

Portland High School

2017 - 2018

Course Selection Guide



Portland, Maine

PORTLAND HIGH SCHOOL
COURSE SELECTION GUIDE

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A Message to Students from Principal Jepson,

The high school years provide you an opportunity to develop a framework for your future. Whether you choose college, the military or the workforce, the information contained in this Course Selection Guide will help you make the right decisions regarding your academic needs and interests. What are your strengths and challenges? What are your likes and dislikes? What are your goals and aspirations? You are encouraged to map out a four-year plan and give careful thought to your choices – the ability to select your own courses and plan for the future becomes all the more critical. Your final selection of courses should represent a challenging but realistic program of studies that prepares you to achieve your goals.

This course guide contains lots of information, including graduation requirements, four Pathways with suggested sequence of courses, course descriptions and a four-year academic planning guide. The PHS faculty works diligently to design interesting, rigorous, and content-rich courses and wants each of you to find success within and beyond the PHS walls.

Academics are a large part of your preparation for future challenges, but keep in mind that strong civic and social commitments round out your high school experiences. Consider trying something new. Explore. Take advantage of the numerous opportunities available to you. Take up the challenge! Get involved!

With Infinite Campus, you will select your classes online. Collaborate with your parents, teachers and counselors in devising a four-year plan. If you have any questions, please contact your guidance counselor.

Select the appropriate courses and do what is necessary to prepare for your future!

Sincerely,

Ms. Jepson

PLANNING A COURSE OF STUDY

This Course Selection Guide has a lot of valuable information that is important for you to know and remember as you go through high school. You should talk with your parents, guidance counselor and teachers to help you make the best selections. Review the graduation requirements and course descriptions to help you decide which classes to take. Consider your interests and think about what you might want to do after high school. Check out the college requirements in the “Mapping Your Future” Charts to learn about the various courses offered that can help you explore different career fields. Also check out pages 9-18 where we have outlined suggested courses for four pathways that will be implemented this fall. Your high school experience can serve as the stepping stone to your future whether you are planning to attend college, serve in the military, or enter the workforce.

GRADUATION REQUIREMENTS

A high school diploma from the Portland Public Schools is evidence that a student has achieved and demonstrated proficiency in meeting the district’s graduation standards, which are aligned with Maine’s Learning Results Standards.

DIPLOMA REQUIREMENTS THROUGH 2016-2017 SCHOOL YEAR

Students must successfully complete a total of 41 credits and achieve the content standards of the parameters for essential instruction required by the Department of Education regulations. Students may demonstrate achievement of the standards through multiple pathways as permitted by state law.

- A. English Language Arts – 8 credits
- B. Social Studies and History – 6 credits (including one year of American history and government, civic and personal finance)
- C. Mathematics – 6 credits
- D. Science and Technology – 6 credits
- E. Fine Arts (which may include arts, music, or drama) – 2 credits
- F. Physical Education – 2 credits
- G. Health – 1 credit
- H. The remaining 10 credits may be selected by the student on the basis of their interests, abilities and plans following graduation.

Students with disabilities may earn a regular diploma by fulfilling state and local requirements as specified by the goals and objectives of their Individual Education Plan (IEP).

DIPLOMA REQUIREMENTS BEGINNING WITH 2017-2018 SCHOOL YEAR

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/guardians at the start of their ninth grade school year. This policy will be included in every edition of the high school student handbook.

The superintendent, through the high school principal or other designee, shall provide regular updates on progress toward graduation to students and their parents/guardians.

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

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

- a. Successfully complete a total of 41 credits and achieve the content standards of the parameters for essential instruction required by the Department of Education regulations.
 - i. English Language Arts – 8 credits
 - ii. Social Studies and History – 6 credits (including one year of American history and government, civic and personal finance)
 - iii. Mathematics – 6 credits
 - iv. Science and Technology – 6 credits
 - v. Fine Arts (which include arts, music or drama) – 2 credits
 - vi. Physical Education – 2 credits
 - vii. Health – 1 credit
 - viii. The remaining 10 credits may be selected by the student on the basis of their interests, abilities and plans following graduation.

b. Complete a capstone and/or milestone project demonstrating in-depth research, presentation, and technology integration skills.

The superintendent/designee will develop a set of criteria through which the capstone and/or milestone project will support attainment of Portland Public School's graduation standards.

c. Complete an individualized post-secondary success plan that continues to build upon each student's acquired knowledge and skills, and enables each student's full participation in Portland's civic, intellectual, cultural and economic life and in our global economy.

J. Portland Public Schools offers all students multiple ways to achieve and demonstrate proficiency in the district's graduation standards.

Educational experiences available to students include, but are not limited to:

- Academic courses offered by the school
- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships, fieldwork
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education courses
- Other Portland Public Schools approved measures of proficiency

K. Portland Public Schools encourages students to explore a broad range of learning experiences, including expanded learning opportunities that take place outside of the school building and/or school day. To pursue an expanded learning opportunity, a student must present a detailed plan, including how the experience helps the student meet the district's graduation standards. Each expanded learning opportunity must provide a quality learning experience comparable in rigor to other learning experiences offered by Portland Public Schools. Expanded learning opportunities must be approved by the high school principal/designee.

L. In order to receive a diploma from Portland Public Schools, students must demonstrate that they have engaged in educational experiences relating to graduation standards in English language arts, mathematics, science and technology, and social studies in each year of their secondary schooling.

M. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also take more or less time to do so, based on their distinct learning needs.

Students Receiving Special Education Services

Students who demonstrate proficiency in Portland Public Schools' graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Adopted: 6/24/2014

Revised: June 16, 2015

Academic Planning ~ Mapping Your Future

When choosing your high school classes, it is important to consider many factors including teacher recommendations, parent approval, high school graduation credits, course prerequisites, and career and college aspirations. Also, it is important to have some self-awareness and identify your strengths and interests as well as establish academic, personal and extracurricular goals. Consult with your parents/guardians, teachers, and school counselor, and use the Career and College Planning ~ Mapping Your Future worksheets to help guide you in the selection process.

Listed below is a chart to help you keep track of the courses you have taken or plan to take while in high school. You can access your credit count by logging onto your Infinite Campus account.

To complete this worksheet, fill in the courses you have taken in the appropriate column and pencil in the classes you want to take in the years to come. The required graduation credits are also listed in parentheses.

| | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|---|------------------|----------------|-------------|-------------|
| English (8 credits) | | | | |
| Social Studies (6 credits) | | | | |
| Mathematics (6 credits) | | | | |
| Science (6 credits) | | | | |
| Fine Arts (2 credits) | | | | |
| Physical Education (2 credits) | | | | |
| Health (1 credit) | | | | |
| Electives (10 credits) | | | | |
| Language (recommended but not required to graduate) | | | | |
| | Freshman Seminar | | | |
| Totals | | | | |

Congratulations! You have taken a big step toward planning your future. Are you interested in learning more about yourself to further explore your career interest or a potential college major? We recommend you log onto your Naviance account at <https://connection.naviance.com>

Career & College Planning ~ Mapping your Future

Typical requirements and expectations for various college and career paths are listed below and should be considered during course selection. These requirements change and sometimes differ among colleges depending on areas of specialization and competitiveness.

Four-Year College Minimum Requirements

Using the chart below, you can identify the suggested high school courses and/or number of years required for your interested college major. Competitive colleges expect that students will have completed four years of English, Mathematics, World Language, Social Studies and Science (with labs) at the college preparatory or above levels. In addition to the PHS course offerings, you are encouraged to explore the course opportunities offered at PATHS, during the common blocks (1&4) at DHS and CBHS, and through the Early College Programs.

| | English | Mathematics | Science | Social Studies | Language |
|---------------------------|----------------|---|---|-----------------------|---|
| Liberal Arts Major | 4 years | Algebra I Geometry Algebra II | 3 years | 3 years | 2-4 years of the same language |
| Technology Major | 4 years | Algebra I Geometry Algebra II Statistics or FST | 3 years including Chemistry and Physics | 3 years | 2 years of the same language suggested but not required |
| Business Major | 4 years | Algebra I Geometry Algebra II | 3 years | 3 years | 2 years of the same language suggested but not required |
| Nursing Major | 4 years | Algebra I Geometry Algebra II | 4 years including Biology, Chemistry and Anatomy & Physiology | 3 years | 2 years of the same language suggested but not required |

Two-Year College Minimum Requirements

Using the chart below, you can identify the suggested high school courses and/or number of years required for your interested college major. Two-year colleges may have specialized programs that have requirements beyond those listed. In addition to the PHS course offerings, you are encouraged to explore the course opportunities offered at PATHS, during the common blocks (1&4) at DHS and CBHS, and through the Early College Programs.

| | English | Mathematics | Science | Social Studies |
|---------------------------|----------------|-------------------------------------|----------------|-----------------------|
| Liberal Arts Major | 4 years | Algebra I Geometry Algebra II | 3 years | 3 years |
| Technology Major | 4 years | Algebra I Geometry Algebra II | 3 years | 3 years |
| Business Major | 4 years | Algebra I Geometry Algebra II | 3 years | 3 years |
| Nursing Major | 4 years | Algebra I Geometry Algebra II | 3 years | 3 years |

District’s Science, Technology, Engineering and Math (STEM) Endorsement

Portland High School students can earn a STEM endorsement on their transcript by achieving excellence through STEM coursework and extended learning opportunities. In order to earn this endorsement, students need to:

1. Complete a minimum of 20 credits in STEM school coursework.
2. Show competency in pre-calculus concepts.
3. Earn credit in at least one STEM college course or STEM Advanced Placement course.
4. Demonstrate substantial commitment and excellence with STEM learning beyond coursework. This is typically done with at least 50 hours of STEM learning in at least 2 of the three categories below:
 - a. Completion of STEM-related internships (min. of 10 hrs)
 - b. Completion of at least 30 hours of approved extended learning opportunities
 1. STEM related clubs and teams
 2. Annual STEM Symposium
 3. PPS summer intensives
 4. Professional Talks and Presentations
 5. Other STEM programming
 - c. Completion of senior capstone project or experience

Students interested in pursuing a STEM endorsement should see their guidance counselor.

****In order to be officially “on track” for the STEM Endorsement and be able to report this to colleges for admission, it is recommended that by the end of junior year, students have earned at least 16 STEM credits and have 30 hours of additional STEM Learning by the end of their junior year.**

Art
Elective Courses

Course Title: **Art 1 Fundamentals**
Course Number: 2601
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: Art 1 Fundamentals is a semester-long introduction to the Art program. Student learning will be centered around the elements of art and the principles of design through the exploration of two-dimensional design media, techniques, and processes. Art 1 Fundamentals is the first prerequisite for the Visual Arts Strand in the Creative and Performing Arts Pathway.

Course Title: **Art 2**
Course Number: 2602
Prerequisites: Completion of Art 1 Fundamentals or Teacher Recommendation
Credit: 2 Fine Arts Credits, full year
Open to: Grades 10, 11, 12
Description: Art 2 is a yearlong course for the serious art student building upon skills and techniques learned in Art 1 Fundamentals. It is a more intensive study of art-making media and processes influenced by historical and contemporary artists from both local and world cultures. Students will experience a concentrated level of rigorous practice and productive focus within an individualized studio environment that supports and celebrates their own unique learning and creative styles.

Course Title: **Art 3 - Studio Art**
Course Number: 2603
Prerequisites: Completion of Art 2 or Teacher Recommendation
Credit: 2 Fine Arts Credits, full year
Open to: Grades 11, 12
Description: Students will continue to build upon previous art knowledge on a more advanced and independent level, focusing sustained attention on developing artistic mastery in a variety of media, using both traditional and experimental methods. Course emphasis: the exploration of ideas and possibilities that relate to individual interests and reflect and support personal growth and actualization. Guidance and instruction in building a compelling art portfolio for entrance into college or art school will be given with individual goals in mind.

Course Title: **Art 4 - Advanced Studio Art**
Course Number: 2604
Prerequisites: Completion of Art 3 or Teacher Recommendation
Credit: 2 Fine Arts Credits, full year
Open to: Grade 12
Description: Art 4 is an individualized program which supports guided and independent studio immersion for sustained artistic development. This culminating experience in the Visual Arts Pathway involves expanded choices of: materials, processes, ranges of creative considerations and cultural connections, with outcomes involving exhibition-worthy artwork. Guidance and instruction in compelling portfolio building comparable for entrance into college or art school will be given with the individual's goals in mind.

Course Title: **Advanced Placement Studio Art**
Course Number: 2605
Prerequisites: Completion of Art 3 or Teacher permission
Credit: 2 Fine Arts Credits, full year
Open to: Grade 12
Description: A.P. Studio Art is an intensive program for students who would like to pursue a career in Art. Students will be required to complete 29 quality pieces of Art work that will be assessed by the National Advanced Placement Art College Board in New Jersey.

Course Title: **Digital Photography 1**
Course Number: 2609
Prerequisites: Completion of Art 1 Fundamentals
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 10, 11, 12
Description: Digital Photography 1 is an Introduction to Photography. Through both taking and editing their own photographs students will explore the Elements of Art and Principles of Design as they relate to photography. Students will learn about composition, lighting, and the history of photography while being introduced to different photographers and types of photography

Course Title: **Drawing**
Course Number: 2613
Prerequisites: Completion of Art 1 Fundamentals
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 10, 11, 12
Description: Using inventive and descriptive mark-making, students will develop drawing methods to represent both the real and the imagined, as well as generate two-dimensional surface design. This course will support the evolution and development of the art student through artistic practice in a range of drawing media, including iPad digital illustration. Great Art - historical, contemporary and local will be viewed to inform and inspire. Drawing subjects will include still life, the human figure, portraiture, landscape studies and interiors.

Course Title: **Clay 1**
Course Number: 2617
Prerequisites: Completion of Art 1 Fundamentals
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 10, 11, 12
Description: Students will be introduced to pinch, coil, and slab hand-building techniques, and learn to work on the pottery wheel. Works will include both sculptural and functional pieces. Students will explore traditional and contemporary artwork from a variety of cultures.

Course Title: **Introduction to Body Movement**
Course Number: 2600
Prerequisites: None
Credit: 1 Elective Credit
Description: Are you interested in pursuing yoga, movement to calm the mind, or fundamentals of dance? Have you thought about connecting to a Performing Arts pathways but would like an introductory class to help master basic studio skills and dance etiquette? This course is designed to help students explore movement and choreography, while learning basic dance sequences and exercises designed to develop muscle tone and dance literacy. All levels are welcome. Students have the opportunity to create their own work and prepare for an audition, or become more comfortable in their own bodies and encouraged to develop habits for a healthy lifestyle.

Courses for which Fine Arts credit is granted:

| <u>Semester Courses for 1 Fine Arts Credit</u> | | <u>Year Courses for 2 Fine Arts Credits</u> | |
|---|---------------------------|--|---------------------------------|
| <u>Course #</u> | <u>Course Name</u> | <u>Course #</u> | <u>Course Name</u> |
| 2151 | Public Speaking | 2602 | Art 2 |
| 2158 | Creative Writing | 2603 | Art 3 Studio Art |
| 2160 | Drama Workshop | 2604 | Art 4 Advanced Studio |
| 2161 | Musical Theatre Workshop | 2605 | Advanced Placement Art |
| 2601 | Art Fundamentals | 2650 | Orchestra |
| | | 2651 | Band |
| 2613 | Drawing | 2660 | Chorus |
| 2617 | Clay 1 | 2670 | Advanced Placement Music Theory |
| 2656 | Guitar/Piano Fundamentals | | |
| 2659 | Intermediate Guitar/Piano | | |
| 2668 | Percussion Ensemble | | |
| 2669 | Music Appreciation | | |
| 2609 | Digital Photography 1 | | |

Required of every freshman student:

| | |
|----------------|--|
| Course Title: | Freshman Seminar (Required for all 9th Graders) |
| Course Number: | 2010 |
| Credit: | 2 Elective Credits |
| Open to: | Grade 9 |
| Description: | Students will learn to navigate high school, develop self-advocacy skills, and expand the academic and social language necessary for success in high school and college. Students engage in long-range projects, cooperative learning activities, and reflective journal writing. Units of study will focus on note-taking, time management and study skills, technology, social and human relationships, career exploration and post-secondary decisions, and creating student portfolios. Students will learn more about themselves and their futures in the worlds of post-secondary education and careers. |

English Language Arts

Freshman English - REQUIRED

| | |
|----------------|---|
| Course Title: | Honors English 9 |
| Course Number: | 2111 |
| Prerequisites: | Recommendation of Grade 8 English teacher and NWEA score greater than 235 (Lexile greater than 1150). Students are expected to complete a summer reading and writing assignment due on the first full day of school in September. |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 9 |
| Description: | This course requires the reading of lengthy, complicated passages and extended writing assignments and projects. The course presents a survey of literary genre: short stories, the novel, drama, essays and poetry with an emphasis on literary terminology and critical analysis. Specific works covered include <i>Animal Farm</i> , <i>A Tale of Two Cities</i> , <i>The Secret Life of Bees</i> , <i>To Kill A Mockingbird</i> and <i>Romeo and Juliet</i> . An outside reading is required each quarter. Writing involves narrative, descriptive and expository forms with emphasis on expository pieces. Students will master knowledge of the parts of speech, sentence completeness, sentence parts and phrases. |
| Course Title: | College Prep English 9 |
| Course Number: | 2112 |
| Prerequisites: | Recommendation of Grade 8 English teacher and NWEA score between 220-235 |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 9 |
| Description: | This course presents a survey of literary genre: short stories, the novel, drama, essays and poetry with an emphasis on literary terminology and critical analysis. Specific works covered include <i>To Kill a Mockingbird</i> and <i>Romeo and Juliet</i> . An outside reading is required each quarter. Writing involves narrative, descriptive and expository forms with emphasis on expository pieces. Students will master knowledge of the parts of speech, sentence completeness, sentence parts and phrases. |
| Course Title: | Strategic Reading |
| Course Number: | 2182 |
| Prerequisite: | Recommendation of Grade 8 English teacher and NWEA Score below 220 |
| Credit: | 2 Elective Credits, Fall Semester/Meets Daily |
| Open to: | Grade 9 |
| Description: | Strategic Reading accelerates the achievement of incoming freshmen and enables them to successfully meet the demands of College English 9 (spring semester). Strategic Reading's goal is to strengthen students' reading comprehension and fluency by empowering them to employ learning strategies and ultimately demonstrate the behaviors of independent readers and thinkers. Focus lessons include: teacher read-aloud activities, guided reading in multiple genres, different modes of reading for different purposes, team/group reading and discussion, explicit skill and strategy instruction with guided practice, responsive writing, and self-selected reading. |

Sophomore English – REQUIRED

| | |
|----------------|---|
| Course Title: | Honors English 10 |
| Course Number: | 2121 |
| Prerequisites: | Recommendation of grade 9 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September. |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 10 |
| Description: | Students are required to manage long-term reading and writing assignments. Students will read a variety of American literature, which may include <i>The Scarlet Letter</i> , <i>The Adventures of Huckleberry Finn</i> , and <i>Fahrenheit 451</i> . A five- to seven-page research paper, which demonstrates a critical analysis of two works by an American author, is required for recommendation into AP and Honors English 11. Completion of weekly word-processed writing assignments on works discussed in class is the foundation of the honors writing program. The course includes continued skill development in grammar, usage and vocabulary. Each student will write 2-3 polished pieces each quarter. |
| Course Title: | College Prep English 10 |
| Course Number: | 2122 |
| Prerequisites: | Successful completion of English 9 |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 10 |
| Description: | This course requires students to study and react to a variety of works from American literature such as <i>The Catcher in the Rye</i> , <i>A Raisin in the Sun</i> and <i>Of Mice and Men</i> . Writing instruction will focus on expository writing (five paragraph essay) and other forms involved in writing about literature. A major element of the writing program is a five- to seven-page research paper which is required for recommendation for College English 11. The course includes continued skill development in grammar and usage, speech and vocabulary. Each student will write 2-3 polished pieces each quarter. |

Junior English - REQUIRED

| | |
|----------------|--|
| Course Title: | Advanced Placement English 11 Language and Composition |
| Course Number: | 2130 |
| Prerequisites: | Recommendation of grade 10 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September. |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 11 |
| Description: | This introductory, college-level Advanced Placement English course requires that students read and carefully analyze a broad and challenging range of non-fiction prose selections written in a variety of periods, disciplines and rhetorical contexts. Through close reading and frequent writing, students will deepen their knowledge of rhetoric and how language works, while strengthening their own composing abilities. Instruction emphasizes analytical annotation, accurate writing in response to a prompt, research and documentation skills, and sustained in-depth instruction in writing expository, analytical, personal, and argumentative texts. The small class writing-workshop format demands full participation by each student. Students are required to take the National Advanced Placement English Language and Composition exam in May. |

Course Title: **Honors English 11**
Course Number: 2131
Prerequisites: Recommendation of grade 10 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.
Credit: 2 English Credits, full year
Open to: Grade 11
Description: This course will build on the fundamental disciplines of English, reading, writing, listening and speaking, with an emphasis on evidence based analysis and critical thinking. We will explore great works of British and World Literature, including *Lord of the Flies*, *Life of Pi*, *The Book Thief*, *MacBeth* and *What is the What*. This course includes more challenging and complex reading and writing assignments and proceeds at a faster rate than a college level class. We will grapple with course Essential Questions: What factors shape our values? To what extent does power or the lack of power affect individuals? How can a person's decisions and actions change his/her life? Writing instruction will focus on persuasive writing and will include continued skill development and review in grammar and usage, speech, and vocabulary.

