

# Portland High School

2018 - 2019

## Course Selection Guide



Portland, Maine

**PORTLAND HIGH SCHOOL**  
**COURSE SELECTION GUIDE**

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## A Message to Students from Principal Jepson,

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

This course guide contains lots of information, including graduation requirements, 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 certain content areas. Beginning with the Class of 2021 students must meet standards in the four core areas: English, Math, Science and Social Studies. For students graduating in 2022 standards must be met in the four core areas plus one additional area they choose: Health/PE, World Language, Fine/Performing Arts, Career Education. More information will be communicated to students in each grade level as they move through the grades.

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! Digital Illustration, Criminal Justice case study, Camden Conference, Ukulele, Steele Pan Drums, Film and Literature 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

## **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, guidance counselor and teachers to help you make the best selections. Review the graduation requirements and course descriptions to help you decide which classes to take. Consider your interests and think about what you might want to do after high school. Check out the college requirements in the “Mapping Your Future” charts to learn about the various courses offered that can help you explore different career fields.

## **GRADUATION REQUIREMENTS**

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

### **DIPLOMA REQUIREMENTS BEGINNING WITH 2018-2019 SCHOOL YEAR**

The superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents/guardians at the start of their ninth grade school year.

#### **Graduation Requirements for Class of 2019 and Class of 2020.**

Students must meet the following requirements in order to be awarded a high school diploma:  
Successfully complete a total of 41 credits in the following areas:

- English Language Arts – 8 credits
- Social Studies and History – 6 credits (including civics personal finance, and one year of American history and government)
- Mathematics – 6 credits
- Science and Technology – 6 credits
- Fine Arts (which include arts, music or drama) – 2 credits
- Physical Education – 2 credits
- Health – 1 credit

The remaining 10 credits may be selected by the student on the basis of their interests, abilities and plans following graduation.

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

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

#### **Graduation Requirements for Class of 2021 and Class of 2022\***

Students must meet the following content area requirements in order to be awarded a high school:

1. Demonstrate proficiency in meeting standards of the Learning Results in the following content areas:
  - English language arts
  - Mathematics
  - Science and technology
  - Social studies
2. Successfully complete and earn the required number of Units of Proficiency (UP) in the following content standards:
  - Visual and Performing Arts – 1 UP
  - Physical Education – 1 UP
  - Health - 1 UP

Students must earn an additional 5 UP in elective courses, educational experiences, and/or expanded learning opportunities. These may be selected by the student on the basis of their interests, abilities and plans following graduation.

3. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results. A student graduating from Portland Public Schools is expected to 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

4. Complete a capstone and/or milestone project demonstrating in-depth research, presentation and technology integration skills.
5. Complete an individualized post-secondary success plan that continues to build upon each student's acquired knowledge and skills, and enables each student's full participation in Portland's civic, intellectual, cultural and economic life and in our global economy.

*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 Other Portland Public Schools approved measures of proficiency*

*Expanded learning opportunities that take place outside of the school building and/or school day.*

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

\*For the Class of 2022 students must demonstrate proficiency in meeting standards in the core content areas of English Language Arts, Math, Science and Technology and Social Studies. Additionally, they must meet proficiency in one of the following areas of their choosing:

World Language, Health and Physical Education, Visual and Performing Arts, Career Education

## 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
<b>English</b>				
<b>Social Studies</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Fine Arts</b>				
<b>Physical Education</b>				
<b>Health</b>				
<b>Electives</b>				
<b>Language (recommended but not required to graduate)</b>				
	Freshman Seminar			
<b>Totals</b>				

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

## Career & College Planning ~ Mapping your Future

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

### **Four-Year College Minimum Requirements**

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

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

### **Two-Year College Minimum Requirements**

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

	<b>English</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
<b>Liberal Arts Major</b>	4 years	Algebra I Geometry Algebra II	3 years	3 years
<b>Technology Major</b>	4 years	Algebra I Geometry Algebra II	3 years	3 years
<b>Business Major</b>	4 years	Algebra I Geometry Algebra II	3 years	3 years
<b>Nursing Major</b>	4 years	Algebra I Geometry Algebra II	3 years	3 years

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

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

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

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

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

# Student Support Services

## **School Counseling Services**

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

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

Student last names A-De:	Johannah Burdin, <a href="mailto:burdij@portlandschools.org">burdij@portlandschools.org</a>
Student last names Di-J:	Theresa LaPlante, <a href="mailto:laplat@portlandschools.org">laplat@portlandschools.org</a>
Student last names K-O:	Sue Mullen, <a href="mailto:mulles@portlandschools.org">mulles@portlandschools.org</a>
Student last names P-Si:	Kristin Dunn; <a href="mailto:dunnk@portlandschools.org">dunnk@portlandschools.org</a>
Student last names Sl-Z:	Holly Smevog; <a href="mailto:smevoh@portlandschools.org">smevoh@portlandschools.org</a>

## **Other Credit Opportunities and Programs Offered at PHS**

### **PROGRAMS OUTSIDE OF PHS: Early College Programs**

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

Participating programs include:

- Early Studies at USM
- Early College for ME at SMCC
- Early Scholars Program at St. Joseph's College
- University of Maine Academ - e

### **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 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. AP4All Program

In addition to the AP classes offered at PHS, students have access to the AP 4 ALL 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 AP 4 ALL 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 and Engineering. Fee waivers are available. 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 by the principal. The principal will not approve for credit any activity sponsored by a business or organization which is strictly for profit.**
- \* **Students must initiate the process by add-drop period with their guidance counselor.**
- \* **An Independent Study will be posted as a pass/fail grade.**

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

### Expectations for the student:

- 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 administrator. The application then goes to the guidance 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. Students must be in good academic standing and must apply for this experience with Mr. Moynihan, the JMG Coordinator. Mr. Moynihan can also help students find an internship contact and location. Requirements for earning credit and grade for an internship include keeping a journal and doing a presentation.

## **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 user name & password (see your school counselor if you need this information). Parents would complete the Parent Portal Application (available in the main office).

