



Portland High School

Course Catalog
2025-2026



A Message from Principal Jepson,

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

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

The PHS faculty works diligently to design interesting, rigorous, and content-rich courses and wants each of you to find success within and beyond the PHS walls. Try something new! A new Art offering? A new music class? Current Events?

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, Principal

PORTLAND HIGH SCHOOL COURSE CATALOG 2025-26

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Student Support Services

School Counseling Services in 2025-26

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

9th grade students, Class of 2029:	Liam Erickson, erickl@portlandschools.org
10th grade students, Class of 2028:	Victoria Caron, caronv@portlandschools.org
11th & 12th graders, last names A-G:	Johannah Burdin, burdij@portlandschools.org
11th & 12th graders, last names H-M:	Ilunga Mutombo, mutomi@portlandschools.org
11th & 12th graders, last names N-Z:	Marisa Emerson, emersm@portlandschools.org

School Social Work Services

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

Student last names A-K:	Kathryn Levett, levetk@portlandschools.org
Student last names L-Z:	Katie Small, smallk@portlandschools.org
Breathe & Beach Programs:	Amber Dzitko, dzitka@portlandschools.org
IELD Students:	Rebecca Stubbs, stubbr@portlandschools.org

Library Services

The Portland High School Library: "A dynamic, academic environment for the PHS community to read, write, research, interact, and develop expert literacy skills." The PHS Library is a literacy hub, serving the needs of all learners. The program includes a variety of services for students and faculty, including lessons and assistance with the following: literacy strategies to advance reading skills, the research process of locating, evaluating, and processing digital and print text, creating works cited pages, writing papers and creating digital products, problem solving technology, printing, photocopying, and recommending and locating reading materials. Additional programming includes book groups, literacy support, and monthly themes that support the curriculum and other special events. The library staff is here to serve the PHS community. The PHS Library is open from 7:30-3:00 every day except early release Wednesdays. Students may access the library and computers before or after school, during study halls with a pass from the library, during class with a pass from the teacher, or with a class for a project. Resources and online support are available through the library website 24/7.

Academic Policy

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 their 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 their parents. The parent must sign the Schedule Change Form.
4. The student must return the completed Schedule Change form to their 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 year long 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.

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 their counselor to initiate the process. Approval by the Principal is required early in junior year.

Standards Based Learning

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

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

Educational experiences offer all students multiple ways to achieve and demonstrate proficiency in the district's graduation standards. Experiences available to students include, but are not limited to:

- *Academic courses offered by the school*
- *Early college/dual enrollment courses*
- *Career and technical education programming*
- *Online/virtual learning*
- *Apprenticeships, internships, fieldwork*
- *Community service*
- *Exchange programs*
- *Independent study*
- *Alternative education*
- *Adult education courses*
- *Extended learning opportunities that take place outside of the school building and/or school day*
- *Other Portland Public Schools approved measures of proficiency*

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

Students Receiving Special Education Services

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

PHS Academic Resources & Community Partnerships

INFINITE CAMPUS (IC) – Check your grades online

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

Embark

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

Maine School of Ballet

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

Make It Happen

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

Math Motivators

Math Motivators is a free math tutoring program for PHS students. Professionals working in the Math field volunteer to tutor, coach, and inspire PHS students. The program, sponsored by the Actuarial Foundation, meets weekly to support students learning throughout the academic year. Come strengthen your math skills with us!

Olympia Snowe Women's Leadership Institute

The mission of the Olympia Snowe Women's Leadership Institute is to elevate the confidence and aspirations of high school girls by helping them build the leadership, collaboration and problem solving skills needed to become successful in their lives, families, careers and communities. The Institute works with the 9th grade teams and our school counseling department to identify students for this program.

Peer Tutoring

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

Portland School of Ballet Program

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

Upward Bound Math/Science

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



Credit Opportunities and Programs Offered at PHS

Advanced Placement (AP) Classes

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

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

Class Mentor

A class mentor is a student who wants to help in a class that they have already successfully taken. Students will consistently attend the class, be actively engaged for entire class, help check for understanding, provide translation if necessary, engage in possible one to one or group work with other students, help the teacher to explain concepts to class, form relationships with students, follow class norms and procedures and contribute to a creative and welcoming environment. Students can receive volunteer hours or internship credit (1 elective credit) for this. If students are interested, they can fill out this form or see the ELO Coordinator.

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, and Junior Planning. See your school counselor or teacher for more information. In order to receive college credit, students must sign up on: explorec.maine.edu

Early College Programs

Students may take courses outside of PHS and earn credits toward graduation requirements with prior approval. Early college programs allow high school students to engage in college-level academic work at a local college campus, gain valuable college-preparatory experience, and earn college credit while still in high school. Students are expected to purchase required books and pay non-tuition fees. Prior approval by the Principal is required if college credits are to be applied toward high school graduation. Each program has different academic eligibility requirements. See your school counselor for more information.

College course grades will appear on the student's transcript as a letter grade and will NOT be calculated in the student's GPA.

Participating programs include:

- ExplorEC.maine.edu--college courses at Maine's Public Universities and Community Colleges
- Early Scholars Program at Saint Joseph's College, Standish

Independent Study Courses

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

IMPORTANT:

- * **An Independent Study Plan must be approved in advance.**
- * **Students must initiate the process by the add-drop period with their school counselor.**
- * **An Independent Study will be posted as a pass/fail grade.**

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

Expectations for the student:

- A. The student must be in good academic standing.
- B. The student will come up with a proposal for an Independent Study, present it to a faculty member and get a teacher's commitment to work as their advisor for the Independent study.
- C. Along with the teacher, the student will complete the Independent Study application that includes a description of goals and objectives as well as how the work will be evaluated.
- D. The application then needs to be signed by the student, parent, teacher, counselor and cluster coordinator. The application then goes to the school counselor.
- E. The Independent Study should represent a minimum of 45 hours of work from the student. The student will keep a log of activities, research done and general reflection. The log will serve to substantiate the 45 hours spent toward the Independent study.
- F. The student will meet with their advisor on a weekly basis at a mutually convenient time.
- G. Students should have no more than two Independent Studies a year.

Internships

Internships are outside-of-school learning experiences that students can pursue to dig deeper in a specific interest or passion they have. There are internships available in many different fields and we can work together to find something that best suits your interests! Interested students should contact Ms. Levinsky, the ELO Coordinator. She can help students find an internship contact and location. Requirements for earning 1 elective pass/fail credit for an internship include working 45 hours total (typically 2-3 hours per week), meeting with a teacher mentor, and a presentation about what you learned and what you did. Internships are unpaid.

Teacher Aide Program (no credit)

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. Students can receive volunteer hours. A student may serve as an aide for only one teacher per semester/year. Teacher Aide time does not count toward athletic eligibility. Students can receive volunteer hours for their time.

Seal of Biliteracy

What is the Seal of Biliteracy?

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

How can you earn a Seal of Biliteracy?

- Be a high school senior or junior
- Demonstrate proficiency in English
- Demonstrate proficiency in another world language



Why earn the Seal of Biliteracy?

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

What is the timeline for the Seal of Biliteracy?

- Join the Seal of Biliteracy google classroom (**pei3nqe**) and take the google survey to register for test before the March 2025 or October 2025 testing dates
- Take AAPPL or AVANT test in October (offered at PHS and DHS)
- Award Notification by May

Seal of Biliteracy Steps

STEP 1: Join the google classroom (see your counselor) and register for the test.

STEP 2: World Language Proficiency

Proficiency in a language other than English will be determined by one or more of the following:

- AAPPL/Avant Testing: (Arabic, Chinese, French, German, Korean, Portuguese, Russian, Spanish, Armenian, Filipino, Ilocano, Haitian-Creole, Portuguese, Samoan, Somali Maay Maay and Somali Maxaa, Tamil, Vietnamese and Yup'ik) -Students must demonstrate Intermediate-Mid (I-2) and above on all four modes (reading/listening or speaking/writing. For Arabic, Chinese, Somali, Kirundi, Kinyarwanda, and Nyanja students will need to demonstrate a minimum of Intermediate-Low (I1) on all 4 modes.
- ALIRA Test: (Latin): Students will need to demonstrate an Intermediate-High (I-4) on the ALIRA test offered only in Interpretive Reading.
- ASL Proficiency Interview (ASL): Students will need to obtain a level 4.
- Advanced Placement Language and Culture Exam: A student must score a 3 or higher on the AP exam. For students who take AP their senior year, they will need to prepare a portfolio with samples in all 4 modes of communication to meet the criteria above.