Course Title: **College Prep English 11**
Course Number: 2132
Prerequisites: Recommendation of grade 10 English teacher
Credit: 2 English Credits, full year
Open to: Grade 11
Description: This course will build on the fundamental disciplines of English, reading, writing, listening and speaking, with an emphasis on evidence based analysis and critical thinking. We will explore great works of British and World Literature, including *Lord of the Flies*, *Life of Pi*, *The Book Thief*, *MacBeth* and *What is the What*. We will grapple with course Essential Questions: What factors shape our values? To what extent does power or the lack of power affect individuals? How can a person's decisions and actions change his/her life? Writing instruction will focus on persuasive writing and will include continued skill development and review in grammar and usage, speech, and vocabulary.

Course Title: **English 11**
Course Number: 2133
Prerequisites: Recommendation of grade 10 English teacher
Credit: 2 English Credits, full year
Open to: Grade 11
Description: This course emphasizes skill development in reading and writing. We will explore great works of literature, including *The Absolutely True Diary of a Part-Time Indian*, *Unbroken*, and a wide variety of short stories and plays. Writing will focus on narrative and persuasive writing and will include continued skill development and review in grammar and usage, speech, and vocabulary.

Senior English - REQUIRED

| | |
|----------------|--|
| Course Title: | Advanced Placement English 12 Literature and Composition |
| Course Number: | 2140 |
| Prerequisites: | Recommendation of grade 11 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September. |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 12 |
| Description: | Advanced Placement English Literature and Composition is an intensive exploration into master works of English and world writers similar to those studied in college. Close textual analysis is the heart of the program. Insightful, carefully-developed essays of literary analysis, as well as timed essays applying literary terms and concepts to a specific text or texts, comprise most of the writing program. Some time is devoted to more creative and personal endeavors. The small class, seminar format demands full participation by each student. Students are required to take the National Advanced Placement English Literature and Composition exam in May. |
| Course Title: | Honors English 12 |
| Course Number: | 2141 |
| Prerequisites: | Recommendation of grade 11 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September. |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 12 |
| Description: | This course requires the reading of lengthy, complicated passages and extended writing assignments and projects. Students study a variety of pieces of world literature including works by Dostoevsky, Paton, Shakespeare, Sophocles, and Ibsen. Additional independent readings by current world authors will be assigned. Writing instruction will focus on persuasion/opinion writing, creative work, the college application essay, and the development of numerous research-based projects. The course includes continued skill development and review in grammar and usage, speech, and vocabulary. |
| Course Title: | College Prep English 12 |
| Course Number: | 2142 |
| Prerequisites: | Recommendation of grade 11 English teacher |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 12 |
| Description: | This course requires the reading of lengthy, complicated passages and extended writing assignments and projects. The student will study and react to a variety of works of world literature including novels by Paton and plays by Ibsen and Shakespeare. Writing instruction will include expository and creative writing with a focus on persuasion/opinion essays and development of a research-based project. The course includes continued skill development and review in grammar and usage, speech, and vocabulary. |
| Course Title: | English 12 |
| Course Number: | 2143 |
| Prerequisites: | Successful completion of English 11 |
| Credit: | 2 English Credits, full year |
| Open to: | Grade 12 |
| Description: | This course continues to emphasize skill development in reading and writing. Students will study a variety of works of literature including <i>Hamlet</i> , <i>The Road</i> , modern novels, and drama. Writing instruction will include expository and creative writing with a focus on persuasion/opinion essays and development of a research-based project. The course includes continued skill development and review in grammar and usage, speech, and vocabulary. |

English Language Arts

Elective Courses

Course Title: **Public Speaking**
Course Number: 2151
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course covers the fundamentals of speech making. Students will write and give at least five speeches. They will also practice listening and group process skills.

Course Title: **Journalism**
Course Number: 2156
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: Students will explore the use of various writing styles, social media, computer technology, and research skills as they report, write and edit news for a variety of publications. Research outside school, peer editing, and rewriting will be required. At least one piece of writing will be submitted for publication.

Course Title: **Writing Workshop**
Course Number: 2157
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: In this one-semester elective, students work to improve and expand their expository writing skills. They write almost every day in class. Effort is made to help students one-on-one, with individualized assignments and frequent conferencing with the teacher and with fellow students. Skill-building in grammar, spelling, and sentence structure are part of the course work. This course is designed to give tentative or inexperienced writers more practice and confidence.

Course Title: **Creative Writing**
Course Number: 2158
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 10, 11, 12
Grade 9 with permission of the instructor
Description: This one-semester elective is an advanced course for students who want to explore writing short stories, poetry, and creative non-fiction. In the first quarter, students read models from contemporary literature and build fiction writing skills through a series of short in-class exercises. They also write three complete short story drafts, at least one of which goes through a hearty revision process. During the second quarter, students write poetry in a variety of styles, using the work of modern poets as models. A final project consists of revisions of the best student products of the semester.

Course Title: **Drama Workshop**
Course Number: 2160
Prerequisites: Good attendance record and teacher recommendation
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: This course focuses on theatre skills through script work and selected improvisational theatre activities. Students will develop body movement, voice, and character using a variety of scripts. Students will practice acting, set and costume design, blocking, and lighting through production of a one-act play with an emphasis on process rather than product. Opportunities will be available to develop a variety of theatre skills that can be useful on stage or in other classes.

Course Title: **Musical Theatre Workshop**
Course Number: 2161
Prerequisites: Good attendance record and teacher recommendation
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: This course focuses on the production of a Broadway musical. Students will audition for and take part in a complete stage production. Classes will focus on preparation through acting, singing, and movement rehearsals. All students will be expected to take a role in the production. At least two performances will be required near the end of the semester. Limited opportunities will be available in stage and house management, lighting, sound, and stage crew.

Course Title: **SAT Critical Reading and Writing**
Course Number: 2167
Prerequisites: none
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12 with preference given to grades 11, 12
Description: The SAT preparation course will help prepare students for the verbal section on the SAT. Activities, including practice test taking, will be offered in vocabulary, grammar, and critical reading and writing. The Princeton Review will serve as the text.

Course Title: **Accuplacer Prep-English**
Course Number: 2168
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10,11,12 with preference given to grades 11,12
Description: The Accuplacer preparation course will help students prepare for the verbal section of the Accuplacer, which includes instruction and development in English grammar, sentence skills, reading comprehension with short passages, and the WritePlacer test that measures a student's ability to write effectively. Activities, including practice test taking, will be offered in all of the above-mentioned areas. Publications from the Research and Education Association will act as the instructional materials for the class.

| | |
|----------------|--|
| Course Title: | Capstone Experience (Required for all 12th Graders who will not complete a capstone experience in a designated course.) |
| Course Number: | 2020 |
| Prerequisites: | None |
| Credit: | 1 Elective Credit |
| Open to: | Grade 12 |
| Description: | The Capstone experience is designed to showcase a student's strengths, skills, and interests in a particular academic area and should demonstrate the student's ability to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding to an authentic audience. Through the experience, students will be required to apply learning to real life situations and explore knowledge in an area of specific interest and will demonstrate an understanding of the concept of lifelong learning. |

Designated Courses where a student may complete the requirement are:

- | | |
|---------------------------|---------------------|
| AP Biology | AP Psychology |
| ELL Biology | Sociology |
| Forensics | Criminal Justice |
| Anatomy and Physiology | Am Government |
| AP Physics | Global Studies |
| Hon Physics | |
| College Physics | Art 2 |
| Intro to Engineering | Digital Photography |
| Principles of Engineering | |
- AP Statistics
Honors Stats
Comp Sci I
Comp Sci II
Personal Finance
- Band
Orchestra
Intermediate Piano and Guitar
Drama Workshop
- Fr 5
Sp 5
AP French
AP Spanish
Prose and Poetry Latin
- ELL Capstone section - ELL English III
Senior Capstone Support - Academic Support
Functional Academic Support
- ACO Life After PHS

Independent Capstone based upon Project Citizen model:

This capstone will involve students working either on their own or on a team to identify a need in the community, conduct research on the problem, consider alternative solutions and weigh their advantages and disadvantages, propose a solution that requires government action, and present an action plan to influence the appropriate agency to consider or adopt their solution to the problem. Students will meet weekly during Bulldog Block with their faculty advisor to ascertain progress towards these goals. The identified problem could be school, city, state, or nationally-related.

English Language Development Program and Placement Guide

The purpose of English language development (ELD) at Portland Public Schools is to advance English Learners' (ELs) language development and promote their academic achievement by integrating both language and content standards. ELD programming provides language instruction in listening, speaking, reading, and writing, and prepares students for general education by focusing on the social and academic language required across disciplines leading to a proficiency-based diploma. Placement and the curriculum is aligned to WIDA's [English Language Development Standards](#), which capitalizes and builds upon the assets students bring to their learning: their cultural and linguistic practices, skills, and ways of knowing from their homes and communities.

For more information on the proficiencies targeted in each course, see the chart English Language Proficiency (ELP) Performance Definitions below. Note that Intensive ELD (IELD) courses are designated for students of ELP levels 1 and 2. Cognitive Academic Language (CAL) courses are designed for ELP levels 3-5.

| ELP Performance Definitions | | | | |
|--|--|---|---|--|
| <i>Language development is fluid and dynamic. Levels are not static, and can be different in different domains</i> | | | | |
| ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 |
| § Single words, phrases, or language chunks to represent ideas. § Phrase-level patterns and structures § Everyday social, instructional, and content words and expressions | § Emerging presentation of ideas in phrases or short sentences § Repetitive, formulaic grammatical structures across specific content areas § General social, instructional, and content words/expressions, including cognates | § A series of extended sentences and related ideas § Repetitive and <i>some</i> complex grammatical structures with patterns characteristic of specific content areas § Some content-specific and academic vocabulary, including cognates | § Expanded related ideas in connected discourse with a variety of sentences § A variety of complex grammatical constructions with patterns characteristic of specific content areas. § Content-specific and some technical academic vocabulary. | § Multiple complex sentences, presented cohesively and coherently § Multiple phrases and clauses with patterns characteristic of specific content areas § Academic, content-specific, and technical vocabulary |

| ELP Levels (Literacy composite) | English | Science | Social Studies | SLIFE Students with Limited or Interrupted Formal Education | Math | Literacy |
|---|---|----------------------------------|---|--|--|---|
| ELP 1-2 (IELD and SLIFE) | ELL English 1 | Language Acquisition for Science | Language Acquisition for Social Studies | SLIFE will likely remain in ELP1-2 classes for longer than 1 year. | Math Placement based primarily on Math skills. The following courses supplement regular high school math classes: | At least one Endorsed ELL teacher w/ <i>emergent literacy</i> expertise required to staff ELP 1-2 courses |
| ELP 2-2.9 (Content Credit awarded) (IELD) | ELL English II | ELL Foundations of Science | ELL Foundations of Social Studies | Other students exit quarterly as their proficiency develops. | -Language Acquisition for Math -Foundations of Math -Pre-Algebra -TAMS - grade 9 | Endorsed Literacy Specialist w/ ELL expertise/collaboration to address literacy needs of Level 3+ readers (along with native English peers) |
| Co-taught classes | ELL English III | ELL Biology | ELL Early US History | Courses for Students bridging to 3.0+ Should be co-taught, co-planned ELL/GenEd* | | |
| ELP 3-6 (CALs) | Placement in General Education Classes for English, Math, Social Studies and Science (w/ differentiated instruction) ELD Course offerings for high intermediate and advanced ELP levels:: Academic Language Introduction to Interpreting | | | | | |

*Collaborative Protocols and expectations to be outlined by administration.

Course Title: **ELL English 1**
Course Number: 2811F and 2811S
Prerequisite: Assessment. Recommendation of MET
Credit: 2 Elective Credits per semester, meets daily
Open To: Grades 9-12
Description: This course will introduce reading, writing, speaking and listening skills and strategies needed for both social and instructional language acquisition using students' varied life and educational experiences, strengths, interests, and needs to bridge to academic content of US schooling.

Course Title: **ELL English 2**
Course Number: 2812F and 2812S
Prerequisite: Placement Assessment, Recommendation by MET
Credit: 2 English Credits per semester, meets daily
Open To: Grades 9-12
Description: This course continues the development of students' reading, writing, speaking and listening skills and strategies needed for social and instructional language acquisition and introduces key concepts and standards of English Language Arts.

Course Title: **ELL English 3**
Course Number: 2813F and 2813S
Prerequisite: Placement Assessment, Recommendation by MET
Credit: 2 English Credits per semester, meets daily
Open To: Grades 9-12
Description: This course furthers the development of students' reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of English Language Arts. This course supports reading fluency and strategy use with multiple genres with increased comprehension, as well as explicit writing instruction of a variety of text types (including summarizing, outlining and argument). Vocabulary and grammar instruction is integrated throughout each unit of study.

Course Title: **Strategies for Literacy**
Course Number: 2815F and 2815S
Prerequisite: Placement Assessment, Recommendation by MET
Credit: 1 elective credit per semester
Open To: Grades 9-12
Description: This course develops fundamental skills in reading and writing. Students are provided an individualized literacy development plan which could start with the alphabet and phonemic awareness and include decoding and fluency instruction as part of their basic literacy curriculum. An emphasis on meaningful vocabulary and grammar instruction as well as comprehension and strategy development will be integral to the literacy development activities.

Course Title: **ELL Language Acquisition for Social Studies**
Course Number: 2821F and 2821S
Prerequisite: Placement Assessment, Recommendation by MET
Credit: 1 Elective Credit per semester
Open To: Grades 9-12
Description: This ELL Level 1 course introduces students to language and concepts necessary to communicate information, ideas and concepts necessary for academic success in Social Studies classes.

Course Title: **ELL Foundations of Social Studies**
Course Number: 2822F and 2822S
Prerequisite: Placement Testing, Teacher Recommendation
Credit: 1 Social Studies credit per semester
Open To: Grades 9-12
Description: This course furthers the development of students' reading, writing, speaking and listening skills and strategies needed for social and instructional language acquisition and introduces key concepts and standards of Social Studies. Students will focus on building academic language, critical thinking and global competence skills through real - world investigations of current global issues.

Course Title: **ELL Early US History**
Course Number: 2823F and 2923S
Prerequisite: Placement Testing, Teacher Recommendation (See placement chart above.)
Credit: 1 Social Studies credit per semester
Open To: Grades 9-12
This course furthers the development of students' reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of social studies. This course introduces students to major themes and historical periods in Early US History and fulfills the U.S History graduation requirement.

Course Title: **ELL Language Acquisition for Mathematics**
Course Number: 2841F and 2841S
Prerequisite: Placement Testing, Teacher Recommendation
Credit: 1 elective credit per semester, full year
Open To: Grades 9-12
Description: In this course, students will learn basic arithmetic skills using whole numbers, decimals and fractions while developing skills with measuring, US/metric conversions, graphs, integers and simplifying expressions. This course initiates the development of student's reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of basic mathematics.

Course Title: **Foundations of Math**
Course Number: 2842F and 2842S
Prerequisite: Placement testing, MET recommendation
Credit: 1 elective credit per semester, full year
Open To: Grades 9-12
Description: This course focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and division of fractions (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals; and (3) developing understanding of volume. This course furthers the development of students' reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of mathematics.

Course Title: **ELL Language Acquisition for Science**
Course Number: 2854F and 2854S
Prerequisite: Placement Testing, Teacher Recommendation
Credit: 1 Elective Credit per semester
Open To: Grades 9-12
Description: This ELL Level 1 course introduces students to language and concepts necessary to communicate information, ideas and concepts necessary for academic success in Science classes.

Course Title: **ELL Foundations of Science**
Course Number: 2855F and 2855S
Prerequisite: Placement Testing, Teacher Recommendation
Credit: 1 Science credit per semester
Open To: Grades 9-12
This course furthers the development of student's reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of science. Students will focus on building academic language and critical thinking skills through the process of scientific inquiry.

