

Portland High School Course Catalog



2020-2021

PORTLAND HIGH SCHOOL

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, course descriptions and a four-year academic planning guide. You will notice that some courses have both “credits” and “Units of Proficiency”. This is because we are in transition from a credit-based system to one which requires that students meet standards in the four core content areas. Your teachers will help guide you and may recommend a particular course for you. Don’t hesitate to ask for guidance. Your school counselor will also help you. Ultimately it is your decision to make and your work ethic and focused attention that will ensure your success.

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. You will find in this book this year that there are several exciting new offerings in the past few years: Criminal Justice case study, Camden Conference, Ukulele, Steel Pan Drums, Field Ecology, to name a few.

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: an internship, an Extended Learning Opportunity, a dual enrollment course. 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

PORTLAND HIGH SCHOOL
COURSE SELECTION GUIDE

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*Some courses in this book may not be offered depending on staffing and student requests.

PLANNING A COURSE OF STUDY

This Course Selection Guide has a lot of valuable information that is important for you to know and to remember as you go through high school. You should talk with your parents, school 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.

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.

4 Years of English	8 Credits	4 UP
3 Years of Social Studies <i>(must include Early US History)</i>	6 Credits	3 UP
3 Years of Mathematics	6 Credits	3 UP
3 Years of Science	6 credits	3 UP
1 Year of Visual and Performing Arts	2 credits	1 UP
1 Year PE	2 credits	1 UP
1 Semester Health	1 credit	1 UP
Capstone Project	Capstone Project	Capstone Project
Post-Secondary Plan	Post-Secondary Plan	Post-Secondary Plan
Elective Courses	10 credits	5 UP
Total:	41 Credits	21 UP

Notes: UP = Unit(s) of Proficiency

Most four year colleges Require 2 years of a World Language.

The vast majority of four year colleges expect completion of Algebra 1, Geometry, and Algebra II, while most of those colleges expect math beyond Algebra II. Community colleges also expect math competency of Algebra II or require you to take remedial math classes in college.

To graduate, students must also meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results which state that a student should be:

- A clear and effective communicator
- A self-directed and life-long learner
- A creative and analytical problem solver
- A responsible and involved citizen
- An integrative and informed thinker

Educational experiences offer all students multiple ways to achieve and demonstrate proficiency in the district's graduation standards. 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
- Adult education courses
- Extended learning opportunities that take place outside of the school building and/or school day
- Other Portland Public Schools approved measures of proficiency

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 specific in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

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 4 UP/8 credits				
Social Studies 3 UP/6 credits				
Mathematics 3 UP/ 6 credits				
Science 3 UP/ 6 credits				
Fine Arts 1 UP/2 credits				
Physical Education 1 UP/2 credits				
Health 1UP/1 credit				
Electives 5 UP/10 credits				
Language <i>(recommended but not required to graduate)</i>				
Capstone				
Post-Secondary plan				
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://student.naviance.com/phsme>

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 intended 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 Algebra II Geometry	3 years	3 years	2-4 years of the same language
Technology Major	4 years	Algebra I Algebra II Geometry Statistics or FST	3 years including Chemistry and Physics	3 years	2-4 years of the same language
Business Major	4 years	Algebra I Algebra II Geometry Senior Math	3 years	3 years	2-4 years of the same language
Nursing Major	4 years	Algebra I Geometry Algebra II Senior Math	4 years including Biology, Chemistry and Anatomy & Physiology	3 years	2-4 years of the same language

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 Algebra II Geometry	3 years	3 years
Technology Major	4 years	Algebra I Algebra II Geometry	3 years	3 years
Business Major	4 years	Algebra I Algebra II Geometry	3 years	3 years
Nursing Major	4 years	Algebra I Algebra II Geometry	3 years	3 years

Portland School 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 school 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.

Seal of Biliteracy



What is the Seal of Biliteracy?

The Seal of Biliteracy is a formal recognition award by the Portland Public Schools to a high school student who has attained proficiency in English literacy, and similar skills in one or more other world languages by graduation. The recognition of attaining biliteracy becomes part of the high school transcript and diploma.

How can you earn a Seal of Biliteracy?

- Be a high school senior or junior
- Demonstrate proficiency in English
- Demonstrate proficiency in another world language
- Write a Global Competence Reflection (in English)

Why earn the Seal of Biliteracy?

- To gain recognition of biliteracy skills
- To provide universities with a method to recognize and give credit to applicants for attainment of high level skills in multiple languages
- To provide employers with a method of identifying people with language and biliteracy skills

What is the timeline for the Seal of Biliteracy?

- Join the Seal of Biliteracy google classroom (**m3lmh2r**) and take the google survey to register for test before the October testing dates
- Take AAPPL or AVANT test in October (offered at PHS and DHS)
- Submit Global Competence Reflection by May
- Award Notification by May

STEP 1: Join the google classroom (m3lmh2r) and register for the test

STEP 2: World Language Proficiency- Proficiency in a language other than English will be determined by **one or more** of the following:

- **AAPPL/Avant Testing:** (Arabic, Chinese, French, German, Korean, Portuguese, Russian, Spanish, Armenian, Filipino, Ilocano, Haitian-Creole, Portuguese, Samoan, Somali Maay Maay and Somali Maxaa, Tamil, Vietnamese and Yup'ik) -**Students must demonstrate Intermediate-Mid (I-2) and above on all four modes (reading/listening or speaking/writing.** For Arabic, Chinese, Somali, Kirundi, Kinyarwanda, and Nyanja students will need to demonstrate a minimum of Intermediate-Low (I1) on all 4 modes.

- ALIRA Test: (Latin) - Students will need to demonstrate an Intermediate-High (I-4) on the ALIRA test offered only in Interpretive Reading.
- ASL Proficiency Interview (ASL) - Students will need to obtain a level 4.
- Advanced Placement Language and Culture Exam: A student must score a 3 or higher on the AP exam. For students who take AP their senior year, they will need to prepare a portfolio with samples in all 4 modes of communication to meet the criteria above.

STEP 3: English Proficiency- Proficiency in English is determined by **one or more** of the following:

- HS Graduation and Proficiency ELA Requirements - A student must meet the standards for English Language Arts and high school graduation.
- MDOE-Approved Assessment for English Learners- Currently 5.0 Composite score on ACCESS for ELLs 2.0.
- MHSA - 480 or higher on the Evidence-Based Reading and Writing (ERW);
- AccuPlacer - 68 in Mainstream Reading and 74 in Sentence Skills;
- TOEFL- Score of 79 or higher

STEP 4: Global Competence Reflection (by May 2020) - The final step in applying for the Seal of Biliteracy is an essay response to the following question to be evaluated by the Director of Language Development and the Seal of Biliteracy Committee:

Describe your language journey. How has studying and using this language helped you to investigate the world, recognize perspectives, communicate ideas and take action, locally or globally?

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 social workers and 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.

Counselors are assigned to students based on students' last name.

Student last names A-De: Johannah Burdin, burdij@portlandschools.org

Student last names Di-Kh: Victoria Caron, caronv@portlandschools.org

Student last names Ki-Pe: Laurie Medeiros, medeil@portlandschools.org

Student last names P-Z: Marisa Emerson, emersm@portlandschools.org

School Social Work Services

School Social Workers are trained mental health professionals with a master's degree in social work who provide vital services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.

Social Workers are assigned to students based on students' last name.

Student last names A-J: Sophie Payson, paysos@portlandschools.org

Student last names K-Z: Katie Small, smallk@portlandschools.org

LIBRARY SERVICES

The Portland High School Library: "A dynamic, academic environment for the PHS community to read, write, research, interact, and develop expert literacy 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, including 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. Additional programming includes book groups, literacy support, and monthly themes that support the curriculum and other special events. The library staff is here to serve the PHS community. The PHS Library is open from 7:30-3:00 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. Resources and online support are available through the library website 24/7.

Other Credit Opportunities and Programs Offered at PHS

PROGRAMS OUTSIDE OF PHS: Early College Programs

Students may take courses outside of PHS and earn credits toward graduation requirements with prior approval. 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 as a letter grade and will NOT be calculated in the student's GPA. Each program has different academic eligibility requirements. See your school counselor for more information.

Participating programs include:

ExplorEC--college courses at Maine's Public Universities

On Course for College at SMCC

Early Scholars Program at St. Joseph's College

1. 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.

The College Board strongly encourages educators to make equitable access a guiding principle for their AP® programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

2. AP4ME Program

In addition to the AP classes offered at PHS, students have access to the AP4ME Program. This online program is run by University of Maine Fort Kent and is designed to expand the AP subject choices for students. Grades in AP4ME classes are recorded and count toward GPA and class rank and are put on the PHS transcript.

3. Dual Enrollment Courses

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, Latin 2, Latin Poetry, Latin Prose, and Honors African American History to 1865. See your school counselor or teacher.

4. 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.**
- * **Students must initiate the process by add-drop period with their school 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:

- a. The student must be in good academic standing.
- b. 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.
- c. 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.
- d. The application then needs to be signed by the student, parent, teacher, counselor and cluster coordinator. The application then goes to the school counselor.
- e. 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.
- f. The student will meet with his/her advisor on a weekly basis at a mutually convenient time.

- g. Students should have no more than two Independent Studies a year.

5. Internships

Internships are outside-of-school learning experiences that students can pursue to dig deeper in a specific interest or passion they have. There are internships available in many different fields and we can work together to find something that best suits your interests! Interested students should contact Ms. Levinsky, the ELO Coordinator. She can help students find an internship contact and location. Requirements for earning pass/fail credit for an internship include working 45 hours total (typically 2-3 hours per week) meeting with a teacher mentor, and a presentation about what you learned and what you did. Internships are unpaid. See <http://bit.ly/PHSinternships> to see examples of possible internships.

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. You can access the IC account by following these steps:

Step 1

Go to this address: <http://www.portlandschools.org/>

Step 2

Under "Families" or "Students" click on Infinite Campus

Step 3

Students would enter the student's username & password (see your school counselor if you need this information). Parents would complete the Parent Portal Application (available in the main office).

OTHER PHS OPPORTUNITIES

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, bulldog block, 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.

Teacher 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 Program is a joint program for Grade 10 students at Portland High School and Deering High School who have been identified through an open application process that may involve teacher recommendation and demonstrated leadership potential in the classroom and in extra-curricular activities. Now in its thirty-first year, the program features the learning and practicing of the leadership principles presented in Dr. Peter Senge's Fifth Discipline. The program provides an opportunity to work with a real world case study format in cooperation with a leading, community corporate partner. The program culminates in a juried exhibition. Upon successful completion of the course, students may earn one credit and a numerical grade which will not affect the student's GPA but will appear on the official school transcript. Class size is limited to twenty-five from each school.

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 may earn their PE credits in their first and second year, 2 Fine or Performing 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 may earn their PE credits in their first year, 2 Fine or Performing Arts credits during their second year and 2 elective credits their junior/senior year.

Upward Bound Math/Science

Upward Bound Math/Science accepts students who will be first generation college students (parents did not graduate from four year college), and who meet low income eligibility guidelines for year round academic and college counseling and for a six week math and science research intensive program housed at the University of Maine.