STEP 3: English Proficiency

Proficiency in English is determined by one or more of the following:

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

Portland School District's Science, Technology, Engineering and Math (STEM) Endorsement

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

- Complete a minimum of 20 credits in STEM school coursework.
- Show competency in pre-calculus concepts.
- Earn credit in at least one STEM college course or STEM Advanced Placement course.
- 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**:
 - Completion of STEM-related internships (min. of 10 hrs.)
 - Completion of at least 30 hours of approved extended learning opportunities:
 - STEM related clubs and teams
 - Annual STEM Symposium
 - PPS summer intensives
 - Professional Talks and Presentations
 - Other STEM programming
 - Completion of senior capstone project or experience

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

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

Planning a Course of Study

This Course Selection Guide has a lot of valuable information that is important for you to know and to remember as you go through high school. You should talk with your parents, school counselor and teachers to help you make the best selections. Review the graduation requirements and course descriptions to help you decide which classes to take. Consider your interests and think about what you might want to do after high school. Check out the college requirements in the “Mapping Your Future” charts to learn about the various courses offered that can help you explore different career fields.

GRADUATION REQUIREMENTS

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

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

Notes: UP = Unit(s) of Proficiency

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

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

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.

	Freshman Year	Sophomore Year	Junior Year	Senior Year
English 8 credits/4 UP				
Social Studies including US History and US & Modern History 6 credits/3 UP				
Mathematics 6 credits/3 UP				
Science 6 credits/3UP				
Visual/Performing Arts (art or music) 2 credits/1 UP				
Physical Education 2 credits/1 UP				
Health 1 credit/1 UP				
Electives 10 credits/5 UP				
World Language <i>(recommended but not required to graduate)</i>				
Capstone				
Post-Secondary Plan				
Totals:				

Career & College Planning ~ Mapping your Future

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

Four-Year College Minimum Requirements

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

	English	Mathematics	Science	Social Studies	World Language
Liberal Arts Major	4 years	Algebra I Algebra II Geometry	3 years	3 years	2-4 years of the same language
Technology Major	4 years	Algebra I Algebra II Geometry Statistics or FST	3 years Chemistry Physics	3 years	2-4 years of the same language
Business Major	4 years	Algebra I Algebra II Geometry Senior Math	3 years	3 years	2-4 years of the same language
Nursing Major	4 years	Algebra I Algebra II Geometry Senior Math	4 years Biology Chemistry Anatomy & Physiology	3 years	2-4 years of the same language

Two-Year College Minimum Requirements

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

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

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 through the apps on your PPS google account or at: <https://student.naviance.com/phsme>.



Course Level Expectations and GPA Weighting

College Prep (CP)

- Courses are designed to help prepare students for a post secondary path; expect 1 to 2 hours of homework per week per course beyond scheduled class time.
- These courses are the standard level of instruction, offering support and coaching to help students demonstrate proficiency.
- Students will read, explore, analyze, and research a variety of texts. They will participate in class discussions and engage in a rigorous level of thinking, reading, and writing with scaffolding and support.
- Students should seek additional help as needed.
- **CP classes are not weighted when calculating your grade point average.**

Honors

- Courses are designed to help prepare students for a post secondary path, with more in depth work; expect 2 to 3 hours per week per course beyond scheduled class time.
- Students will read, explore, analyze, and research a variety of texts. They will participate in class discussion and engage in a rigorous level of thinking, reading, and writing. Students should be academically prepared to do most of this work independently.
- Students should be prepared to do independent work and seek additional help as needed.
- Students moving from College Prep to Honors math may be missing content and skills that will need to be learned prior to the Honors math class beginning.
- **Honors courses are weighted with four (4) extra points in your grade point average.** For instance, if you earn a 90 in Honors English 9, it will show on your transcript as a 90, but will be weighted in your grade point average as a 94.

Advanced Placement (AP), University/College Level

- Courses at this level are similar to honors classes with additional expectations; expect 3 to 5 hours per week per class beyond scheduled class time.
- Classes are aligned with College Board requirements and college level standards.
- **AP courses are weighted with six (6) extra points in your grade point average.** For instance, if you earn a 90 in AP US History, it will show on your transcript as a 90, but will be weighted in your grade point average as a 96.

Course Requirements for All Students

Freshman Seminar (Required for all 9th Graders)

Course Number: 2010

Credit: 2 Elective Credits

Grade 9

Students will learn to navigate high school, develop self-advocacy skills, and expand the academic and social language necessary for success in high school and college. Students engage in long-range projects, cooperative learning activities, and reflective journal writing. Units of study will focus on note-taking, time management and study skills, technology, social and human relationships, career exploration and post-secondary decisions, and creating student portfolios. Students will learn more about themselves and their futures in the world of post-secondary education and careers.

Junior Planning (DE - University of Maine INT193)

Course Number: 2012

Credit: 1 Elective PHS credit, 2 College Credits if signed up on: explorec.maine.edu

Grade: 11

As a School Counseling team, we are committed to helping all students build good plans for their futures. To this end, we have created two experiences in addition to our normal Guidance curriculum: Junior Planning and Senior Planning. Juniors begin to meet with counselors weekly during WINN time second semester for Junior Planning, which then transitions to weekly meetings also during WINN time with Seniors in the fall. Our curriculum will focus on “*What are my plans for my future?*”. The weekly presentations will include topics on: college and career planning, standardized testing options, extended learning opportunities (ex. Early College courses and PATHS), graduation planning and senior course selection. In addition, we will work with students on prepping for the job application, military or college admissions process. Students have the opportunity to earn **TWO COLLEGE CREDITS** as part of this curriculum. Students should be prepared to complete the assignments on the syllabus and attend classes regularly. Students should only sign up for the college credit experience if they are prepared to complete the work and take on this extra responsibility. If a student does not want college credit, we still expect them to attend Junior Planning.

Senior Planning

Course Number: 2011

Credit: 0 Elective credits

Grade: 12

During the fall of senior year, School Counselors will meet weekly with 12th graders to work on the college application process (CommonApp), financial aid, and planning for after high school.

Capstone

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

English	Math & Computer Science	Science	Social Studies	World Language	Fine & Performing Arts
Creative Writing II	Honors Statistics	Advanced Placement (AP) Biology	Advanced Placement (AP) Psychology	Honors French 5	Drama Workshop
ESOL English III	Personal Finance	ESOL Biology	American Government	Spanish 5	Digital Photography
Family Genealogy	Intro to Coding (College Prep and Honors)	Honors Anatomy & Physiology	Sociology		Band or Orchestra
Your College Voice	Honors Data Analysis	AP, Honors & College Prep Physics	Global Studies		Intermediate Piano & Guitar-
Digital Media		Engineering Product Design (College Prep and Honors)			
		Sustainable Solutions to Environmental Problems			
Additional Capstone Opportunities		Internship, Life After PHS, JMG, Academic Support, Functional Academics, PATHS (with teacher approval)			

English Language Arts

What to think about when signing up for your English Language Arts class:

- Talk to your current teacher for a recommendation
- Make sure you have strong skills in the prerequisite knowledge areas
- Assess the difficulty, time & effort needed to succeed in the next class
- Think about what you want to do after high school; how can our electives help you?

Graduation Requirement of 8 credits/4 UP			
Course	Summer Assignment	Average homework between classes	Guidelines: what can I already do independently/proficiently?
College Prep Co-Taught English 9	No	Limited reading assignments supplemented with writing and vocabulary exercises	<ul style="list-style-type: none"> • Complete work independently • Capitalization and basic punctuation • Complete formative and project-based assessments independently
College Prep English 9	No	Appx. 20-30 pages per assignment, reading questions, vocabulary, grammar exercises	<ul style="list-style-type: none"> • Read grade-level texts independently, • Make connections to universal themes, • Construct well-organized and coherent writing.
Honors English 9	No	Appx. 40-50 pages per assignment, reading questions, vocabulary, grammar exercises More reading and writing than in College Prep 9	<ul style="list-style-type: none"> • Read challenging texts independently, • Analyze literature for deeper meaning, • Make connections to universal themes, • Construct well-organized and coherent writing independently
College Prep Co-Taught English 10	No	10-20 pages per assignment	<ul style="list-style-type: none"> • Write a paragraph with examples from the text about main ideas, characters, and plot of a text.
College Prep English 10	No	20-40 pages per assignment, comprehension questions or short written responses and vocabulary/grammar	<ul style="list-style-type: none"> • Read grade-level texts independently. • Write a well-organized paragraph with textual support. • Create a presentation using technology.
Honors English 10	No	40-50 pages per assignment, writing on each assignment (including essays), and vocabulary/grammar More reading and writing than in College Prep 10	<ul style="list-style-type: none"> • Read grade level and challenging texts independently. • Write an essay with textual support, read and discuss a grade level text with varied textual support. • Make connections to other texts or societal/historical conditions. • Create a presentation using technology.
College Prep English 11	No	20-25 pages per assignment, written responses to reading questions	<ul style="list-style-type: none"> • Read independently for 45 minutes and understand it • Write a logical paragraph with text evidence to support your claims • Create meaning from texts through Q & A