Course Title: **ELL Biology**
Course Number: 2852F and 2852S
Prerequisite: Completion of 9th grade Science
Credit: 1 Science Credit per semester
Open To: Grade 10+
Description: This course studies the structure and function of life. The major topics covered are: molecular biology, genetics, micro-biology and survey of plant and animal kingdoms. The content is presented through supervised classwork and laboratory experiments, and develops students' reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of biology.

Continuing English Language Development Support

Course Title: **Academic Language**
Course Number: 2872F and 2872S
Prerequisite: Placement Testing, Teacher Recommendation
Credit: 1 elective credit per semester
Open To: Grade 9-12
Description: This course builds upon reading, writing, listening, and speaking skills to prepare and support students' academic success in general education classes. Students learn to interpret a range of texts and produce a variety of forms of writing commonly assigned in high school, and further develop their oral communication skills across disciplines. Language functions and forms as well as academic vocabulary essential for attaining proficiency across general education content and disciplinary practices are emphasized. Students' assignments from their core classes may be used to practice and develop academic language skills.

Course Title: **Exploring Interpretation as a Career**
 Course Number: 2881
 Prerequisites: English language proficiency and previous exposure to languages other than English at an advanced level. Recommendation from Guidance, World Language or ELL teacher.
 Credit: 1 Elective credit per semester
 Open to: Grades 10,11,12
 Description: Students will explore interpretation as a career through a range of experiences in and out of the classroom. Using the framework of an online curriculum, students will learn about the essential skills of interpretation as well as the ethical principles involved in the job. Students will learn from guest speakers and field trips about the actual work of interpreters engaged in the fields of education, law and medicine. This course serves as an elective course for the Law and Public Service and/or Biomedical and Natural Science Pathways.

Elective Courses

Course Title: **Personal Finance**
 Course Number: 2712
 Prerequisites: None
 Credit: 1 Elective Credit, 1 semester
 Open to: Grades 9, 10, 11, 12
 Description: How well do you manage *your* money? Need some help on your way to riches? In this class we learn essential money management skills. We use an online Financial Literacy Course and a variety of guest speakers to learn about savings and checking accounts, budgeting, credit cards, taxes, insurance, financing your college education, home and vehicle loans, investing and consumer fraud. Students learn critical financial skills that will serve them not only today, but throughout their lifetime.

Course Title: **First Aid**
 Course Number: 2714
 Prerequisites: None
 Credit: 1 Elective Credit, 1 semester
 Open to: Grades 9, 10, 11, 12
 Description: How many of life's everyday accidents and emergencies are you prepared to handle? Do you know how to treat someone for a broken bone, a burn, a severely bleeding wound, frostbite or heat exhaustion? What if you're the first person on the scene of a car crash in which there are badly injured victims? Would you know how to respond? Could you make a difference, perhaps save a life? We will learn life-saving techniques like the Heimlich maneuver and treating shock. Students may be CPR-trained by a certified instructor using manikins. These are valuable life skills!

Mathematics Grade 9

Course Title: **AMP 9 (Accelerated Math Program), First Year**
Course Number: 2410
Prerequisites: NWEA Score 250+, successful completion of Algebra 1 and teacher recommendation
Credit: 2 Math Credits, full year
Open to: Grade 9
Description: The course content is based on a study of Algebra 2 which includes the study of number sets, systems of linear equations, functions and relations including: linear, quadratic, exponential, logarithmic, and rational. There is a heavy emphasis on graphing and modeling functions. Graphing calculators (TI-83, TI-84, iPad) will be utilized extensively.

Course Title: **Honors Algebra 1**
Course Number: 2411-9
Prerequisites: Teacher Recommendation and NWEA score between 236-249
Credit: 2 Math Credits, full year
Open To: Grade 9
Description: This accelerated course in algebra covers the standard content of a first-year course in algebra including equations, factoring, functions, inequalities, graphing, rational expressions, and radicals. This standard content is explored with greater intensity and emphasis on analytical thinking. Additional topics may include algebraic proof and further investigations of the real number system.

Course Title: **Algebra 1**
Course Number: 2412-9
Prerequisites: Teacher Recommendation and NWEA score between 225-235
Credit: 2 Math Credits, full year
Open To: Grade 9
Description: Algebra 1 is designed to develop basic algebraic skills with emphasis on equation and problem solving techniques. Various properties of power, operations with polynomials, factoring polynomials, graphing in the coordinate plane, solving systems of linear equations, and radical expressions are included.

Course Title: **Algebra 1 Daily**
Course Number: 2417D1 – semester 1
2417D2 – semester 2
Prerequisite: Recommendation of Grade 8 teacher and NWEA score between 210-224
Credit: 2 Elective Credits, fall semester/meets daily
2 Math Credits, spring semester/meets daily
Open to: Grade 9
Description: During first semester this course offers students a “double-dose” of mathematics instruction. It encourages students’ conceptual understanding of key ideas that underlie all high school mathematics and sharpens their overall basic mathematical skills. The course challenges students to think through and understand what they are doing, learn from one another, communicate and respect ideas, and make connections between mathematics and the world. Topics will focus on: mathematical reasoning, data analysis, and probability, numbers and integers, rational numbers, measurement, patterns, functions and Introduction to Algebra. This course will be taken in conjunction with College Algebra I (spring) which is designed to develop basic algebraic skills with emphasis on equation and problem solving techniques. Various properties of power, operations with polynomials, factoring polynomials, graphing in the coordinate plane, solving systems of linear equations, and radical expressions are included.

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|----------------|---|
| Course Title: | Pre-Algebra |
| Course Number: | 2843F and 2843S |
| Prerequisites: | Teacher recommendation and NWEA score below 210 |
| Credit: | 2 Elective Credits (S1), 2 Math Credits (S2, meets daily) |
| Open to: | Grades 9,10,11,12 |
| Description: | This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. It introduces the fundamental principles of algebra, which include algebraic symbolism, simplifying expressions, solutions to higher level equations, and the graphic representations associated with variables. Students will synthesize and algebraically represent situations to solve problems, especially those involving linear relationships. |

Mathematics Grades 10 - 12

| | |
|----------------|---|
| Course Title: | Algebra 1 |
| Course Number: | 2412 |
| Prerequisites: | Teacher Recommendation |
| Credit: | 2 Math Credits, full year |
| Open To: | Grades 10,11,12 |
| Description: | Algebra 1 is designed to develop basic algebraic skills with emphasis on equation and problem solving techniques. Various properties of power, operations with polynomials, factoring polynomials, graphing in the coordinate plane, solving systems of linear equations, and radical expressions are included. |

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|----------------|---|
| Course Title: | AMP 10 (Accelerated Math Program), Second Year |
| Course Number: | 2420 |
| Prerequisites: | AMP 9 or teacher recommendation |
| Credit: | 4 Math Credits, full year/meets daily |
| Open to: | Grade 10 |
| Description: | AMP 10 is a continuation of AMP 9 that will meet every day for a full year. The first half of the year is comprised of a rigorous Euclidean geometry course with a strong emphasis on proofs and analytic solutions. Geometry topics will include parallel and perpendicular lines and planes, congruent and similar polygons, right triangle geometry and trigonometry, circles, areas, volumes and linear coordinate geometry. The second half of the year is comprised of a Pre-Calculus course with an emphasis on the study of functions. A review of exponential and logarithmic functions will be followed by the in-depth study of rational, radical, higher order polynomial, trigonometric and circular functions. Other topics included are sequence and series, conic equations and probability. Graphing calculators (TI-83+ and up) are required as students will be expected to become proficient in their use. Graphing utility technology provided on school-issued devices will also be employed. This is a challenging course that will prepare successful students for enrollment in AP Calculus AB as juniors. |

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|----------------|--|
| Course Title: | Honors Geometry |
| Course Number: | 2421 |
| Prerequisites: | Honors Algebra 2 or teacher recommendation |
| Credit: | 2 Math Credits, full year |
| Open to: | Grades 10,11 |
| Description: | Honors Geometry is a rigorous Euclidean geometry course with an introduction to proofs and a strong emphasis on analytic solutions. Previously well-developed algebra skills in solving linear equations, solving systems of linear equations, solving quadratic equations, and simplifying exponents and radicals are prerequisites for this course. Geometry topics include parallel and perpendicular lines, congruent and similar figures, right triangle geometry and trigonometry, circles, areas and volumes, and linear coordinate geometry. Scientific calculators and iPads are needed for some of the homework. |

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| Course Title: | Geometry |
| Course Number: | 2422 |
| Prerequisites: | College Algebra 2 or teacher recommendation |
| Credit: | 2 Math Credits, full year |
| Open to: | Grades 10,11,12 |
| Description: | Geometry is a college preparatory course in Euclidean Geometry. The course extends the basic concepts and skills introduced in Algebra. Topics include points, lines & planes, congruent and similar triangles, polygons, circles, areas, volume, Pythagorean theorem, right triangle trigonometry, coordinate geometry and transformations. |
| Course Title: | Algebra 2 and Geometry |
| Course Number: | 2432D1 – semester 1 2422D2 – semester 2 |
| Prerequisites: | College Algebra 1 or teacher recommendation |
| Credit: | 2 Math credits per semester/meets daily |
| Open to: | Grades 11,12 |
| Description: | This is for students who need to take 2 math courses in one year sequentially. It will <u>meet every day all year as a combined course</u> so that students are not taking both at the same time. They will take the full College Algebra 2 course first semester and then take the full College Geometry course the second semester. (see course descriptions for Geometry & Algebra 2) |
| Course Title: | AP Calculus AB |
| Course Number: | 2430 |
| Prerequisites: | AMP 10, Honors Pre-Calculus or teacher recommendation |
| Credit: | 4 Math Credits, full year/meets daily |
| Open to: | Grades 11, 12 |
| Description: | Advanced Placement Calculus AB consists of the material in a first-semester college course in Calculus. After a brief review of Pre-Calculus topics, students will rigorously explore limits, derivatives and integrals. The depth of study requires mathematical investigation analytically, numerically and graphically. A graphing calculator is essential and required for the AP Calculus Exam. A thorough understanding and working knowledge of all secondary college-preparatory mathematics is necessary for successful completion of the College Board AP Calculus AB exam, which students must take in May. This is a dual enrollment course. Upon the successful completion of the class, students will receive USM credit for MAT 152 for a \$75 fee. |
| Course Title: | Honors Algebra 2 |
| Course Number: | 2431 |
| Prerequisites: | Honors Algebra 1 or teacher recommendation |
| Credit: | 2 Math Credits, full year |
| Open to: | Grades 10, 11 |
| Description: | This course emphasizes facility with algebraic expressions and forms, especially linear and quadratic forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and other functions both for their abstract properties and as tools for modeling real-world situations. Scientific calculators are needed. Graphing calculators (T1-84) are provided if needed for in-class use. |
| Course Title: | Algebra 2 |
| Course Number: | 2432 |
| Prerequisites: | College Prep Algebra 1 or teacher recommendation |
| Credit: | 2 Math Credits, full year |
| Open to: | Grades 10, 11, 12 |
| Description: | This course extends the concepts and skills learned in Algebra. Topics include equations and inequalities, linear relations and functions, matrices, polynomials, quadratic equations, conics, and complex numbers. Scientific calculators are needed. Graphing calculators (T1-84) are provided if needed for in-class use. |

Course Title: **AP Calculus BC**
Course Number: 2440
Prerequisites: A. P. Calculus AB or teacher recommendation
Credit: 2 Math Credits, full year
Open to: Grade 12
Description: Advanced Placement Calculus BC includes the material of a second-semester college or university course in Calculus. After a brief review of limits, derivatives and integrals, students will rigorously explore improper integrals, series, vectors and conics with respect to Calculus. The depth of study requires mathematical investigation analytically, numerically and graphically. A graphing calculator is essential for the course and required for the AP Exam. Students are expected to take the College Board AP Calculus BC test in May. This is a dual enrollment class. Upon successful completion of the class, students will receive four semester hours of credit for MAT 153 from USM for a \$75 fee.

Course Title: **Honors Pre-Calculus**
Course Number: 2441
Prerequisites: Honors Algebra 2 or teacher recommendation
Credit: 2 Math Credits, full year
Open to: Grades 11, 12
Description: Emphasis will be on trigonometry, functions, graphing, inequalities, exponents and logarithms, polar coordinates and complex numbers, introduction to limits and other selected topics. This course is required if the student is planning on taking Calculus. Scientific calculators are needed.

Course Title: **Functions, Statistics, & Trigonometry(FST)**
Course Number: 2442
Prerequisites: Algebra 2 and Geometry
Credit: 2 Math Credits, full year
Open to: Grades 11, 12
Description: The course extends the topics from Algebra 2 and Geometry with emphasis on linear relations and functions, systems of equations and inequalities, quadratic functions, exponential and logarithmic functions, trigonometric functions, and basic statistics skills.

Course Title: **Honors Calculus**
Course Number: 2451
Prerequisites: AMP 10 or Honors Pre-Calculus or teacher recommendation
Credit: 2 Math Credits, full year
Open to: Grades 11, 12
Description: This course begins with a brief review of the algebraic and trigonometric skills necessary to perform differential and integral calculus followed by an introduction to limit theory and the concept of rates of change. Topics include rules of differentiation and integration, related rates of change, curve-sketching, finding area between curves, and finding volumes and surface areas of rotation. Graphing calculators (TI-83+ and up) are highly recommended. Graphing utility apps on iPads will also be used. This is a dual enrollment course. Upon successful completion of the class, students will receive 4 semester hours of credit for MAT 152 from USM for a \$75 fee.

Course Title: **Honors Statistics**
Course Number: 2452
Prerequisites: Honors Pre-Calculus, FST or teacher permission
Credit: 2 Math Credits, full year
Open to: Grades 11, 12
Description: Statistics is an introductory course including basic probability, random variables, and their distributions; estimation and hypothesis testing; regression and correlation. This course offers practical, real-world application for all students. This course is offered as an alternative to Honors Calculus. This is a dual enrollment class. Upon successful completion of the class, students will receive 3 semester hours of credit for MAT 120 from USM for a \$75 fee.

Course Title: **Advanced Placement Statistics**
Course Number: 2453
Prerequisites: AMP 10 or Honors Pre-Calculus
Credit: 2 Math Credits, full year
Open to: Grade 12
Description: The purpose of this Advanced Placement Statistics course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation.
4. Statistical Inference: Estimating population parameters and testing hypotheses.

Students are required to take the National Advanced Placement Statistics exam in May.

Course Title: **SAT Math Prep**
Course Number: 2467
Prerequisites: Algebra 2 and Geometry
Credit: 1 Elective Credit, 1 semester
Open To: Grades 10,11, 12
Description: SAT Math Prep is designed to introduce students to the format, pacing, and strategies unique to the SAT. Examples of typical SAT-like questions are used for practice. The course covers four categories: arithmetic-numbers and operations; algebra and functions; geometry and measurement; and number patterns, probability, statistics and data analysis. Prior knowledge of the topics is required. Sample SAT tests are used to help students prepare for the new SAT test.

Course Title: **Accuplacer Math Prep**
Course Number: 2469
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open To: Grades 10,11,12
Description: This class helps prepare students to take the Accuplacer test. The Accuplacer test measures your ability to perform basic arithmetic operations and to solve problems that involve fundamental arithmetic and algebraic concepts.

Course Title: **Computer Science and Software Engineering (CSE)**
Course Number: 2470
Prerequisites: None
Credit: 2 Credits, full year
Open to: Grades 9,10,11,12 or teacher recommendation
Description: In CSE, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world. The content of this course aligns with AP Computer Science A.

Course Title: **Computer Science 2 (Game Development)**
 Course Number: 2471
 Prerequisites: Computer Science 1
 Credit: 2 elective
 Open to: 10,11,12
 Description: A game design course and much more. Students will extend their understanding of software programming from previous course. Develop and enhance their technical skills like programming, graphic design and animation, testing/debugging and other skills that are needed for game development but are also transferable to all types of industries. Form and work in project development teams, how the same engineering cycle used to design bridges and buildings are used to design games and solve ALL types of problems. Develop a better understanding of how physics & math play such a large role in making games playable and how to develop and program an original game.

Music

Elective Courses

Course Title: **Orchestra**
 Course Number: 2650
 Prerequisites: Previous orchestra experience or teacher approval
 Credit: 2 Fine Arts Credit, full year
 Open to: Grades 9, 10, 11, 12
 Description: This course provides symphonic ensemble and performance opportunities for orchestra musicians: strings, woodwinds, brass, and timpani-percussion players. Repertory spans five centuries. Orchestra members are required to perform at the Winter (December) Concerts, Portland Music Festival (February or March), and Spring (May) concerts. Class enrollment in good standing qualifies a student to audition for the District II Honors Festival and the Allstate Honors Orchestra. Membership in this ensemble requires after-school and weekend practices and performances. Students are invited and encouraged to participate in chamber music ensembles. The Orchestra performs community outreach concerts, including Citizenship Ceremonies at U.S. District Court, School Board/City Council Induction Ceremonies at City Hall, the City of Portland's Annual Art Show, high school open houses, National Honor Society convocations, and other events. The Orchestra periodically hosts visiting professional string quartets, solo performers and clinicians from area colleges and universities.

Course Title: **Band**
 Course Number: 2651
 Prerequisites: Open to experienced and beginner woodwind, brass, and percussion players.
 Credit: 2 Fine Arts Credits, full year
 Open to: Grades 9, 10, 11, 12
 Description: The band performs at two evening concerts, the All-City concert, assemblies, and at the Veteran's Day and Memorial Day parades. All band students will be required to participate in the pep band at home football and basketball games, up to 6 per school year. Band students will be expected to practice their instruments outside of band rehearsals as needed to be prepared for class. Class enrollment in good standing qualifies a student to audition for the District II and All-State Honors band.

| | |
|----------------|--|
| Course Title: | Chorus |
| Course Number: | 2660 |
| Prerequisites: | None |
| Credit: | 2 Fine Arts Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Chorus is for students who are interested in developing their voices and music reading skills. This ensemble will rehearse choral music from a wide range of genres including standard choral repertoire, popular and show tunes, and world music. Students will perform in one major concert for the first semester (the December winter concert) and two major concerts for the second semester (the Spring Concert in May and All-City in March) and may also sing at various school and community events, up to three per semester. Enrollment in this course makes a student eligible to audition for District 2 and All-State honors festivals. |
| Course Title: | Music Appreciation |
| Course Number: | 2669 |
| Prerequisites: | None |
| Credit: | 1 Fine Arts Credit, 1 semester |
| Open to: | Grades 10,11 |
| Description: | Students will explore a wide variety of music through listening to recordings, supplemented with video and Internet resources. The course will focus primarily on Western art music, but will also include jazz and world music. The course will be organized around themes in music, such as nature, literature, history, celebrations, death, etc. Students will develop listening skills and build a basic music vocabulary. No previous music experience is required. |
| Course Title: | Guitar/Piano Fundamentals |
| Course Number: | 2656 |
| Prerequisites: | None |
| Credit: | 1 Fine Arts Credit, 1 semester |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Guitar/Piano Fundamentals is designed for the beginning music student who may or may not have ever played an instrument before. If students have some prior experience, especially if they are self-taught, this course will provide a wide range of music resources to further develop skills and provide a foundation for future learning. Instruction will be given on both instruments, and students will be required to spend time practicing both guitar and piano, but may choose a primary instrument for their focus of practice and performance. Students will learn chords, basic music reading, and tablature, and will use a variety of online resources. Students will perform in small groups or as individuals as part of class assessments. Instruments will be provided for classroom use. |
| Course Title: | Intermediate Guitar/Piano |
| Course Number: | 2659 |
| Prerequisites: | None |
| Credit: | 1 Fine Arts Credit, 1 semester |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Intermediate Guitar/Piano is designed for the music student who is dedicated to improving his or her skills on an instrument. Instruction will be given on both instruments, and students will be required to spend time practicing both guitar and piano, but may choose a primary instrument for their focus of practice and performance. Students will be expected to choose and rehearse their own music, in addition to working on ensembles with other musicians in the class. Students will perform in small groups or as individuals as part of class assessments. Instruments will be provided for classroom use. |

Course Title: **Percussion Ensemble**
Course Number: 2668
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: Percussion Ensemble is open to experienced and beginner percussionists, with a focus on world music, hand drumming, mallet instruments, and Caribbean steel drums. The percussion ensemble will perform at various school and community events up to three times per year. Students will be required to learn basic music reading in addition to developing their skills as ensemble musicians.