Make It Happen

The Make It Happen program is a language acquisition, academic support and college readiness program for high school and 8th grade English language learners. One of the goals of the program is to support students in developing their academic language skills and to succeed in content area classes. Another goal is to develop competitive academic profiles for college admission. Students engage in seven components of the program including academic coaching, academic progress/profile consultations, standardized test support, course selection advocacy (high school only), college application support (high school only), leadership opportunities, and service learning opportunities.

Embark

Embark is a high-school-to-college transition program designed for high school students who are unsure about what comes next. Enrolling in this program is a great way to explore the benefits of a community college education. Your Embark advisor will meet you at your high school and guide you to the academic, personal, and financial resources you need for success in and beyond community college.

Olympia Snowe Women's Leadership Institute

"The mission of the Olympia Snowe Women's Leadership Institute is to elevate the confidence and aspirations of high school girls by helping them build the leadership, collaboration and problem solving skills needed to become successful in their lives, families, careers and communities."

The Institute works with the 9th grade teams and our school counseling department to identify girls for this program.

Art Elective Courses

Course Title: **Art 1 Fundamentals**
Course Number: 2601
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester / .5 UP
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 / 1 UP
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 /.5 UP
 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 /.5 UP
 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 /.5 UP
 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.

Courses for which Fine Arts credit is granted: (note that some courses are worth .25, .50 or 1.0 credit)

2654Q	Pep Band	2601	Art I Fundamentals
2652Q	Steel Pan Drums	2613	Drawing
2652Q	Ukulele	2617	Clay I
2662Q	Guitar Fundamentals	2609	Digital Photography I
2663Q	Piano Fundamentals	2602	Art 2
2669Q	Music Appreciation	2603	Art 3 Studio Art
2659	Intermediate Guitar/Piano	2604	Art 4 Advanced Studio
2651	Band	2605	Advanced Placement Art
2650	Orchestra	2160	Drama Workshop
2660	Chorus	2161	Musical Theatre Workshop
2670	Advanced Placement Music Theory (through AP4ME)		

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 world of post-secondary education and careers.

English Language Arts

Honors courses in English at PHS are demanding and designed for the student who is highly independent and able to focus on and complete higher-level demanding assignments and readings outside the classroom. Students should have successfully demonstrated the ability to meet these challenges during the 9th grade year. Students wishing to take the course must understand the requirements and rigor of the course. It is your work ethic and determination which will make you successful.

Advanced Placement courses at PHS are college-level courses designed for the serious-minded student who has the necessary habits of work and learning to meet the demands of these challenging and rigorous courses. These courses are fast-paced and designed with the understanding that many students have achieved proficiency in most, if not all, ELA graduation standards. Students should expect to examine in detail various works from a variety of sources that require commitment and desire to work outside of class and be prepared to participate fully in daily discussions and analysis. All students are required to take a national exam in the spring. (Information about fee reductions is available at www.collegeboard.com).

Freshman English - REQUIRED

Course Title:	Honors English 9
Course Number:	2111
Prerequisites:	Recommendation of Grade 8 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 / 1 UP
Open to:	Grade 9
Description:	This course is designed for highly motivated, independent learners who have demonstrated consistent proficiency in the ELA standards set forth in middle school and are academically and socially prepared to challenge themselves with this rigorous curriculum. 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. Students are expected to complete summer readings and complete a writing assignment due on the first full day of school. In this course you will read literature that may include: *Animal Farm*, *A Separate Peace*, *Ordinary People*, *The Secret Life of Bees*, a variety of short stories, *A Tale of Two Cities*, and *Romeo and Juliet*. Informational texts will be introduced throughout the year. An outside reading is required each quarter. Writing involves an introduction to narrative, analytical, and expository forms. Students will work to gain proficiency 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.
Credit: 2 English Credits, full year / 1 UP
Open to: Grade 9
Description: This course is designed for students who are proficient in many, if not all, standards set forth in middle school, are focused on their studies, and prepared to meet the challenges of college-preparatory work while becoming more independent and confident with the high school experience. This course presents a survey of literary genre: short stories, the novel, drama, essays, and poetry with an emphasis on basic literary elements and parts of speech. Works of literature taught may include *To Kill a Mockingbird*, *Animal Farm*, *The Secret Life of Bees*, short stories, poetry, and *Romeo and Juliet*. Informational texts will be introduced throughout the year. An outside reading is required each quarter. Writing involves narrative and expository forms, with emphasis on sentence completeness, sentence parts and phrases.

Course Title: **English 9**
Course Number: 2113
Prerequisites: Recommendation of Grade 8 English teacher
Credit: 2 English Credits, full year / 1 UP
Open to: Grade 9
Description: This course is designed for students who are looking to expand their knowledge and skills, both academic and social, with regards to becoming successful high school students. This course also meets the needs of students who struggled at the middle school level; and challenges these students to become more confident and proficient in ELA in the context of a supportive environment. The course'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: 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 / 1 UP
Open to: Grade 10
Description: Honors English 10 students are expected to have excellent habits of work and learning and English language skills to meet course expectations, which include extensive independent reading and writing assignments. Students explore works of American literature, including: *The Crucible*, *The Old Man and the Sea*, *April*

Morning, Ethan Frome, The House on Mango Street, The Color Purple, A Raisin in the Sun, The Great Gatsby, The Narrative of Frederick Douglass, Their Eyes Were Watching God, The Absolutely True Diary of a Part-Time Indian, and assorted short stories and poems by noted authors. Analytical and narrative writing assignments and classroom discussions and presentations are the foundation of this class. Continued skill development in grammar usage and vocabulary are also foci. Students are responsible for completing an assigned summer reading book and accompanying assignment. An assessment of this text will be given on the first day of class.

Course Title: **College Prep English 10**
Course Number: 2122
Prerequisites: Successful completion of English 9
Credit: 2 English Credits, full year / 1 UP
Open to: Grade 10
Description: Students in this class are also expected to have good habits of work and learning and English language skills, which enable them to meet the expectations of the class that include independent reading and writing assignments. Students explore a variety of works of American literature, including: *Reaching Out, The Pearl, Of Mice and Men, The Absolutely True Story of a Part-Time Indian* and assorted short stories and poems by noted authors. Students complete a variety of analytical and narrative writing assignments, which build upon class discussions. In class presentation skills will also be developed culminating in at least one polished presentation. Continued skill development in grammar usage and vocabulary are also foci.

Course Title: **English 10**
Course Number: 2123
Prerequisites: Successful completion of English 9
Credit: 2 English Credits, full year / 1 UP
Open to: Grade 10
Description: Students in this class are continuing to develop good habits of work and learning and ELA skills, which enable them to meet the expectations of the class and prepare themselves for college and career readiness. Students explore a variety of works of American literature, including *Reaching Out, The Pearl, The Absolute True Diary of a Part-Time Indian* and assorted short stories and poems by noted authors. Students will work on remediating skills from the 9th and 10th grade where proficiency is required for graduation, along with building upon skill development in analytical and narrative writing. In class presentation skills will also be developed throughout the year.

Junior English - REQUIRED

Course Title: **Advanced Placement English 11 Language and Composition**
Course Number: 2130
Prerequisites: 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 / 1 UP
Open to: Grade 11
Description: AP English Language and Composition is an introductory college-level composition course designed for highly motivated juniors who have demonstrated proficiency in reading and writing in challenging English classes. According to the College Board, the AP English Language and Composition course “focuses on rhetorical analysis of nonfiction texts and the development of analytical and argumentative writing and cultivates the reading and writing skills students need for college success and for intellectually responsible civic

engagement. The course guides students in becoming curious, critical, and responsive readers and writers.” Students will read and analyze a broad and challenging range of non-fiction texts written in a variety of periods, disciplines, and rhetorical contexts. Through close reading and frequent writing, students will deepen their knowledge of rhetoric and strengthen their own writing of rhetorical analysis, argument, and synthesis essays. All students are required to take the Advanced Placement English Language and Composition exam in May. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.

Course Title: **Honors English 11**
Course Number: 2131
Prerequisites: 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 / 1 UP
Open to: Grade 11
Description: This course is designed for the organized and disciplined student who can handle the demands of a fast-paced class that will require daily work outside of school. The course will build on the fundamental disciplines of English, reading, writing, listening and speaking, with an emphasis on evidence based analysis and critical thinking. The course explores great works of literature, possibly including: *Lord of the Flies*, *Life of Pi*, *The Book Thief*, *Unbroken*, *Brooklyn*, *Macbeth*, *The Thing Around Your Neck*, *The Curious Incident of the Dog in the Nighttime*, 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. Students 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. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September, and an assessment will be administered during the first week of classes.

Course Title: **College Prep English 11**
Course Number: 2132
Prerequisites: Successful completion of CP English 10
Credit: 2 English Credits, full year / 1UP
Open to: Grade 11
Description: This course is designed for the student who is emerging as a skilled and proficient student in English Language Arts and understands and demonstrates the habits necessary to succeed as a junior in high school. 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. Possible reading selections include: *Lord of the Flies*, *Macbeth*, *The Thing Around Your Neck*, and *The Curious Incident of the Dog in the Nighttime*, *Beowulf*, and *Warriors Don’t Cry*. Essential Questions for the class include: 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. A summer reading assignment is assigned for this course.

Senior English - REQUIRED

Course Title:	Advanced Placement English 12 Literature and Composition
Course Number:	2140
Prerequisites:	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 / 1 UP
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 seminar format demands full participation and mastery of habits of work and learning by each student. Students are required to take the National Advanced Placement English Literature and Composition exam in May. Students are expected to complete a summer reading and writing assignment due on the first full day of school.
Course Title:	Honors English 12
Course Number:	2141
Prerequisites:	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 / 1UP
Open to:	Grade 12
Description:	This course is for students who are prepared to challenge themselves with a fast-paced, rigorous curriculum and have demonstrated an understanding of the need for strong habits for work and learning. This course requires work outside of class; the reading of lengthy, complicated passages, and extended writing assignments and projects. Students will study a variety of pieces of world literature including: <i>Hamlet</i> , <i>Antigone</i> , <i>Beloved</i> , <i>Dracula</i> , <i>A Doll's House</i> , <i>Cry the Beloved Country</i> , and <i>Empire Falls</i> . 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. Students are responsible for completing an assigned summer reading book and accompanying assignment. An assessment of this text will be given during the first week of classes.
Course Title:	College Prep English 12
Course Number:	2142
Prerequisites:	Successful completion of CP English 11
Credit:	2 English Credits, full year /1 UP
Open to:	Grade 12
Description:	This course is designed for the senior who is emerging as a proficient learner in English Language Arts. The course includes the reading of challenging passages and extended writing assignments and projects. An ability to demonstrate strong habits in work and learning is expected. The student will study and react to a variety of works of world literature including: <i>All Quiet on the Western Front</i> , <i>A Doll's House</i> , <i>Hamlet</i> , and other great works. 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 Credit, 1 semester
Open to: Grades 10, 11, 12
Description: This course covers the fundamentals of speech making and other confidence building skills that will help them succeed in the future pathway of their choosing. Students will gain experience in the research process and development of opinion and evidence based learning. They will also practice listening and group process skills. Students will write and present at least five speeches.