Honors English 11	No	Appx. 25-35 pages of reading per assignment, written responses to reading questions More reading and writing than College Prep 11	<ul style="list-style-type: none"> • Read independently for 1 hour daily with full understanding • Write a 1-2 page essay with text evidence to support your claims • Create meaning from texts through questioning and discussions
Advanced Placement (AP) Language & Composition 11	Yes - with mid-summer (August and early September) deadlines	60-90 minutes of combined reading and/or argumentative or analytical writing	<ul style="list-style-type: none"> • Read, comprehend, synthesize and engage with challenging, college level texts independently • Write proficient 2-3 page on-demand analysis and argumentative essays on a variety of texts and topics • Enjoy reading and writing non-fiction. • Engage in civil discourse on a variety of current issues
College Prep English 12	No	Approximately 15-25 pages per reading assignment	<ul style="list-style-type: none"> • With support, write an original 1.5-3 page literary analysis essay that meets the PPS graduation standards for argumentative writing (claim, evidence, reasoning, evidence, and organization) • Read appropriately complex literary and nonfiction texts for 45 minutes with full comprehension
Honors English 12	No	Approximately 25-35 pages per reading assignment or 250-400 words per writing assignment More reading and writing than in College Prep 12	<ul style="list-style-type: none"> • Independently write an original 2-4 page literary analysis essay that meets PPS graduation standards for argumentative writing (claim, evidence, reasoning, evidence, and organization) • Read appropriately complex literary and nonfiction texts for one hour with full comprehension
Advanced Placement (AP) Literature & Composition 12	Yes with mid-summer deadlines (around August 1 and September 1)	Approximately 40-50 pages per reading assignment or 1-2 double spaced pages per writing assignment Significantly more reading and writing than in Honors 12	<ul style="list-style-type: none"> • Independently write original literary analysis of varying lengths while keeping up with extensive nightly assignments • Read, comprehend and engage with college level texts independently • Engage in class discussions on a daily basis.

Grade 9 English - REQUIRED

College Prep Co-Taught English 9

Course Number: 2113C

Prerequisites: Recommendation of Grade 8 English teacher

Credit: 2 English Credits, full year / 1 UP

Grade 9

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 to demonstrate the behaviors of independent readers and thinkers. Anchor and core texts include *Romeo and Juliet*, *The House on Mango Street*, *The Secret Life of Bees*, and *The Outsiders*. 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.

College Prep English 9

Course Number: 2112

Prerequisites: Recommendation of Grade 8 English teacher.

Credit: 2 English Credits, full year / 1 UP

Grade 9

This course is designed for students who are proficient in many, if not all, standards set forth in middle school, are focused on their studies, and prepared to meet the challenges of college-preparatory work while becoming more independent and confident with the high school experience. This course presents a survey of literary genre: short stories, the novel, drama, essays, and poetry with an emphasis on basic literary elements. Works of literature taught may include *Animal Farm*, *The Secret Life of Bees*, *The House on Mango Street*, 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 parts of speech, sentence completeness, sentence parts and phrases.

Honors English 9

Course Number: 2111

Prerequisites: Recommendation of Grade 8 English teacher.

Credit: 2 English Credits, full year / 1 UP

This course is designed for highly motivated, independent learners who have demonstrated consistent proficiency in the ELA standards set forth in middle school and are academically and socially prepared to challenge themselves with this rigorous curriculum. This course requires the reading of lengthy, complicated passages, and extended writing assignments and projects. The course presents a survey of literary genre: short stories, the novel, drama, essays, and poetry with an emphasis on the application of literary elements. In this course you will read literature that may include: *Animal Farm*, *A Separate Peace*, *Ordinary People*, *I Know Why the Caged Bird Sings*, *The House on Mango Street*, a variety of short stories, *A Tale of Two Cities*, and *Romeo and Juliet*. Informational texts will be introduced throughout the year. An outside reading is required each quarter. Writing involves an introduction to narrative, analytical, and expository forms. Students will work to gain proficiency in the parts of speech, sentence variety, sentence parts, and phrases.

Grade 10 English – REQUIRED

College Prep Co-Taught English 10

Course Number: 2123C

Prerequisites: Successful completion of English 9

Credit: 2 English Credits, full year / 1 UP

Grade 10

College English (co-taught) 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 *April Morning*, *A Raisin in the Sun*, *The Narrative of Frederick Douglass*, *The Absolutely True Diary of a Part-Time Indian*, *Reaching Out*, *The Pearl*, *Speak*, and assorted short stories and poems by noted authors. Students will work on remediating skills from the 9th and 10th grade where proficiency is required for graduation, along with building upon skill development in analytical and narrative writing. In class presentation skills will also be developed throughout the year.

College Prep English 10

Course Number: 2122

Prerequisites: Successful completion of English 9

Credit: 2 English Credits, full year / 1 UP

Grade 10

College Prep English 10 students are 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: *April Morning*, *A Raisin in the Sun*, *The Narrative of Frederick Douglass*, *The Absolutely True Diary of a Part-Time Indian*, *Reaching Out*, *The Pearl*, other texts, 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.

Honors English 10

Course Number: 2121

Prerequisites: Successful completion of English 9

Credit: 2 English Credits, full year / 1 UP

Grade 10

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, which include: *April Morning*, *A Raisin in the Sun*, *The Narrative of Frederick Douglass*, *The Absolutely True Diary of a Part-Time Indian*, *The Old Man and the Sea*, *The Great Gatsby*, *Of Mice and Men*, other texts, assorted short stories, and poems by noted authors. Analytical writing, narrative writing, classroom discussions, and oral presentations are the foundation of this class. Continued skill development in grammar usage and vocabulary are also foci.

Grade 11 English - REQUIRED

College Prep English 11

Course Number: 2132

Prerequisites: Successful completion of College Prep English 10

Credit: 2 English Credits, full year / 1UP

Grade 11

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. Anchor texts selections include *Macbeth* and *Just Mercy*. Other core texts include a selection from *The Thing Around Your Neck*, *Beowulf*, *The Book Thief*, 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 their life? Writing instruction will focus on persuasive writing and will include continued skill development and review in grammar, speech, and vocabulary.

Honors English 11

Course Number: 2131

Prerequisites: Successful completion of either College Prep or Honors English 10

Credit: 2 English Credits, full year / 1 UP

Grade 11

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. Anchor texts include *Just Mercy* and *Macbeth*. Core texts will include a selection from *The Book Thief*, *Life of Pi*, *Unbroken*, *Brooklyn*, and *The Thing Around Your Neck*. 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 the 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 their life? Writing instruction will focus on persuasive writing and will include continued skill development and review in grammar and usage, speech, and vocabulary.

Advanced Placement (AP) English 11 Language and Composition

Course Number: 2130

Prerequisites: Students are expected to complete a summer reading and writing assignment due in two parts, one part in early August and one part on the first full day of school in September.

Credit: 2 English Credits, full year / 1 UP

Grade 11

AP English Language and Composition is an introductory college-level composition course designed for highly motivated juniors who have demonstrated proficiency in reading and writing in challenging English classes. According to the College Board, the AP English Language and Composition course "focuses on rhetorical analysis of nonfiction texts and the development of analytical and argumentative writing and cultivates the reading and writing skills students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers and writers." Students will read and analyze a broad and challenging range of non-fiction texts written in a variety of periods, disciplines, and rhetorical contexts. Through close reading and frequent writing, students will deepen their knowledge of rhetoric and strengthen their own writing of rhetorical analysis, argument, and synthesis essays, acquiring essential writing skills for success at the collegiate level. Depending on the college or university, students who earn a 3,4, or 5 on the May AP Language exam, may earn college credit. To frontload the course, students are expected to complete a summer reading and writing assignment due in parts, one part in early August and one part on the first full day of school in September.

Grade 12 English - REQUIRED

College Prep English 12

Course Number: 2142

Prerequisites: Successful completion of College Prep English 11

Credit: 2 English Credits, full year /1 UP

Grade 12

College Prep. English 12 is designed to facilitate in-depth study of some of the fundamental questions of human existence, and is geared toward the senior who is emerging as a proficient learner in English/Language Arts. The course involves careful reading of texts representing a variety of genres, writers, cultures, and time periods; examination of the social, historical, and intellectual contexts of these texts; and continued development of students' powers of written and spoken expression. Students will study grammar, mechanics and vocabulary; employ the process of writing to produce narrative, expository, and argumentative texts; and conduct and integrate research as necessary. Strong habits of work and learning are expected. Students at both the college prep. and honors levels will read *There There*, by Tommy Orange, and *Things Fall Apart* by Chinua Achebe. Students at the college prep. level will also study poetry and will read many short stories representing a diverse range of authors and time periods. Additional major readings will come largely from the following list: *The Things They Carried*, by Tim O'Brien, *Unsettled*, by Colin Woodard, *Sooley*, by John Grisham, and *Hamlet*, by William Shakespeare.

Honors English 12

Course Number: 2141

Credit: 2 English Credits, full year / 1UP

Grade 12

Honors English 12 is designed to facilitate in-depth study of some of the fundamental questions of human existence. To explore these questions, we will read texts representing a variety of genres, writers, cultures, and time periods; we will examine the social, historical, and intellectual contexts of these texts; and we will discuss and write about what we read. To these ends, students will study grammar, mechanics and vocabulary; employ the process of writing to produce narrative, expository, and argumentative texts; and conduct and integrate research as necessary. As this is an honors level course, we will move more quickly and cover more material than courses taught at the college prep. level. Students at both the college prep. and honors levels will read *There There*, by Tommy Orange, and *Things Fall Apart*, by Chinua Achebe. Students at the honors level will also read a selection of novels and plays that will include at least two of the following: *The Handmaid's Tale*, by Margaret Atwood, *Purple Hibiscus*, by Chimamanda Ngozi Adichie, *Hamlet*, by William Shakespeare, and *Unsettled*, by Colin Woodard. They will also read a substantial quantity of poetry and many short stories representing a diverse range of authors and time periods.