**Art**  
**Elective Courses**

Course Title:	<b>Art 1 Fundamentals</b>
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:	<b>Art 2</b>
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:	<b>Art 3 - Studio Art</b>
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:	<b>Art 4 - Advanced Studio Art</b>
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:**

<b><u>Semester Courses for 1 Fine Arts Credit</u></b>		<b><u>Year Courses for 2 Fine Arts Credits</u></b>	
<b><u>Course #</u></b>	<b><u>Course Name</u></b>	<b><u>Course #</u></b>	<b><u>Course Name</u></b>
2654Q	Pep Band	2602	Art 2
2653Q	Steel Pan Drums	2603	Art 3 Studio Art
2160	Drama Workshop	2604	Art 4 Advanced Studio
2161	Musical Theatre Workshop	2605	Advanced Placement Art
2601	Art Fundamentals	2650	Orchestra
2652Q	Ukulele	2651	Band
2613	Drawing	2660	Chorus
2617	Clay 1	2670	Advanced Placement Music Theory
2610Q	Digital Illustration Intensive		
2656	Guitar/Piano Fundamentals		
2659	Intermediate Guitar/Piano		
2668Q	Percussion Ensemble		
2669Q	Music Appreciation		
2609	Digital Photography 1		

## **Required of every freshman student:**

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

## English Language Arts

### **Teacher Recommendations for Honors levels course in English at PHS:**

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 9<sup>th</sup> grade year and been recommended by their 9<sup>th</sup> grade teacher. Students wishing to take the course without teacher recommendation must have parental permission, have completed the required forms with their guidance counselor, and understand the requirements and rigor of the course.

### **Teacher Recommendations for AP level courses in English at PHS:**

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 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](http://www.collegeboard.com)). Students wishing to take the course without teacher recommendation must have parental permission, have completed the required forms with their guidance counselor, and understand the requirements and rigor of the course.

## Freshman English - REQUIRED

Course Title:	<b>Honors English 9</b>
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:	<p>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.</p> <p>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: <i>Animal Farm</i>, <i>A Separate Peace</i>, <i>Ordinary People</i>, <i>The Secret Life of Bees</i>, a variety of short stories, <i>A Tale of Two Cities</i>, and <i>Romeo and Juliet</i>. 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.</p>

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 in 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: None  
 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.

**English Lab 9 – 2190**  
**English Lab 10 -2192**

This course is for students who have been identified as reading and writing below their grade by two or more levels. This lightly populated Lab focuses on individualized and direct instruction, and the development of strong habits in work and learning and continued work and remediation around ELA graduation standards. The Lab supports the academic and social needs of the student as they work toward achieving grade-level proficiency and migrating toward a typical college-preparatory sequence.

Course Title: **Strategic Reading**  
Course Number: 2182  
Prerequisite: Recommendation of Grade 8 English teacher.  
Credit: 2 Elective Credits, Fall Semester/Meets Daily  
Open to: Grade 9  
Description: Strategic Reading accelerates the achievement of incoming freshmen and enables them to successfully meet the demands of College English 9 (spring semester). Strategic Reading's goal is to strengthen students' reading comprehension and fluency by empowering them to employ learning strategies and ultimately demonstrate the behaviors of independent readers and thinkers. Focus lessons include: teacher read-aloud activities, guided reading in multiple genres, different modes of reading for different purposes, team/group reading and discussion, explicit skill and strategy instruction with guided practice, responsive writing, and self-selected reading.

### **Sophomore English – REQUIRED**

Course Title: **Honors English 10**  
Course Number: 2121  
Prerequisites: Recommendation of grade 9 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.  
Credit: 2 English Credits, full year / 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 also 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. Students are responsible for also 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: **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 9<sup>th</sup> and 10<sup>th</sup> 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. Students are responsible for also completing an assigned summer reading book and accompanying assignment. An assessment of this text will be given on the first day of class.

### **Junior English - REQUIRED**

Course Title: **Advanced Placement English 11 Language and Composition**  
Course Number: 2130  
Prerequisites: Recommendation of grade 10 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.  
Credit: 2 English Credits, full year  
Open to: Grade 11  
Description: According to College Board, the AP English Language and Composition course “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 deep their knowledge of rhetoric and how language works, while strengthening their own writing of rhetorical analysis, argument, and synthesis essays. All students are required to take the Advanced Placement English Language and Composition 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: Recommendation of grade 10 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.  
Credit: 2 English Credits, full year  
Open to: Grade 11  
Description: This course 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: Recommendation of grade 10 English teacher  
Credit: 2 English Credits, full year  
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.

Course Title: **English 11**  
Course Number: 2133  
Prerequisites: Recommendation of grade 10 English teacher  
Credit: 2 English Credits, full year  
Open to: Grade 11  
Description: This course is designed for the student who is developing in the area of English Language Arts and may need more personalized instruction and time to become proficient in their work habits and skill set. The course emphasizes skill development in reading and writing. We will explore great works of literature, including *The Absolutely True Diary of a Part-Time Indian*, *The Story of Frankenstein*, *Beowulf- A New Telling*, *Macbeth*, and a wide variety of short stories and plays. Writing will focus on narrative and persuasive writing and will include continued skill development and review in grammar and usage, speech, and vocabulary.

## Senior English - REQUIRED

Course Title:	<b>Advanced Placement English 12 Literature and Composition</b>
Course Number:	2140
Prerequisites:	Recommendation of grade 11 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.
Credit:	2 English Credits, full year
Open to:	Grade 12
Description:	Advanced Placement English Literature and Composition is an intensive exploration into master works of English and world writers similar to those studied in college. Close textual analysis is the heart of the program. Insightful, carefully developed essays of literary analysis, as well as timed essays applying literary terms and concepts to a specific text or texts, comprise most of the writing program. Some time is devoted to more creative and personal endeavors. The 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:	<b>Honors English 12</b>
Course Number:	2141
Prerequisites:	Recommendation of grade 11 English teacher. Students are expected to complete a summer reading and writing assignment due on the first full day of school in September.
Credit:	2 English Credits, full year
Open to:	Grade 12
Description:	This course 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:	<b>College Prep English 12</b>
Course Number:	2142
Prerequisites:	Recommendation of grade 11 English teacher
Credit:	2 English Credits, full year
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.

Course Title: **English 12**  
Course Number: 2143  
Prerequisites: None  
Credit: 2 English Credits, full year  
Open to: Grade 12  
Description: This course is designed for the senior who is still working towards a proficient understanding of the standards in English Language Arts and may need more time and personalization in order to succeed. This course continues to emphasize skill development in reading and writing. Students will study a variety of works of literature including: *Hamlet*, *The Road*, short stories, modern novels, and drama. Writing instruction will include expository and creative writing with a focus on persuasion/opinion essays and the research process. 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 change 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: Literature & Film is an English class that concentrates analysis of both mediums. Selected novels, short stories, and plays are examined in relation to film versions of the same works. Films will be from many different eras, and students will develop an understanding and appreciation of film. We will build 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 at least novel and many shorter works throughout the semester. Analytical writing will be emphasized.