Course Title: **Advanced Placement Music Theory**
Course Number: 2670
Prerequisites: Students are required to be able to read music and must have performance skills on any instrument – wind, percussion, string, voice or keyboard and must be a member of one of their high school's performance ensembles.
Credit: Two--year course, four semesters, 1 credit per semester, 4 credits total
Open to: Grades 10,11
Description: Advanced Placement Music Theory meets Wednesdays from 1:30 to 4:30. AP Music Theory Fundamentals (scales, key signatures, circle of fifths, beginning sight--singing) will run from 1:30 to 2:30, and is intended for first--year AP music theory students. Application of AP Music Theory Fundamentals in the use of intervals, triads, inversions, cadences and beginning music notation will be from 2:30 to 3:30, and is intended for first--year and second--year AP Music Theory students. AP Music theory from 3:30 to 4:30 is intended for advanced first--year AP Music Theory students, and AP Music Theory students in their second year, and covers the study of figured bass, two--part counterpoint, four--part harmony, chord relationships, musical forms, composition techniques, use of orchestration software and preparing and taking the AP Music Theory Exam in May, 2017. This course is designed to provide students with the basic skills necessary to analyze and create music. The content will focus on a combination of ear training, writing, music history, and analysis of music. This course is strongly recommended for the student considering music as a college major, minor or career. Upon successful completion of the class, students are required to take the AP Music Theory exam in the spring. The cost is \$89 and the College Board provides criteria to qualify for a reduced fee.

Physical Education/Health

Course Title: **Physical Education 1**
Course Number: 2002
Prerequisites: None
Credit: 1 PE Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: Physical Education 1 is a co-ed program designed to increase the students' knowledge, skills and physical capabilities in a variety of fitness activities. Students will be exposed to classwork and activities ranging from individual to dual, fitness, and team games. From these activities, students will develop interests in specific areas which will provide them with enjoyable and productive use of their leisure time.

Course Title: **Physical Education 2**
Course Number: 2003
Prerequisites: Completion of Physical Education 1
Credit: 1 PE Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: Physical Education 2 consists of various activities that may not have been covered in Physical Education 1. When possible, students will be able to select specific areas of interest. Students are required to complete this semester of P.E. to fulfill their 2-credit graduation requirement in Physical Education.

Health

Course Title: **Health**
Course Number: 2021
Prerequisites: None
Credit: 1 Health Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course deals with current social health issues; i.e., mental health, healthy lifestyles, substance abuse, proper nutrition, and other health-related topics. This course is required of all students for graduation and is usually taken during sophomore year.

Science - REQUIRED

Course Title: **Honors Earth Science**
Course Number: 2511
Prerequisites: Recommendation of Grade 8 Science Teacher and Lexile of 1150+
Credit: 2 Science Credits, full year
Open to: Grade 9
Description: This course is a study of the planet Earth and includes in-depth investigation of topics such as Astronomy, Physical Geology, Natural Resources, Oceanography, and Meteorology. The course follows the Big History sequence and is taught in collaboration with grade 9 history. The curriculum will offer a rigorous level of critical thinking through independent and project work, writing, reading, and lab investigations using the scientific method.

Course Title: **College Prep Earth Science**
Course Number: 2512
Prerequisites: None
Credit: 2 Science Credits, full year
Open to: Grade 9
Description: Earth science is a course designed to help students understand the natural processes that occur on earth, develop critical thinking skills, learn how to access information and gain experience using the scientific method to develop and solve problems. It will be taught in collaboration with the Big History grade 9 curriculum. The course includes such topics as Astronomy, Natural Resources, Physical Geology, Oceanography, and Meteorology. Laboratory investigations and lab reports are included.

Course Title: **Honors Biology**
Course Number: 2521
Prerequisites: Successful completion of Honors Earth Science, or teacher recommendation
Credit: 2 Science Credits, full year
Open to: Grade 10
Description: This course is designed to provide each student with the fundamental concepts of life science. Topics include: ecology, energy flow, and human impact, cell structure and function, DNA and genetics, evolution, and classification of organisms. Course work is rigorous and includes lecture and class discussions, individual and group research projects, experimental design and inquiry, and a variety of laboratory investigations.

Course Title: **College Prep Biology**
Course Number: 2522
Prerequisites: Completion of 9th grade Science or teacher recommendation
Credit: 2 Science Credits, full year
Open to: Grade 10
Description: This course is designed as a college preparatory course. Major topics covered are: cell biology, genetics, microbiology and survey of the diversity of life.

Course Title: **Honors Chemistry**
Course Number: 2531
Prerequisites: Completion of Honors Algebra and Honors Biology
Credit: 2 Science Credits, full year
Open to: Grade 11, 12
Description: This course covers the major topics of scientific method, measurement, chemical formulas, stoichiometry, phases of matter, periodicity, bonding and nuclear chemistry. Inquiry, hands on experimentation, formal lab analysis, and periodic projects are incorporated into a traditional, fast paced curriculum. The approach to chemistry is theoretical, quantitative, and requires students to work independently to keep up with the course work. An entrance exam to evaluate mathematical and literacy skills will be administered upon enrollment to ensure students are prepared for the course. The course is designed for students interested in pursuing a career in the STEM fields and will benefit from preparation for the SAT subject tests, or as a precursor to AP Chemistry. Students are expected to work both independently and collaboratively in order to develop proficiency within the standards as set by the State of Maine and the Next Generation Science Standards.

Course Title: **College Prep Chemistry**
Course Number: 2532
Prerequisites: Completion of Biology and concurrent enrollment in Algebra 2 is strongly recommended
Credit: 2 Science Credits, full year
Open to: Grades 11, 12
Description: This course serves as an introduction to the fundamentals of Chemistry, designed to help students develop critical thinking skills through scientific inquiry. An exploration of scientific method, atomic theory, and stoichiometry will help students develop the literacy and laboratory skills necessary for success in an introductory science course at the college level. Students are expected to work both independently and collaboratively in order to develop proficiency within the standards as set by the State of Maine and the Next Generation Science Standards. Students will develop skills and knowledge to be proficient in an entry level college science course.

Course Title: **Chemistry**
 Course Number: 2533
 Prerequisites: None
 Credit: 2 Science Credits, full year
 Open to: Grades 11, 12
 Description: This course is designed to help students develop basic science concepts and the basic principles of chemistry through an exploration of literacy and inquiry based activities. Lessons help to develop vocabulary unique to science and support the student in expanding conceptual understanding of the physical sciences. Additionally, hands on experiences are designed to develop lab skills common throughout the scientific community , providing an integral building block for any STEM career. Students will be prepared to enroll in an upper level chemistry course upon completion of the course.

Science Elective Courses

Course Title: **Advanced Placement Biology**
 Course Number: 2540
 Prerequisites: Successful Completion of Biology and Chemistry with teacher recommendation
 Credit: 4 Science Credits, meets daily, full year
 Open to: Grade 12
 Description: AP Biology is a rigorous college course that follows a certified College Board Syllabus. The course requires extensive reading, challenging assignments, and extensive lab work. Due to the Open Inquiry approach used for several long-term labs, students will be expected to come in before and after school on occasion to complete elements of a lab exercise. The principle focus of this course is to prepare all students for taking the AP Biology Exam that is administered in May, and all enrolled students must take the exam to receive credit for this course. A successful score of 3-5 on the exam may allow a student to receive advanced credit for their freshman biology course in college and / or to have the required course waived.

Course Title: **Honors Physics**
 Course Number: 2541
 Prerequisites: Completion of Algebra 2 and Geometry
 Credit: 2 Science Credits, full year
 Open to: Grade 12
 Description: This is a rigorous and intensive algebra-based introductory physics course with an emphasis on problem solving. Students need to have exceptional Algebra skills and be able to manipulate and solve linear and quadratic equations. The frequent lab work is carried out using probeware and electronic data collection. This course covers Kinematics (motion), Forces and Energy, with explorations into Electricity, Waves, Quantum Physics and Relativity.

Course Title: **College Prep Physics**
 Course Number: 2542
 Prerequisites: Completion of Algebra I
 Credit: 2 Science Credits , full year
 Open to: Grade 12
 Description: This is a high-level, conceptual introductory physics course. Students need to be able to insert numbers into an equation, and to manipulate and solve basic equations. The course includes some lab work using probeware and electronic data collection. This course covers Kinematics (motion), Forces and Energy, with explorations into Electricity, Waves, Quantum Physics and Relativity.

Course Title: **Advanced Placement Physics (not offered 2018-19, offered 2019-20)**
Course Number: 2543
Prerequisites: Successful completion of Geometry and Algebra 2 (Algebra 2 may be taken concurrently) and Teacher Recommendation
Credit: 4 Science credits, full year
Open to: Grade 12
Description: This is a rigorous course that follows the College Board curriculum for a college-level physics course. Topics include kinematics, forces, energy, momentum, rotational mechanics, waves and electricity. Inquiry-based learning is a major focus of the class. College level laboratories will be run. Students who complete this class will have an excellent foundation for success in science in college. Students are required to take the National A P Physics exam in May. Successful results from this exam may allow the student to receive 3 college/University credits, or a possible exemption from an entry-level course in college.

Course Title: **Honors Anatomy and Physiology**
Course Number: 2550
Prerequisites: Successful completion of Honors or College Biology
Credit: 2 Science Credits, full year
Open to: Grades 11, 12
Description: This is an academically rigorous course designed for students interested in the possibility of pursuing a degree and/or career in the Health or Biomedical Sciences. Concentration is on the Anatomy and Physiology of human beings. Curriculum includes an extensive introduction to the human body, followed by units in Cell Biology, human tissue samples, and an in-depth focus on several human organ systems. The culminating laboratory includes the dissection of a cat for Mammalian comparison.

Course Title: **Honors Forensic Science**
Course Number: 2551
Prerequisites: Successful completion of Honors or College Preparatory Biology AND have had successfully completed or is simultaneously enrolled in Honors or College Preparatory Chemistry.
Credit: 1 Science credit, 1 semester
Open to: Grades 11, 12
Description: This course is designed for students interested in careers in criminology, law, and/or biotechnology with and emphasis on the biological sciences and the application of science and technology to the field of criminalistics. Students must have a strong interest and background in science and have had success in their previous courses in Earth Science, Biology, and Chemistry.

Course Title: **Honors Ocean Science**
Course Number: 2561
Prerequisites: Successful completion of Earth Science
Credit: 2 Science credits, full year
Open to: Grades 10,11,12
Description: Oceans cover more than 70% of our planet and contain 97% of our planet's water. This course is designed to help increase your understanding of this vast expanse of our planet. The goal is that you will gain an understanding of the functioning of the ocean and be able to make informed and responsible decisions regarding the ocean and its resources. First semester topics include physical and chemical oceanography. (Examples: ocean exploration, waves, tides, impacts of climate change, etc.) In the second semester we explore various types of marine ecosystems and organisms as well as the impacts of humans on these creatures and their habitats. An important theme throughout the year will be the recognition of the complexities and importance of global ocean systems. Whenever possible, we will take advantage of our close proximity to the ocean and community resources. The students will do more in-depth exploration, independent research and more rigorous projects.

Course Title: **College Prep Ocean Science**
Course Number: 2562
Prerequisites: Successful completion of Earth Science
Credit: 2 Science Credits, Full Year
Open to: Grades 10, 11, 12
Description: Oceans cover more than 70% of our planet and contain 97% of our planet's water. This course is designed to help increase your understanding of this vast expanse of our planet. The goal is that you will gain an understanding of the functioning of the ocean and be able to make informed and responsible decisions regarding the ocean and its resources. First semester topics include physical and chemical oceanography. (Examples: ocean exploration, waves, tides, impacts of climate change, etc.) In the second semester we explore various types of marine ecosystems and organisms as well as the impacts of humans on these creatures and their habitats. An important theme throughout the year will be the recognition of the complexities and importance of global ocean systems. Whenever possible, we will take advantage of our close proximity to the ocean and community resources.

Course Title: **Honors Environmental Science**
Course Number: 2565
Prerequisites: Fulfilled Science Requirements
Credit: 2 Science credits, full year
Open to : Grades 11, 12
Description: This course is designed to introduce students to the complex environmental issues of concern today. It incorporates an interdisciplinary approach to problem solving, to include physical and life sciences, political science, economics and sociology. We explore a wide range of topics important in creating more sustainable communities, both locally and globally. Course work is rigorous and includes lecture and class discussions, individual and group research projects, experimental design and inquiry, and a variety of laboratory investigations. Students have the option to sit for the Advanced Placement Environmental Science exam in the spring if they wish.

Course Title: **College Prep Environmental Science**
Course Number: 2564
Prerequisites: None
Credit: 2 Science Credit, full year
Open to: Grades 10, 11, 12
Description: The goal of this course is to provide students with the science background needed to understand and analyze complex environmental issues. We will learn about the interactions of the physical, chemical and biological aspects of the environment and the impacts that humans have on the environment. We will explore how sociological, cultural and economic factors influence the decisions we make about the environment. A major component of the first semester grade will be a research project on a country of your choice and how environmental issues impact that country. A major component of the second semester grade will be a student-chosen research or service project. These will vary depending on your interest.

Project Lead the Way

Course Title: **Introduction to Engineering Design (IED)**
Course Number: 2570
Prerequisites: None
Credit: 2 Elective Credits, full year
Open to: Grades 9,10,11,12
Description: The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community.

Course Title: **Principles of Engineering**
Course Number: 2571
Prerequisites: Algebra I
Credit: 2 Elective Credits, full year
Open to: Grades 9,10,11,12
Description: Through problems that engage and challenge, students explore a broad range of engineering topics including mechanisms, the strength of structure and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Course Title: **Computer Science and Software Engineering (CSE)**
Course Number: 2470
Prerequisites: None
Credit: 2 Credits, full year
Open to: Grades 10,11,12 or teacher recommendation
Description: In CSE, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world.

Fire Science Program

Course Title: **Emergency Medical Responder**
Course Number: 2581
Prerequisites: None
Credit: 2 Elective Credits, full year
Open to: Grades 11, 12
Description: The Emergency Medical Responder course prepares the EMR student to provide prehospital assessment and care for patients of all ages with a variety of medical conditions and traumatic injuries. Areas of study include an introduction to emergency medical services systems, roles and responsibilities of EMRs, anatomy and physiology, medical emergencies, trauma, and special considerations for working in the prehospital setting.

Social Studies

Freshman Social Studies -REQUIRED

Course Title: **Honors Big History**
Course Number: 2211
Prerequisites: Recommendation of Grade 8 Teacher and Lexile of 1150+
Credit: 2 Social Studies Credits, full year
Open to: Grade 9
Description: Big History takes on the questions “*Where did we come from?*,” “*What causes change?*” and “*Where are we heading?*” and gives students a framework to tell the story of humanity’s place in the Universe. It’s more than a history course. Big History helps students see the overall picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world we live in. Big History transcends traditional self-contained fields of study and helps students to grasp history as a whole by looking for linked ideas and connections across history’s entire spectrum. Students will explore these connections, and learn to effectively question, analyze and postulate. Big History provides a foundation for thinking not only about the past, but also about future changes that will reshape our world.

Course Title: **College Prep Big History**
Course Number: 2212
Prerequisites: Recommendation of Grade 8 Teacher
Credit: 2 Social Studies Credits, full year
Open to: Grade 9
Description: Big History takes on the questions “*Where did we come from?*,” “*What causes change?*” and “*Where are we heading?*” and gives students a framework to tell the story of humanity’s place in the Universe. It’s more than a history course. Big History helps students see the overall picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world we live in. Big History transcends traditional self-contained fields of study and helps students to grasp history as a whole by looking for linked ideas and connections across history’s entire spectrum. Students will explore these connections, and learn to effectively question, analyze and postulate. Big History provides a foundation for thinking not only about the past, but also about future changes that will reshape our world.

Sophomore Social Studies - REQUIRED

Course Title: **Honors Advanced United States History (Advanced Placement Part 1)**
Course Number: 2220
Prerequisites: Recommendation of grade 9 History
Credit: 2 Honors credits, full year
Open to: Grade 10
Description: This is the first part of a two-year course. Advanced Placement US History is an accelerated survey course, equivalent to an introductory course in college. The curriculum covers the period from the first English Settlements to the Gilded Age. Students will be trained to analyze and interpret primary sources, write document based essays, and analytical papers. Students will learn to assess historical materials to weigh the evidence and interpretations presented in historical scholarship. Students will take AP US History – Part II their junior year. At the end of the two-year course, students MUST take the National AP U.S. History Exam, for which they may receive college credit.

Course Title: **Honors Early U.S. History**
Course Number: 2221
Prerequisites: Recommendation of grade 9 History teacher
Credit: 2 Social Studies Credits, full year
Open to: Grade 10
Description: This honors level course includes the study of the creation of the American state including the American Revolution, the U.S. Constitution, Nation Building, Westward Expansion, the Civil War and Reconstruction, and the development of the Industrial U.S. The course is designed for students with high academic skills and a commitment to scholarship in the subject. Students will master the skills that will enable them to analyze, synthesize, and summarize both primary and secondary sources. The research process is revisited as students are required to deliver research-based presentations and construct research-based historical essays.