Advanced Placement (AP) English 12 Literature and Composition

Course Number: 2140

Prerequisites: Students are expected to complete a summer reading and writing assignment due in two parts, one part in early August and one part on the first full day of school in September.

Credit: 2 English Credits, full year / 1 UP

Grade 12

AP English Literature and Composition is an intensive exploration of master works of literature frequently studied in college English courses. Major course texts are selected primarily from those mentioned frequently on the AP English Literature and Composition exam; they currently include *The Handmaid's Tale*, by Margaret Atwood, *Invisible Man*, by Ralph Ellison, *Hamlet*, by William Shakespeare, *Beloved*, by Toni Morrison, *Dracula*, by Bram Stoker, and *There There*, by Tommy Orange. Throughout the course students also read, analyze, and write about a substantial amount of poetry and short fiction from a variety of time periods and cultural contexts. Close textual analysis is the heart of the program. Insightful, carefully developed literary analysis essays, as well as timed essays analyzing author's craft 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.

Multi-Grade Required

American Literature (co-taught)

Course Number: 2124F and 2124S

Prerequisite: Placement Testing, Teacher Recommendation

Credit: 1 English credit per semester

Grade: 10, 11, 12

Students in this class are continuing to develop good habits of work and learning and ELA skills. Students explore a variety of works of American literature, including *Breaking Through*, *A Raisin in the Sun*, *The Pearl*, *The Absolute True Diary of a Part-Time Indian*, and assorted short stories and poems of the Harlem Renaissance. Students focus on identifying claims and evidence in reading selections and analytic writing. In class presentation skills will also be developed throughout the year, including participation in Poetry Out Loud.

Standards Recovery English

Course Number: 2193

Credit: 1 English Credits, 1 quarter (repeatable)

Grade 9, 10, 11, 12

This course is designed for students who are attempting to earn credit for an English course through standards recovery. Students will read high-interest excerpts from literature about 20th century immigration and/or Gothic literature featuring the supernatural or monsters. Standard recovery will be personalized to an individual student's needs, but may include analytical and/or narrative writing, reading comprehension, and presentational standards. Interested students should see their guidance counselor.



English Language Arts Elective Courses

Creative Writing I

Course Number: 2158

Prerequisites: None

Credit: 1 Credit, 1 semester / .5UP

Grades 9, 10, 11, 12 Grade 9 with permission of the instructor

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.

Creative Writing II (Capstone Class)

Course Number: 2159

Prerequisites: Mastery of Creative Writing 1 course standards or instructor approval

Credit: 1 Credit, 1 Semester / .5UP

Grade 11 and 12

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.

Digital Media (Capstone Class)

Course Number: 2194

Prerequisites: None

Credit: 1 semester / .5 UP

Grades 9, 10, 11, 12

How many hours a day do you spend on tiktok? How about Instagram? What is your favorite podcast? How much of the global and national news do you ingest through social media (I know you have all seen those infographics posted on someone's Instagram story). What if you had the opportunity to curate information about a topic of your choice and had a platform to share that information? In Digital Media, you will engage with topics of your interest and learn how to make successful podcasts, blogs, broadcasts, and vlogs to share with your community. These days, information spreads rapidly, whether that information is accurate or not. As a global citizen, you have the power and responsibility to share a message, talk about your passions, and educate others about whatever YOUR interests are. If you have dreams of becoming a sports broadcaster, a journalist, a social media star, Digital Media will allow you to perhaps soft launch your future career by writing, researching, and creating content about your passions.

Drama Workshop (Capstone Class)

Course Number: 2160

Prerequisites: None

Credit: 1 Fine Arts Credit, 1 semester / .5 UP

Grades 9, 10, 11, 12

This course focuses on theater skills through script work and selected improvisational theater activities. Students will develop body movement, voice, and character using a variety of activities. 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 theater skills that can be useful on stage or in other classes.

Family Genealogy (Capstone Class)

Course Number: 2171

Prerequisites: None

Credit: 1 Elective Credit, 1 semester / .5 UP

Grades 10, 11, 12

Interested in finding out more about your early ancestors? Or perhaps you would like to research a Portland High School graduate or famous person in history? If so, then this course is for you! In this elective you will learn research methods using ancestry.com, fold3, and familysearch.org, to name a few. Students will make their own choices of which direction to take their research and the final focus of their culminating project. This course is appropriate for those who have never attempted genealogical research and also those who have.

Life After PHS (Capstone Class)

Course Number: LAP

Prerequisites: None

Credit: 1 Elective Credit, 1 semester / .5UP

Grade 12

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. In addition to this curriculum, students will participate in the Maine Career Exploration Badge program. This program compensates students through a one-time stipend for working within an internship that will be monitored by the instructor. Students who are already employed can also participate with additional expectations. The successful completion of the course work and modules necessary for the Maine Career Exploration Badge will earn students 1 credit. Successful completion of the MCEB modules accompanied by a presentation at their conclusion to an authentic audience will count as that student's capstone. Additionally, 1 credit per quarter will be available for students who maintain good standing in their internships or employment.

Literature and Film

Course Number: 2162

Prerequisites: None

Credit: 1 Credit, 1 semester / .5UP

Grades 11 & 12

(May take both semesters as different films and stories will be paired)

Literature & Film is an English elective that studies both film and literature, examining how stories are told. Selected short stories, non-fiction articles, and plays are examined in conjunction with a related film. We will also study some films that are entirely original in their story. Films will be from many different eras, and students will develop an understanding and appreciation of film. We will build on the fundamental disciplines of English -reading, writing, listening and speaking. We will explore the relationship between literature and film and understand the benefits and drawbacks of each medium. Students can expect to read many short works throughout the semester. Analytical discussions, debates, and writing will be emphasized. Lit & Film is offered both semesters, as the content is different. One is not a prerequisite for the other semester.

Sample texts may include:

"A River Runs Through It" by Norman MacLean

"Into the Wild" by Jon Krakauer

"Streetcar Named Desire" by Tennessee Williams

"Everybody Comes to Rick's" - adapted into the film Casablanca

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

"Million Dollar Baby" by FX Toole

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

The Godfather (excerpts from the novel by Mario Puzo)

Birdman or the Unexpected Virtue of Ignorance (paired with the short story "What We Talk About When We Talk About Love" by Raymond Carver)

Harriet (non-fiction articles about Harriet Tubman)

Dunkirk (non-fiction articles about Operation Dynamo, Churchill's speeches)

Saving Private Ryan (non-fiction articles about the Normandy invasion)

Musical Theatre Workshop

Course Number: 2161

Prerequisites: None

Credit: 1 Fine Arts Credit / .5UP

Grades 9, 10, 11, 12

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.

Public Speaking

Course Number: 2151

Prerequisites: None

Credit: 1 Credit, 1 semester / .5UP

Grades 10, 11, 12

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.

English Language Development and Placement Guide

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

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

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

ELP Levels (Literacy composite)	English	Science	Social Studies	Math
IELD	ESOL English 1 ESOL Literacy (SLIFE)	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:
IELD (ELP 2-2.9) (Content Credit awarded) (IELD) Co-taught classes	ESOL English 2	ESOL Foundations of Science	ESOL Foundations of Social Studies	ESOL Numeracy (SLIFE) Pre-Algebra
	ESOL English 3 AND American Literature (co-taught)	ESOL Biology	College Prep Early US History (co-taught)	
CAL (ELP 3-6)	Placement in General Education Classes for English, Math, Social Studies and Science (w/ differentiated instruction) ELD Course offerings for high intermediate and advanced ELP levels: Multilingual Academic Development			

ESOL English 1

Course Number: 2811F and 2811S

Prerequisite: Placement Assessment. Recommendation of MET

Credit: 2 Elective Credits per semester, meets daily

Grades 9, 10, 11, 12

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.

ESOL English 2

Course Number: 2812F and 2812S

Prerequisite: Placement Assessment. Recommendation by MET

Credit: 2 English Credits (Spring semester) & 2 Elective credits (Fall semester) meets daily / 1 UP

Grades 9, 10, 11, 12

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.

ESOL English 3 Grammar and Composition (Capstone Class)

Course Number: 2813F and 2813S

Prerequisite: Placement Assessment, Recommendation by MET

Credit: 1 English Credit per semester, 1 UP

Grades 9, 10, 11, 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 English Language Arts. This course supports reading fluency and strategy use with non-fiction 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.

ESOL Language Acquisition for Social Studies and Science

Course Number: 2820F and 2820S

Prerequisite: Placement Assessment, Recommendation by MET

Credit: 2 Elective Credit per semester, meets daily

Grades 9, 10, 11, 12

This ESOL Level 1 course introduces students to language and concepts necessary to communicate information, ideas and concepts necessary for academic success in Social Studies classes.