We will read works of fiction and non-fiction. Fiction will include novels, plays, and short stories. In all cases, we will also explore a film adaptation of the same work. All works will be very high quality fiction or non-fiction, and will have been at least nominated for an Oscar for film adaptation or in another category. Sample texts may include:

- *A River Runs Through It* by Norman MacLean
- *Into the Wild* by Jon Krakauer
- *"Fences"* by August Wilson
- *"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
- *"Beauty and the Beast"* by Gabrielle-Suzanne Barbot de Villeneuve (1740)
- How the CIA Used a Fake Sci-Fi Flick to Rescue Americans from Tehran - adapted into the film *Argo*
- *Brooklyn* by Colm Toibin

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**  
Course Number: 2160  
Prerequisites: None  
Credit: 1 Fine Arts Credit, 1 semester  
Open to: Grades 9, 10, 11, 12  
Description: This course focuses on theatre skills through script work and selected improvisational theatre activities. Students will develop body movement, voice, and character using a variety of scripts. Students will practice acting, set and costume design, blocking, and lighting through production of a one-act play with an emphasis on process rather than product. Opportunities will be available to develop a variety of theatre skills that can be useful on stage or in other classes.

Course Title: **Musical Theatre Workshop**  
Course Number: 2161  
Prerequisites: None  
Credit: 1 Fine Arts Credit, sem.1 (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:	<b>Test Prep for College Admission</b>
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:	<b>Capstone Experience (Required for all 12th Graders who will not complete a capstone experience in a designated course.)</b>
Course Number:	2020
Prerequisites:	None
Credit:	1 Elective Credit
Open to:	Grade 12
Description:	The Capstone experience is designed to showcase a student's strengths, skills, and interests in a particular academic area and should demonstrate the student's ability to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding to an authentic audience. Through the experience, students will be required to apply learning to real life situations and explore knowledge in an area of specific interest and will demonstrate an understanding of the concept of lifelong learning.

Designated Courses where a student may complete the requirement are:

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

Independent Capstone based upon Project Citizen model:

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

## English Language Development 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.

<b>ELP Performance Definitions</b>				
<i>Language development is fluid and dynamic. Levels are not static, and can be different in different domains</i>				
<b>ELP 1</b>	<b>ELP 2</b>	<b>ELP 3</b>	<b>ELP 4</b>	<b>ELP 5</b>
§ 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
<b>IELD</b>	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:
<b>IELD (ELP 2-2.9)</b> (Content Credit awarded) (IELD)  Co-taught classes	ELL English II	ELL Foundations of Science	ELL Foundations of Social Studies	-Language Acquisition for Math -Foundations of Math -Pre-Algebra -TAMS - grade 9
	ELL English III	ELL Biology	ELL Early US History	
<b>CAL (ELP 3-6)</b>	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**  
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 2923S  
Prerequisite: Placement Testing, Teacher Recommendation (See placement chart above.)  
Credit: 1 Social Studies credit per semester / .5 UP  
Open To: Grades 9-12  
This course furthers the development of students' reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of social studies. This course introduces students to major themes and historical periods in Early US History and fulfills the U.S History graduation requirement.

Course Title: **ELL Language Acquisition for Mathematics**  
Course Number: 2841F and 2841S  
Prerequisite: Placement Testing, Teacher Recommendation  
Credit: 2 elective credit per semester, full year, meets daily  
Open To: Grades 9-12  
Description: In this course, students will learn basic arithmetic skills using whole numbers, decimals and fractions while developing skills with measuring, US/metric conversions, graphs, integers and simplifying expressions. This course initiates the development of student's reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of basic mathematics.

Course Title: **Foundations of Math**  
Course Number: 2842F and 2842S  
Prerequisite: Placement testing, MET recommendation  
Credit: 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 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  
This course furthers the development of student's reading, writing, speaking and listening skills and strategies needed for the communication of information, ideas and concepts necessary for academic success in the content of science. Students will focus on building academic language and critical thinking skills through the process of scientific inquiry.

Course Title: **ELL Biology**  
Course Number: 2852F and 2852S  
Prerequisite: Completion of 9<sup>th</sup> 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: **Academic Language (formerly 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: **Exploring Interpretation as a Career**  
Course Number: 2881  
Prerequisites: English language proficiency and previous exposure to languages other than English at an advanced level. Recommendation from Guidance, World Language or ELL teacher.  
Credit: 1 Elective credit per semester  
Open to: Grades 10,11,12  
Description: Students will explore interpretation as a career through a range of experiences in and out of the classroom. Using the framework of an online curriculum, students will learn about the essential skills of interpretation as well as the ethical principles involved in the job. Students will learn from guest speakers and field trips about the actual work of interpreters engaged in the fields of education, law and medicine. This course serves as an elective course for the Law and Public Service and/or Biomedical and Natural Science Pathways.

## Elective Courses

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

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

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

## SMCC Dual Enrollment Course

Course Title: **Academic Success Seminar**  
Course Number: ACSS  
Prerequisites: None  
Credit: 1 Elective Credit, 1 semester  
Open to: Grades 12  
Description: This course introduces students to the college environment and provides opportunities to strengthen the academic skills necessary for success at the college level. Students will explore the learning process, learning styles, and student development theory. The final segment of the course will help students understand and successfully manage, through readings, writing, and activities, some of their life and career transitions. This is a concurrent enrollment class. Upon successful completion of the class, students will be eligible for 3 semester hours for ACSS 104 from SMCC.

## Mathematics

### PHS Math Department Course Guide

**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 <sup>th</sup> Grade	10 <sup>th</sup> Grade		11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	
* ELL Foundations	Pre-Algebra		College Algebra I	Algebra II- Geometry Daily course	
Pre-Algebra	College Algebra I		College Algebra II	College Geometry	
Pre- Algebra	College Algebra I		Algebra II- Geometry Daily course	FST	
TAMS – Algebra I	College Algebra II		College Geometry	FST	
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	Honors Algebra II	Honors Geometry	Honors Pre-Calculus	Honors Statistics	Honors Calculus
Honors Algebra I	AMP 1		AMP 2	AP Calculus AB	
AMP 1	AMP 2		AP Calculus AB	AP Calculus BC	AP Statistics

Course Title: **Pre-Algebra**  
Course Number: 2843F and 2843S (Daily year long)  
Prerequisites: For a student to be successful in this course they should be proficient in number sense, place values and operations with whole numbers.  
Credit: 2 Elective Credits (S1), 2 Math Credits (S2, meets daily)  
Open to: Grades 9,10,11,12  
Description: This course is an everyday class that is designed to reinforce arithmetic skills and operations with fractions, decimals and percent. These skills will be developed and used in solving proportion and percent problems. Students will be introduced to the fundamental principles of algebra and variable recognition, algebraic symbolism and expressions, solving algebraic equations and word problems involving linear relationships, and formulas.