Course Title: **Journalism**
Course Number: 2156
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: This class is designed for students who are interested in a modern-day approach to the news and the various forms of media where news is accessed today. The class will explore the essential questions: *What does it mean for something to be newsworthy? How has media changed throughout the years? And how does social media impact the way our society presents and views the news?* Students can expect to participate in daily discussions over current events and modern trends in journalism. Students will develop and use various writing styles, social media, technology, digital media, and research skills as they report, write and edit news for a variety of projects. Research outside school, peer editing, and rewriting will be required.

Course Title: **Literature and Film**
Course Number: 2162
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 11 & 12
Description: (May take both semesters as different films and stories will be paired)
Literature & Film is an English elective that studies both mediums and how stories are told. Selected short stories, non-fiction articles, and plays are examined in conjunction with a related film. We will also study some films that are entirely original in their story. Films will be from many different eras, and students will develop an understanding and appreciation of film. We will build on the fundamental disciplines of English -reading, writing, listening and speaking. We will explore the relationship between literature and film and understand the benefits and drawbacks of each medium. Students can expect to read many short works throughout the semester. Analytical writing, discussions, and debates will be emphasized.

Sample texts may include:

“A River Runs Through It” by Norman MacLean

“Into the Wild” by Jon Krakauer

“Streetcar Named Desire” by Tennessee Williams

“Everybody Comes to Rick’s” - adapted into the film Casablanca

“It Had to be Murder” by Cornell Woolrich - adapted into the film Rear Window

“Million Dollar Baby” by FX Toole

How the CIA Used a Fake Sci-Fi Flick to Rescue Americans From Tehran - adapted into the film Argo

Excerpts from The US Constitution - 13th Amendment -and how it relates to the documentary 13th
The Godfather (excerpts)
“What We Talk About When We Talk About Love” by Raymond Carver - embedded in the film Birdman
12 Years a Slave (excerpts) by Solomon Northrup

Course Title: **Writing Workshop**
Course Number: 2157
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: This course is designed for the student who needs improvement in the fundamentals of writing and basic grammar skills and may need personalized attention to bridge any gaps they may have in regards to becoming proficient in the standards of English Language Arts. In this one-semester elective, students work to improve and expand their expository writing skills. Daily in-class writing is expected. 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 I**
Course Number: 2158
Prerequisites: None
Credit: 1 Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Grade 9 with permission of the instructor
Description: Creative Writing 1 is an introductory course for students who want to develop their writing abilities in a variety of creative modes. Throughout the course writers study diverse published works in multiple genres and develop their own expressive skills through a series of purposefully arranged writing exercises (beginning with imagery and proceeding through study of figurative language, diction, dialogue, voice, structure, etc.). Writers ultimately produce multiple short story and memoir drafts as well as pieces of creative writing in genres such as poetry, drama, and essay. The course includes diverse options for publication, including performance and use of both traditional and new media.

Course Title: **Creative Writing II (Capstone class)**
Course Number: 2159
Prerequisites: Mastery of CW 1 course standards or instructor approval
Credit: 1 Credit, 1 Semester
Open to: Grade 11 and 12 students who have taken Creative Writing 1
Description: Creative Writing 2 is an advanced course for writers who are highly motivated to hone their skills. Writers are expected to engage fully with the writing process, with special emphasis on drafting and revision. They participate regularly in writing workshops, providing feedback on the writing of others and receiving feedback on their own.
Writers in Creative Writing 2 continue to study diverse published works and explore a variety of genres and creative modes. Unlike Creative Writing 1, however, Creative Writing 2 provides writers with the opportunity for intensive study in the genre of their choice. All writers in Creative Writing 2 produce polished works of both poetry and short fiction and also write one lengthy creative work. This work may be a short story collection, novella, short film, play, or poetry chapbook. For many writers, this lengthy work will constitute the core of a capstone project.

Course Title: **Drama Workshop (Capstone class)**
Course Number: 2160
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester / .5 UP
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: None
Credit: 1 Fine Arts Credit / .5UP (credit is awarded but does not count towards GPA)
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 that occurs outside of the normal school day. 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: 2163
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 10, 11, 12
Description: Designed for students who would like to become more proficient in their skill set in English Language Arts and improve their standardized test scores, this class will help students improve their reading and writing skills with the hope of seeing improved scores on the reading comprehension and sentence skills sections of the Accuplacer, PSAT, and SAT exams. The course will include help in developing strong habits of work and learning, instruction in English grammar, vocabulary, sentence skills, reading comprehension of both shorter and longer passages, the reading and understanding of informational texts, and writing short; on-demand essays. The class will use a variety of resources including the College Board, Khan Academy, NoREDink, and NewsELA. Students will also take practice tests throughout the semester as part of their preparation for future exams.

Course Title: **English Advancement and Enrichment**
Course Number: 2170
Prerequisites: None
Credit: 1 Elective Credit, 1 semester (repeatable)
Open to: Grades 10, 11, 12
Description: Interested in increasing your chances of succeeding in college? Would you like to improve your skill set in English Language Arts, or are you looking for further studies in this content area? This elective course is designed for eager and motivated students who want to improve their skill set in the standards of reading, writing, research, and presentation skills. Students will read a variety of texts that will enhance the skills they have already acquired in high school along with providing a connection to what they are currently studying in their English classes. Individualized instruction and whole-class activities will guide the class through the semester. This class does not replace a full-year English class.

Course Title: **Who Do You Think You Are, PHS Style** (Capstone class)
Course Number: 2171Q
Prerequisites: None
Credit: .5 Elective Credit, 1 quarter (repeatable)
Open to: Grades 10, 11, 12
Description: Interested in finding out more about your early ancestors? Or perhaps you would like to help celebrate the 200th anniversary of Portland High School by researching a PHS graduate of your choice? If so, then this course is for you! In this elective you will learn research methods using ancestry.com, familysearch.org, and interview techniques to name a few. Students will make their own choices of which direction to take their research and the final focus of their culminating project. Students may complete their capstone in this class.

Course Title: **Intro to Debating** (Quarter Class)
Course Number: 2152Q
Prerequisites: None
Credit: .5 Elective Credit
Open to: Grades 9, 10, 11, 12
Description: Intro to Debating is a course that would prepare Portland High School Students to understand and participate in the following formal debate categories: Lincoln Douglass (solo 1 x 1); Public Forum (teams 2 x 2), Senate Speaking (large group); and Congress Speaking (large group). Given the opportunity to use their new debate skills, the students in this class would be prepared to participate in a number of debate tournaments.

Course Title: **Personal Success Seminar Parts 1 & 2** (Quarters 1 & 2)
Course Number: PSS-Q-PT1, PSS-Q-PT2
Prerequisites: None
Credit: .5 Elective Credit
Open to: Grades 10, 11, 12
Description: This is a quarterly course designed to help learners cultivate skills in self-reflection as well as qualities and characteristics found in the district's Guiding Principles such as, clear and effective communication, self direction and lifelong learning, and creative and practical problem solving. Part one is a quarter long course that will focus on cultivating strategies in self-reflection and emotional and academic management to help students succeed both in high school and beyond. The class will help students explore their preferred multiple intelligences, personal learning styles, and emotional and physical wellness. Students will learn how to practice self-reflection in order to identify their needs and strategies to help meet those needs. Part two of the course will reinforce the strategies in self-reflection and will explore ways for students to cultivate a growth mindset and put their plans for their present and future into meaningful action. This class is open to grades 10-12 and has no prerequisites. Students may enroll in part 2 without having taken part 1.

Capstone

Designated Capstone Courses where a student may complete the requirement are:

English	History	Math & Computer Science	Science	Language	Fine & Performing Arts
Creative Writing II	AP Psychology	AP & Hon Statistics	AP Biology	Latin Prose & Latin Poetry	Art 2
ELL English III	American Government	Personal Finance	ELL Biology	French History and Culture	Digital Photography
Who Do You Think You Are (PHS Style)	Global Studies (Offered in 21-22 only)	Intro to Coding	Honors Anatomy & Physiology		Band or Orchestra
		Game Design (Offered in 21-22 only)	AP, Hon & CP Physics		Intermediate Piano & Guitar
		Web Development (20-21)	Principles of Engineering		Drama Workshop
Additional Capstone Opportunities	Internship, Ripple Effect Outdoor Leadership Education, Life After PHS, JMG, Your College Voice, Capstone Experience ELL Capstone section - Senior Capstone Support - Academic Support Functional Academic Support				

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.

English Language Development 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	Math
IELD	ELL English 1	Language Acquisition for Science	Language Acquisition for Social Studies	Math Placement based primarily on Math skills. The following courses supplement regular high school math classes: -Foundations of Math -Pre-Algebra -TAMS - grade 9
IELD (ELP 2-2.9) (Content Credit awarded) (IELD) Co-taught classes	ELL English II	ELL Foundations of Science	ELL Foundations of Social Studies	
	ELL English III	ELL Biology	ELL Early US History	
CAL (ELP 3-6)	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			

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 / 1 UP
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 (Capstone class)**
Course Number: 2813F and 2813S
Prerequisite: Placement Assessment, Recommendation by MET
Credit: 2 English Credits per semester, meets daily / 1 UP
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 and Science**
Course Number: 2821F and 2821S
Prerequisite: Placement Assessment, Recommendation by MET
Credit: 2 Elective Credit per semester, meets daily
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 / .5 UP
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 2823S
Prerequisite: Placement Testing, Teacher Recommendation (See placement chart above.)
Credit: 1 Social Studies credit per semester / .5 UP
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 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: **Foundations of Math**
Course Number: 2842F and 2842S
Prerequisite: Placement testing, MET recommendation
Credit: 2 math credits per semester, full year / 1 UP
Open To: Grades 9-12
Description: This course focuses on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing an 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 Foundations of Science**
Course Number: 2855F and 2855S
Prerequisite: Placement Testing, Teacher Recommendation
Credit: 1 Science credit per semester/.5 UP
Open To: Grades 9-12
Description: 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 (Capstone class)**
Course Number: 2852F and 2852S
Prerequisite: Completion of 9th grade Science
Credit: 1 Science Credit per semester /.5 UP
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: **Reading Writing – Academics**
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: **Your College Voice**
Course Number:
Prerequisite: Transition from IELD to CP level classes
Credit: 1 Elective credit, One Semester Class
Open To: Grades 9 - 12
Description: This course is designed to prepare students for the listening, reading, speaking, and writing skills they will need across all disciplines in their post-secondary education at a college or university. Students will engage in various strategies and protocols to give them the polish and independence they need in academic vocabulary, grammar, reading strategies, the writing structure, the writing process, as well as ease and comfort in both listening and speaking in an academic register. Students will work on a few larger writing projects and presentations, all with the lens of each of them finding their academic voices. Content will focus on our own lives, self-advocacy, self-determination, and self-celebration, as well as practicing the four domains of English in all disciplines. There will be no homework outside of class assigned unless absent.