Course Title: **College Prep Early U.S. History**
Course Number: 2222
Prerequisites: Successful completion of 9th grade History
Credit: 2 Social Studies Credits, full year
Open to: Grade 10
Description: This course includes the study of the American Revolution, the U.S. Constitution, Nation Building, Westward Expansion, the Civil War and Reconstruction, and the development of the Industrial U.S. Students will learn the skills that will enable them to analyze and summarize primary and secondary sources. The research process is revisited as students are required to deliver research-based presentations.

Course Title: **Early U.S. History**
Course Number: 2223
Prerequisites: Recommendation of Grade 9 History teacher
Credit: 2 Social Studies Credits, full year
Open to: Grade 10
Description: Early U.S. History is designed for students who are currently reading three(3) or more years below grade level and require additional support. This course is more individualized and focuses on skill development to meet the Social Studies content standards. Students in Early U.S. History are encouraged to take an academic support class (i.e. ALFA Lab), or other intervention program. Continued placement in this course will be determined by test scores and/or teacher recommendation. This course includes the study of the American Revolution, the U.S. Constitution, Nation Building, Westward Expansion, the Civil War and Reconstruction, and the development of the Industrial U.S. Students will learn the skills that will enable them to analyze and summarize primary and secondary sources.

Junior Social Studies – REQUIRED

Course Title: **Advanced Placement U.S. History**
Course Number: 2230
Prerequisites: Completion of 10th grade Honors Advanced U. S. History (AP Pt. 1) or teacher recommendation
Credit: 2 Social Studies Credits, full year
Open to: Grade 11
Description: Advanced Placement U.S. History is an accelerated survey course equivalent to an introductory course in college. The junior year curriculum (part II) covers American Imperialism to the present. Students will be trained to analyze and interpret primary sources, write document based essays, and analytical papers. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. A summer reading assignment is required for the course. At the end of the course, students must take the national Advanced Placement U.S. History exam. Successful results on the exam may allow the student to receive 3 college credits, or a possible exemption from an entry-level course in college.

Course Title: **Honors Modern U.S. and World History**
Course Number: 2231
Prerequisites: Recommendation of Grade 10 History teacher or teacher recommendation
Credit: 2 Social Studies Credits, full year
Open to: Grade 11
Description: This course is a continuation of the study of U.S. History begun in the 10th grade, but it includes extensive coverage of important issues that exist throughout the modern world. The non-Western world will receive detailed attention in this course. Some of the important themes and topics of this course are Imperialism, Prosperity & Depression, the origins and lasting impacts of World Wars I & II, the world wide struggle for Human Rights (Civil Rights in the U.S.), the Cold War and current world issues of importance. The course is designed for students with high academic skills and a commitment to scholarship in the subject. Students must commit themselves to extensive preparation outside of the class and be willing to work at analyzing and synthesizing while using a wide variety of sources. A research paper is required in this course.

Course Title: **College Prep Modern U.S. and World History**
Course Number: 2232
Prerequisites: Recommendation of Grade 10 History teacher
Credit: 2 Social Studies Credits, full year
Open to: Grade 11
Description: This course is a continuation of the study of U.S. History begun in the 10th grade, but it will include extensive coverage of non-western modern issues. Some of the important themes and topics of this course are Imperialism, Prosperity & Depression, the origins and lasting impacts of World Wars I & II, the world wide struggle for Human Rights (Civil Rights in the U.S.), the Cold War and current world issues of importance. Students should be willing to work outside of the class on developing better analytical skills as they are required to read a variety of primary and secondary historical sources. A research paper or project is required for this class.

Course Title: **Modern U.S. and World History**
 Course Number: 2233
 Prerequisites: Recommendation of Grade 10 History teacher
 Credit: 2 Social Studies Credits, full year
 Open to: Grade 11
 Description: Modern U.S. and World History is designed for students who are currently reading three(3) or more years below grade level and require additional support. This course focuses on skill development to meet the Social Studies content standards. This course is a continuation of the study of U.S. history begun in the 10th grade, but it will include extensive coverage of non-western modern issues. Some of the important themes and topics in this course are Imperialism, Prosperity & Depression, the origins and lasting impacts of World Wars I & II, the worldwide struggle for human rights (civil rights in the U.S.), the Cold War and current issues of world importance. Students will continue to develop analytical skills to read a variety of primary and secondary sources.

Social Studies

Elective Courses

Some social studies electives are offered yearly. Others are offered on a rotating basis (noted after the course title). All electives require a minimum number of students in order to be offered. Dates/offerings in this catalog are subject to change.

Course Title: **Psychology**
 Course Number: 2251
 Prerequisites: None
 Credit: 1 Elective Credit, 1 semester
 Open to: Grades 10, 11, 12
 Description: The course introduces the student to psychology, which is the study of human behavior. The goal is to develop a better understanding of one's own behavior, the behavior of others and of the society in which we live. Topics include the brain, how we sense and perceive our world, and how we learn and grow through childhood and adolescence into adulthood. Theories of personality, including abnormal psychology, will be examined as well as how groups and social pressures affect our behavior. The individual student is the focus of the course.

Course Title: **Advanced Placement Psychology**
 Course Number: 2252
 Prerequisites: None
 Credit: 2 Elective Credits, Full Year
 Open to: Grades 11, 12
 Description: A. P. Psychology is an accelerated survey course equivalent to an introductory course in college. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. At the end of this course, students must take the National A. P. Psychology Exam in May. Successful completion of this exam may allow the student to receive 3 college credits or a possible exemption from an Introduction to Psychology course in college.

Course Title: **Law and Public Policy (offered 2018-19)**
Course Number: 2259
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course will provide students with an understanding of laws and public policies involving relevant topics. Students will research current national and international issues and come to understand positions on all sides of each topic. From readings, discussions, debates, and deliberations, students will create thoughtful public policy papers representing personal values and beliefs.

Course Title: **Sociology**
Course Number: 2270
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: Sociology studies human social relations and the dynamics of group behavior. Students will examine ways in which social structures and institutions such as family, community, religion, schools, workplaces, and social class influence society. Social stratification, sexism, ageism, racism, and many other social issues may be studied. This course will use a variety of resources including text books, films, current event articles, our library, and the Internet as we examine the effect of social structures, practices, and institutions upon the individual in everyday life. Special attention is paid to the aspects of sociology that are relevant to the challenges of teens in our society.

Course Title: **American Government**
Course Number: 2272
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: The course will review the foundations of American government, structures and processes and then use this knowledge to evaluate state and national governments using criteria such as liberty, security and individual freedoms. Students will analyze the role of modern media, including social network, in influencing government action and public opinion. Discussions will emphasize the changing political culture of American society and its effect on how government operates and how people vote. While the foundations of American government are historical, this course will primarily deal with modern issues and how government attempts to deal with these. Videos, guest speakers, newspapers and journals will be used to help students understand more fully their role in this system and its impact upon them.

Course Title: **Current Events (offered 2018-19)**
Course Number: 2274
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course will focus on the most current political, military, economic, environmental, and financial events in the world. Background information of these events will be studied and discussed. The use of newspapers, magazines, and guest speakers will enable students to get a balanced view of major topics of interest and concern. Students will have an opportunity to debate and give their opinions on the various topics of study.

Course Title: **Criminal Justice**
Course Number: 2275
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course studies the American Criminal Justice and Legal Systems focusing on constitutional law, the structure of our courts, law enforcement and investigations, and incarceration. Critical issues studied may include gun control, hate crimes, youth and gang violence, drug enforcement, the death penalty, stop and seize laws, and the changing role of the courts and police in our American society. The frequent use of current events and guest speakers from various working parts of the Criminal Justice System, as well as participation in a mock trial, will supplement and enrich the regular readings in this course. This class will have an opportunity to visit the Cumberland County Courthouse and the Portland Police Department to see the criminal justice system in action.

Course Title: **Global Studies**
Course Number: 2286
Prerequisites: None
Credit: 2 Elective Credits, Full Year
Open to: Grades 10, 11, 12
Description: This course studies the history, geography and cultures of the Middle East, Africa, and Asia. The class examines current issues in these regions and their effect on the relationship between the nations and the people of the regions and the United States. The class explores the impact of globalization on these areas of the world, as well as the United States. International law and organizations are also examined. Students in the course may compete in the Model UN competition in the spring. Videos, films, guest speakers, cultural programs and resources from local groups make the ways of life in these regions come alive for the student.

Course Title: **World Religions (offered 2018-19)**
Course Number: 2287
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: We will be exploring world cultures through the lens of the three major monotheistic religions and the philosophies associated with the Asian World. This course will focus on sacred texts and literature and their influence on music, art, architecture, food and politics. The course will examine the big themes in religion: the existence of God; evil and suffering; justice and truth; death and what happens after death; and the responsibility of the individual to the community and his/her relationship to God. We will also explore the rituals, beliefs, and important holy days as practiced now and in the distant past, and how world events have changed these belief systems. The final exam is a student-designed project.

Special Education

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| Course Title: | Practical English Reading/Writing |
| Course Number: | 2901 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | 2 English Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Students in this course will be introduced to appropriate fiction and non-fiction sources. Books, short stories and articles will be chosen for high interest but accessible reading levels. Students will be given teacher support including scaffolding techniques and regular vocabulary reviews. The course will include writing assignments, quizzes and unit exams. |
| Course Title: | Practical Math |
| Course Number: | 2906 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | 2 Mathematics Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Practical Math is designed for students who need to gain and refine the basic math skills of computation, application, and the use of problem-solving strategies. The overall goals of the course are skills improvement in the four basic operations, fractions, decimals, percents, and the ability to apply these skills to solve real life problems. Included are everyday math skills such as telling time, money and measurement. Basic Algebra 1 topics such as using variables and solving simple equations are also addressed. |
| Course Title: | Practical Early US History |
| Course Number: | 2908 |
| Prerequisites: | Must be recommended by I.E.P. |
| Credit: | 2 Social Studies Credits, full year |
| Open to: | Grades 10,11 |
| Description: | US History through the Civil War. The course is taught through multi-modal presentations of information, project learning, student development of reading, writing, thinking and speaking skills and use of technology to expand practical understanding of our country. |
| Course Title: | Functional Math |
| Course Number: | 2903 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | 2 Mathematics Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | This program is for the student who may require a functionally-based program with emphasis on developmental life skills. Emphasis is on computational skills, practical application of math skills for daily living, and money management. |
| Course Title: | Functional English |
| Course Number: | 2905 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | 2 English Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | This program is for who require a functionally-based program with emphasis on developmental reading and writing skills. |

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| Course Title: | Functional Social Studies |
| Course Number: | 2907 |
| Prerequisites: | Must be recommended by I.E.P. |
| Credit: | 2 Social Studies Credits, full year |
| Open to: | Grades 9,10,11,12 |
| Description: | In this program students study World Geography and World and US History through the Civil War. The course is taught through multi-modal presentations of information, project learning, student development of reading, writing, thinking and speaking skills, and use of technology to expand practical understanding of our world. |
| Course Title: | Functional Science |
| Course Number: | 2909 |
| Prerequisites: | Must be recommended by I.E.P. |
| Credit: | 2 Science credits, full year |
| Open to: | Grades 9,10,11,12 |
| Description: | This integrated Science Curriculum learners will study. Physical, Chemical, Life, and Environmental sciences which are coordinated in learning projects, hands-on activities, and multi-modal presentations. Literacy is developed through daily reading and writing expectations. Assessment is multi-modal. |
| Course Title: | Functional Living Skills |
| Course Number: | 2911 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | The emphasis of this program is on preparation for independent adult life. Areas of instruction will include health and hygiene and job and employment skills. |
| Course Title: | Academic Support Center |
| Course Number: | 2914 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | 1 Elective Credit, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | This course is designed to provide academic support to students. Students will receive instruction in study skills, organization skills, and time management skills using class assignments, tests, essays, and projects. Students will also receive specially-designed instruction related to their specific IEP goals. |
| Course Title: | Functional Academics |
| Course Number: | 2927 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | NON-CREDIT, full year – Credits are awarded through Functional English, Math, Social Studies, Life Skills academic course sections |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | This program is for students who require a functionally-based program with emphasis on life skills and independence. Subjects include Reading, English, Spelling, Math, Social Studies, and Life Skills. |
| Course Title: | Intensive Support Center (ISC) |
| Course Number: | 2930 |
| Prerequisites: | Must be recommended by IEP |
| Credit: | Non-Credit – Elective Credits may be awarded per semester |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | This class is designed to support students who exhibit emotional and behavioral difficulties. Using a multi-modal treatment approach, each student is provided with an individualized plan that addresses both their educational and emotional needs. By using a well-defined set of expectations, consistency, logical consequences, replacement behaviors and developing trusting relationships, it is believed that each student will have the opportunity to experience success in the school environment. |

World Language

Course Title: **Legal Etymology**
Course Number: 2349
Prerequisites: None
Credit: 1 Elective Credit, semester
Open to: Grades 10, 11, 12
Description: Students in this course will learn current legal terminology, increase their professional vocabulary, and reading comprehension of legal and public documents by their study of Latin roots and the history of words in the context of the ancient Roman and modern American legal systems. Although the course supports students with an interest in law and public policy, it also provides a core understanding of legal terms for all involved citizens. The course teaches basic legal literacy and building student preparedness for success. Lazar Emmanuel in the preface of his text *Latin for Lawyers* best summarizes the interrelatedness of Latin and legal language, "I have been struck by the enormous debt we owe a language which is no longer spoken, but still dominates the language of lawyers."

Course Title: **Medical Etymology**
Course Number: 2348
Prerequisites: None
Credit: 1 Elective Credit, semester
Open to: Grades 10, 11, 12
Description: Students in this course will learn current medical terminology, increase their scientific vocabulary, and reading comprehension of scientific texts by their study of Latin and Greek roots and the history of words. The health field is projected to be one of the fast-growing areas of employment in the next 20 years and with 90 % of technical scientific terminology originating in the Latin and Greek languages, this course is a necessity for those students preparing to enter this challenging field. The course provides basic scientific literacy and building student preparedness for success. The instructors have designed the course around the inspirational description of medical etymology as described by Dr. John Dirckx, a noted medical etymologist, who defined medical etymology as the "history of medicine, of human ideas, and of the human struggle to understand and of the human struggle to understand the forces of nature that determine human destiny and mortality".

Course Title: **Exploring Interpretation as a Career**
Course Number: 2881
Prerequisites: English language proficiency and previous exposure to languages other than English at an advanced level. Recommendation from Guidance, World Language or ELL teacher.
Credit: 2 Elective Credits, full year
Open to: Grades 10,11,12
Description: Students will explore interpretation as a career through a range of experiences in and out of the classroom. Using the framework of an online curriculum, students will learn about the essential skills of interpretation as well as the ethical principles involved in the job. Students will learn from guest speakers and field trips about the actual work of interpreters engaged in the fields of education, law and medicine. This course serves as an elective course for the Law and Public Service and/or Biomedical and Natural Science Pathways.

French

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| Course Title: | College Prep French 1 |
| Course Number: | 2310 |
| Prerequisites: | None |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | New to French? <i>Bienvenue!</i> This course serves students who have never studied French or who have only a rudimentary understanding of the language. We will build functional vocabulary via thematic units and by learning the grammatical differences and similarities between French and English. Expect to learn from French songs, films and poetry in addition to traditional texts. |
| Course Title: | College Prep French Intermediate |
| Course Number: | 2311 |
| Prerequisites: | French 1 or its equivalent or by teacher recommendation |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | This course is designed to refine the skills learned in French 1 before continuing to the faster-paced content of French 2. We will solidify and build upon vocabulary and grammatical concepts learned in level 1. Students will listen to, speak, read and write French in increasingly fluid forms as the year progresses. Students in Intermediate French will practice present-tense verbs and will learn to express themselves in the futur proche and passé composé. |
| Course Title: | College Prep French 2 |
| Course Number: | 2312 |
| Prerequisites: | French 1, French Intermediate or its equivalent or by teacher recommendation |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | At this level of French you will put your foundational skills to use in attaining a higher ability to communicate. Emphasis is placed on strengthening grammatical concepts. We will also review the passé composé and move on to the imperfect, future and conditional tenses. Readings will be from sources such as <i>Le Petit Nicolas</i> (Goscinnny/Sempé) and <i>Graded French Reader</i> (Bauer). Students will perform related skits and other role-play in addition to utilizing online language-learning resources. |
| Course Title: | Honors French 3 |
| Course Number: | 2313 |
| Prerequisites: | French 2 or by teacher recommendation |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 10, 11, 12 |
| Description: | This course develops listening, speaking, reading and writing skills for a wider variety of purposes and with more complex structures. Students are expected to write short compositions on familiar topics and perform both prepared and extemporaneous skits, showing flexibility and familiarity with changing verb tenses and audience; for example, differentiating with ease between the passé composé and the imperfect. We will learn about francophone cultures via units designed to highlight their defining characteristics. While still centrally focused on strengthening and expanding grammatical knowledge, French 3 is the beginning of more independent learning in a broader scope. |

Course Title: **Honors French 4**
Course Number: 2314
Prerequisites: French 3 or by teacher recommendation
Credit: 2 Elective credits, full year
Open to: Grades 11,12
Description: In French 4 students will hone practical communicative skills using more sophisticated grammatical structures and breadth of vocabulary; students will gain familiarity with idiomatic and colloquial expressions. This class is also a study of cultures of various French-speaking populations via representative literature, film, music and other multimedia of French origin. While success in all French courses is dependent upon class participation, interaction in French, and intrinsic motivation, at this level student input is more independent in nature and is therefore more critical.

Course Title: **Honors French 5**
Course Number: 2315
Prerequisites: French 4 or by teacher recommendation
Credit: 2 Elective credits, full year
Open to: Grades 11,12
Description: This course will engage and challenge capable students who enjoy their study of French and wish to develop a greater degree of proficiency and knowledge. Students will examine the Francophone world of today and yesterday through film, poetry, electronic media, art and great works of literature such as *L'Enfant Noir* by Camara Laye, *L'Étranger* by Albert Camus, *Kiffe Kiffe Demain* by Faïza Guène and *Lettres de Mon Moulin* by Alphonse Daudet. Some themes mimic those of the Advanced Placement curriculum and provide exposure to using higher-level French in several contexts. Independent research, book groups and oral history projects help develop confidence in using the grammar and vocabulary studied. Lectures and discussions are in French with the student playing a more central role than in earlier levels.