Course Title: **TAMS - Algebra 1 Daily**  
Course Number: 2417D1 and 2417D2 (Daily year long)  
Prerequisite: For a student to be successful in this course they should be proficient in operations of whole numbers, fractions and decimals.  
Credit: 2 Elective Credits, fall semester/meets daily  
2 Math Credits, spring semester/meets daily / 1 UP  
Open to: Grade 9  
Description: This course is an everyday class that is designed into two semesters. The course starts by encouraging students' conceptual understanding of key ideas that underlie all high school mathematics and sharpens their overall basic mathematical skills. The course challenges students to think through and understand what they are doing, learn from one another, communicate and respect ideas, and make connections between mathematics and the world. As the year progresses the content will transition into learning topics of Algebra. Students will simplify expressions and solve equations, inequalities and absolute values for the unknown variable. Students will learn coordinate geometry and graph linear equations. Students will work with exponent rules, operations of polynomials and factoring expressions.

Course Title: **College Algebra 1**  
Course Number: 2412  
Prerequisites: For a student to be successful in this course they should be proficient in operations of whole numbers, fractions, decimals and integers.  
Credit: 2 Math Credits, full year / 1 UP  
Open To: Grade 9  
Description: This course is designed to move through an Algebra curriculum, the course will start with a quick review of order of operations and move into simplifying expressions using algebraic properties, solving equations, inequalities and absolute value problems. The content will then move onto relations and functions, writing and graphing linear equations, and exploring exponent rules.

Course Title: **Honors Algebra 1**  
Course Number: 2411  
Prerequisites: For a student to be successful in this course they should have a teacher recommendation and the ability to be a self-directed learner. Students should excel in both the conceptual understanding and use of order of operations with fractions, decimals, and integers.  
Credit: 2 Math Credits, full year / 1 UP  
Open To: Grade 9  
Description: This course is designed to move quickly and deeply through the Algebra content. Students will be guided through manipulating expressions, solving equations, inequalities, absolute values, systems of equations, functions, real numbers, exponent rules, polynomials, factoring quadratics, radical and rational expressions. Students will also infer using algebraic proofs.

Course Title: **College Algebra 2**  
Course Number: 2432  
Prerequisites: For a student to be successful in this course they should be proficient in the areas of simplifying expressions, solving equations and graphing linear equations. (Topics covered in C. 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 College Algebra 1. 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, multiplying and dividing rational expressions and solving rational equations.

Course Title: **Honors Algebra 2**  
Course Number: 2431  
Prerequisites: For a student to be successful in this course they should be able to learn at 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 extends the concepts and skills learned in Honors Algebra 1 and 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: **AMP 1**  
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  
Open to: Grade 9  
Description: This course extends the concepts and skills developed in Honors 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 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. (Topics covered between College 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. 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: **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. (Topics covered between Honors Algebra 1 & 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  
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 solving algebraic equations, factoring, solving quadratic equations, simplifying radicals, rational expressions, triangles, circles, coordinate geometry, and conversions. (topics covered in C. Algebra 1, C. Algebra 2 & C. Geometry)  
Credit: 2 Math Credits, full year  
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 (Daily year long)**  
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  
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**  
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 (\$75 fee) 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: **DE Honors Calculus**  
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 (\$75 fee) 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**  
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  
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**  
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)  
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**  
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)  
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: **Test Prep for College Admission MATH**  
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.

Course Title: **Computer Programming I**  
Course Number: 2470  
Capstone Class: A presentation or program, on a topic of interest to the student. It must incorporate skills and knowledge learned throughout the course.  
Prerequisites: Students should have experience with and an understanding of absolute value, linear functions, quadratic functions, Pythagorean Theorem, and the coordinate system. An understanding of circular functions (Trigonometry) is helpful but not required.  
Credit: 2 Credits, full year  
Open to: Grades 9,10,11,12 or teacher recommendation  
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, an operational model of procedure and function calls, algorithms, exceptions, 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.

Course Title: **Honors Computer Programming II**  
Course Number: 2471  
Capstone Class: A presentation or program, on a topic of interest to the student. It must incorporate skills and knowledge learned throughout the course.  
Prerequisites: For a student to be successful in this course they should be proficient in coding with multiple data types, including strings, lists, tuples, and dictionaries. Students should understand functions, conditionals, iteration, recursion, File I/O, and graphics.  
Credit: 2 elective credits, full year  
Open to: 10,11,12  
Description: Students will extend their understanding of software programming from previous course with the additional concepts of object-oriented programming: classes, subclasses, inheritance, and overriding. Students will develop and enhance their technical skills in programming, graphic design and animation, testing/debugging and other skills that are needed for game development but are also transferable to all types of industries. Students will create, develop, and present an original game.

## Music

### Elective Courses

Course Title:	<b>Orchestra</b>
Course Number:	2650
Prerequisites:	Previous orchestra experience or teacher approval
Credit:	2 Fine Arts Credit, full year
Open to:	Grades 9, 10, 11, 12
Description:	This course provides symphonic ensemble and performance opportunities for orchestra musicians: strings, woodwinds, brass, and timpani-percussion players. Repertory spans five centuries. Orchestra members are required to perform at the Winter (December) Concerts, Portland Music Festival (February or March), and Spring (May) concerts. Class enrollment in good standing qualifies a student to audition for the District II Honors Festival and the Allstate Honors Orchestra. Membership in this ensemble requires after-school and weekend practices and performances. Students are invited and encouraged to participate in chamber music ensembles. The Orchestra performs community outreach concerts, including Citizenship Ceremonies at U.S. District Court, School Board/City Council Induction Ceremonies at City Hall, the City of Portland's Annual Art Show, high school open houses, National Honor Society convocations, and other events. The Orchestra periodically hosts visiting professional string quartets, solo performers and clinicians from area colleges and universities.
Course Title:	<b>Concert Band</b>
Course Number:	2651
Prerequisites:	Open to experienced and beginner woodwind, brass, and percussion players.
Credit:	2 Fine Arts Credits, full year
Open to:	Grades 9, 10, 11, 12
Description:	The 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:	<b>Chorus</b>
Course Number:	2660
Prerequisites:	None
Credit:	2 Fine Arts Credits, full year, or 1 Fine Art Credit (2 <sup>nd</sup> semester)
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: **Guitar/Piano Fundamentals**  
Course Number: 2656  
Prerequisites: None  
Credit: 1 Fine Arts Credit, 1 semester  
Open to: Grades 9, 10, 11, 12  
Description: Guitar/Piano Fundamentals is designed for the beginning music student who may or may not have ever played an instrument before. If students have some prior experience, especially if they are self-taught, this course will provide a wide range of music resources to further develop skills and provide a foundation for future learning. Instruction will be given on both instruments, and students will be required to spend time practicing both guitar and piano, but may choose a primary instrument for their focus of practice and performance. Students will learn chords, basic music reading, and tablature, and will use a variety of online resources. Students will perform in small groups or as individuals as part of class assessments. Instruments will be provided for classroom use.