Elective Courses

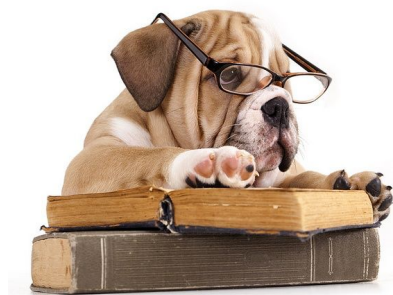
Course Title: **Personal Finance**
Course Number: 2712
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 9, 10, 11, 12
Description: How well do you manage your money? Need some help on your way to riches? In this class we learn essential money management skills. We use an online 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: **Life After PHS (Capstone class)**
Course Number: LAP
Prerequisites: None
Credit: 1 Elective Credit, 1 semester
Open to: Grades 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

Mathematics

What to think about when signing up for your math class:

- Talk to your current teacher for a recommendation
- Assess the difficulty, time & effort needed to succeed in the next class
- Think about what you want to do after high school; do you need a strong mathematics background?



Expected average workload:

- College ½ - 1 hour of homework
- Honors 1 - 2 hours of homework
- AMP & AP 1½ – 2½ hours of homework

Credit Hours:

- Full year class = 2 math credits
- ½ year class = 1 math credit
- Daily single class = 2 math credits + 2 elective credits
- Daily double class = 4 math credits

Sequencing table moves left to right by grade:

9 th Grade	10 th Grade		11 th Grade	12 th Grade	
*ELL Foundations	Pre-Algebra		College Algebra I	Algebra II / Geometry Daily course	
Pre-Algebra	College Algebra I		College Algebra II	College Geometry	
College Algebra I	College Algebra II		College Geometry	FST	
Honors Algebra I	Honors Algebra II		Honors Geometry	Honors Pre-Calculus	Honors Statistics
Honors Algebra I (Course grade A & 4 HOWL)	Honors Algebra II	Honors Geometry	Honors Pre-Calculus	Honors Statistics	Honors Calculus
AMP 1	AMP 2		AP Calculus AB	AP Calculus BC	AP Statistics

CourseTitle:	Pre-Algebra
Course Number:	2843F and 2843S (Daily year long)
Prerequisite:	Teacher recommendation
Credit:	2 Elective Credits and 2 math credits
Open to:	All Students
Description:	This course is an everyday class that is designed to reinforce numeracy skills including operations with fractions, decimals and percents. Students will be assessed on problem solving and data analysis: the ability to create a representation of a problem, attend to the meaning of quantities, and know and use different properties of operations and objects, quantitative reasoning about ratios, rates, and proportional relationships and understanding and applying unit rate

Course Title: **College Algebra 1 Daily**
Course Number: 2417D1 and 2417D2
Prerequisite: 8th grade teacher recommendation
Credit: 2 Math Credits and 2 elective credits meets daily / 1 UP
Open to: Grade 9
Description: This course uses the John Hopkins model to reinforce and encourage students' conceptual understanding of key ideas that underlie all high school mathematics and sharpen 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. Students will learn the key Algebra concepts that are most essential for success in college and career and will be assessed on solving equations and inequalities, operations of polynomials and systems of equations.

Course Title: **Honors Algebra 1**
Course Number: 2411
Prerequisites: 8th grade teacher recommendation
Credit: 2 Math Credits, full year / 1 UP
Open To: Grade 9
Description: This course focuses strongly and moves quickly through Algebra and the key concepts that are most essential for success in college and career. Students will be assessed on their ability to analyze, fluently solve, and create linear equations and inequalities. Students will also be expected to analyze and fluently solve equations and systems of equations using multiple techniques.

Course Title: **AMP 1 - Route to Calculus BC (Honors Algebra 2 w/ advanced functions)**
Course Number: 2410
Prerequisites: For a student to be successful in this course they should have a teacher recommendation, a passion for mathematics, as well as the ability to comprehend at a rapid pace and be a self-directed learner. Students should excel in the areas of properties of rational numbers, manipulating expressions, solving equations, inequalities, absolute values and systems of equations. As well as exponent rules, factoring quadratics, proportional relationships and radicals.
Credit: 2 Math Credits, full year / 1UP
Open to: Grade 9
Description: This course is for students who desire to take Calculus BC during high school. The course extends the concepts and skills developed in Algebra 1 and emphasizes the study of number sets, systems of equations, augmented matrices, exponentiation, properties of logs, inverse relationships, factoring and solving higher degree polynomials, polynomial division, simplifying rational expressions, functions and relations including: linear, quadratic, absolute value, exponential, logarithmic, and rational. There is a heavy emphasis on graphing and modeling functions. Graphing calculators will be utilized extensively.

Course Title: **College Algebra 1**
Course Number: 2412
Prerequisites: Teacher Recommendation
Credit: 2 Math Credits
Open To: Grades 10,11, 12
Description: This course focuses strongly on Algebra and the key concepts that are most essential for success in college and career. Students will be assessed on their ability to analyze, fluently solve, and create linear equations and inequalities. Students will also be expected to analyze and fluently solve equations and systems of equations using multiple techniques.

Course Title: **College Algebra 2 (continuation of Algebra 1)**
Course Number: 2432
Prerequisites: Algebra 1
Credit: 2 Math Credits, full year / 1 UP
Open to: Grades 10, 11, 12
Description: This course extends the concepts and skills learned in Algebra 1. Students will have an understanding of the structure of expressions and the ability to analyze, manipulate, and rewrite these expressions. Reasoning with more complex equations (quadratic), and interpreting and building functions. Students will understand the relationship between zeros and factors of polynomials, use function notation, and interpret statements using function notation, as well as understand the relationship between zeros and factors of polynomials.

Course Title: **Honors Algebra 2**
Course Number: 2431
Prerequisites: 93 or above in Algebra 1 with a HOWL of 4 and teacher recommendation. A student should be able to learn at a quick pace as well as excel in the areas of manipulating expressions, solving equations and systems of equations, functions, exponent rules, polynomials and factoring quadratics. Students should also have an understanding of radicals.
Credit: 2 Math Credits, full year / 1 UP
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 will study in depth linear, quadratic, exponential and piece-wise defined functions, inverse functions, logarithms, rational expressions, polynomials and other functions both for their abstract properties and as tools for modeling real-world situations.

Course Title: **College Geometry**
Course Number: 2422
Prerequisites: For a student to be successful in this course they should be proficient in the areas of manipulating algebraic expressions and formulas, solving more complex equations, graphing, and radicals. (Algebra 1 & 2)
Credit: 2 Math Credits, full year / 1 UP
Open to: Grades 10,11,12
Description: This course uses the concepts and skills learned throughout Algebra to explore the unknowns of geometry. Topics include: the Pythagorean theorem to solve applied problems involving right triangles, theorems about circles to find arc lengths, angle measures, chord lengths, and areas of sectors, concepts and theorems about congruence and similarity to solve problems about lines, angles, and triangles, relationships between similarity and right triangles to create an equation and properties of an equation of a circle and the property of the circle's graph.

Course Title: **Honors Geometry**
Course Number: 2421
Prerequisites: For a student to be successful in this course they should be able to learn at a quick pace as well as excel in the areas of solving linear equations, solving systems of linear equations, solving quadratic equations, and simplifying exponents and radicals. (Algebra 1 & Honors Algebra 2)
Credit: 2 Math Credits, full year / 1 UP
Open to: Grades 10,11
Description: This course is a rigorous Euclidean geometry course with an introduction to proofs and a strong emphasis on analytic solutions. 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 are needed.

Course Title: **Algebra 2 and Geometry**
Course Number: 2432D1 and 2422D2 (Daily year long)
Prerequisites: For a student to be successful in this course they should be proficient in order of operations, simplifying expressions, solving equations, graphing linear equations, and have some knowledge of exponent rules and factoring.
Credit: 2 Math credits per semester/meets daily /2 UP
Open to: Grades 11,12
Description: This course is an everyday class that is designed to help students who need to work methodically through the material. This course is available to juniors or seniors who need to catch up with their math credit. In the first semester students will develop their skills in the areas of solving equations, relations, functions and polynomials. Students will explore quadratic functions and their graphs, synthetic division, imaginary numbers, complex numbers. In the second semester, students will explore topics such as the points, lines and planes, congruent and similar triangles, polygons, circles, area, volume, and right triangle modeling.

Course Title: **FST Functions, Statistics, & Trigonometry**
Course Number: 2442
Prerequisites: For a student to be successful in this course they should be proficient in all topics covered in Algebra 1, Algebra 2 & Geometry.
Credit: 2 Math Credits, full year /1UP
Open to: Grades 11, 12
Description: This course is designed to give students a look into three areas of mathematics. The first half of the year is a concentration on trigonometry. Topics include the unit circle, trig functions, their inverses and graphs, special right triangles, angles of depression & elevation, law of sine and cosine. The third quarter is an extension of Algebra 2 looking more in depth at rational expressions, exponents, equations & functions, logarithms, sequences and series. The final quarter is an introduction to statistics. Learning the basics in collecting data, basic graphs and describing raw data.

Course Title: **Honors Pre-Calculus**
Course Number: 2441
Prerequisites: For a student to be successful in this course they should be able to learn at a quick pace as well as excel in the areas of algebraic expressions, linear and quadratic forms, powers and roots, linear, quadratic, exponential functions, right triangle geometry and circles (topics covered in H. Algebra 1, H. Algebra 2 & H. Geometry).
Credit: 2 Math Credits, full year
Open to: Grades 11, 12
Description: Students will study the unifying nature of functions with an emphasis on

trigonometric, exponential and logarithmic functions. Visualization and analysis of graphs will help students develop insight into mathematical ideas. The course will encourage students to appreciate the importance of mathematics in daily life by connecting mathematical principles to situations in the natural world. Study of sequences and series and probability will be incorporated.

Course Title: **AMP 2 - Honors Geometry & Honors Pre-Calculus w/extended topics**
Course Number: 2420
Prerequisites: For a student to be successful in this course they should have a passion for mathematics, as well as the ability to endure a rigorous course load. Students should excel in the areas of systems of equations, augmented matrices, exponentiation, properties of logs, inverse relationships, factoring and solving higher degree polynomials, polynomial division, simplifying rational expressions, functions and relations including: linear, quadratic, absolute value, exponential, logarithmic, and rational. (Topics covered in AMP 1)
Credit: 4 Math Credits, full year/meets daily / 2 UP
Open to: Grade 10
Description: This class is a combination of a Euclidean Geometry and Pre-Calculus course with a strong emphasis on proofs and analytic solutions. Geometry topics include parallel and perpendicular lines and planes, congruent and similar polygons, right triangle geometry and trigonometry, circles, areas, volumes and linear coordinate geometry. Pre-Calculus topics include exponential, logarithmic, rational, radical, higher order polynomial, trigonometric and circular functions; sequence and series, conic equations and probability. Graphing calculators (TI-84 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.