Course Title: **AP French Language and Culture**
Course Number: 2317
Prerequisites: French 5 or teacher recommendation
Credit: 2 Elective credits, full year
Open to: Grades 11, 12
Description: The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.
The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Spanish

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| Course Title: | College Prep Spanish 1 |
| Course Number: | 2320 |
| Prerequisites: | None |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Spanish is one of the most widely spoken languages in the world. Studying Spanish will help you to communicate with more people and to explore other cultures. Do you want a career in medicine, social work, business, or government? The ability to communicate in Spanish will open up opportunities in your future. Your studies will introduce you to an array of what Hispanic culture has to offer; dance, music, food, customs, traditions, and values in Latin America and Spain. In addition, you will develop the skills of listening, speaking, reading and writing necessary to communicate effectively in Spanish. |
| Course Title: | College Prep Spanish Intermediate |
| Course Number: | 2321 |
| Prerequisites: | Successful completion of Spanish 1 or middle school Spanish |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Take this course if you would benefit from a review of concepts introduced in Spanish 1 before continuing to the more fast-paced Spanish 2 course. You will learn skills necessary to talk about important people and events in your life, including your family and friends, sports, school activities, and your community. Hispanic cultural topics will be included in every unit of study. |
| Course Title: | College Prep Spanish 2 |
| Course Number: | 2322 |
| Prerequisites: | Successful completion of middle school Spanish or Spanish Intermediate |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 9, 10, 11, 12 |
| Description: | Do you have the skills necessary to travel by train or air, shop for food, or to be treated at a hospital in a Spanish-speaking country? New vocabulary and grammar will be introduced in cultural context in order to enhance your ability to communicate on a variety of high-interest topics, such as shopping, cooking, traveling, and socializing. |
| Course Title: | Honors Spanish 3 |
| Course Number: | 2323 |
| Prerequisites: | Successful completion of Spanish 2 or a native speaker |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 10, 11, 12 |
| Description: | Spanish three is a course which focuses on the geography, history, and rich cultures of the Spanish-speaking world. You will be introduced to up-to-date vocabulary and new grammar topics such as the subjunctive mood in order to communicate on a more advanced level. By reading newspaper and magazine articles as well as studying literary works from some of the major writers from Spain and Latin America, you will gain valuable cultural and historical knowledge about these regions. The primary focus of the course is to increase your ability to communicate in Spanish on cultural topics with ease and confidence and to develop an understanding and appreciation of Hispanic culture. |

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| Course Title: | Honors Spanish 4 – Modern Hispanic Literature |
| Course Number: | 2324 |
| Prerequisites: | Spanish 3 or teacher recommendation |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 11, 12 |
| Description: | This course offers upper level Spanish students an exploration of modern Hispanic literature. It is designed around themes such as “Dreams versus Reality,” “Identity and Destiny” and “Experiences that Define Us” and exposes students to a wide variety of genres and representative Hispanic authors, including Jorge Luis Borges, Isabel Allende and Gabriel García Márquez. Assignments will focus on reactions to literature, self-expression and discussion in Spanish, while also providing the opportunity for students to refine grammar skills through communication. Both individual and group projects will be required and these will be based on the course themes. |
| Course Title: | Honors Spanish 5 - Golden Age Literature |
| Course Number: | 2325 |
| Prerequisites: | Spanish 4 or teacher recommendation |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 11, 12 |
| Description: | Students will read and react to literary masterpiece of Spain’s Golden Age, or <i>Siglo De Oro</i> , the period of Spanish literature generally considered to be the high point in Spain’s literary history, extending from the early 16th century to the late 17th century. Among the classics students will study in this course are <i>Lazarillo de Tormes</i> (anonymous), <i>Don Quijote de la Mancha</i> (Miguel de Cervantes) and <i>La Celestina</i> (Fernando de Rojas). Students will take part in class discussions, give oral presentations and write essays in addition to other interpretive tasks as they develop valuable cultural knowledge and insights through literature. |
| Course Title: | Advanced Placement Spanish Language |
| Course Number: | 2326 |
| Prerequisite: | Spanish 4 or teacher recommendation |
| Credit: | 2 elective credits, full year |
| Open to: | Grade 12 |
| Description: | The goal of this course is to prepare students for the College Board’s Advanced Placement Spanish Language Exam, the equivalent of a fifth semester university level language course. Students will continue to develop their presentational, interpersonal and interpretive language skills through the use of interactive and authentic materials and instruction. Instruction will be conducted via authentic Spanish literature, print, digital and visual media to help students arrive at a deeper and more complex cultural understanding of the multiple and various “Spanish-speaking” cultures of the world. A summer reading and writing assignment will be required for students to maintain their language skills. Students are required to take the AP Spanish Language Exam in May. |

Latin

Course Title: **College Prep Latin 1**
Course Number: 2341
Prerequisites: None
Credit: 2 Elective Credits, full year
Open to: Grades 9, 10, 11, 12
Description: Are you fascinated by Roman history? Can you not get enough of Roman and Greek mythology? Have you ever wondered about the origins of the arch, modern military strategy, or the derivation of over 600,000 English words? If so, Latin is the language for you. In Latin, students learn about all these things and more! In addition to Roman history and culture, the Latin language and vocabulary are studied in depth in this student-centered introductory course.

Course Title: **College Prep Latin 2**
Course Number: 2342
Prerequisites: Latin 1 or equivalent
Credit: 2 Elective Credits, full year
Open to: Grades 10, 11, 12
Description: Ready to travel to the far reaches of the Roman Empire? This course continues the travels and travails of the Caecillii family from Egypt to Britain, Students will continue to explore Roman culture and the Latin language with our Cambridge Latin Course ebooks. If you love mythology this course will give you the opportunity to study mythology everyday as you prepare for the National Mythology Exam. This is a dual enrollment course. Upon successful completion of the class in June, students will receive 3 semester hours of credit for LT102 (Continuing Latin) from St. Joseph's College for a \$100 fee.

Course Title: **Honors Latin Poetry**
Course Number: 2343
Prerequisites: Latin 2 or Honors Latin Prose
Credit: 2 Elective Credits, full year
Open to: Grades 11, 12
Description: How did the Romans feel about love and loss, about family and friends? How did the Romans react to the turbulent political scene in late Republican Rome? Have you ever wanted to read authentic Latin literature? If so, this course is for you. This course focuses on the literature of the best Roman poets, notably Martial, Ovid, Vergil, and Catullus. You will also have the opportunity to enjoy daily interaction with mythology as you prepare for the National Mythology Exam. Come join your own Latin cohort and experience Latin literature in a relaxed and intellectual atmosphere. A dual enrollment class, upon successful completion of the class in June, students will receive 3 semester hours of credit for LT 206 (Latin Lyric) from St. Joseph's College for a \$100 fee.

American Sign Language

Course Title: **American Sign Language 1**
Course Number: 2381
Prerequisites: None
Credit: 1 Elective credit, 1 semester
Open to: Grades 9,10,11,12
Description: Good concentration skills, eye-hand coordination, and manual dexterity will be necessary for this class. In addition, the student enrolled in ASL should have strong study habits, organizational skills, and the ability to receive and process information visually. ASL introduces the study of the receptive and expressive aspect of signs, non-manual signals, and grammatical features of ASL in everyday situations and other meaningful contexts. The course also explores the cultural aspects of the deaf community and the interrelationship of languages.

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| Course Title: | American Sign Language 2 |
| Course Number: | 2382 |
| Prerequisites: | American Sign Language 1 |
| Credit: | 1 Elective credit, 1 semester |
| Open to: | Grades 9,10,11,12 |
| Description: | ASL 2 introduces opportunities to further develop skill levels, non-manual signals, and grammatical features of ASL in everyday situations and other meaningful contexts. The course also explores the cultural aspects of the deaf community and the interrelationship of languages. The student needs to check with colleges for acceptance of ASL as a world language credit. Competency tests may be allowed or requested at some colleges. |

JMG SCHOOL TO WORK PROGRAM

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| Course Title: | Jobs for Maine Graduates (JMG) Senior School-to-Work Program |
| Course Number: | 2777 |
| Prerequisites: | Application and Interview with JMG teacher required to determine eligibility |
| Credit: | 2 Elective Credits, full year |
| Open to: | Grades 10-12 |
| Description: | Portland High School is pleased to offer the award-winning JMG program. This unique program is designed for sophomores, juniors and seniors to develop advanced skills for the 21st century in job attainment, teamwork, leadership, and goal achievement while helping students develop a positive and accurate view of their abilities and potential. The program involves leadership training, teambuilding, career preparation, social development and civic awareness. JMG serves both non-college and college-bound students. Officers are elected and hold monthly meetings. Students will take field trips, invite guest speakers into the classroom, volunteer for various community service activities, raise money and attend the end-of-the-year JMG conferences. Students must complete five hours of community service to receive credit. In addition, student contact is made during the summer and outings are planned. After graduation, all senior members participate in twelve months of follow-up (contact with the job specialist once a month for twelve months). This ensures a successful transition from high school to the real world, whether the student pursues post-secondary education, work or the military. Students must complete an application and be interviewed in order to be accepted into the program. |

In JMG, students will:

- Demonstrate the leadership and membership skills necessary to succeed as a member of a team.
- Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
- Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
- Use a career planning process that included self-assessment and personal development.
- Create a five-year goal.
- Develop a professional resume.
- Demonstrate job-seeking skills.
- Assess personal, educational and career skills that are transferable among various jobs.
- Demonstrate an understanding of the integration and application of academic and occupational skills in school, work and personal lives.
- Demonstrate an understanding of how humans change and adapt technology to their benefit.
- Illustrate how resources and support systems, available with the community, assist individuals in their roles as workers and family members.
- Demonstrate an understanding of the importance of community involvement to family and community life.
- Demonstrate an ability to manage personal resources.

RESTRICTED ELECTIVES

Counselor and Administrator Approval Required

Course Title: **Alternative Education Program (AEP)**
Course Number: AEP01 AEP Instructional English
AEP20 AEP Instructional Social Studies
AEP50 AEP Instructional Science
AEP52 AEP Fundamentals in Science
Prerequisites: PHS Guidance Counselor assigns with Administrator approval.
(For Grade 9, assignment is based on Middle School Teacher and Counselor Recommendation.)
Credit: Flexible, full year
Open to: Grades 9, 10
Description: This course is offered to ninth and tenth grade students. Instruction in English and Social Studies using an interdisciplinary Humanities model allows students to earn more credits than they might in the regular block. A somewhat “flexible” atmosphere is maintained but strong emphasis is placed on student responsibility. Peer pressures are minimized but group counseling discussions are an integral part of the program. Students enrolled in AEP Science will follow the same model as English/Social Studies but will study primarily Earth Science and Biology with the opportunity to earn 2 elective Science credits by exploring issues in Science.

Course Title: **Alternative Credit Option (ACO)**
Course Number: ACO01 ACO Instructional English
ACO20 ACO Instructional Social Studies
ACO50 ACO Instructional Science
ACO52 ACO Fundamentals in Science
Prerequisites: Guidance Counselor and Administrator approval (17 + years old)
Credit: Flexible, full year
Open to: Grades 11, 12
Description: This program is for students 17-20 years old or Juniors and Seniors. Instruction in English and Social Studies using an interdisciplinary Humanities model allows students to earn more credits than they might in the regular block. A somewhat “flexible” atmosphere is maintained but strong emphasis is placed on student responsibility. Peer pressures are minimized but group counseling discussions are an integral part of the program. Students will be expected to apply to, and pursue post-secondary opportunities. Students enrolled in ACO Science will follow the same model as English/Social Studies but will study primarily Chemistry and Physics with the opportunity to earn 2 elective Science credits by exploring issues in Science.

Course Title: **AEP/ACO Instructional Math**
Course Number: AEP40
Prerequisites: Enrolled in ACO, and ACO teacher’s permission, Guidance Counselor and Administrator approval.
Credit: Flexible, full year
Open to: Grades 9, 10, 11, 12
Description: This course allows students seeking proficiency in various levels of mathematics from basic Arithmetic to Algebra II to work independently toward increasing that proficiency level and earning credit towards graduation. In addition to completing individually designed programming, students will participate in teacher-led class work.

Course Title: **ACO Life After PHS**
Course Number: ACO70
Prerequisites: Enrolled in ACO, and ACO teacher's permission
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course will help students to explore issues in areas such as career search, employment, personal finance/banking, post-secondary education, income tax, insurance, and other day-to-day life skills necessary for success after high school.

Course Title: **ACO Independent**
Course Number: ACO90
Prerequisites: Enrolled in ACO
Credit: NON-CREDIT, 1 semester
Open to: Grades 9, 10, 11, 12
Description: This course is a restricted elective that is offered as a component to the Alternative Education Program. Students enrolled in ACO Independent may use the class as a structured study hall where they are able to receive individualized instruction and support for their other scheduled classes. Additionally, students may use the class to recover credits from a class that has previously been taken and failed. The student must complete a prescribed curriculum in the subject area in order to recover the previously unearned credits. A student can not take a course independently before attempting that course through Regular or Alternative Ed. The student must have also completed at least 50% of the previous curriculum in order to take that class independently.

Governor Baxter School For the Deaf

Course Title: **GBSD English Language Arts**
Course Number: GB2102
Prerequisites: Must be recommended by IEP
Credit: 2 English Credits
Open to: Grades 9, 10, 11, 12
Description: Reading Level grade 4-7
This Reading and Writing Program focuses on reading and writing strategies especially how to read academic texts to allow students to improve overall literacy. Emphasis is on comprehension, vocabulary development and grammatical fluency and written communication.

Course Title: **GBSD Functional Science**
Course Number: GB2110
Prerequisites: Must be recommended by IEP
Credit: 2 Science Credits
Open to: Grades 9, 10, 11, 12
Description: In GB Functional Science, students will learn the language, method and concepts of Science. They will learn the skills of the scientific process, and will be involved at every step with: critical thinking, making hypotheses, testing, gathering and analyzing data, and effectively communicating (in written English as well as American Sign Language) the results of the scientific enquiries in the course. Measuring skills and analysis of data will reinforce practical math skills; vocabulary work, writing assignments and presentations will reinforce essential literacy skills.

Course Title: **GBSD Functional Reading and Writing**
Course Number: GB2111
Prerequisites: Must be recommended by IEP
Credit: 2 English Credits,
Open to: Grades 9, 10, 11, 12
Description: Reading Level grade 3 or below
This class focuses on the continued development of functional literacy, incorporating direct instruction to develop vocabulary and fluency in reading and writing. Attention is paid to the development of communication skills necessary in both social and academic settings and reading and writing strategies to enable students to fully access academic texts to allow students to improve overall literacy.

Course Title: **GBSD Functional Social Studies**
Course Number: GB2112
Prerequisites: Must be recommended by IEP
Credit: 2 Social Studies Credits, full year
Open to: Grades 9, 10, 11, 12
Description: This program is for students functioning 3 or more years below grade level. Students study World Geography and World and US History through the Civil War period. The course is taught through multi-modal presentations of information and project based learning activities. Students enrolled require access to instruction provided in ASL or, where appropriate, with spoken language supports. Reading, writing, communication and technology skills at student instructional levels are developed and integrated into units of study based upon Geography and History standards. At the end of the course students will demonstrate an expanded understanding of world and of the development of the United States.

Course Title: **GBSD US History I**
Course Number: GB2115
Prerequisites: Must be recommended by IEP
Credit: 2 Social Studies Credits, full year
Open to: Grades 10, 11
Description: US History through the Civil War. The course is designed for students who are currently reading three (3) or more years below grade level and require additional support. This course is individualized and designed around Social Studies standards and integrated skills. This course includes the study of the exploration of the new world, the settlement of the colonies and the American Revolution as well as the U.S. Constitution, Nation Building, Westward Expansion and the Civil War. The course is taught through multi-modal presentations of information and project based learning activities. Reading, writing, thinking and communication skills are emphasized with access to student's direct language of instruction and the use of technology to expand the practical understanding of our country.

Course Title: **GBSD US History II**
Course Number: GB2116
Prerequisites: Must be recommended by IEP, GBSD History I
Credit: 2 Social Studies Credits, full year
Open to: Grades 10, 11, 12
Description: U.S. History II is designed for students who are currently reading three(3) or more years below grade level and require additional support. This course is individualized and designed around Social Studies standards and integrated skills. This course follows US History from Reconstruction and Industrial development through the modern age. Students will learn the skills that will enable them to analyze and summarize primary and secondary sources. The course is taught through multi-modal presentations of information, project learning and integrated technology to further expand student's practical understanding of our country.

Course Title: **GBSD Functional Health**
Course Number: GB2117
Prerequisites: Must be recommended by IEP
Credit: 1 Health Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: This course provides students instruction in health related concepts such as mental health, healthy lifestyles and relationships, substance abuse prevention, nutrition and making good personal choices. The course also follows aspects of the "Best Practices in STD/HIV and Pregnancy Prevention" curriculum from the Maine Family Planning, MDOE 2016 Edition. This course is specifically designed to be linguistically and visually accessible for Deaf and Hard of Hearing Adolescents and meets graduation requirements.

Course Title: **GBSD Functional Math**
Course Number: GB2109
Prerequisites: Must be recommended by IEP
Credit: 2 Math Credits,
Open to: Grades 9, 10, 11, 12
Description: Students will review basic arithmetic skills using whole numbers, decimals, and fractions while developing skills with measuring, US/metric conversions, graphs, integers, and simplifying expressions. Students will receive direct instruction in vocabulary as well as work towards development of academic English as it is used in the application of these skills.

Course Title: **Baxter Academic Support**
Course Number: GB2104
Prerequisites: Must be recommended by IEP
Credit: 1 Elective Credit, semester class
Open to: Grades 9, 10, 11, 12
Description: This course is designed to give academic support to mainstreamed students. Students will learn study skills and organization skills to help them succeed. Students will also receive support in studying for tests or quizzes and completing class assignments, homework assignments, essays or projects. Likewise there an emphasis on advocating for accommodations, working with interpreters and note takers and honing one's communication skills.

Course Title: **American Sign Language for the Deaf/Hard of Hearing Student I**
Course Number: GB2105
Prerequisites: Must be recommended by IEP
Credit: 2 Elective credits, 2 semesters
Open to: Grades 9, 10, 11 12
ASL introduces the study of the receptive and expressive aspects of signs, non-manual markers and spatial features of American Sign Language in everyday communication as well as the development of personal narratives and other forms of discourse. This course further explores the rich heritage of the Deaf community as well as cultural aspects of the Deaf community. Students may participate in ASL competitions to enhance their skills.

Course Title: **American Sign Language for the Deaf and Hard of Hearing Student II**
Course Number: GB2106
Prerequisites: American Sign Language 1 and recommendation of an IEP
Credit: 2 Elective credits, 2 semesters
Open to: Grades, 9,10,11,12
Description: ASL 2 introduces opportunities to further develop skill levels, non-manual signals, and grammatical features of ASL in everyday situations and other meaningful contexts. The course also explores in greater detail the cultural aspects of the deaf community via film and other media. Students may compete in ASL events.

Course Title: **GBSD Functional Academics**
Course Number: GB2119
Prerequisite: Recommendation of an IEP
Credit: NON-CREDIT, Full Year – Credits are awarded through Functional English, Math, Social Studies, Living Skills academic course sections.
Open to: Grades 9, 10, 11, 12
Description: This program is for students functioning 6 or more years below grade level academically, and/or who require a functionally-based program with emphasis on life skills and independence. Subjects include Reading, English, Math, Social Studies, and Living Skills. These students will learn communication skills to access community resources such as filling out interpreter requests, making medical appointments, understanding health issues, risky behaviors, and seeking community support. Students may also use this time to further literacy skills needed for work experiences. The goal is to enable students to successfully transition into independence.

PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS)

196 Allen Avenue
Portland, Me 04103-3799

(207) 874-8165
FAX: (207) 874-8170

<http://paths.portlandschools.org>

Want to know more about PATHS?

Talk to your Guidance Counselor or have your parents call PATHS at 874-8165 to schedule a visit.

The PATHS morning Session is 8:00 - 10:30 AM. Afternoon Session is 11:00 AM – 1:30 PM.

If attending PATHS, students may take a maximum of 4 courses at Portland High School.

PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS)

GENERAL INFORMATION

Portland Arts & Technology High School (PATHS) is open to all students in grades 9-12. PATHS courses are designed for all students who are serious about gaining new skills and knowledge through applied “**minds-on/hands-on learning**”.

These classes are designed for career bound and college (post-secondary) bound students and are an extension of their high school schedule. PATHS classes count toward graduation as any other high school class. Classroom theory and instruction, extensive labs, shop projects and community-based internships combine to give students real life experience in career directions.

PATHS follows the Portland Public Schools calendar and offers two sessions a day: Session 1 (8:00 - 10:25 AM) and Session 2 (11:00 AM – 1:30 PM). Students take the bus to and from PATHS and their sending school.

Students successfully completing a sequence (semester, 1 year or 2 year) of an approved program may be eligible for Integrated Studies credit. Sending schools can award an Integrated Studies credit (Math, Science, Fine Arts) in place of the elective/vocational credit - not as additional credit. Students interested in receiving integrated studies credit should talk with their PATHS teacher and sending school Guidance Counselor.

NOTE: All PATHS programs follow national curricula standards and have been aligned with the Maine Learning Results (MLR).

PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS) (2 blocks daily – Morning or Afternoon)

Students will enter a course request for (select one):

Course # 2700 for PATHS - AM Session

or

Course # 2700PM for PATHS - PM Session

To apply for a specific course, first year students must make an appointment with their guidance counselors and complete an application form. The counselor will arrange a visit at PATHS for the teacher to meet the student and have the student observe a class.

PATHS—YEAR ELECTIVES

| | |
|-----|---|
| AC | Auto Collision Technology |
| AT | Automotive Technology |
| CA | Carpentry |
| CC | Culinary Concepts |
| CD | Commercial Art |
| DA | Dance (Afternoon session only) |
| ECO | Early Childhood Occupations |
| FF | Food Services |
| FM | Fashion Marketing |
| HE | Health Science Careers |
| LG | Landscapes and Gardens |
| PMR | Manufacturing Technology (Afternoon session only) |
| MA | Masonry |
| MU | Music |
| NM | New Media |
| PL | Plumbing & Heating Technology |
| RMR | Marine Systems |
| WE | Welding & Metal Fabrication |
| WW | Woodworking |

PATHS Course Descriptions

PATHS courses are designed both for career-bound and college-bound students who are serious about gaining new skills and knowledge through applied learning. Classroom instruction, extensive labs, and community-based internships combine to give students real life experience in career directions. PATHS classes are an extension of the high school schedule, counting towards graduation as any other class. Some courses may offer intensive one-semester or one-year experiences for college bound students. One-semester programs are offered in the spring for some programs and vary each year. To become enrolled you will do a full session visit in your program of interest. To set up a visit, see your school counselor for more information!

Auto Collision Technology - (Michael Edgbert: edgbe@portlandschools.org)

From damaged to dynamic! Learn the skills necessary to bring that automobile back to showroom condition. Students will learn the skills necessary to use a frame machine, spray guns, and some of the state-of-the-art techniques like adhesive panel replacement, paint blending and specialty paintwork like striping and flaming. Basics in welding, wiring, front end alignment and basic mechanics will also be covered. Through their affiliations with national paint companies and curriculum developers students will have the opportunity attend seminars and workshops. **Certification Opportunities:** ASE (Automotive Service Excellence) I-CAR Platinum Pro Level 1 Refinishing and/or Non Structural Technician. **Career Opportunities:** Auto Collision Technician, Frames Specialist, Refinish Technician, Refinish Prep Specialist, Insurance Estimating, and Paint Mixing Specialist.

Automotive Technology - (Year I: John Carmichael: carmij@portlandschools.org)
(Year II: Paul Fearon: fearop@portlandschools.org)

The Automotive course provides students with skills to develop a thorough understanding of the design, construction, and operation of automotive systems. During their two-year involvement with this program, students are taught how to troubleshoot, service, and repair modern automobiles. Using the most up-to-date technology available these students are prepared to face the challenges of today's auto industry needs. National affiliations with the Ford Skills Competition, AYES and ongoing placement opportunities with local dealerships provide practical skill development. Preparation of students for employment and post-secondary education are major goals. **Certification Opportunities:** NATEF, Maine State Police, Valvoline Oil, and SP2 Safety. **Career Opportunities:** Mechanic, Diesel Mechanic, Brake Specialist, Service Writer and Parts Specialist.

Carpentry - (Frank Kehoe: kehoef@portlandschools.org)

The Carpentry Program has been designed to instruct students in all types of house construction and remodeling. Students are involved in foundation layout work, house framing, and exterior and interior finish carpentry work. The students work with a variety of building and finishing materials, and become familiar with modern methods and styles of commercial and residential construction. Carpenters are the largest group of building trade workers. They usually have greater opportunities than most other construction workers to become general construction supervisors, since they are involved with the entire construction process. Throughout the program, strong emphasis is placed on employment with a union shop or general contractor. The carpentry program is an excellent foundation for those going on to post secondary education. **Certification Opportunities:** OSHA 10 Card and NCCER Carpentry. **Career Opportunities:** Framing Carpenter, General Contractor, Sub Contractor, Apprentice Carpenter, Lumber & House Salesperson, Mill Worker, Carpenter Helper, and Finish Carpenter.

Commercial Art - (Diane Manzi: manzid@portlandschools.org)

This course is for art students who want to make income from their art and create a strong portfolio for college or work. Students learn to prepare and set up their artwork, create business cards, artists' statements and career applications. The curriculum also provides the opportunity to earn AP art certification for college. Art ability assessment test required at time of visit. **Career Opportunities:** Designer, Illustration, Art shows, and Graphic Artist.

Culinary Concepts - (Mark Hannibal: hannim@portlandschools.org)

This course is designed to educate students for a career in commercial food service. From production to management to live work experience, you'll do it all! There will be an emphasis on catering, which includes sanitation equipment, menu planning, purchasing, selection and storage of food, inventory, preparation, serving, and fundamentals of restaurant management. Students are introduced to career specialties within the food service industry such as short order cooking and general cooking with specialized preparation in meats, vegetables, seafood, baking, and management. **Certification Opportunities:** ServeSafe and ServePro. **Career Opportunities:** Cook, Baker, Chef, Pastry Chef, Restaurant Manager, Food Buyer, Food Sale, and Butcher.

Dance (Session II Only) - (Lisa Hicks: hicksl@portlandschools.org)

The Arts Academy Dance program is a modern dance based program. Students study modern dance technique, which includes choreography, improvisation, and dance composition. Students are exposed to a wide range of professional guest artists and other styles of dance including African dance, hip hop, ballet, ballroom dance as well as weekly classes in yoga, Pilates, and conditioning for dancers. Students perform at the end of each semester and at the PATHS Spring Fashion Show. Students in the program attend a number of concerts and workshops with professional touring companies through a partnership with Portland Ovations. Dancers of all levels may apply to the program. After an initial first visit, potential students must participate in an audition/class. The audition class is scheduled in May or dancers may audition individually by setting up a date with the instructor.

Early Childhood Occupations - (Eva Rodd: roddev@portlandschools.org)

This course is designed for students who are preparing for careers in teaching and caring for young children, birth through age eight. The course provides a foundation in child development, family systems, childcare management, and teaching at the early elementary level. Students plan and manage a campus child development lab program, and intern in community-based programs and area elementary schools. The course has been designed with multiple entry and exit points so that students may enroll for one to four semesters, choosing work that matches their needs and future teaching plans. **Certification Opportunities:** Child Development Associate. **Career Opportunities:** Preschool Teacher, Elementary Teacher, Childcare Provider, Educational Technician.

Fashion Marketing - (Jane Krasnow: krasnj@portlandschools.org)

Fashion Marketing offers an introduction to the "business" of Fashion. Learn the components of customer service, designing fashion displays, composing effective advertising, the basics in fashion design and garment construction. Students will present seasonal sales promotions and will manage a new school store. Students also present a fashion show each year. Students are encouraged to be involved in a national marketing organization called DECA. Students may participate in a hands-on internship and will have the opportunity to intern in a local business, to gain experience and knowledge about the field of fashion merchandising and marketing. **Career Opportunities:** Advertising, Visual Merchandising, Store Management, Fashion Buying, Retail Merchandising and Fashion Designer.

Food Services - (Phil Divinsky: divinp@portlandschools.org)

The Fast Food Service Program prepares students for entry-level employment in the food service industry. This supported program offers real life experiences through the operation of a student run café. Students receive a varied hands-on education in food preparation, equipment usage, sanitation, personal hygiene, customer relations, teamwork, attitude, initiative and independence. **Career Opportunities:** Prep Cook, Wait Person, Dishwasher, Cashier, Clerk, Sandwich Prep and Fast Foods Worker.

Health Science Careers - (Amber Richard: richaa@portlandschools.org)

The first year introduces the students to careers in health sciences. Students study anatomy, physiology, nutrition, diet therapy, and complete a medical research project through field trips, demonstrations, and classroom instruction. The second year prepares the student in basic health science skills, body mechanics, aseptic techniques, and medical terminology. Students are placed in clinical experiences of their choice during the second semester. The Health Science Careers Program also serves as a foundation for further education in a technical school or college. Health Occupations Students of America (HOSA) is an integral part of the program; Articulation Agreement with SMCC. To enter this program you must be at least 16 years old and you will take a test to ensure 9th grade reading and writing level. **Certification Opportunities:** Certified Nursing Assistant, CPR, and First Aid. **Career Opportunities:** Personal Support Specialist (P.S.S.), Certified Nursing Assistant (C.N.A.), Dental Aide, Veterinary Aide, Physical Therapy Aide, Rehabilitation Aide, and many other health science careers. This class meets the State Requirement for certification as a Nurse Assistant.

Landscapes and Gardens - (Kathy Tarpo: tarpok@portlandschools.org)

This exciting supported program, **formerly called Horticulture**, provides students the opportunity to work in PATHS largest classroom – 40 acres. You get to experience retail and wholesale marketing techniques through the management of our 3,000 sq. ft. greenhouse. Students will work in our display beds, the arboretum, our community perennial garden and the extensive grounds of our campus. Landscape design, equipment use, turf management and greenhouse management are emphasized. Floral Students learn to identify, grow, and care for trees, shrubs, and flowering plants. **Career opportunities:** Greenhouse or Nursery Worker, Garden Work, Golf Course, Landscaping Design, and Parks Department.

Manufacturing Technology (Session II Only)– (Tim Lippert- lippet@portlandschools.org)

This course offers knowledge, skills, and experience in the production of precision metal products. Students learn how to manufacture and measure a variety of metals used to produce metal products. By making specified products, students learn how to read blueprints, do shop math, layout their work, select, set-up, and safely operate lathes, milling machines, drill presses, and grinding machines. Advanced students learn how to program, set-up, and operate CNC lathes and milling machines. Computer Aided drafting (Auto Cad) is also covered. Robotics will include the designing, AutoCAD drawing, programming, manufacturing, and testing of robots. Several local and regional robotic competitions should make this an exciting class. If time permits, solar systems, pneumatics (air), and composites will be integrated. This class will offer a variety of disciplines that will help prepare students for college and many different careers in Robotics, Engineering, Mechanical or Electrical currently offered at colleges throughout the United States. Students can join an after-school Robotics Team, which takes part in area robotic competitions. Articulation Agreements with SMCC and CMCC. **Certification Opportunities:** NIMS. **Career Opportunities:** Machine & CNC Operators, Inspectors, Layout and Set-up Technicians.

Marine Systems - (Michael DelSmith: smithmi@portlandschools.org)

If you like the thrill of hearing a finely tuned marine engine run or troubleshooting why a 4-wheeler is skipping, then this program is for you. Students will learn all about small engines and how they operate. You will diagnose and repair small engines for all marine and recreational equipment including motorcycles, inboard/outboard boat motors, snowmobiles, lawnmowers, snow blowers, ATV's and more. You will also do fiberglass repair projects on boats, as well as preparing small engines for winter storage. **Certification Opportunities:** EETC, Valvoline Lubrication, and ABYC. **Career Opportunities:** Small engine mechanic in motorcycle, snowmobile, ATV or boat businesses; general work in boat yard; fiberglass boat repair.

Masonry - (Matt Wentworth: wentwm@portlandschools.org)

Fireplaces, Barbecue pits, steps, planters and columns for lighting applications are only a few of the projects you'll undertake in this exciting program. Design and layout of projects using brick, block, dry stone (wall construction), decorative pre-cast concrete and repair of existing masonry structures are all part of the skills you'll acquire. Students are instructed in shop and job safety practices and procedures. Students receive related instruction in blueprint reading, layout work, measurement, sketching and estimating. **Certification Opportunities:** OSHA, Forklift, and NOCTI. **Career Opportunities:** Mason, Mason tender, Bricklayer, Contractor, and Tile Setter.

Music - (Victoria Stubbs: stubbv@portlandschools.org)

The music program is designed to offer student musicians a diverse experience in the music industry. There are 3 main components of the music program at PATHS. Students study the Theory and Ear/Rhythm training of music, they practice their solo and ensemble performing skills in our 'classroom theater', and they learn Audio recording, editing and mixing in our Recording Studio. Some other examples of work we do here are: Song writing, the Business of Music, and Music History. This program requires a student audition, essay, and teacher recommendation prior to enrolling. Must return for a second visit for an audition as well as turning in a short essay and a teacher recommendation. **Career Opportunities:** Performer, Music Educator, Composer, Song Writer, Music Producer, Audio Engineer, Recording Engineer, Sound Mixer, Digital Workstation Editor, Post Production Engineer, Mastering Engineer, MIDI Engineer, Music Scoring (Studio Manager, Music Video Production, Special Event Lighting/Sound Presentation, Digital Video, Sound Design).

New Media – (David Beane: beaned@portlandschools.org)

Our world is moving faster every day and media production for the Web or TV is a powerful force within it. From PHP & Flash to Panasonic & Sony, the New Media Program at PATHS introduces students to the basics that all new media producers need. Students are prepared for career or college with an individualized curriculum. Every student will master the basics of graphic design, project design and management, shooting and editing video, and PhotoShop. Then each student, working with teacher David Beane, will create a customized program for more advanced study. Whether a student is planning on a college career, an apprenticeship, immediate entry into the workforce, or a combination of those, the New Media Program will prepare that student to be successful. Topics in New Media include PhotoShop, Concepts in Graphic Design, Project Design and Management, Introduction to Video Creation and Editing, Broadcast Programming, Script Writing, and Animation. **Certification Opportunities:** AVD User Certification and Maine Broadcasters Association. **Career Opportunities:** Video Tape Editor, Production Assistant, and Video Production.

Plumbing and Heating Technology - (Ed Huggins: huggie@portlandschools.org)

Plumbing & Heating is a two-year program providing instruction in all phases of repair, maintenance and installation of plumbing and heating equipment. The first year of the program is spent in the plumbing lab learning to work with all types of pipes, joints, traps, fixtures, tanks and pumps. In the second year, students study three types of oil heating systems: warm air, steam and hot water. Students will be involved in the practice of installation, maintenance, and adjustment of equipment, as well as the wiring of the electrical components of oil burners, including trouble shooting, testing and adjusting. Both years use a nationally recognized curriculum with national registry for qualified students. Graduates have basic entry-level skills to enter the work force or attend technical schools in HVAC, Plumbing and Heating. **Certification Opportunities:** OSHA 10-Hour Safety, Home Builders Institute, National Oil Heat Research Alliance, and NOCTI. **Career Opportunities** plumbing and heating contractors, maintenance workers, plumbing and heating warehouse workers and salespersons. Additional training and licenses may provide opportunities as supervisors or operators of related businesses.

Welding and Metal Fabrication - (Bill Presby: presbb@portlandschools.org)

This course includes instruction in the safe operation of oxygen/acetylene gas welding, brazing and cutting. The first year students will be taught Shielded Metal Arc Welding (S.M.A.W.), Flux Core Arc Welding (F.C.A.W.), and Gas Metal Arc Welding (G.M.A.W.). Second year students will be involved in projects that will include but will not be limited to: utility trailers, snowmobile trailers, landscape trailers, various metal craft projects by your own design, and outside projects for individuals or schools. First and second year students will have the opportunity to attempt the structural plate test limited to ¾ inch thickness after they have proven their basic proficiency in the S.M.A.W. process. Pipefitting and pipe welding techniques will be taught, which will include Gas Tungsten Arc Welding (T.I.G.), 5P root and 7018 to cover. Carbon Arc Cutting, Plasma Arc Cutting and Aluminum Welding will also be introduced. Basic math computations including addition and subtraction of fractions, converting decimals to fractions and basic Geometry will be taught. Blueprint reading and sketching will be practiced regularly. Articulation Agreements and dual enrollments with SMCC and EMCC. **Certification Opportunities:** American Welding Association. **Career Opportunities:** Certified Welder, Welder's Helper, Pipe Fitter, Fabrication Shop Specialist operating automated cutting and welding equipment, owner/ operator of welding/metal fabrication shop, Quality Control Weld Inspector. The opportunities in the steel trades are endless.

Woodworking - (Jill Irving: irvinj@portlandschools.org)

Make a Shaker-style table, CD holder, speaker boxes and a host of other interesting projects produced in this program. Woodworking is a supported program where students will learn about tools, joinery, turning, fasteners, abrasives, finishes, and computerized CNC routing. Students make individual, group, and class projects from a variety of woods. Part of this program is called Basic Woodworking, which is designed for a wider range of students. All students will be exposed to community service, artistic techniques, manufacturing, and custom craftsmanship through field trips and shop projects. **Career Opportunities:** Job entry level in Carpentry, Cabinetry, Woodworking, Mill Work, Building Supplies Store, and post secondary schools (2 and 4-year).