Course Title: **Intermediate Guitar/Piano**  
Course Number: 2659  
Prerequisites: None  
Credit: 1 Fine Arts Credit, 1 semester  
Open to: Grades 9, 10, 11, 12  
Description: Intermediate Guitar/Piano is designed for the music student who is dedicated to improving his or her skills on an instrument. Instruction will be given on both instruments, and students will be required to spend time practicing both guitar and piano, but may choose a primary instrument for their focus of practice and performance. Students will be expected to choose and rehearse their own music, in addition to working on ensembles with other musicians in the class. Students will perform in small groups or as individuals as part of class assessments. Instruments will be provided for classroom use.

## 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 /.5 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 /.5 UP  
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**

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 or teacher recommendation  
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 9<sup>th</sup> 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  
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  
Open to: Grades 11, 12  
Description: This course serves as an introduction to the fundamentals of Chemistry, designed to help students develop critical thinking skills through scientific inquiry. An exploration of scientific method, atomic theory, and stoichiometry will help students develop the literacy and laboratory skills necessary for success in an introductory science course at the college level. Students are expected to work both independently and collaboratively in order to develop proficiency within the standards as set by the State of Maine and the Next Generation Science Standards. Students will develop skills and knowledge to be proficient in an entry level college science course.

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

## Science Elective Courses

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

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

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

Course Title: **Advanced Placement Physics (not offered 2018-19, offered 2019-20)**  
Course Number: 2543  
Prerequisites: Successful completion of Geometry and Algebra 2 (Algebra 2 may be taken concurrently) and Teacher Recommendation  
Credit: 4 Science credits, full year  
Open to: Grade 12  
Description: This is a rigorous course that follows the College Board curriculum for a college-level physics course. Topics include kinematics, forces, energy, momentum, 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**  
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. The culminating laboratory includes the dissection of a cat for Mammalian comparison.

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 (Honors or CP Credit)**  
Course Number: 2562  
Prerequisites: Recommended successful completion of Earth Science  
Credit: 1 Science credit, 1<sup>st</sup> or 2<sup>nd</sup> sem or full year / .5 UP  
Open to: Grades 10,11,12  
Description: Oceans cover more than 70% of our planet and contain 97% of our planet's water. This course is designed to help increase your understanding of this vast expanse of our planet. The goal is that you will gain an understanding of the functioning of the ocean and be able to make informed and responsible decisions regarding the ocean and its resources. First semester topics include physical and chemical oceanography. (Examples: ocean exploration, waves, tides, impacts of climate change, etc.) In the second semester we explore various types of marine ecosystems and organisms as well as the impacts of humans on these creatures and their habitats. An important theme throughout the year will be the recognition of the complexities and importance of global ocean systems. Whenever possible, we will take advantage of our close proximity to the ocean and community resources. The students will do more in-depth exploration, independent research and more rigorous projects.

Course Title:	<b>Honors Environmental Science</b>
Course Number:	2565
Prerequisites:	Recommended fulfilled Science Requirements
Credit:	2 Science credits, full year
Open to :	Grades 11, 12
Description:	This course is designed to introduce students to the complex environmental issues of concern today. It incorporates an interdisciplinary approach to problem solving, to include physical and life sciences, political science, economics and sociology. We explore a wide range of topics important in creating more sustainable communities, both locally and globally. Course work is rigorous and includes lecture and class discussions, individual and group research projects, experimental design and inquiry, and a variety of laboratory investigations. Students have the option to sit for the Advanced Placement Environmental Science exam in the spring if they wish.
Course Title:	<b>Contemporary Environmental Issues (Honors or CP credit)</b>
Course Number:	2568
Prerequisites:	Successful completion of Grade 9 Science, and an interest in the subject matter
Credit:	1 Science credit, 1 <sup>st</sup> or 2 <sup>nd</sup> semester, or full year
Open to:	Grades 10, 11, 12
Description:	The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to identify and analyze the most critical environmental problems facing humanity in the 21 <sup>st</sup> century, and to evaluate the relative risks associated with these problems. In recognizing that today's students are well aware of many of the environmental issues confronting their generation, the focus of this class will be to examine solutions to these problems in terms of social, political and economic feasibility. Emphasis will be placed on the role of technology, as well as the need for cultural paradigm shifts, both locally and globally. The emphasis in first semester is on sustaining global biodiversity, to include why it's important and ways to prevent a 6 <sup>th</sup> major Extinction Event. Issues relating to land use will also be investigated. There will be laboratory investigations and activities, discussions of current events, and a research project on global hotspots of biodiversity. Second semester will focus on environmental impacts of food production, as well as waste and water issues as a growing human population puts increased pressure on limited resources. Again the emphasis will be on researching and evaluating solutions to these critical issues. There will be a class project to be determined by the students, aimed at helping to reduce the ecological footprint of PHS!
Course Title:	<b>Field Ecology</b>
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 Fore River ecosystem at a site maintained by Portland Trails and owned by the Portland Water District. The site is located on Hobart Street on outer Congress Street and close to the Stroudwater area. This site is easily accessible by the METRO. This is a field course and much of our class time will be spent in green spaces around PHS and the Hobart Street location (HSL). Students will be required to attend three field sessions at the HSL including one in late summer, autumn, and winter. Topics of study include: Ecosystem Components: Biotic and Abiotic Factors, Ecology, Plant and Tree Identification, Basic Ornithology and Bird Identification, Invasive Species Identification and Eradication, and the Human Impact on the Fore River Ecosystem.

## **Project Lead the Way**

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

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

Course Title: **Computer Programming I**  
Course Number: 2470  
Capstone Class: A presentation or program, on a topic of interest to the student. It must incorporate skills and knowledge learned throughout the course.  
Prerequisites: Students should have experience with and an understanding of absolute value, linear functions, quadratic functions, Pythagorean Theorem, and the coordinate system. An understanding of circular functions (Trigonometry) is helpful but not required.  
Credit: 2 Credits, full year  
Open to: Grades 9,10,11,12 or teacher recommendation  
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, an operational model of procedure and function calls, algorithms, exceptions, 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.