Course Title: **DE Honors Statistics (Capstone class)**
Course Number: 2452
Prerequisites: For a student to be successful in this course they must be proficient in algebraic manipulations and evaluation of expressions, percent, fractions, exponent rules, coordinate geometry and writing and graphing linear equations.
Capstone Class: A presentation to a panel, on a topic of interest to the student. It must incorporate skills and knowledge learned throughout the course.
Credit: 2 Math Credits, full year Dual Enrollment: USM MAT 120 4 credits @USM
Open to: Grade 12
Description: This course is designed to show students how statistics is used to picture and describe the world to make informed decisions. The course will take students through the different techniques of collecting and organizing data into tables, distributions and graphs. It will then proceed to analyze raw data as well as standardized data using formulas and theorems. Students will perform hypothesis testing and make inferences from them. This course will also cover theoretical, empirical, binomial, geometric and Poisson probability distributions, correlation and Regression data. This course will integrate technology and a TI-84Plus calculator is mandatory.

Course Title: **Honors Calculus DE**
Course Number: 2451
Prerequisites: For a student to be successful in this course they must be proficient in trigonometric, circular, rational, radical, higher order polynomial, exponential and logarithmic functions.
Credit: 2 Math Credits, full year Dual Enrollment: USM MAT 152 4 credits @USM
Open to: Grades 11, 12

Description: This is an introductory Calculus course that will study limits, continuity, differential, and integral calculus of a single variable. 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-84 and up) are highly recommended.

Course Title: **AP Statistics** (Capstone class)

Course Number: 2453

Prerequisites: Required to take AP Exam (fee). For a student to be successful in this course they must excel in algebraic manipulations and evaluation of expressions, percent, fractions, exponent rules, coordinate geometry, logarithms, writing and graphing linear equations. Students must be able to infer and write detailed explanations of their findings. Students must be able to work and learn at a very brisk pace.

Credit: 2 Math Credits, full year, full year

Open to: Grade 12

Description: The AP Statistics course is equivalent to a one-semester, introductory non-calculus-based college course in statistics. This course briskly takes students through the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. TI-84 Plus is mandatory.

Course Title: **AP Calculus AB, Dual Enrollment**

Course Number: 2430 (Daily year long)

Prerequisites: For a student to be successful in this course they must excel in exponential and logarithmic functions, rational, radical, higher order polynomial, trigonometric and circular functions.

Credit: 4 Math Credits, full year/meets daily - Required to take AP Exam (fee), Dual Enrollment: USM MAT 152, 4 credits @USM

Open to: Grades 11, 12

Description: The AP Calculus AB course is equivalent to a one and ½ semesters of college Calculus curriculum. In this demanding course, the student will study the cornerstones of calculus: the derivative, the definite and the indefinite integral. Students will approach ideas through the concept of functions, continuity and limits, the differential and advanced techniques of integration as well as learn application for these concepts.

Course Title: **AP Calculus BC, Dual Enrolment**

Course Number: 2440

Prerequisites: For a student to be successful in this course they must excel in the derivative, the definite and the indefinite integral, functions, continuity and limits, the differential.

Credit: 2 Math Credits, full year - Required to take AP Exam (fee), Dual Enrollment: USM MAT 153, 4 credits @USM

Open to: Grade 12

Description: AP Calculus BC includes the material of a second-semester college 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.

Math Electives

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:	This class is designed to introduce students to the format, pacing, and strategies unique to taking both the Accuplacer math exam and the SAT. Students will review arithmetic and algebra skills in the first part of the class to help earn them a better score on the Accuplacer exam. The second half of the class students will learn techniques and study tools in aiding them for the SAT exam. Multiple online resources will be utilized.

Computer Science

The following courses will be taught using the Python programming language. Python is a popular programming language used by companies like Google, Facebook, Dropbox, Instagram, and Reddit. Python is used in a variety of ways like building websites, web scraping, data analysis, machine learning, and natural language processing. The language is designed to be easy to read, while still being very powerful, which makes it a great language for beginners to learn.

Course Title:	Intro to Coding with Python (Capstone class)
Course Number:	2473
Prerequisites:	None
Credit:	2 Elective Credit, Full Year
Open to:	Grades 9, 10, 11, 12
Description:	An introduction to computer programming for solving practical problems, taught in Python, a modern, object-oriented, dynamic computer language. The class emphasizes principles of software development, style, and testing. Topics include procedures and functions, iteration, recursion, arrays, strings, dictionaries, file i/o, 2D data plots, and GUIs (graphical user interfaces). Regular labs provide guided practice on the computer, with staff present to help. Students will create, develop, and present an original GUI and/or Android App. Honors credit can be earned.

The 2nd/3rd year option will be one of a group of advanced topics that will be rotated through to give students the opportunity to continue to build on their computing/coding skills.

Course Title:	Honors Natural Language Processing (Offered 2022-2023) (Capstone class)
Course Number:	2474
Prerequisites:	Intro to Coding with Python
Credit:	2 Elective Credit, Full Year
Open to:	Grades 10, 11, 12
Description:	This course is concerned with developing a basic understanding of both algorithms for processing linguistic information and the underlying computational properties of natural languages. We consider feature extraction, building classifiers, tokenization, part-of-speech tagging, and context free grammars and the statistic models to measure performance, to include Precision, Recall, F-Score, and Bayes Theorem. Students will be introduced to Sets, List Comprehension, and Regular Expressions.

Course Title:	Honors Data Analysis (offered 2023-2024) (Capstone class)
Course Number:	2475
Prerequisites:	Intro to Coding with Python
Credit:	2 Elective Credit, Full Year

Open to: Grades 10, 11, 12
Description: This course is concerned with the manipulating, processing, cleaning, and crunching of data in Python. It is also an introduction to scientific computing using the Python libraries NumPy, Pandas, Matplotlib, IPython, and SciPy.

Course Title: **Honors Web Development (offered 2020-2021)** (Capstone class)
Course Number: 2476
Prerequisites: Intro to Coding with Python
Credit: 2 Elective Credit, Full Year
Open to: Grades 10, 11, 12
Description: This course introduces students to web design using Python, HTML, and CSS the code languages that websites are built on. Learn the fundamentals of planning and designing websites according to proper design, layout, and accessibility. The course will provide students the opportunity to build a web portfolio by developing their own web projects that run in a browser.

Course Title: **Honors Game Development (offered 2021-2022)** (Capstone class)
Course Number: 2477
Prerequisites: Intro to Coding with Python
Credit: 2 Elective Credit, Full Year
Open to: Grades 10, 11, 12
Description: This course will continue the development of students coding skills through the creation of computer games. The course will introduce the concept object-oriented programming and students will be expected to use this programming style throughout the course. The course will culminate in the creation of a fully functional, original game. Students will have completed the requirements for a Capstone Experience at the end of this course. Honors credit can be earned.

Music

Course Title: **Orchestra or Honors Orchestra** (Capstone class)
Course Number: 2650 or 2650H
Prerequisites: Previous orchestra experience or teacher approval
Credit: 2 Fine Arts Credit, full year / 1UP
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: **Concert Band or Honors Concert Band** (Capstone class)
Course Number: 2651 or 2651H
Prerequisites: Open to experienced and beginner woodwind, brass, and percussion players.
Credit: 2 Fine Arts Credits, full year / 1 UP
Open to: Grades 9, 10, 11, 12

Description: The concert band performs at two evening concerts (December and May), the All-City concert, assemblies, and at the Veteran's Day and Memorial Day parades. Other concerts may be scheduled throughout the year, depending upon availability. 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, or 1 Fine Art Credit (2nd semester)/ .5 or 1 UP
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: **Intermediate Guitar/Piano (Capstone class)**
Course Number: 2659
Prerequisites: None
Credit: 1 Fine Arts Credit, 1 semester / .5 UP
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: **Guitar Fundamentals**
Course Number: 2662Q
Prerequisites: None, Beginners Welcome
Credit: .5 credit, 1 quarter / .25 UP
Open to: Grades 9,10,11, 12
Description: Guitar 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. 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: **Piano Fundamentals**
Course Number: 2663Q
Prerequisites: None, Beginners Welcome
Credit: .5 credit, 1 quarter / .25 UP
Open to: Grades 9, 10, 11, 12

Description: 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. Students will learn basic music reading 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: **Music Appreciation**
Course Number: 2669Q
Prerequisites: None
Credit: .5 credit, 1 quarter /.25 UP (4th quarter only)
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: **Ukulele**
Course Number: 2652Q
Prerequisites: None, Beginners Welcome
Credit: .5 credit, 1 quarter /.25 UP (2nd quarter only)
Open to: Grades 9,10,11, 12 (limited to 12 students)
Description: Ukulele class is designed for the beginning music student who may or may not have played ukulele or guitar before. This course will provide a wide range of music resources to further develop skills on ukulele and provide a foundation for future learning. Students will learn chords and melodies on ukulele, basic notation and tablature, and the care and maintenance of their instruments. Students will perform at least once per quarter in small groups or as a full ensemble during the school day, and may choose to perform at other school or community events.

Course Title: **Steel Pan Drums**
Course Number: 2653Q
Prerequisites: None, Beginners Welcome
Credit: .5 credit, 1 quarter /.25 UP (2nd and 4th quarters only)
Open to: Grades 9, 10, 11, 12
Description: Steel pan is open to experienced and beginner musicians, with a focus on Caribbean music and other traditional steel pan music and drumset. The steel pan ensemble will perform at school and community events up to three times per quarter, with attendance required for at least two events.

Course Title: **Percussion Ensemble (with beginner Drum Line)**
Course Number: 2668Q
Prerequisites: None, Beginners Welcome
Credit: .5 credit, 1 quarter /.25 UP (1st and 3rd quarter only)
Open to: Grades 9, 10, 11, 12
Description: Percussion Ensemble (with beginner drumline) is open to experienced and beginner percussionists, with a focus on drum rudiments and drumline-style work, world music and hand-drumming, and mallet instruments. Students will learn "by rote," as well as learning basic rhythm notation. The percussion ensemble will perform for at least one school event, and at least one sports event per quarter. Attendance at two performances is required as part of the class. Students may choose to perform at other events T/B/A.

Physical Education/Health

Course Title: **Physical Education 1**
Course Number: 2002
Prerequisites: None
Credit: 1 PE Credit, 1 semester / .5 UP
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: None
Credit: 1 PE Credit, 1 semester / .5 UP
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 / 1 UP
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.

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!

Science

Required Courses

Course Title: **Honors Earth Science**

Course Number: 2511
Prerequisites: Recommendation of Grade 8 Science Teacher
Credit: 2 Science Credits, full year / 1 UP
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 / 1 UP
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 Earth Science
Credit: 2 Science Credits, full year / 1 UP
Open to: Grade 10
Description: This course is designed to provide each student with the fundamental concepts and principles of life science in all of its various disciplines. Topics include: ecology and the impact of humans on living systems, cell structure and function, energy transfer, DNA and genetics, microbiology, and evolution. Course work is rigorous and requires consistent completion of homework, proficient literacy skills, and further development of analytical skills through laboratory investigations. It is expected that each participating student also be skilled in the construction and interpretation of various types of graphs, and be prepared to conduct critical analyses of data sets.