Student Support Services

School Counseling Services

PHS school counselors provide a comprehensive, developmental counseling program addressing the academic, career and personal/social development of all students. School counselors are a vital link to academic, career and social development for all students. PHS provides support to students through classroom guidance lessons, small group sessions, individual meetings, consultation with parents and teachers and through collaboration with other community resources. School counselors advocate the needs of all students by providing guidance and support to maximize each student's potential and academic achievement. The needs of students are best served with a partnership between school, home, and community.

| | |
|--|---|
| 9 th and 11 th grade, A-J | Theresa LaPlante, Guidance Counselor/Director laplat@portlandschools.org |
| 9 th and 11 th grade, K-Z | Sue Mullen, Guidance Counselor mulles@portlandschools.org |
| 10 th and 12 th grade, A-H | Johannah Burdin, Guidance Counselor burdij@portlandschools.org |
| 10 th and 12 th grade, I-Z | Holly Smevog, Guidance Counselor smevoh@portlandschools.org |

Library Services

The Portland High School Library

“A dynamic environment for the PHS community to read, research, and learn lifelong skills.”

The PHS Library is a literacy hub, serving the needs of all learners. The program includes a variety of services for students and faculty, all of which support the needs of the 21st Century Learner and are a part of the Common Core Standards. These services include lessons and assistance with the following: literacy strategies to advance reading skills, the research process of locating, evaluating, and processing digital and print text, creating works cited pages, writing papers and creating digital products, problem solving technology, printing, photocopying, and recommending and locating reading materials. The library staff is here to serve the PHS community.

The PHS Library is open from 7:15-2:45 every day except early release Wednesdays. Students may access the library and computers before or after school, during study halls with a pass from the library, during class with a pass from the teacher, or with a class for a project. Student expectations are posted in the library and on the library website. Resources and online support are available through the library website 24/7 at http://staff.portlandschools.org/nicks/Ms._Nick/Welcome.html

Peer Tutoring

Peer tutoring matches students who have volunteered to tutor with students who have been referred or requested assistance in specific subjects. Peer tutoring occurs during study halls, homeroom time, and after school.

Portland Mentoring Alliance Program

The Portland Mentoring Alliance matches adult volunteers with students who have requested a mentor to create supportive mentoring relationships. The program focuses on academic success, post secondary planning, and socialization as experienced in a one-on-one relationship.

A mentor serves as a consistent, reliable role model and a trusted friend to a student. The relationship provides the mentor an opportunity to share professional and personal interests and also offer the student college/career guidance. A mentor meets with their mentee for a minimum of one hour per week for one school year.

Other Credit Opportunities

PROGRAMS OUTSIDE OF PHS: Early College Programs

Students may take courses outside of PHS and earn up to four credits toward graduation requirements including courses at surrounding colleges. Early college programs allow high school students to engage in college-level academic work at a local college campus, gain valuable college-preparatory experience, and earn college credit while still in high school. Students are expected to purchase required books and pay non-tuition fees. Prior approval by the Principal is required if college credits are to be applied toward high school graduation. College course grades will appear on the student's transcript but will NOT be calculated in the student's GPA. Each program has different academic eligibility requirements. See your guidance counselor for more information.

Participating programs include:

Early Studies at USM

Early College for ME at SMCC

Early Scholars Program at St. Joseph's College

Advanced Placement Courses

The Advanced Placement (AP) program allows students the opportunity to engage in college level courses and possibly earn college credit while attending Portland High School. At the conclusion of the course, students take the corresponding AP exam in May, on a date set by the College Board. Students who earn a score of three (3) or higher on the AP exam may be eligible for advanced placement or course credits at many colleges and universities in the United States. Any student who is capable of and wishes to take advanced placement courses is permitted to do so. Note, however, that AP courses require students to make a commitment to meeting individual course requirements, which include, but are not limited to, completing summer work, meeting certain prerequisites for enrollment, and devoting considerable homework time to independent reading, writing and research assignments.

AP 4 ALL

In addition to the AP classes offered at PHS, students have access to the AP 4 ALL Program. This online program is run by the State of Maine and is designed to expand the AP subject choices for students. Grades in AP 4 ALL classes are put on the PHS transcript, get quarterly grades and get counted for GPA.

Dual Enrollment

Students may earn college credit, at a minimum cost, while taking one of the following high school courses: Honors Statistics, Honors Calculus, AP Calculus AB, AP Calculus BC, and Engineering.

Independent Study Courses

Portland High School students may take up to **four credits** of independent study to be counted as elective credit toward graduation.

IMPORTANT:

- * **An Independent Study Plan must be approved in advance by the principal. The principal will not approve for credit any activity sponsored by a business or organization which is strictly for profit.**
- * **Students must initiate the process by add-drop period with their guidance counselor.**
- * **An Independent Study will be posted as a pass/fail grade.**

When a student wishes to earn independent study credits, the following procedure must be followed:

Expectations for the student:

1. The student must be in good academic standing.
2. The student will come up with a proposal for an Independent Study, present it to a faculty member and get a teacher's commitment to work as his/her advisor for the Independent study.
3. Along with the teacher, the student will complete the Independent Study application that includes a description of goals and objectives as well as how the work will be evaluated.
4. The application then needs to be signed by the student, parent, teacher, counselor and administrator. The application then goes to the guidance counselor.
5. The Independent Study should represent a minimum of 45 hours of work from the student. The student will keep a log of activities, research done and general reflection. The log will serve to substantiate the 45 hours spent toward the Independent study.
6. The student will meet with his/her advisor on a weekly basis at a mutually convenient time.
7. Students should have no more than two Independent Studies a year.

Student Aide Program

Juniors and Seniors may serve as an aide for a teacher or department. These programs support student learning and enrollment must be approved by the appropriate teacher, cluster coordinator or office staff, guidance counselor and administrator. A student is graded on a pass/fail basis and awarded half a credit at the successful completion of the learning plan. **A student may serve as an aide for only one teacher per semester/year.**

Anatomy of Leadership

The Anatomy of Leadership is a joint program of Portland and Deering High Schools, now in its thirty-first year, which focuses on developing leadership skills. Students learn, practice, and apply the five principles of leadership identified by Dr. Peter Senge in his book *The Fifth Discipline* while working closely with a local business partner in a case study format culminating in an adjudicated exhibition. With successful completion of the course, participants earn one credit and a letter grade on their official school transcript. This letter grade, however, does not affect a student's GPA. This course is open to sophomores and juniors only.

Portland School of Ballet Program

In partnership with Portland High School, several Portland School of Ballet students from Portland and the surrounding communities are enrolled in CORPS. CORPS students attend school at PHS and they are granted early release so they can practice dance for over three hours daily. CORPS students enrolled for all four years can earn their PE and Health credits in their first and second year, 2 Fine Arts credits in their third year and 2 elective credits their senior year.

Maine School of Ballet

In partnership with Portland High School, several Portland School of Ballet students from Portland and the surrounding communities are enrolled at Maine School of Ballet. Students attend school at PHS and they are granted early release so they can practice dance for over three hours daily. Maine School of Ballet students enrolled for all four years can earn their PE credits in their first year, health credit during their second year, 2 Fine Arts credits during their third year and 2 elective credits their senior year.

EARLY GRADUATION

Students are encouraged to take advantage of the rich array of courses available to them and to spend four years completing their high school education. Meeting requirements in less time is possible, but not recommended in most cases. In special circumstances, it is appropriate for a student to graduate early and Portland High School will work closely with such students to meet their needs. Any student who is contemplating graduation in less than four years must see his or her counselor to initiate the process. Approval by the Principal is required.

COURSE ADD/DROP PROCEDURES

An add/drop period is scheduled during the first week of each semester, and is intended for students to make adjustments to their schedule to better fit their abilities, interests and goals.

After the add/drop period, students may drop a class only as a last resort and if the remaining schedule includes at least 12 credits. The following process applies:

1. The student must meet with his/her school counselor to discuss the proposed change, and receive a Schedule Change Form, if appropriate.
2. The student must meet with the teacher affected by the change, ask for approval and return, if applicable, any books or materials owed. If a teacher disagrees with the proposed change it should be noted on the form.
3. The student must discuss the change with his/her parent. The parent must sign the Schedule Change Form.
4. The student must return the completed Schedule Change form to his/her school counselor before any change is made.

A conference involving the student, parents, school counselor, principal and pertinent faculty members may be called to determine if the proposed schedule change is in the student's best interest.

During the first eight weeks of school, changes made to any yearlong class (four weeks for a semester class) will not be recorded on the transcript.

If a student drops a yearlong class after the first quarter (or a semester course after four weeks), a WP (withdraw pass) or WF (withdraw fail) will be recorded on the student's transcript.

If a student withdraws during the last four weeks of a class, a W (withdraw) and the current grade will appear on the transcript and the grade will be counted in the student's grade point average.

INFINITE CAMPUS – CHECK YOUR GRADES

Infinite Campus (IC) is our web-based student information portal where students and parents can get up-to-date information about a student's attendance, grades and credit status. A student can access the IC account by following these steps:

Step 1

go to this link: <http://www.phsbulldogs.org/>

Step 2

click on "Infinite Campus Portal" on the right hand side of the screen, listed under Quick Links

Step 3

enter the student's user name & password (see your school counselor if you need this information)

Course Listing

ENGLISH COURSES

| | |
|------|--------------------------------|
| 2010 | Freshman Seminar |
| 2111 | Hon English 9 |
| 2112 | Col Prep English 9 |
| 2121 | Hon English 10 |
| 2122 | Col Prep English 10 |
| 2130 | AP English 11 Language & Comp |
| 2131 | Hon English 11 |
| 2132 | Col Prep English 11 |
| 2133 | English 11 |
| 2140 | AP English 12 Literature &Comp |
| 2141 | Hon English 12 |
| 2142 | Col Prep English 12 |
| 2143 | English 12 |
| 2151 | Public Speaking |
| 2156 | Journalism |
| 2157 | Writing Workshop |
| 2158 | Creative Writing |
| 2160 | Drama Workshop |
| 2161 | Musical Theatre Workshop |
| 2167 | SAT Critical Read/Write |
| 2168 | Accuplacer English Prep |
| 2182 | Strategic Reading |

MATH COURSES

| | |
|--------|-----------------------------|
| 2410 | AMP 9 |
| 2411-9 | Honors Algebra 1 |
| 2412-9 | Algebra 1 (Grade 9) |
| 2412 | Algebra 1 (Grade 10-12) |
| 2417D1 | Transition to Advanced Math |
| 2417D2 | Algebra 1 (Daily) |
| 2843 | Pre-Algebra |
| 2420 | AMP 10 |
| 2421 | Hon Geometry |
| 2422 | Geometry |
| 2422D2 | Geometry (Daily-S2) |
| 2432D1 | Algebra 2 (Daily-S1) |
| 2430 | AP Calculus AB (Daily-Yr) |
| 2431 | Hon Algebra 2 |
| 2432 | Algebra 2 |
| 2440 | AP Calculus BC |
| 2441 | Hon Pre-Calculus |
| 2442 | Functions, Stats, & Trig |
| 2451 | Hon Calculus |

SOCIAL STUDIES COURSES

| | |
|------|-----------------------------------|
| 2211 | Hon Big History |
| 2212 | Col Prep Big History |
| 2220 | Hon Adv U.S. History (AP Pt 1) |
| 2221 | Hon Early U.S. History |
| 2222 | Col Prep Early U.S. History |
| 2223 | Early U.S. History |
| 2230 | AP U.S. History |
| 2231 | Hon Mod U.S. & World History |
| 2232 | Col Prep Mod U.S. & World History |
| 2233 | Modern U.S. & World History |
| 2251 | Psychology |
| 2252 | AP Psychology |
| 2270 | Sociology |
| 2272 | American Government |
| 2275 | Criminal Justice |
| 2286 | Global Studies |

SCIENCE COURSES

| | |
|------|------------------------------------|
| 2511 | Hon Earth Science |
| 2512 | Col Prep Earth Science |
| 2521 | Hon Biology |
| 2522 | Col Prep Biology |
| 2531 | Hon Chemistry |
| 2532 | Col Prep Chemistry |
| 2533 | Chemistry |
| 2540 | AP Biology (Daily-Yr) |
| 2543 | AP Physics (Daily-Yr) |
| 2541 | Hon Physics |
| 2542 | Col Prep Physics |
| 2550 | Hon Anatomy & Phys |
| 2551 | Hon Forensic Science |
| 2561 | Hon Ocean Science |
| 2562 | Col Prep Ocean Science |
| 2564 | Col Prep Environmental Science |
| 2565 | Honors Environmental Science |
| 2570 | Introduction to Engineering Design |
| 2571 | Principles of Engineering |
| 2581 | Emergency Medical Responder |

MATH COURSES – continued

| | |
|------|---|
| 2452 | Hon Statistics |
| 2453 | AP Statistics |
| 2467 | SAT Math Prep |
| 2469 | Accuplacer Math Prep |
| 2470 | Computer Science and Engineering Software (CSE) |
| 2471 | Computer Science 2 (Gaming Development) |

WORLD LANGUAGE COURSES

| | |
|------|--------------------------------------|
| 2310 | Col Prep French 1 |
| 2311 | Col Prep French Intermediate |
| 2312 | Col Prep French 2 |
| 2313 | Hon French 3 |
| 2315 | Hon French 5 |
| 2314 | Hon French 4 |
| 2317 | AP French Language & Culture |
| 2320 | Col Prep Spanish 1 |
| 2321 | Col Prep Spanish Intermediate |
| 2322 | Col Prep Spanish 2 |
| 2323 | Hon Spanish 3 |
| 2324 | Hon Spanish 4 |
| 2325 | Hon Spanish 5 |
| 2326 | AP Spanish Language |
| 2341 | Col Prep Latin 1 |
| 2342 | Col Prep Latin 2 |
| 2343 | Hon Latin Poetry |
| 2881 | Exploring Interpretation as a Career |
| 2348 | Medical Etymology |
| 2349 | Legal Etymology |

FINE ARTS COURSES

| | |
|------|---------------------------|
| 2650 | Orchestra |
| 2651 | Band |
| 2655 | Guitar/Piano Fundamentals |
| 2657 | Intermediate Guitar/Piano |
| 2658 | Percussion Ensemble |
| 2660 | Chorus |
| 2669 | Music Appreciation |
| 2670 | AP Music Theory |
| 2601 | Art 1 Fundamentals |
| 2602 | Art 2 |
| 2603 | Art 3 Studio Art |
| 2604 | Art 4 Adv Studio |
| 2605 | AP Studio Art |
| 2613 | Drawing |
| 2617 | Clay 1 |
| 2600 | Intro to Body Movement |
| 2609 | Digital Photography 1 |

ELECTIVES

| | |
|------|------------------|
| 2712 | Personal Finance |
| 2714 | First Aid |

PATHS PROGRAMS

| | |
|-----|-----------------------------|
| AC | Auto Collision Technology |
| AT | Automotive Technology |
| CA | Carpentry |
| CD | Commercial Art |
| CC | Culinary Concepts |
| DA | Dance |
| ECO | Early Childhood Occupations |
| FM | Fashion Marketing |
| FF | Food Services |
| HE | Health Science Careers |
| LG | Landscapes & Gardens |
| MA | Masonry |
| MU | Music |
| NM | New Media |
| PL | Plumbing & Heating |
| PMR | Manufacturing Technology |
| RMR | Marine Systems |
| WE | Welding & Metal Fabrication |
| WW | Woodworking |

ASL COURSES

| | |
|------|--------------------------|
| 2381 | American Sign Language 1 |
| 2382 | American Sign Language 2 |

PE & HEALTH COURSES

| | |
|------|--------|
| 2002 | PE 1 |
| 2003 | PE 2 |
| 2021 | Health |

ALTERNATIVE EDUCATION

| | |
|-------|----------------------------------|
| AEP01 | AEP Instructional English |
| AEP20 | AEP Instructional Social Studies |
| AEP50 | AEP Instructional Science |
| AEP52 | AEP Fundamentals in Science |
| ACO01 | ACO Instructional English |
| ACO20 | ACO Instructional Social Studies |
| ACO50 | ACO Instructional Science |
| ACO52 | ACO Fundamentals in Science |
| AEP40 | AEP/ACO Instructional Math |
| ACO70 | ACO Life After PHS |
| ACO90 | ACO Independent |

JMG COURSES

2777 Jobs for Maine Graduates

ELL COURSES

| | |
|-------|--|
| 2811F | ELL English 1-Fall (Daily) |
| 2811S | ELL English 1-Spring (Daily) |
| 2812F | ELL English 2-Fall (Daily) |
| 2812S | ELL English 2-Spring (Daily) |
| 2813F | ELL English 3-Fall |
| 2813S | ELL English 3-Spring |
| 2815F | ELL Strategies for Literacy – Fall |
| 2815S | ELL Strategies for Literacy – Spring |
| 2821F | ELL Language Acquisition for Social Studies-Fall |
| 2821S | ELL Language Acquisition for Social Studies-Sprg |
| 2822F | ELL Foundations of Social Studies 2-Fall |
| 2822S | ELL Foundations of Social Studies 2-Sprg |
| 2823F | ELL Early U. S. History-Fall |
| 2823S | ELL Early U. S. History-Spring |
| 2841F | ELL Lang Acq for Math-Fall |
| 2841S | ELL Lang Acq for Math -Spring |
| 2842F | ELL Fndtn of Math -Fall |
| 2842S | ELL Fndtn of Math -Sprg |
| 2854F | ELL Language Acquisition for Science -Fall |
| 2854S | ELL Language Acquisition for Science - Sprg |
| 2855F | ELL Foundations of Science-Fall |
| 2855S | ELL Foundations of Science-Spring |
| 2881 | Exploring Interpretation as a Career |
| 2852F | ELL Biology - Fall |
| 2852S | ELL Biology - Spring |

SPECIAL EDUCATION COURSES

| | |
|------|--------------------------------|
| 2901 | Practical Reading and Writing |
| 2903 | Functional Math |
| 2905 | Functional English |
| 2906 | Practical Math |
| 2907 | Functional Social Studies |
| 2908 | Practical Early U.S. History |
| 2909 | Functional Science |
| 2911 | Functional Life Skills |
| 2914 | Academic Support Center |
| 2927 | Functional Academics |
| 2930 | Intensive Support Center (ISC) |

GOVERNOR BAXTER SCHOOL FOR THE DEAF

| | |
|--------|-------------------------------------|
| GB2102 | GBSD English Language Arts |
| GB2104 | Baxter Academic Support |
| GB2105 | American Sign Language Student I |
| GB2106 | American Sign Language Student II |
| GB2109 | GBSD Functional Math |
| GB2110 | GBSD Functional Science |
| GB2111 | GBSD Functional Reading and Writing |
| GB2112 | GBSD Functional Social Studies |
| GB2115 | GBSD US History I |
| GB2116 | GBSD US History II |
| GB2117 | GBSD Functional Health |
| GB2119 | GBSD Functional Academics |

OTHER OPTIONS

| | |
|------|------------------------|
| EC | Early College Programs |
| AP | AP 4 ALL |
| 2020 | Capstone Experience |