## **SMCC Dual Enrollment Course**

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

## Social Studies

### Freshman Social Studies -REQUIRED

Course Title: **Honors Big History**  
Course Number: 2211  
Prerequisites: Recommendation of Grade 8 Teacher  
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: Recommendation 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: Recommendation of grade 9 History teacher  
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. EDIT

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  
Prerequisites: Recommendation of Grade 9 History teacher  
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 three (3) or more years below grade level and require additional support. This course is more individualized and focuses on skill development to meet the Social Studies content standards. Students in Early U.S. History are encouraged to take an academic support class, or other intervention program. Continued placement in this course will be determined by test scores and/or teacher recommendation. Students will learn the skills that will enable them to analyze and summarize primary and secondary sources.

### **Junior Social Studies – REQUIRED**

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

Course Title: **Honors Modern U.S. and World History**  
Course Number: 2231  
Prerequisites: Recommendation of Grade 10 History teacher  
Credit: 2 Social Studies Credits, full year  
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: Recommendation of Grade 10 History teacher  
Credit: 2 Social Studies Credits, full year  
Open to: Grade 11  
Description: This course is a continuation of the study of 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  
Prerequisites: Recommendation of Grade 10 History teacher  
Credit: 2 Social Studies Credits, full year  
Open to: Grade 11  
Description: Modern U.S. and World History is designed for students who are currently reading three (3) or more years below grade level and require additional support. This course focuses on skill development to meet the Social Studies content standards. This course is a continuation of the study of 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 & II, the worldwide struggle for human rights (civil rights in the U.S.), the Cold War and current issues of world importance. Students will continue to develop analytical skills to read a variety of primary and secondary sources.

## Social Studies

### Elective Courses

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

Course Title:	<b>Psychology</b>
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:	<b>Advanced Placement Psychology</b>
Course Number:	2252
Prerequisites:	None
Credit:	2 Elective Credits, Full Year
Open to:	Grades 11, 12
Description:	A. P. Psychology is an accelerated survey course equivalent to an introductory course in college. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. At the end of this course, students must take the National A. P. Psychology Exam in May. Successful completion of this exam may allow the student to receive 3 college credits or a possible exemption from an Introduction to Psychology course in college.
Course Title:	<b>Law and Public Policy</b>
Course Number:	2259
Prerequisites:	None
Credit:	1 Elective Credit, 1 semester
Open to:	Grades 10, 11, 12
Description:	This course will provide students with an understanding of laws and public policies involving relevant topics. Students will research current national and international issues and come to understand positions on all sides of each topic. From readings, discussions, debates, and deliberations, students will create thoughtful public policy papers representing personal values and beliefs.

Course Title:	<b>Sociology</b>
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:	<b>American Government (offered 2019-2020)</b>
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:	<b>Current Events</b>
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:	<b>Criminal Justice</b>
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 (offered 2019-2020)**  
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**  
Course Number: 2287  
Prerequisites: None  
Credit: 1 Elective Credit, 1 semester  
Open to: Grades 10, 11, 12  
Description: We will be exploring world cultures through the lens of the three major monotheistic religions and the philosophies associated with the Asian World. This course will focus on 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.

### **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 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.

Below you will find descriptions of the World Language courses offered at Portland High School. The course names reflect that proficiency levels defined by ACTFL--The American Council on the Teaching of Foreign Languages. On this continuum of proficiency, levels begin at Novice Low and go up ten more levels to Distinguished.

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!

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

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

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

## French

Course Title:	<b>College Prep French 1</b>
Course Number:	2310
Prerequisites:	None
Credit:	2 Elective Credits, full year
Open to:	Grades 9, 10, 11, 12
Description:	<p>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.</p> <p>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.</p>
Course Title:	<b>College Prep Fr Intermediate</b>
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:	<p>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.</p> <p>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.</p>
Course Title:	<b>College Prep French 2</b>
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:	<p>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.</p> <p>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.</p>

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

Le cours de Français AP (Advanced Placement) met l'accent sur la communication (comprendre les autres et être compris par les autres) en appliquant les compétences interpersonnelles, interprétatives, et de présentation dans des situations de la vie réelle. Cela inclut l'usage de vocabulaire, la maîtrise de la langue, les stratégies de communication, et l'ouverture culturelle. Ce cours s'efforce de ne pas accorder trop d'importance à la correction grammaticale, au détriment de la communication. Ce cours engagera les élèves dans une exploration de la culture dans des contextes à la fois contemporains et historiques. Il développera la conscience et la connaissance et l'appréciation des produits d'une culture (e.g. les outils, la littérature, la musique, les lois, les conventions, les institutions); les pratiques (les types d'interactions sociales au sein d'une culture) et les perspectives (les valeurs, les attitudes et les hypothèses).

## Spanish

Course Title:	<b>College Prep Spanish 1</b>
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:	<b>Honors Spanish 3</b>
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:	<b>Honors Spanish 4</b>
Course Number:	2324
Prerequisites:	Intermediate Low or by teacher recommendation
Credit:	2 Elective Credits, full year
Open to:	Grades 10, 11, 12
Description:	<p>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.</p> <p>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.</p> <p>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 Garcia 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.</p>

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.

Course Title: **AP Spanish Language and Culture**  
Course Number: 2326  
Prerequisite: Intermediate High or by teacher recommendation  
Credit: 2 elective credits, full year  
Open to: Grades 10, 11, 12  
Description: The goal of this course is to continue working towards proficiency with presentational, interpersonal and interpretive language skills through the use of interactive and authentic materials and instruction. The class is conducted almost entirely Instruction will be conducted via authentic Spanish literature, print, digital and visual media to help students arrive at a deeper and more complex cultural understanding of the multiple and various Hispanic cultures of the world. Students are required to take the AP Spanish Language Exam in May.  
The targeted proficiency level in this course will be a range between Advanced Low-Advanced High. Students at this level can communicate with ease on a variety of topics and can narrate and describe in the past, present and future with very few errors.