ESOL Literacy

Course Number: EL 1F EL Literacy Fall, and EL 1S EL Literacy Spring

Prerequisite: Placement Assessment, Recommendation by MET

Credit: 1 Elective Credit per semester

Grades 9, 10, 11, 12

Taken in addition to an ESOL 1 or 2 class, this course will focus on foundational literacy skills. Students will build phonemic awareness and comprehension through direct literacy instruction. Students will participate in book groups and develop vocabulary through conversation.

ESOL Numeracy

Course Number: EL 2F EL Literacy Fall, and EL 2S EL Literacy Spring

Prerequisite: Placement Assessment, Recommendation by MET

Credit: 1 Elective Credit per semester

Grades 9, 10, 11, 12

Taken in addition to a General Education Math course, Numeracy will focus on essential math skills and concepts. There will be a focus on mathematical academic language to support students in acquiring a deeper understanding of the subject area.

ESOL Foundations of Social Studies

Course Number: 2822F and 2822S

Prerequisite: Placement Testing, Teacher Recommendation

Credit: 1 Social Studies credit per semester / .5 UP

Grades 9, 10, 11, 12

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.

ESOL Foundations of Science

Course Number: 2855F and 2855S

Prerequisite: Placement Testing, Teacher Recommendation

Credit: 1 Science credit per semester / .5 UP

Grades 9, 10, 11, 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.

ESOL Biology (Capstone Class)

Course Number: 2852F and 2852S

Prerequisite: Completion of 9th grade Science

Credit: 1 Science Credit per semester / .5 UP

Grade 10, 11, 12

This course studies the structure and function of life. The major topics covered are: molecular biology, genetics, microbiology 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 Classes

Multilingual Academic Development

Course Number: 2873F and 2873S

Prerequisite: Placement Testing, Teacher Recommendation

Credit: 1 elective credit per semester

Grade 9, 10, 11, 12

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.

Your College Voice (Capstone Class)

Course Number: 2875

Prerequisite: Transition from IELD to College Prep level classes

Credit: 1 Elective credit, One Semester Class

Grades 9, 10, 11, 12

This course is designed to prepare students for the listening, reading, speaking, and writing skills they will need across all disciplines in their post-secondary education at a college or university. Students will engage in various strategies and protocols to give them the polish and independence they need in academic vocabulary, grammar, reading strategies, the writing structure, the writing process, as well as ease and comfort in both listening and speaking in an academic register. Students will work on a few larger writing projects and presentations, all with the lens of each of them finding their academic voices. Content will focus on our own lives, self-advocacy, self-determination, and self-celebration, as well as practicing the four domains of English in all disciplines. There will be no homework outside of class assigned unless absent.

Interdisciplinary Electives

JMG, Jobs for Maine's Graduates (Capstone Class)

Course Number: 2777

Prerequisites: Recommendation/permission from JMG Specialist/Guidance Counselor required

Credits: 2 Elective Credits, each full year

Grades 10, 11, 12

Portland High School is pleased to offer the JMG Program to students in 10th-12th grade. JMG is the largest educational non-profit in the state of Maine, and is uniquely dedicated to strengthening the future workforce. Students in JMG will develop advanced skills in job attainment, teamwork, leadership, goal achievement, personal branding, global citizenship, and more. JMG is suitable for college bound and non college bound high school students. In JMG, students will take field trips, invite guest speakers, volunteer for community service activities, and attend competitions and conferences. Additionally, seniors are given 12 months of follow up after graduation; this ensures a successful transition from high school to the world college or work.

In JMG, students will:

- Demonstrate leadership skills necessary to succeed as a member of a team
- Analyze skills and abilities required for professionalism and job attainment
- Learn how to clearly communicate needs and listen effectively
- Value themselves and their work ethic in their postsecondary pursuits
- Set short term and long term goals
- Develop a professional portfolio, including a resume, cover letter, and list of references
- Engage in employer engagement experiences
- Demonstrate personal finance and money management
- Analyze media and understand professional uses of technology
- Develop a sense of identity and market their personal brand
- Understand their role as global citizens with civic responsibilities
- Foster healthy and appropriate relationships

Life After PHS (Capstone Class)

Course Number: LAP

Prerequisites: None

Credit: Up to 5 Elective Credits, 1 semester / .5UP

Grade 11,12

This course will help students to explore issues in areas such as career search, employment, personal finance or banking, post-secondary education as well as other day-to-day life skills necessary for success after high school. In addition to this curriculum, students will participate in the Maine Career Exploration Badge program. This program compensates students through a one-time stipend for working within an internship that will be monitored by the instructor. Students who are already employed can also participate with additional expectations. The successful completion of the course work and modules necessary for the Maine Career Exploration Badge will earn students 1 credit. Successful completion of the MCEB modules accompanied by a presentation at their conclusion to an authentic audience will count as that student's capstone. Additionally, 1 credit per quarter will be available for students who maintain good standing in their internships or employment.

Personal Finance (Capstone Class)

Course Number: 2712

Prerequisites: None

Credit: 1 Elective Credit, 1 semester / .5UP

Grades 9, 10, 11, 12

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.

Family Genealogy (Capstone Class)

Course Number: 2171

Prerequisites: None

Credit: 1 Elective Credit, 1 semester/ .5 UP

Grades 10, 11, 12

Interested in finding out more about your early ancestors? Or perhaps you would like to research a Portland High School graduate or famous person in history? If so, then this course is for you! In this elective you will learn research methods using ancestry.com, fold3, and familysearch.org, to name a few. Students will make their own choices of which direction to take their research and the final focus of their culminating project. This course is appropriate for those who have never attempted genealogical research and also those who have.



Mathematics

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

- Talk to your current teacher for a recommendation
- Make sure you have strong skills in the prerequisite knowledge areas
- 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?

Graduation Requirement of 6 credits/3 UP in Math			
Mathematics Course Offerings with Progression and Prerequisites			
9th Grade Options ➡	10th Grade Options ➡	11th Grade Options ➡	12th Grade Options
AMP 1 <i>Pass District assessment and/or Summer Academy</i>	AMP 2 <i>Pre-req: successful completion of AMP 1 or equivalent</i>	Advanced Placement (AP) Calculus AB <i>Prereq: AMP 2 or Hons. Pre-Cal</i>	Advanced Placement (AP) Calculus BC <i>Prereq: Cal AB</i>
Daily Algebra 1 <i>8th-grade teacher recommendation</i>	Advanced Algebra 2 w/Trig <i>Prereq: Daily Algebra 1 See course description for skills needed</i>	Advanced Geometry (Full Year) <i>Prereq: Concurrent or passed Alg 2</i>	Honors PreCalculus <i>Prereq: Advanced Geo (Full year)</i>
Daily Algebra 1 <i>8th-grade teacher recommendation</i>	Algebra 2 <i>Prereq: Daily Algebra 1 See course description for skills needed</i>	Geometry (½ Year) <i>Prereq: Algebra 2</i>	Functions, Statistics & Trig (FST) <i>Prereq: Geometry</i>
Pre-Algebra <i>8th-grade teacher recommendation</i>	Daily Algebra 1 <i>Prereq: Pre-Algebra</i>	Algebra 2 <i>Prereq: Daily Algebra 1</i>	Geometry (½ Year) <i>Prereq: Algebra 2</i>
	Advanced Geometry (Full Year)	Honors Pre-Calculus <i>Prereq: Adv. Geometry</i>	Dual Enrollment (DE) Honors Calculus <i>Prereq: Hons. Pre-Cal</i>
			Dual Enrollment (DE) Honors Statistics <i>Prereq: concurrent FST or Hons. Pre-Cal</i>

- Please note that a student MUST take the full-year Advanced Geometry course to take Honors Pre-Calculus.
- Please note that 9th & 10th grade math classes will not be weighted.

Pre-Algebra

Course Number: 2414 (every other day all year)

Prerequisite: Teacher recommendation and/or assessment

Credit: 2 math credits

Grades 9, 10, 11, 12

This course reinforces numeracy skills, including operations with fractions, decimals and percents. Students will be assessed on problem-solving and data analysis: the ability to represent a problem, attend to the meaning of quantities, know and use different properties of operations and objects, quantitative reasoning about ratios, rates, and proportional relationships, and understand and apply unit rates.

Daily Algebra 1 (Grade 9)

Course Number: 2417

Prerequisite: 8th-grade teacher recommendation

Credit: 3 Math Credits awarded at the end of the year and 1 elective credit

Grade 9

We encourage all 9th grade students to take this course, to learn the building blocks for all future math courses. This course uses the John Hopkins model to reinforce and encourage students' conceptual understanding of key ideas that underlie all high school mathematics and sharpen their overall basic mathematical skills. The course challenges students to think through and understand their actions, learn from one another, communicate and respect ideas, and make connections between mathematics and the world. Students will learn the key Algebra concepts that are most essential for success in college and career and will be assessed on solving equations and inequalities, operations of polynomials and systems of equations.

