, editing, scriptwriting, and storyboarding. Students will also learn how to identify and anticipate industry trends and learn the various laws and business practices that are unique to the field. Additionally, students will be actively involved with a variety of projects including public service announcements, instructional videos, commercials, music videos, short films and practice drills. These projects are designed to hone the skills learned to be successful in the field. Students also have the chance to work closely with WSSR-TV (located adjacent to the lab) and have their work broadcast through the station. At the end of their second year in the program students will be able to test for certification approved by the Maine Association of Broadcast Professionals. Second year students will also earn transferable credit through a concurrent enrollment agreement with Southern Maine Community College.

## WELDING METAL FABRICATION

**Welding & Metal Fabrication I** [AM Session] (4 credits) (KHS STEM)
**Welding & Metal Fabrication II** [PM Session] (4 credits) (KHS STEM)
***Prerequisite:*** *Successful completion of Welding & Metal Fabrication I and instructor recommendation.*

This program is designed to prepare students to pursue employment in the welding and fabrication industry with a full set of basic skills and knowledge, well ahead of most entry-level job applicants with whom they will compete. Students will learn to weld sheet metal, plate, pipe, and tubing in all positions using the Stick-Arc, MIG, and TIG processes, on carbon, stainless steel, and aluminum. Students will learn to design, plan jobs, read drawings, lay out, draft patterns, fit, plasma and oxy-fuel cut, grind, shear, punch, drill, and bend for both class assignments and personal projects. The emphasis throughout the program is on the value of a strong work ethic and working in a safe, organized way. In the second year of the program students further develop their skills and knowledge through more advanced assignments including welding and project work suited to their expressed areas of interest (specialty). For some, this will include preparation and testing for professional AWS (American

Welding Society) certification. Through strong outreach to the business community students seeking employment are assisted in their search by the instructor.

DENIAL OF CONSENT TO RELEASE STUDENT INFORMATION FOR SECONDARY STUDENTS

Federal law and regulations pertaining to family educational rights and privacy allow schools, without prior consent, to release at their discretion, information from student educational records that has been designated by the school system as "directory information." RSU 21 has designated the following as directory information: student's name, participation in officially recognized activities and sports, weight and height of student athletes, grade level in school of participants in extracurricular activities, date of attendance at local school unit schools, and honors and awards received.

In addition, the "No Child Left Behind Act of 2001" contains provisions that require that the school unit provide student names, addresses and telephone numbers to military recruiters and institutions of higher learning when requested to do so, unless the student's parent/guardian or student 18 years of age or older requests in writing that such information not be released.

If you DO NOT want the information released, complete the appropriate section of this form and return it to:
Principal, Kennebunk High School
89 Fletcher Street
Kennebunk Maine 04043

FOR STUDENTS 18 YEARS OF AGE OR OLDER:

I request that Kennebunk High School:

NOT release my name, address, or telephone number to any military recruiter or military recruiting organization without my prior written consent.

NOT release my name, address, or telephone number to any institution of higher learning without my prior written consent.

NOT release information of any kind concerning me, including "directory information," without my prior written consent.

_____ _____

Student Signature Date