El objetivo de este curso es el de seguir trabajando para lograr el dominio del idioma con las habilidades de comunicación, interpersonal, interpretativa y de presentación escrita y oral mediante el uso de materiales e instrucciones interactivos y auténticos. La clase se imparte casi en su totalidad en español y utilizará literatura, noticias y medios digitales y visuales para ayudar a los estudiantes a llegar a una comprensión cultural más profunda y compleja de las múltiples y diversas culturas hispanas del mundo. Se requiere que los estudiantes tomen el examen de idioma español AP en mayo. El nivel de español necesario en este curso sería entre Advanced Low-Advanced High. Los estudiantes de este nivel pueden comunicarse con facilidad sobre una variedad de temas y pueden narrar y describir en el pasado, presente y futuro con muy pocos errores.

## 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**  
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**  
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**  
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.

## QUARTER COURSES

<p>Course Title: Course Number: Prerequisites: Credit: Open to: Description:</p>	<p><b>Digital Illustration Intensive</b> 2610Q Completion of Art 1 Fundamentals and Teacher Recommendation .5 Elective Credits /.25 UP, 1 quarter Grades 10, 11, 12 Using apps on iPads, students will learn how to create virtual illustrations, simulating the effects of drawing, painting, airbrush and more for unlimited possibilities. Students will use the portable sketch book capabilities of tablets to draw from life, memory, imagination and invention. They will build their own styluses and develop expertise as digital artists.</p>
<p>Course Title: Course Number: Prerequisites: Credit: Open to: Description:</p>	<p><b>Criminal Justice Case Study Intensive</b> 2277Q Criminal Justice Elective .5 Elective Credits /.25 UP, 1 quarter Grades 10, 11, 12 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 century. The course will focus on psychopathy and sociopathy, infamous criminals, famous investigations, and trials that helped shape the modern legal system.</p>
<p>Course Title: Course Number: Prerequisites: Credit: Open to: Description:</p>	<p><b>Slavery and American Capitalism Intensive</b> 2224Q Early US History .5 Elective Credits /.25 UP, 1 quarter Grades 10, 11, 12 This social history intensive will focus on the social and economic development of the North and South from 1783 to 1860. Students will investigate how the expansion of chattel slavery created an American capitalist system and the great societal divide. The course will build on concepts introduced in the sophomore Early US History course and offer new perspectives on this pivotal period in US history.</p>

Course Title:	<b>Camden Conference in the Classroom</b>
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.
Course Title:	<b>Ukulele</b>
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 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:	<b>Steel Pan Drums</b>
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:	<b>Pep Band</b>
Course Number:	2654Q
Prerequisites:	None, Beginners Welcome
Credit:	.5 credit, 1 quarter /.25 UP (1st and 3rd quarters only)
Open to:	Grades 9, 10, 11, 12
Description:	Pep Band is open to experienced and beginner musicians, with a focus on learning and performing music for sports events and games during Fall and late Winter sports. Students will learn to play trombone, percussion, trumpet, or other supporting instruments. Students wishing to learn a new instrument or to explore playing a band instrument for the first time are especially encouraged to join. All music will be taught "by rote" as well as notation. Attendance for at least four evening games per quarter is required as part of the course. Instruments will be provided.

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.

Course Title: **Music Appreciation**  
 Course Number: 2669Q  
 Prerequisites: None  
 Credit: .5 credit, 1 quarter /.25 UP (4<sup>th</sup> 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.

## **RESTRICTED ELECTIVES**

### **Counselor and Administrator Approval Required**

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

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

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

Course Title: **ACO 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 also completed at least 50% of the previous curriculum in order to take that class independently.

## **Governor Baxter School For the Deaf**

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

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

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

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

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

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

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

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

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

# PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS)

**196 Allen Avenue**  
**Portland, Me 04103-3799**

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

<http://paths.portlandschools.org>

**Want to know more about PATHS?**

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

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

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

## PORTLAND ARTS & TECHNOLOGY HIGH SCHOOL (PATHS)

### **GENERAL INFORMATION**

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

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

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

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

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

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

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

Course # 2700 for PATHS - AM Session

or

Course # 2700PM for PATHS - PM Session

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

**PATHS—YEAR ELECTIVES**

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

# PATHS Course Descriptions

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

**Auto Collision Technology** - (Michael Edgbert: [edgbe@portlandschools.org](mailto:edgbe@portlandschools.org))

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

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

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

**Carpentry** - (Frank Kehoe: [kehoef@portlandschools.org](mailto: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](mailto:manzid@portlandschools.org))

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

**Culinary Concepts** - (Mark Hannibal: [hannim@portlandschools.org](mailto:hannim@portlandschools.org))

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

**Dance (Session II Only)** - (Lisa Hicks: [hicksl@portlandschools.org](mailto:hicksl@portlandschools.org))

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

**Early Childhood Occupations** - (Eva Rodd: [roddev@portlandschools.org](mailto: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** - (Phil Divinsky: [divinp@portlandschools.org](mailto:divinp@portlandschools.org))

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

**Health Science and Biomedical** - (Amber Richard: [richaa@portlandschools.org](mailto:richaa@portlandschools.org))

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

**Landscapes and Gardens** - (Kathy Tarpo: [tarpok@portlandschools.org](mailto:tarpok@portlandschools.org))

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

**Manufacturing Technology (Session II Only)**– (Tim Lippert- [lippet@portlandschools.org](mailto:lippet@portlandschools.org))

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

**Marine Systems** - (Michael DelSmith: [smithmi@portlandschools.org](mailto: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](mailto: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](mailto: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](mailto:beaned@portlandschools.org))

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

**Plumbing and Heating Technology** - (Ed Huggins: [huggie@portlandschools.org](mailto:huggie@portlandschools.org))

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

**Welding and Metal Fabrication** - (Bill Presby: [presbb@portlandschools.org](mailto: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](mailto: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).

## 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 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, homeroom time, and after school.

### Portland Mentoring Alliance Program

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

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

### Student Aide Program

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

### Anatomy of Leadership

The Anatomy of Leadership 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 class room 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 letter 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 can earn their PE and Health credits in their first and second year, 2 Fine Arts credits in their third year and 2 elective credits their senior year.