AMP 1 - Route to Calculus BC (Honors Algebra 2 w/ advanced functions)

Course Number: 2410 (every other day all year)

*Prerequisite: **District Assessment and/or Summer Academy***

Credit: 2 Math Credits, full-year / 1UP

Grade 9

This course is designed to move rapidly and rigorously through an advanced Algebra 2 curriculum. This course is for the student planning on going into a STEM major in college and wanting to take Calculus BC during high school. The course extends the concepts and skills developed in Algebra 1. It 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.

Daily Algebra 1 (Grades 10-12)

Course Number: 2412YL

Prerequisite: Pre-Algebra

Credit: 3 Math Credits awarded at the end of the year and 1 elective credit

Grade 10, 11, 12

This course uses the John Hopkins model to reinforce and encourage students' conceptual understanding of key ideas that underlie all high school mathematics and sharpen their overall basic mathematical skills. The course challenges students to think through and understand their actions, learn from one another, communicate and respect ideas, and make connections between mathematics and the world. Students will learn the key Algebra concepts that are most essential for success in college and career and will be assessed on solving equations and inequalities, operations of polynomials and systems of equations.

Algebra 2

Course Number: 2432N

Prerequisites: Daily Algebra 1

Credit: 2 Math Credits, full-year / 1 UP

Grades 10, 11, 12

This course extends the concepts and skills learned in Algebra 1. Students will understand the structure of expressions and the ability to analyze, manipulate, and rewrite these expressions. Reasoning with more complex equations (quadratic), and interpreting and building functions. Students will understand the relationship between zeros and factors of polynomials, use function notation, and interpret statements using function notation, as well as understand the relationship between zeros and factors of polynomials.

Advanced Algebra 2 with Trig

Course Number: 2431N

Prerequisites: Daily Algebra I

To be successful in this course a student must have very strong Algebra skills. A student must have a full understanding of solving equations, inequalities, absolute values, solving and graphing 2-variable systems, polynomial and exponent rules, and factoring quadratics. This course will not review these topics.

Credit: 2 Math Credits, full-year / 1 UP

Grades 10, 11

This course is designed to move rapidly and rigorously through an advanced Algebra 2 curriculum with trigonometry. The course builds on a strong foundation of Algebra 1 skills, and continues on to explore more advanced Algebra topics, including 3-variable systems, quadratics, matrices, exponentiation, properties of logs, inverse relationships, polynomial operations, rational expressions, functions and relations (including piecewise functions), unifying nature of functions with an emphasis on trigonometric, quadratic, absolute value, exponential, logarithmic, and rational. There is a heavy emphasis on graphing and modeling functions.

Geometry (semester- $\frac{1}{2}$ year)

Course Number: 2422N

Prerequisites: Daily Algebra 1 & Algebra 2

To succeed in this course, a student should be proficient in manipulating algebraic expressions and formulas, solving more complex equations, graphing, and radicals.

Credit: 1 Math Credit, semester .5 UP

Grades 11,12

This course uses the concepts and skills learned throughout Algebra to explore the unknowns of geometry. Topics include the Pythagorean theorem to solve applied problems involving right triangles, theorems about circles to find arc lengths, angle measures, chord lengths, and areas of sectors, concepts, and theorems about congruence and similarity to solve problems about lines, angles, and triangles, relationships between similarity and right triangles to create an equation and properties of an equation of a circle and the property of the circle's graph.

Advanced Geometry (full year)

Course Number: 2421N

Prerequisites: Daily Algebra 1 & Algebra 2 (may be taken concurrently with Advanced Algebra 2)

For a student to succeed in this course, they should be able to learn quickly and excel in the areas of solving linear equations, solving systems of linear equations, solving quadratic equations, and simplifying exponents and radicals.

Credit: 2 Math Credits, full-year / 1 UP

Grades 10,11,12

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. This course is mandatory for any student who wishes to take Honors Pre-Calculus or higher math courses.

FST Functions, Statistics, & Trigonometry

Course Number: 2442

Prerequisites: Daily Algebra 1, Algebra 2, Geometry

For a student to be successful in this course, they should be proficient in all topics covered in Daily Algebra 1, Algebra 2 & Geometry

Credit: 2 Math Credits, full-year/1UP

Grades 11, 12

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, and the 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 of collecting data, basic graphs, and describing raw data.

Honors Pre-Calculus

Course Number: 2441

Prerequisites: Daily Algebra 1, Algebra 2 & Advanced Geometry (full year)

Credit: 2 Math Credits, full-year

Grades 11, 12

Students will study the unifying nature of functions, emphasizing 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. A study of sequences and series and probability will be incorporated.

AMP 2 - Advanced Geometry & Honors Pre-Calculus w/extended topics

Course Number: 2420N

Prerequisites: AMP 1

Students should be competent in the areas of systems of equations, augmented matrices, exponentiation, properties of logs, inverse relationships, factoring and solving higher degree polynomials, polynomial division, simplifying rational expressions, functions, and relations including linear, quadratic, absolute value, exponential, logarithmic, and rational. (Topics covered in AMP 1)

Credit: 4 Math Credits, full-year/meets daily / 2 UP

Grade 10, 11

This class combines 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 used. This challenging course will prepare successful students for enrollment in AP Calculus AB.

Dual Enrollment (DE) Honors Statistics, USM MAT 120 (Capstone Class)

Course Number: 2452

Prerequisites: FST or Honors Precalculus (or concurrent enrollment in either)

Credit: 2 Math Credits, full-year Dual Enrollment: 4 credits @USM if signed up on explore.c.maine.edu

Grade 12

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 analyze raw and 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, Poisson probability distributions, correlation, and Regression data. This course will integrate technology, and a TI-84 Plus calculator is mandatory.

Dual Enrollment (DE) Honors Calculus, USM MAT 152

Course Number: 2451

Prerequisites: Honors PreCalculus

*Credit: 2 Math Credits, full-year Dual Enrollment: USM MAT 152 4 credits @USM if signed up on: explorec.maine.edu
Grades 11, 12*

This introductory Calculus course 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 areas between curves, and finding volumes and surface areas of rotation. Graphing calculators (TI-84 and up) are highly recommended.

Advanced Placement (AP) Calculus AB

Course Number: 2430 (Daily year long)

Prerequisites: AMP 2

Students should have successfully completed courses in which you studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, you should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions and know how to graph these functions and solve equations involving them. You should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.

Credit: 4 Math Credits

The AP Calculus AB course is equivalent to a one and ½ semester 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, and learning applications for these concepts.

Advanced Placement (AP) Calculus BC

Course Number: 2440

Prerequisites: AP Calculus AB

Students should have successfully completed courses in which you studied algebra, geometry, trigonometry, analytic geometry, and elementary functions. In particular, you should understand the properties of linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions, as well as sequences, series, and polar equations. You should know how to graph these functions and solve equations involving them. You should also be familiar with algebraic transformations, combinations, compositions, and inverses for general functions.

Credit: 2 Math Credits, full-year

Grade 12

AP Calculus BC includes the material of a second-semester college course in Calculus. After briefly reviewing limits, derivatives, and integrals, students will rigorously explore improper integrals, series, vectors and conics concerning 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.

Computer Science

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

Intro to Coding with Python (Capstone Class) (College Prep)

Course Number: College Prep 2473, Honors 2473H

Prerequisites: None

Credit: 2 Elective Credit, Full Year

Grades 9, 10, 11, 12

An introduction to computer programming for solving practical problems, taught in Python, a modern, object-oriented, dynamic computer language. The class emphasizes principles of software development, style, and testing. Topics include procedures and functions, iteration, recursion, arrays, strings, dictionaries, file i/o, 2D data plots, and GUIs (graphical user interfaces). Regular labs provide guided practice on the computer, with staff present to help. Students will create, develop, and present an original GUI and/or Android App. Honors credit can be earned.

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

Honors Data Analysis (offered 2025-2026) (Capstone Class)

Course Number: 2475

Prerequisites: Intro to Coding with Python

Credit: 2 Elective Credit, Full Year

Grades 10, 11, 12

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

Honors Web Development (offered 2026-2027) (Capstone Class)

Course Number: 2476

Prerequisites: Intro to Coding with Python

Credit: 2 Elective Credit, Full Year

Grades 10, 11, 12

This course introduces students to web design using Python, HTML, and CSS the code languages that websites are built on. Learn the fundamentals of planning and designing websites according to proper design, layout, and accessibility. The course will provide students the opportunity to build a web portfolio by developing their own web projects that run in a browser.

Honors Game Development (offered 2027-2028) (Capstone Class)

Course Number: 2477

Prerequisites: Intro to Coding with Python

Credit: 2 Elective Credit, Full Year

Grades 10, 11, 12

This course will continue the development of students' coding skills through the creation of computer games. The course will introduce the concept of object-oriented programming and students will be expected to use this programming style throughout the course. The course will culminate in the creation of a fully functional, original game. Students will have completed the requirements for a Capstone Experience at the end of this course. Honors credit can be earned.