Course Title: **College Prep Biology**
Course Number: 2522
Prerequisites: Completion of 9th grade Science
Credit: 2 Science Credits, full year / 1 UP
Open to: Grade 10
Description: This course serves as an introduction to the basic principles of life science. Students will be expected to work both independently and collaboratively on a variety of classroom activities and investigations. The course will help students develop literacy and laboratory skills relating to life science. Students will also gain proficiency in the various methods of collecting, recording and analyzing data. Major topics include: ecology, cell biology, photosynthesis and respiration, genetics and evolution.

Course Title: **Honors Chemistry**
Course Number: 2531
Prerequisites: Recommended completion of Algebra and Biology
Credit: 2 Science Credits, full year / 1 UP
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: Recommended completion of Biology and concurrent enrollment in Algebra 2 is recommended
Credit: 2 Science Credits, full year / 1UP
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: **Advanced Placement Chemistry (Offered in school year 21-22)**
Course Number:
Prerequisites: Honors Chemistry and Algebra II
Credit: 4 Science Credits - meets daily, full year
Open to: Grade 11 or 12

Description: AP Chemistry focuses on a mode of instruction which promotes enduring conceptual understandings and content that supports them. This approach enables students to spend less time on actual recall and more time on inquiry-based learning of essential concepts. AP Chemistry is guided by four big ideas: Scale, Proportion, Quantity (SPQ) Structure and Property (SAP) Transformation (TRA) and Energy (ENE). In addition, students will develop inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, creating models and representations, applying mathematical routines, developing a scientific argument, and connecting concepts in and across domains. At least 16 hands on labs, six of which must be inquiry based will be explored during this course.

Science Elective Courses

Course Title: **Advanced Placement Biology (Capstone class)**
Course Number: 2540

Prerequisites:	Successful Completion of Biology and Chemistry
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:	Aquatic Biology
Course Number:	2525
Prerequisites:	Successful completion of Biology AND successfully completed or is simultaneously enrolled in Chemistry.
Credit:	1 Science Credit, 1 Semester
Open to:	Grade 11 & 12
Description:	STEM based semester course designed with class, laboratory, and field experience in both marine and freshwater sub-disciplines. Major focus is on the study of fresh and saltwater environment ecosystems and inhabitants where we will study the ecology and behavior of plants, animals, and microbes living in water. We will be focusing on marine ecosystems as well as freshwater inland lakes, ponds, rivers, creeks, and wetlands and cover all aspects of life in freshwater, from algae, to salmon, to plankton, and aquaculture. We will also learn the basics of geology, hydrology, aquatic ecosystems, botany, and ichthyology (the study of fish). Focus on a variety of ecosystems will involve setting up and maintaining water quality within closed aquarium and terrarium habitats that the student will create under the supervision of the instructor.
Course Title:	Honors Physics (Capstone class)
Course Number:	2541
Prerequisites:	Recommended completion of Algebra 2 and Geometry
Credit:	2 Science Credits, full year / 1 UP
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 (Capstone class)
Course Number:	2542
Prerequisites:	Completion of Algebra I
Credit:	2 Science Credits, full year / 1 UP
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 (Offered in 20-21 and not in 21-22)(Capstone)
Course Number:	2543

Prerequisites:	Successful completion of Geometry and Algebra 2 (Algebra 2 may be taken concurrently)
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, rational 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 AP 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 (Capstone class)
Course Number:	2550
Prerequisites:	Recommended 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.
Course Title:	Honors Forensic Science
Course Number:	2551
Prerequisites:	Recommended 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 an 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:	Ocean Science (CP)
Course Number:	2562
Prerequisites:	Recommended successful completion of Earth Science
Credit:	1 Science credit, Full Year
Open to:	Grades 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. This course is student driven which means we will explore a variety of topics that interest the class. Some topics that we may cover are ocean exploration, waves, tides, currents, sustainable fishing, marine ecosystems, marine life and how humans impact this ecosystem. 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 engineering projects.

Course Title: **Sustainable Solutions to Environmental Problems (SSEP)**
Course Number: 2588
Prerequisites: Earth Science
Credit: 2 Science credits, full year
Open to: Grades 10, 11, 12
Description: This course will help students identify and analyze our most urgent environmental issues, and evaluate the risks associated with them. The focus will be on examining practical and sustainable *solutions* for resolving and/or preventing these problems. The class will also explore career opportunities relating to a variety of environmental challenges. Class work will include laboratory and field investigations, research, class discussions, guest speakers, movies, and a trip to Hurricane Island, off the Maine coast. This adventure will provide an opportunity for students to observe first-hand how sustainable systems can help move our own communities to a greener future. This class may be taken for Honors credit. May be taken fall or spring semester or year long.

Course Title: **Field Ecology**
Course Number: 2514
Prerequisites: Successful completion of one credit bearing science course
Credit: 1 Science Credit, 1 Semester / .5 UP
Open to: Grade 10, 11, 12
Description: Students in this course will study the ecosystems of Portland's Fore River and surrounding environment. This is a field course and much of our class time will be spent in green spaces around PHS and Fore River locations. Topics of study include: Ecosystem Components: Biotic and Abiotic Factors, Ecology, Plant and Tree Identification, Symbiosis and Lichens, Bird Identification, Invasive Species Identification and Eradication, and the Human Impact on the Fore River Ecosystem. Seasonal topics may include: alewife ecology, flower anatomy, Ice-Out Data, among other topics. Students should be prepared to engage in outdoor activities in cold, wet, and snowy conditions!

Course Title: **Engineering Product Design**
Course Number: 2570 for CP or 2570H for Honors
Prerequisites: None
Credit: 2 Elective Credits, full year
Open to: Grades 9,10,11,12
Description: The major focus of Engineering Product Design is the design process and its application. Students use industry standard 3D modeling software, 3D printers, and basic woodworking to design and prototype solutions to proposed problems. Work is documented using an engineer's notebook, and students communicate solutions to peers and members of the professional community.

Course Title: **Engineering Machines, Circuits and Structures (Offered in 21-22)**
Course Number: 2572 for CP or 2572H for Honors
Prerequisites: Algebra I
Credit: 2 Elective Credits, full year
Open to: Grades 9,10,11,12
Description: This introductory engineering course provides students with a sampling of 4 different engineering disciplines: mechanical, electrical, civil-structural, and computer. Students learn and apply physics concepts to simple machines, electrical circuits, materials and bridges, and robots. Students should be comfortable with algebra 1 concepts and be ready to use lots of logical thinking and problem solving skills. Learning is achieved through a combination of written work, hands-on investigations, and design projects.

Social Studies

Freshman Social Studies -REQUIRED

Course Title: **Honors Big History**
Course Number: 2211
Prerequisites: Recommendation of Grade 8 Teacher
Credit: 2 Social Studies Credits, full year / 1 UP
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. 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. 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. Students will regularly engage in historical analysis using the theories and practices from multiple disciplines to understand the history of the Universe. This course requires in-depth analysis of texts, primary source documents, graphs, charts and videos on a regular basis to make well-crafted and carefully supported written and oral arguments. Students are expected to complete homework assignments on a nightly basis and to write a research paper with minimal support from the teacher.

Course Title: **College Prep Big History**
Course Number: 2212
Prerequisites: Recommendation of Grade 8 Teacher
Credit: 2 Social Studies Credits, full year / 1 UP
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. 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. 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. In this course students will be supported and coached through analyzing texts, primary source documents, graphs, charts and videos. Students will write a research paper with extensive support from the teacher.

Sophomore Social Studies - REQUIRED

Course Title: **Honors Advanced United States History (Advanced Placement Part 1)**
Course Number: 2220
Prerequisites: Successful completion of Grade 9 History
Credit: 2 Honors credits, full year / 1 UP
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: Successful completion of Grade 9 History
Credit: 2 Social Studies Credits, full year / 1 UP
Open to: Grade 10
Description: This 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. Students will practice working with primary and secondary sources, selecting, analyzing, and corroborating evidence, in order to answer historical questions and to construct research-based historical essays. This course is writing intensive and is designed for students with high academic skills and a commitment to scholarship in the subject. Students will routinely be expected to work independently, and will be required to complete homework regularly.

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 / 1 UP
Open to: Grade 10
Description: This 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. Students will practice working with primary and secondary sources, selecting, analyzing, and corroborating evidence, in order to answer historical questions. Students will write research-based historical essays with support from the teacher.

Course Title: **Early U.S. History**
Course Number: 2223
Prerequisite: Teacher recommendation
Credit: 2 Social Studies Credits, full year / 1 UP
Open to: Grade 10
Description: Early U. S. History is designed for students who are currently reading 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 will learn the skills that will enable them to analyze and summarize primary and secondary sources. Students in Early U.S. History are encouraged to take an academic support, or other intervention program. Continued placement in this course will be determined by test scores and/or teacher recommendation.

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)
Credit: 2 Social Studies Credits, full year / 1 UP
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: Successful completion of Early US History
Credit: 2 Social Studies Credits, full year / 1UP
Open to: Grade 11
Description: This course is a continuation of the study of Early U.S. History. It includes coverage of important issues throughout the 20th century and beyond. 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. Independent research papers and projects are required in this course.

Course Title: **College Prep Modern U.S. and World History**
Course Number: 2232
Prerequisites: Successful completion of Grade 10 History
Credit: 2 Social Studies Credits, full year / 1 UP
Open to: Grade 11
Description: This course is a continuation of the study of Early U.S. History. It includes coverage of important issues throughout the 20th century and beyond. 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
Prerequisite: Successful completion of Grade 10 History
Credit: 2 Social Studies Credits, full year / 1UP
Open to: Grade 11
Description: Modern U.S. and World History is designed for students who are currently reading below grade level and require additional support. This course focuses on skill development to meet the Social Studies content standards and is a continuation of the study of Early U.S. History. Some of the important themes and topics in this course are Imperialism, Prosperity & Depression, the origins and lasting impacts of World Wars I and 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.

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/offering 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 (Capstone class)**
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 subfields 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: **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, 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 (Capstone class)**
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**
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 and environmental 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 (only offered 21-22) (Capstone class)**
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, Europe, Latin America, 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 organizations are also examined. 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 20-21)**
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 philosophies associated with the Asian World. This course will focus on understanding the basic developments and tenets of these world views. 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.

Course Title: **Honors African American History to 1865 (Dual Enrollment with USM)**
Course Number: 2225
Prerequisites: Early US History
Credit: 1 Elective Credit
Open to: Grades 11, 12
Description: This semester course will focus on the social, political, and economic development of slavery in the United States from colonization to the Civil War Era. Students will investigate how the expansion of chattel slavery created the American capitalist system and the great societal divide leading to the Civil War. This course will build on concepts introduced in the Early U.S. History course and offer new perspectives on this pivotal period in U.S. history. Students have the option to dually enroll at USM for this course. Those who dually enroll, and meet the requirements, can receive credit for HTY 141 at USM.

Course Title: **Criminal Justice Case Study Intensive**
Course Number: 2277Q
Prerequisites: Criminal Justice Elective
Credit: .5 Elective Credits / .25 UP, 1 quarter
Open to: Grades 10, 11, 12
Description: This quarter intensive is a follow-up to Criminal Justice. In this class, students will complete case studies of infamous criminals of the 20th and 21st centuries. The course will focus on psychopathy and sociopathy, infamous criminals, famous investigations, and trials that helped shape the modern legal system.