**Maine School of Ballet**

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

## Course Listing

### ENGLISH COURSES

2111	Hon English 9
2112	Col Prep English 9
2113	English 9
2121	Hon English 10
2122	Col Prep English 10
2123	English 10
2130	AP English 11 Language & Comp
2131	Hon English 11
2132	Col Prep English 11
2133	English 11
2140	AP English 12 Literature &Comp
2141	Hon English 12
2142	Col Prep English 12
2143	English 12
2151	Public Speaking
2156	Journalism
2157	Writing Workshop
2158	Creative Writing I
2159	Creative Writing II (Capstone Class)
2160	Drama Workshop
2161	Musical Theatre Workshop
2162	Literature and Film
2163	Test Prep for College Admission
2182	Strategic Reading
2190	English Lab 9
2192	English Lab 10
2162	Literature and Film
2163	Test Prep for College Admission
2182	Strategic Reading
2190	English Lab 9
2192	English Lab 10

### MATH COURSES

2410	AMP 1
2412	College Algebra 1
2420	AMP 2
2421	Hon Geometry
2422	College Geometry
2432D1	Algebra 2 and Geometry
2422D2	Algebra 2 and Geometry
2430	AP Calculus AB (Daily-Yr)
2431	Hon Algebra 2
2432	College Algebra 2

### SOCIAL STUDIES COURSES

2211	Hon Big History
2212	Col Prep Big History
2220	Hon Adv U.S. History (AP Pt 1)
2221	Hon Early U.S. History
2222	Col Prep Early U.S. History
2223	Early U.S. History
2230	AP U.S. History
2231	Hon Mod U.S. & World History
2232	Col Prep Mod U.S. & World History
2233	Modern U.S. & World History
2251	Psychology
2252	AP Psychology
2259	Law and Public Policy
2270	Sociology
2272	American Government (offered 19-20)
2274	Current Events
2275	Criminal Justice
2286	Global Studies (offered 19-20)
2287	World Religions

### SCIENCE COURSES

2511	Hon Earth Science
2512	Col Prep Earth Science
2514	Field Ecology
2521	Hon Biology
2522	Col Prep Biology
2525	Aquatic Biology
2531	Hon Chemistry
2532	Col Prep Chemistry
2533	Chemistry
2540	AP Biology (Daily-Yr)
2543	AP Physics (D-Yr) (not offered 18-19, offered 19-20)
2541	Hon Physics
2542	Col Prep Physics
2550	Hon Anatomy & Phys
2551	Hon Forensic Science
2562	Ocean Science
2565	Honors Environmental Science
2568	Contemporary Environmental Issues
2570	Introduction to Engineering Design
2571	Principles of Engineering

### SMCC DUAL ENROLLMENT COURSE

2581	Emergency Medical Responder
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**MATH COURSES – continued**

2440	AP Calculus BC
2441	Hon Pre-Calculus
2442	Functions, Stats, & Trig
2451	DE Hon Calculus
2452	DE Hon Statistics
2453	AP Statistics
2467	SAT Math Prep
2469	Accuplacer Math Prep
2470	Computer Programming I
2471	Honors Computer Programming II
2843F	Pre-Algebra
2843S	Pre-Algebra
2417D1	TAMS - Algebra 1 Daily Fall
2417D2	TAMS - Algebra 1 Daily Spring
2411	Honors Algebra 1

**WORLD LANGUAGE COURSES**

2310	Col Prep French 1
2311	Col Prep French Intermediate
2312	Col Prep French 2
2313	Hon French 3
2314	Hon French 4
2315	Hon French 5
2317	AP French Language & Culture
2320	Col Prep Spanish 1
2321	Col Prep Intermediate Spanish
2322	Col Prep Spanish 2
2323	Hon Spanish 3
2324	Hon Spanish 4
2325	Hon Spanish 5
2326	AP Spanish Language and Culture
2341	Col Prep Latin 1
2342	Col Prep Latin 2
2343	Hon Latin Poetry
2344	Honors Latin Prose
2881	Exploring Interpretation as a Career
2348	Medical Etymology
2349	Legal Etymology

**ASL COURSES**

2381	American Sign Language 1
2382	American Sign Language 2

**PE & HEALTH COURSES**

2002	PE 1
2003	PE 2
2021	Health
2714	First Aid

**FINE ARTS COURSES**

2601	Art 1 Fundamentals
2602	Art 2
2603	Art 3 Studio Art
2604	Art 4 Adv Studio
2605	AP Studio Art
2609	Digital Photography 1
2613	Drawing
2617	Clay 1
2650	Orchestra
2651	Concert Band
2656	Guitar/Piano Fundamentals
2659	Intermediate Guitar/Piano
2660	Chorus

**Electives**

2712	Personal Finance
2600	Intro to Body Movement
LAP	ACO Life After PHS
ACSS	Academic Success Seminar

**ALTERNATIVE EDUCATION**

AEP01	AEP Instructional English
AEP20	AEP Instructional Social Studies
AEP50	AEP Instructional Science
AEP52	AEP Fundamentals in Science
ACO01	ACO Instructional English
ACO20	ACO Instructional Social Studies
ACO50	ACO Instructional Science
ACO52	ACO Fundamentals in Science
AEP40	AEP/ACO Instructional Math
ACO90	ACO Independent

**QUARTER COURSES**

2610Q	Digital Illustration Intensive
2277Q	Criminal Justice Case Study Intensive
2224Q	Slavery and American Capitalism Intensive
2234Q	Camden Conference in the Classroom
2652Q	Ukulele
2653Q	Steel Pan Drums
2654Q	Pep Band
2668Q	Percussion Ensemble
2669Q	Music Appreciation

**JMG COURSES**

2777	Jobs for Maine Graduates
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**ELL COURSES**

2811F	ELL English I-Fall (Daily)
2811S	ELL English I-Spring (Daily)
2812F	ELL English II-Fall (Daily)
2812S	ELL English II-Spring (Daily)
2813F	ELL English III-Fall
2813S	ELL English III-Spring
2815F	ELL Strategies for Literacy - Fall
2815S	ELL Strategies for Literacy - Spring
2821F	ELL Language Acquisition for Social Studies-Fall
2821S	ELL Language Acquisition for Social Studies-Sprg
2822F	ELL Foundations of Social Studies-Fall
2822S	ELL Foundations of Social Studies-Spring
2852F	ELL Biology-Fall
2852S	ELL Biology-Spring
2841F	ELL Lang Acq for Math-Fall
2841S	ELL Lang Acq for Math -Spring
2842F	ELL Fndtn of Math -Fall –daily
2842S	ELL Fndtn of Math -Sprg – daily
2852F	ELL Biology
2852S	ELL Biology
2855F	ELL Foundations of Science-Fall
2855S	ELL Foundations of Science-Spring
2872F	Academic Language-Fall
2872S	Academic Language-Spring
2881	Exploring Interpretation as a Career

**PATHS PROGRAMS**

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

**SPECIAL EDUCATION COURSES**

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

**GOV. BAXTER SCHOOL FOR THE DEAF**

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

**OTHER OPTIONS**

EC	Early College Programs
AP	AP 4 ALL
2020	Capstone Experience
2010	Freshman Seminar