Physical Education and Health

Graduation Requirement of 2 credits for Physical Education AND 1 credit for Health

Physical Education 1

Course Number: 2002

Prerequisites: None

Credit: 1 PE Credit, 1 semester / .5 UP

Grades 9, 10, 11, 12

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.

Weight Training

Course Number: 2006

Prerequisites: PE 1 (or with Instructor permission)

Credit: 1 PE Credit, 1 semester / .5 UP

Grades 9, 10, 11, 12

In the weight training course students will learn about muscular strength, endurance, flexibility and most of all safety. This will include how to warm up sufficiently, perform simple and complex exercises both body weight and with dumbbells or bars and how to cool down after a lift. In addition, they will learn how to create a weight training program that will help them progress towards goals they set. They will learn how to cool down and properly recover efficiently.

Recreational Games

Course Number: 2007

Prerequisites: PE 1 (or with Instructor permission)

Credit: 1 PE Credit, 1 Semester / .5 UP

Grades 9, 10, 11, 12

In the Recreational Games course students will learn about games outside of traditional Physical Education games. Games included but are not limited to, Corn Hole, Kan Jam, Washer Toss, Ladder Ball, Spikeball, Monster Ball and Variations of Tag. These games are designed to involve all students and to illustrate the fun that can be had exercising with games without the competitive and traditional games. Students will learn the rules and regulations of these games and how to participate in games in a sportsmanlike manner. This course is geared towards students who enjoy participating in sports and games for fun and physical activity.

Walking For Fitness

Course Number: 2008

Prerequisites: PE 1 (or with Instructor permission)

Credit: 1 PE Credit, 1 Semester / .5UP

Grades 9, 10, 11, 12

In this course, students will learn about the importance of cardiovascular endurance as well as proper warm up and cool down strategies. They will learn how to set attainable fitness goals and how to make progress towards goals that are set. They will be introduced to ways to gauge progress. In addition, we will discuss the importance of proper equipment and how different environments can be beneficial and detrimental to goals. This course is geared towards students who enjoy low impact physical activity, walking, stretching, and enjoy setting and attaining personal goals.

Team Sports and Gym Games

Course Number: 2009

Prerequisites: PE 1 (or with Instructor permission)

Credit: 1 PE Credit, 1 Semester/.5 UP

Grades 9,10,11,12

In this course students will learn rules, regulations, scoring and strategies for many traditional sports and gym games. We will begin with sportsmanship and norms for sports and games. We will then move on to units including but not limited to, Pickleball, Badminton, Soccer, Volleyball, Floor Hockey, Basketball, Capture the Flag and Ultimate Frisbee. Through these sports students will learn the value of sportsmanship, physical activity and strategy. This course is geared towards students who enjoy working in teams, competition and traditional sports.

Health

Course Number: 2021

Prerequisites: None

Credit: 1 Health Credit, 1 semester / 1 UP

Grades 10, 11, 12

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.**

First Aid

Course Number: 2714Q

Prerequisites: None

Credit: .5 Elective Credit, 1 quarter/.5 UP

Grades 9, 10, 11, 12

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

Graduation Requirement of 6 credits/3 UP in Science			
Science Course Offerings with Progression and Prerequisites			
9th Grade ➡	10th Grade ➡	11th Grade ➡	12th Grade
Honors or College Prep or Co-Taught College Prep EARTH SCIENCE (2 credits)	Honors or College Prep BIOLOGY (2 credits)	Honors or College Prep CHEMISTRY (2 credits)	Elective (Student Choice)
	College Prep Biology OR Honors Biology	Honors Anatomy and Physiology	Honors Anatomy and Physiology
	Biology	Chemistry	Advanced Placement (AP) Biology
		Chemistry AND Algebra 2	Advanced Placement (AP) Chemistry
	<i>Algebra 2</i> (required)	<i>Geometry</i> (required)	Advanced Placement (AP) Physics
		Ocean Science	Ocean Science
Earth Science	Sustainable Solutions to Environmental Problems	Sustainable Solutions to Environmental Problems	Sustainable Solutions to Environmental Problems
	Field Ecology	Field Ecology	Field Ecology
	College Prep/Honors Biology (recommended)	College Prep/Honors Chemistry	Honors Forensics Science
Engineering Product Design OR Engineering Machines, Circuits and Structures	Engineering Product Design OR Engineering Machines, Circuits and Structures	Engineering Product Design OR Engineering Machines, Circuits and Structures	Engineering Product Design OR Engineering Machines, Circuits and Structures

Honors Earth Science

Course Number: 2511

Prerequisites: Recommendation of Grade 8 Science Teacher

Credit: 2 Science Credits, full year / 1 UP

Grade 9

This course is a study of planet Earth and includes in-depth investigations of topics such as Astronomy, Physical Geology, Natural Resources, Oceanography, and Meteorology. The curriculum will offer a rigorous level of critical thinking through independent and project work, reading, writing, and lab investigations using the scientific method.

College Prep Earth Science

Course Number: 2512

Prerequisites: None

Credit: 2 Science Credits, full year / 1 UP

Grade 9

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. The course includes such topics as Astronomy, Natural Resources, Physical Geology, Oceanography, and Meteorology. Laboratory investigations and hands-on activities are emphasized.

College Prep Earth Science (Co-Taught)

Course Number: 2512-9

Prerequisites: Teacher Recommendation

Credit: 2 Science Credits, full year / 1 UP

Grade 9

This course covers the foundations of Earth Science while focusing on strategies needed for the communication of information, ideas and concepts necessary for academic success. Students will focus on academic language and critical thinking skills through scientific inquiry and hands-on activities. The course includes such topics as Astronomy, Natural Resources, Physical Geology, Oceanography, and Meteorology. Laboratory investigations and hands-on activities are emphasized.

Honors Biology

Course Number: 2521

Prerequisites: Earth Science

Credit: 2 Science Credits, full year / 1 UP

Grade 10

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 will also be skilled in the construction and interpretation of various types of graphs, and be prepared to conduct critical analyses of data sets.

College Prep Biology

Course Number: 2522

Prerequisites: Completion of 9th grade Science

Credit: 2 Science Credits, full year / 1 UP

Grade 10

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.

Honors Chemistry

Course Number: 2531

Prerequisites: Recommended completion of Algebra and Biology

Credit: 2 Science Credits, full year / 1 UP

Grade 11, 12 (10 if planning to take AP Chemistry)

This course covers the major topics of the 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 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.

College Prep Chemistry

Course Number: 2532

Prerequisites: Recommended completion of Biology and concurrent enrollment in Algebra 2 is recommended

Credit: 2 Science Credits, full year / 1UP

Grades 11, 12

This course serves as an introduction to the fundamentals of Chemistry and is 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.

College Prep Science Concepts (Co-taught)

Course Number: 2534

Prerequisite: Teacher Recommendation

Credit: 2 Science Credits, full year/1UP

Grades: 9, 10, 11, 12

This course presents a foundational understanding of key scientific principles across various disciplines, such as biology, chemistry, physics, and earth science. It focuses on the core ideas and underlying mechanisms that explain natural phenomena.

Honors Physics (Capstone Class)

Course Number: 2541

Prerequisites: Recommended completion of Algebra 2 and Geometry

Credit: 2 Science Credits, full year / 1 UP

Grade 12

This is a rigorous and intensive algebra-based introductory physics course with an emphasis on problem solving and lab investigations. Students need to have exceptional Algebra skills and be able to manipulate and solve linear and quadratic equations and be familiar with triangle trigonometry. This course teaches science research skills like designing a procedure, analyzing data and writing lab reports. This intro physics course covers Kinematics (motion), Forces and Energy, with explorations into Electricity, Waves, Quantum Physics and Relativity.

College Prep Physics (Capstone Class)

Course Number: 2542

Prerequisites: Algebra I

Credit: 2 Science Credits, full year / 1 UP

Grade 12

This is a conceptual introductory physics course. Students need to be able to insert numbers into an equation, and to manipulate and solve basic equations. Students will develop science research skills like designing a procedure and analyzing data, hands-on skills like building machines from a kit, and problem-solving. College Prep Physics covers Kinematics (motion), Forces and Energy, with explorations into special physics topics.

Honors Anatomy and Physiology (Capstone Class)

Course Number: 2550

Prerequisites: Honors or College Biology

Credit: 2 Science Credits, full year

Grades 11, 12

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.

Ocean Science (College Prep)

Course Number: 2562

Prerequisites: Recommended successful completion of Earth Science

Credit: 2 Science credits, full year

Grades 11,12

Oceans cover more than 70% of our planet and contain 97% of our planet's water. This course is designed to help increase your understanding of this vast expanse of our planet. The goal is that you will gain an understanding of the functioning of the ocean and be able to make informed and responsible decisions regarding the ocean and its resources. This course is student driven which means we will explore a variety of topics that interest the class. Some topics that we may cover are ocean exploration, waves, tides, currents, sustainable fishing, marine ecosystems, marine life and how humans impact this ecosystem. An important theme throughout the year will be the recognition of the complexities and importance of global ocean systems. Whenever possible, we will take advantage of our close proximity to the ocean and community resources. The students will do more in-depth exploration, independent research and engineering projects.