Course Title: **Camden Conference in the Classroom**
Course Number: 2234Q
Prerequisites: Enrolled in or completed Modern US and World History
Credit: .5 Elective Credits, 1 quarter (3rd)
Open to: Grades 11, 12
Description: This course is intended for students who wish to participate in the Camden Conference from February 16-18, 2018. The Camden Conference orients students to their complex world through educational programs and partnerships that promote critical thinking, raise awareness, and provide accurate information about important global issues. The 2018 Camden Conference will explore shifts in global power and the ramifications for major players, particularly China, the US and the nations of Europe, in pursuing their national interests. Speakers at the Conference will address the impact of globalization, the rise of nationalism, the challenges to global economies, and the management of a range of future threats including environmental change. Students will prepare for the Conference before attending and then write a policy paper upon returning from the Conference.

Special Education

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 those who require a functionally-based program with emphasis on developmental reading and writing skills.

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: **Practical 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: In this integrated Science Curriculum, learners will study Physical, Chemical, Life, and Environmental Sciences. The various branches are taught through learning projects, hands on activities, and multi-modal presentations. Executive functioning skills will also be taught to students and integrated into the curriculum. Executive functioning is the group of skills we need to perform a variety of daily activities including planning, organizing, time management, and integration of what we know into a plan of action. Literacy is developed through daily reading and writing expectations. Assessment in this course 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: 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

Did you know that most colleges want to see that you have taken at least 2-3 years of the same language? Foreign language study enhances listening skills and memory, which may be why knowledge of a foreign language improves your skills and grades in math and English and on the SAT. Nowadays, four out of five new jobs in the US are created as a result of foreign trade, which is why knowledge of a foreign language can provide a competitive edge in your career choices. You can participate more effectively and responsibly in a multicultural world if you know another language. Additionally, foreign language classes will introduce you to more than just a new language, you will also learn about new types of food, music and culture.

Portland Public Schools is also proud to offer recognition to students with proficiency in more than one language via the Seal of Biliteracy. Awarding the Seal of Biliteracy constitutes an official statement by the state or the school system that mastery of two or more languages is a significant and critical skill set in a global and complex age. The Seal encourages students to pursue biliteracy, whether they are students who learned a language in addition to English, or students who have attained literacy in their heritage language(s). It honors the language skills our students attain, and can be evidence of linguistic skills that are attractive to future employers and college admissions officials. It is with goals such as this in mind that we approach our language classes. We believe that everyone can learn and benefit from knowing a language in addition to their own!

French

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.

Vous êtes débutants en français? Ce cours s'adresse aux élèves qui n'ont jamais étudié le français ou qui ne possèdent que des connaissances rudimentaires de la langue. Nous prendrons une approche fonctionnelle du vocabulaire et aussi des différences et des similarités grammaticales entre le français et l'anglais. L'apprentissage pourra se faire à partir de chansons françaises, de films ou encore de poésie, en sus des manuels traditionnels.

Course Title:	College Prep Fr Intermediate
Course Number:	2311

Prerequisites: Novice Low or its equivalent or by teacher recommendation
Credit: 2 Elective Credits, full year
Open to: Grades 9, 10, 11, 12
Description: In this course we will solidify and build upon vocabulary and grammatical concepts learned in Novice Low. Students will listen to, speak, read and write French in increasingly fluid forms as the year progresses. Students will practice present-tense verbs and will learn to communicate using the futur proche (aller + infinitive) and passé composé as well.

Dans ce cours nous allons développer les notions lexicales et grammaticales apprises en niveau Novice Low. Les élèves vont écouter, parler, lire et écrire en français de plus en plus couramment au fil de l'année. Les élèves manipuleront le présent et le futur proche (aller + infinitif), ainsi que le passé composé.

Course Title: **College Prep French 2**
Course Number: 2312
Prerequisites: Novice Low, Novice Mid or equivalent or by teacher recommendation
Credit: 2 Elective Credits, full year
Open to: Grades 9, 10, 11, 12
Description: In this course students put their foundational skills to use while attaining a higher ability to communicate. Emphasis is placed on strengthening grammatical concepts and enriching vocabulary via readings, online resources, drills and games, and music. We will learn, review and refine familiarity with the passé composé and imparfait verb tenses. The curriculum is interspersed with small projects based on various facets of Francophone culture.

Dans ce cours, les élèves emploieront activement leurs compétences de base, tout en atteignant un niveau plus élevé en termes de communication. On soulignera l'importance d'améliorer les notions grammaticales et d'enrichir le vocabulaire à travers les extraits de littérature, les ressources électroniques, la musique, les jeux et les exercices de répétition. Nous apprendrons, réviserons et approfondirons la pratique du passé composé et de l'imparfait. Le programme inclut une série de petits projets basés sur différents aspects de la culture francophone.

Course Title: **Honors French 3**
Course Number: 2313
Prerequisites: Novice High or by teacher recommendation
Credit: 2 Elective Credits, full year
Open to: Grades 10, 11, 12
Description: This course develops interpretive, interpersonal and presentational language 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 and presentations, showing flexibility and familiarity with changing verb tenses and audience. We will learn about Francophone cultures via units designed to highlight their defining characteristics and colloquialisms. While still centrally focused on strengthening and expanding grammatical knowledge, French 3 is the beginning of more independent learning in a broader scope.

Ce cours cherche à développer les compétences du langage interprétatif, interpersonnel, et du discours pour atteindre des objectifs variés à l'aide de structures plus complexes. Les élèves devront rédiger des compositions courtes à propos des thèmes familiers, et faire des sketchs et des exposés à la fois préparés et improvisés, tout en démontrant leur capacité à communiquer. Nous découvrirons les cultures francophones par le biais d'unités conçues pour mettre en lumière leurs spécificités distinctives et leurs expressions familières. En gardant le but de renforcer et développer les compétences grammaticales,

Français 3 marque le début d'un apprentissage plus indépendant ancré dans un cadre plus étendu.

Course Title: **Honors French 4**
Course Number: 2314
Prerequisites: Intermediate Low 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 Francophone populations via representative literature, poetry, film, music and other media. 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.

Dans le cours de Français 4, nous améliorerons les compétences pratiques de communication en utilisant des structures grammaticales plus sophistiquées et un contenu lexical plus compréhensif. Les élèves se familiariseront à l'emploi des expressions idiomatiques et familières. De plus, ce cours examinera les cultures d'une variété de populations francophones à travers la littérature, la poésie, le film, la musique et d'autres médias. Tandis que le succès dans tous les niveaux de français dépend de la participation en classe, de l'interaction orale, et de la motivation intrinsèque, à ce niveau la contribution de l'élève est de nature plus indépendante et donc nécessaire.

Course Title: **Honors French 5**
Course Number: 2315
Prerequisites: Intermediate Mid 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 employing higher-level French in several contexts. Independent research, presentations, book groups and an oral history project help develop confidence. Lectures and discussions are in French.

Ce cours vise à attirer et stimuler les élèves compétents, qui montrent un intérêt marqué pour leur apprentissage de la langue française et qui souhaitent approfondir la maîtrise. Les élèves examineront le monde francophone d'aujourd'hui et d'hier au travers d'autres médias variés comme le film, la poésie, l'art, et les grands romans tels que *L'Enfant Noir* de Camara Laye, *L'Étranger* d'Albert Camus, *Kiffe Kiffe Demain* de Faïza Guène et *Lettres de Mon Moulin* d'Alphonse Daudet. Quelques thèmes sont calqués sur ceux du programme Advanced Placement (AP) et offrent l'occasion d'utiliser un français plus sophistiqué dans plusieurs contextes. La recherche indépendante, les exposés, les ateliers lecture, et un projet basé sur des entretiens enregistrés contribuent à développer la confiance. Les conférences et les discussions se font en français.

Course Title: **French History and Culture (Capstone class)**
Course Number: 2319

Prerequisites: French 4 or 5; Heritage speakers, teacher recommendation
 Credit: 1 Credit Semester class
 Open To: Grades 10 - 12
 Description: This course is for students who have already taken French 4 or 5. This course will cover the significant people, events and developments of France from the Gallic Empire to the Napoleonic era. It will be taught in French with minor supplementary material in English. Students will interpret lectures delivered in French, synthesize and communicate their own thoughts and understanding of the topics for an audience (teacher, small group, whole group, partner) and will make connections to their current knowledge of world history, how events have influence and impact in a larger scope. There will be some focus on grammatical practice as needed. Colonization is not addressed in the main text but it will be worked into the curriculum. Units of Study include: Prehistory, Gaul, Romans, Franks, Merovingians, Carolingians, Charlemagne, Middle Ages, Crusades, Renaissance; Baroque art, music, literature, architecture, Religious wars, Bourbon kings, Classical art, music, literature, architecture, French Revolution

Spanish

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. Would you like to communicate with more people and to explore other cultures? This introductory course is for beginning students with no prior knowledge of the language. There will be an emphasis on using the three modes of communication (interpersonal, interpretive, and presentational) to build cultural understanding and to make cultural comparisons with people from the many places in the world where Spanish is spoken. Authentic resources such as brochures, advertisements and video blogs with hispanic teens will help you practice your new language skills and to address units of study such as: cultural identity, family life in Spain and the U.S. and exploring food as a step to experiencing another culture. The targeted proficiency level in this course will be a range between Novice-Low to Novice High. Students at this level are beginning to communicate using memorized phrases, lists and short sentences.

Español es uno de los idiomas más populares en el mundo. ¿No te gustaría comunicarte con más gente y explorar otras culturas? Este curso introductorio es para estudiantes sin conocimiento previo del lenguaje. Vamos a tener una énfasis en tres maneras de comunicación (interpersonal, interpretativo, y de presentación) para construir un conocimiento cultural y crear comparaciones culturales con gente de varias partes del mundo donde se habla español. Recursos auténticos como folletos, anuncios, y video blogs con adolescentes hispanos te ayudarán a practicar tus nuevas habilidades lingüísticas y para abordar áreas de estudio como: identidad cultural, vida familiar en España y en los Estado Unidos y explorando comida como un paso de experimentar otra cultura. El nivel de español necesario en este curso sería entre Novice Low - Novice High. Los estudiantes en este nivel comunican con frases memorizadas, con listas o con frases cortas.

Course Title: **College Prep Intermediate Spanish**
 Course Number: 2321
 Prerequisites: Novice Low or its equivalent or by teacher recommendation

Credit: 2 Elective Credits, full year
Open to: Grades 9, 10, 11, 12
Description: If you have already started studying Spanish but would like to continue developing your basic language skills, this course will expand the communication skills you developed in Novice Low while continuing to develop your skills of interculturality. Some of the essential questions addressed in this course will include: What places and activities bring us together as a family? How do popular celebrations reflect history and culture? How do culture, climate and people around us affect how we live, work and play? The targeted proficiency level in this course will be a range between Novice Mid-Novice-High. Students at this level can communicate about familiar topics using vocabulary presented in class and can ask and answer simple questions.

Si ya has comenzado tus estudios del idioma español pero te gustaría continuar desarrollando tus habilidades básicas de lenguaje, este curso aumentará las habilidades de comunicación que aprendiste en el primer nivel mientras vas desarrollando tus habilidades de interculturalidad. Algunas de las preguntas esenciales abordadas en este curso incluirán: ¿Qué lugares y actividades nos unen como familia? ¿Cómo reflejan las celebraciones populares la historia y la cultura? ¿Cómo nos afectan la cultura, el clima y las personas que nos rodean en cómo vivimos, trabajamos y jugamos? El nivel de español necesario en este curso sería entre Novice Mid-Novice-High. Los estudiantes de este nivel pueden comunicarse sobre temas familiares mediante el vocabulario presentado en clase y pueden formular y responder preguntas sencillas.

Course Title: **College Prep Spanish 2**
Course Number: 2322
Prerequisites: Novice Low, Novice Mid or equivalent or by teacher recommendation
Credit: 2 Elective Credits, full year
Open to: Grades 9, 10, 11, 12
Description: This course offers continued practice with interpersonal and interpretive communication skills. This course will help you hone in on your ability to communicate and connect across cultures. You will be supplied with information to understand the products, practices and perspectives of people living within or originating from Spanish speaking regions and countries. Some of the essential questions addressed in this course will include: How has family culture changed over the generations? What is food like in different Spanish speaking countries? What can you learn about yourself and another culture by traveling? The targeted proficiency level in this course will be a range between Novice-High to Intermediate-Low. Students at this level can speak in complete sentences and hold simple conversations on everyday topics.

Este curso ofrece práctica más avanzada con las habilidades de comunicación interpretativa, interpersonal y de presentación. Este curso te ayudará a perfeccionar tu habilidad de comunicar y conectar con gente de otras culturas. Se le proporcionará información para comprender los productos, las prácticas y las perspectivas de las personas que viven dentro o que provienen de las regiones y los países hispanohablantes. Algunas de las preguntas esenciales abordadas en este curso incluirán: ¿Cómo ha cambiado la cultura de la familia a lo largo de las generaciones? ¿Cómo es la comida en los diferentes países hispanohablantes? ¿Qué se puede aprender acerca de ti mismo y otra cultura al viajar? El nivel de español necesario en este curso sería entre Novice High-Intermediate Low. Los estudiantes de este nivel pueden hablar usando oraciones completas y mantener conversaciones sencillas sobre temas cotidianos.

Course Title: **Honors Spanish 3**

Course Number: 2323
Prerequisites: Novice High or by teacher recommendation
Credit: 2 Elective Credits, full year
Open to: Grades 9, 10, 11, 12
Description: This intermediate level course introduces students to more advanced structures such as the subjunctive mood to communicate more effectively on a variety of topics. Integrated Performance Assessments (IPAs) are used to provide students feedback on their proficiency level with interpersonal, interpretive and presentational tasks as well as to help students target areas for growth with each mode of communication. Some of the essential questions addressed in this course, which are a continuation of the culturally focused curriculum from the novice levels, will include: How am I similar to a teenager in Spain? What is digital citizenship? What responsibility do I have to ensure that underrepresented groups are not discriminated against in my country and in the world? The targeted proficiency level in this course will be a range between Intermediate-Low to Intermediate-Mid. Students at this level can create with language using familiar vocabulary and can handle simple situations and transactions in Spanish.

Este curso de nivel intermedio presenta a los estudiantes estructuras más avanzadas, como el modo subjuntivo para comunicarse de manera más efectiva en una variedad de temas. Las Evaluaciones Integradas de Desempeño (IPA) se utilizan para proporcionar a los estudiantes información sobre su nivel de competencia con las tareas interpersonales, interpretativas y de presentación, así como para ayudar a los estudiantes a enfocarse en las áreas de crecimiento con cada modo de comunicación. Algunas de las preguntas esenciales abordadas en este curso, que son una continuación del plan de estudios centrado en la cultura desde los niveles de principiante, incluirán: ¿Cómo me parezco a un adolescente en España? ¿Cómo se define la ciudadanía digital? ¿Qué responsabilidad tengo yo para asegurar que los grupos subrepresentados no sean discriminados en mi país y en el mundo? El nivel de español necesario en este curso sería entre Intermediate-Low to Intermediate-Mid. Los estudiantes en este nivel pueden crear con el lenguaje utilizando el vocabulario familiar y pueden manejar situaciones e interacciones sencillas en español.

Course Title: **Honors Spanish 4**
Course Number: 2324
Prerequisites: Intermediate Low or by teacher recommendation
Credit: 2 Elective Credits, full year
Open to: Grades 10, 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 interpersonal communication and written assignments. Both individual and group projects will be required and these will be based on the course themes.
The targeted proficiency level in this course will be a range between Intermediate-Mid-Advanced Low. . Students at this level can tell a story in the past, present or future tense with some errors and can present a point of view with reasons to support it.

Este curso brinda una exploración de la literatura hispana para los alumnos un poco más avanzados. La literatura se orienta alrededor de temas como los sueños y la realidad, la identidad y el destino, y las experiencias que nos

definen. Presenta a los alumnos una variedad amplia de géneros y autores importantes del mundo hispanohablante, tales como Jorge Luis Borges, Isabel Allende y Gabriel García Márquez. Las tareas se enfocarán en la comprensión de textos también como en la auto-expresión a través de discusiones en clases así como los trabajos prácticos. Realizarán proyectos en grupos y solos, y estos proyectos estarán basados en los temas del curso. El nivel de español necesario en este curso sería entre Intermediate-Mid y Advanced Low. Los alumnos deberían poder contar una historia en el pasado, presente y futuro y poder expresar su punto de vista con argumentos que apoyan sus ideas.

Course Title: **Honors Spanish 5**
 Course Number: 2325
 Prerequisites: Intermediate Mid or by teacher recommendation
 Credit: 2 Elective Credits, full year
 Open to: Grades 10,11, 12
 Description: Students will read and react to literary masterpiece of Spain's Golden Age, or Siglo De Oro, 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 Lazarillo de Tormes (anonymous), Don Quijote de la Mancha (Miguel de Cervantes) and La Celestina (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.
 The targeted proficiency level in this course will be a range between Advanced Low-Advanced-Mid. Students at this level can convey intended messages without confusion and can narrate and describe in paragraph length writing.

En este curso los alumnos conocerán la literatura del siglo de oro de España, lo cual se considera el momento más importante de la historia literaria española y se extiende desde los principios del siglo dieciseis hasta los últimos años del siglo diecisiete. Las obras clásicas que los alumnos van a estudiar en este curso son Lazarillo de Tormes (autor anónimo), Don Quijote de la Mancha (Miguel de Cervantes) y la Celestina (por Fernando de Rojas). Los alumnos participarán en charlas, dar presentaciones orales y escribir ensayos además de hacer otras tareas de interpretación mientras desarrollan su conocimiento y comprensión cultural a través de la literatura. El nivel de español necesario en este curso sería entre Advanced Low y Advanced-Mid. Los alumnos en este nivel pueden expresarse sin confusión y relatar ideas y mensajes usando formatos como ensayos y trabajos prácticos.

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 Caecili 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 (offered 2021-2022 only)**
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.

Course Title: **Honors Latin Prose (offered 2020-2021)**
Course Number: 2344
Prerequisites: Latin 2
Credit: 2 Elective Credits, full year
Open to: Grades 11,12
Description: The Romans were very interested in the history of the Roman race, just as we Americans are today. If you are interested in historic events like the eruption of Mount Vesuvius, the Gallic wars, and the downfall of the Roman Republic, this course is for you. For all you ghost hunters, there are readings focusing on the Roman's beliefs in the paranormal. You will also have the opportunity to read a selection of Neo-Latin, Peter Martyr's *De Orbe Novo*, which chronicles Columbus' voyage to the "new world." Grammar and vocabulary will be taught as needed. A dual enrollment class, upon successful completion of the class in June, students will receive 3 semester hours of credit for LT 202 (Ovid and Martial) 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.

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

Course Title: **Jobs for Maine Graduates (JMG) Senior School-to-Work Program**
(Capstone class)
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.

Course Title: **Rippleeffect Outdoor Leadership Education (Capstone Class)**
 Course Number: **ROLE**
 Prerequisites: **None**
 Credit: **2**
 Open to: **Grades 11 and 12**
 Description: Through classroom sessions, wilderness expeditions, leadership curriculum and community building, this course offers participants a platform for investigating their leadership potential. This course will provide students with skills, trainings, and nationally recognized certifications that will prepare them for applying to jobs as wilderness professionals. Each student will present a leadership exhibition as a final project for this course. This presentation will illustrate their experience, leadership development and perceived role in community leadership. This project is built into the curriculum with weekly writing and research assignments that will generate material for each student's leadership exhibition. Along with this final project, students will be responsible for collaboratively planning and executing a final, multi-day expedition, where they have the opportunity to showcase the skills they have acquired throughout the semester.
This course requires some weekend work and excused absences from school

ALTERNATIVE EDUCATION PROGRAM

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 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 cannot take a course independently before attempting that course through Regular or Alternative Ed. The student must have 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 the 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 with 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 is 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 School Counselor 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) 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 AM - 10:25 AM)

Session 2 (11:00 AM - 1:30 PM)

Students take the bus to and from PATHS and PHS..

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 School Counselor.

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

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 School 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 PROGRAMS:

AC	Auto Collision Technology
AT	Automotive Technology
CA	Carpentry
CC	Culinary Concepts
CS	Cybersecurity
CD	Commercial Art
DA	Dance (Afternoon session only)
ECO	Early Childhood Occupations
FF	Food Services
HE	Health Science and Biomedical
LG	Landscapes and Gardens
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. 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 specially 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 to 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 Safely. **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. Ari 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.

Cybersecurity - (Nate Jalbert: jalben@portlandschools.org):

Cybersecurity is the study of information technology security and focuses on protecting computers, networks, programs, and data from unintended or unauthorized access, change, or destruction. This program is designed to help students explore the process of securing computers and computer networks, and conducting investigations of cybercrimes and forensic analysis of digital devices. Students will be equipped with the knowledge and skills to manage help desk functions as well as continue on to post-secondary training for careers in computer and network security, cybercrime investigation and computer forensics. Throughout the program, students gain mastery of these skills by performing simulated hands-on exercises. **Certifications:** CompTIA A, CompTIA Cybersecurity Analyst **College Credit:** Southern Maine Community College, University of Maine Augusta. **Career Opportunities:** Security Specialist, Security Analyst, Incident Responder, Vulnerability Assessor.

Dance (Session II Only) - (Lisa Hicks: hicks1@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.

Food Services - (Katherine Fearon: fearon@portlandschools.org)

The Fast Food Service Program prepares students for entry-level employment in the food service industry. This program offers real life experiences through the operation of a student-run cafe. 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.

Biomedical & Health Science and Biomedical - (Amber Richard: richaa@portlandschools.org)

This program provides students with the opportunity to explore three different tracks: nursing, dental or veterinary. 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.

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.

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 students 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.

HVAC & Plumbing - (Paul Chapin: chapip@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 troubleshooting, 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 workforce 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 $\frac{3}{4}$ 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).