Sustainable Solutions to Environmental Problems (SSEP) (College Prep)(Capstone Class)

Course Number: 2588

Prerequisites: Earth Science

Credit: 2 Science credits, full year

Grades 10, 11, 12

This course will help students identify and analyze our most urgent environmental issues, and evaluate the risks associated with them. The focus will be on examining practical and sustainable *solutions* for resolving and/or preventing these problems. The class will also explore career opportunities relating to a variety of environmental challenges. Class work will include laboratory and field investigations, research, class discussions, guest speakers, movies, and a trip to Hurricane Island, off the Maine coast. This adventure will provide an opportunity for students to observe first-hand how sustainable systems can help move our own communities to a greener future. This class may be taken for Honors credit. May be taken in the fall or spring semester for a year long.

Advanced Placement (AP) Biology (Capstone Class)

Course Number: 2540

Prerequisites: Completion of Biology and Chemistry (or concurrent enrollment in Honors Chemistry)

Credit: 4 Science Credits, meets daily, full year

Grades 11, 12

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 principal focus of this course is to prepare all students for taking the AP Biology Exam that is administered in May. 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.

Advanced Placement (AP) Chemistry (Not Offered in 2025-26)

Course Number: 2530

Prerequisites: Chemistry and Algebra II

Credit: 4 Science Credits - meets daily, full year

Grades 11, 12

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

Advanced Placement (AP) Physics (Offered in 2025-26) (Capstone Class)

Course Number: 2543

Prerequisites: Geometry and Algebra 2 (Algebra 2 may be taken concurrently)

Credit: 4 Science credits, full year

Grades 11, 12

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. 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.

Engineering Product Design (Offered in 2026-27) (Capstone Class)

Course Number: 2570 for College Prep or 2570H for Honors

Prerequisites: None

Credit: 2 Elective Credits, full year

Grades 9,10,11,12

The major focus of Engineering Product Design is the design process and its application. Students use industry standard 3D modeling software, 3D printers, and basic woodworking to design and prototype solutions to proposed problems. Work is documented using an engineer's notebook, and students communicate solutions to peers and members of the professional community.

Engineering Machines, Circuits and Structures (Offered in 2025-26) (Capstone Class)

Course Number: 2572 for College Prep or 2572H for Honors

Prerequisites: Algebra I

Credit: 2 Elective Credits, full year

Grades 9,10,11,12

This introductory engineering course provides students with a sampling of 4 different engineering disciplines: mechanical, electrical, civil-structural, and computer. Students learn and apply physics concepts to simple machines, electrical circuits, materials and bridges, and robots. Students should be comfortable with algebra 1 concepts and be ready to use lots of logical thinking and problem solving skills. Learning is achieved through a combination of written work, hands-on investigations, and design projects.

Science Electives - Semester Classes (1 credit):

Field Ecology

Course Number: 2514

Prerequisites: Successful completion of one credit bearing science course

Credit: 1 Science Credit, 1 Semester / .5 UP

Grade 10, 11, 12

Students in this course will study the ecosystems of Portland's Fore River and surrounding environment. This is a field course and much of our class time will be spent in green spaces around PHS and Fore River locations. Topics of study include: Ecosystem Components: Biotic and Abiotic Factors, Ecology, Plant and Tree Identification, Symbiosis and Lichens, Bird Identification, Invasive Species Identification and Eradication, and the Human Impact on the Fore River Ecosystem. Seasonal topics may include: alewife ecology, flower anatomy, Ice-Out Data, among other topics. Students should be prepared to engage in outdoor activities in cold, wet, and snowy conditions!

Honors Forensic Science

Course Number: 2551

Prerequisites: Recommended successful completion of Honors or College Preparatory Biology and has had successfully completed or is simultaneously enrolled in Honors or College Preparatory Chemistry.




Credit: 1 Science credit, 1 semester

Grades 11, 12

This course is designed for students interested in careers in criminology, psychology, law, and/or biotechnology with an emphasis on the biological and physical 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 will culminate with a 10-minute individual student research presentation.



Social Studies

Graduation Requirement of 6 credits/3 UP Early US History (2 credits/1UP) and Modern US & World History (2 credits/1UP) are required			
Social Studies Course Offerings with Progression			
9th Grade 	10th Grade 	11th Grade 	12th Grade
World History <i>(2 credits)</i>	Early US History <i>(2 credits)</i>	Modern US History <i>(2 credits)</i>	Elective <i>(Student Choice)</i>

Freshman Social Studies REQUIRED

Honors World History

Course Number: 2214

Prerequisites: Recommendation of Grade 8 Teacher

Credit: 2 Social Studies Credits, full year / 1 UP

Grade 9

World History takes on the questions “How do ecosystems shape human societies? “How have humans organized themselves over time and space?” and “How have humans understood, used, and distributed resources throughout history?” This course gives students a framework to tell the human story. World History helps students see the overall picture of human history and make sense of the pieces: it looks at the past from the Big Bang to the Industrial Revolution, 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. World History provides a foundation for thinking not only about the past, but also about future changes that will reshape our world. 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 some support from the teacher.

College Prep World History

Course Number: 2215

Prerequisites: Recommendation of Grade 8 Teacher

Credit: 2 Social Studies Credits, full year / 1 UP

Grade 9

World History takes on the questions “How do ecosystems shape human societies? “How have humans organized themselves over time and space?” and “How have humans understood, used, and distributed resources throughout history?” This course gives students a framework to tell the human story. World History helps students see the overall picture of human history and make sense of the pieces: it looks at the past from the Big Bang to the Industrial Revolution, 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. World 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

Honors Advanced United States History (Advanced Placement Part 1)

Course Number: 2220

Prerequisites: Successful completion of Grade 9 History

Credit: 2 Honors credits, full year / 1 UP

Grade 10

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, analytical essays, and master the factual knowledge necessary to succeed in more advanced history courses. At the end of the two-year course, students can take the National AP U.S. History Exam, for which they may receive college credit.

Honors Early U.S. History

Course Number: 2221

Prerequisites: Successful completion of Grade 9 History

Credit: 2 Social Studies Credits, full year / 1 UP

Grade 10

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.

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

Grade 10

This course includes the study of the creation of the American state including 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.

College Prep Early U.S. History (Co-Taught)

Course Number: 2223C

Prerequisite: Teacher recommendation

Credit: 2 Social Studies Credits, full year/ 1 UP

Grade 10

Early U. S. History is designed for students who are currently reading below grade level and require additional support. This course is more individualized and focuses on skill development to meet the Social Studies content standards. Students will learn the skills that will enable them to analyze and summarize primary and secondary sources. Students in Early U.S. History are encouraged to take an academic support, or other intervention program. Continued placement in this course will be determined by test scores and/or teacher recommendation.

Junior Social Studies – REQUIRED

Advanced Placement (AP) U.S. History

Course Number: 2230

Prerequisites: Completion of 10th grade Honors Advanced U. S. History (AP Pt. 1)

Credit: 2 Social Studies Credits, full year / 1 UP

Grade 11

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. A summer reading assignment is required for the course. At the end of the two-year course, students can take the National AP U.S. History Exam, for which they may receive college credit.

Honors Modern U.S. and World History

Course Number: 2231

Prerequisites: Early US History

Credit: 2 Social Studies Credits, full year / 1UP

Grade 11

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.

College Prep Modern U.S. and World History

Course Number: 2232

Prerequisites: Grade 10 History

Credit: 2 Social Studies Credits, full year / 1 UP

Grade 11

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.

Modern U.S. and World History

Course Number: 2233

Prerequisite: Successful completion of Grade 10 History

Credit: 2 Social Studies Credits, full year / 1UP

Grade 11

Modern U.S. and World History is designed for students who are currently reading below grade level and require additional support. This course focuses on skill development to meet the Social Studies content standards and is a continuation of the study of Early U.S. History. Some of the important themes and topics in this course are Imperialism, Prosperity & Depression, the origins and lasting impacts of World Wars I and II, the worldwide struggle for human rights (civil rights in the U.S.), the Cold War and current issues of world importance. Students will continue to develop analytical skills to read a variety of primary and secondary sources.

Social Studies Elective Courses

African American Studies

Course Number: 2226

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

African American Studies is a course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, sociology, psychology, and the political realities of African Americans. This course will also focus on Maine's visible Black History. To this end, the course will chronologically explore the black experience and will provide students with an opportunity to make deep connections across various content areas. The historical content of this course will be taught with relevance to contemporary and current issues.

American Government (Capstone Class)

Course Number: 2272

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

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 networks, in influencing government action and public opinion. Discussions will emphasize the changing political culture of American society and its effect on how the government operates and how people vote. While the foundations of American government are historical, this course will primarily deal with modern issues and how the 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.

Criminal Justice

Course Number: 2275

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

This course studies the American Criminal Justice and Legal Systems focusing on 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 about 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 may have an opportunity to visit the Cumberland County Courthouse and the Portland Police Department to see the criminal justice system in action depending on its placement in the schedule.

Current Events

Course Number: 2274

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

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.

Global Studies Fall and/or Spring (Offered 2025-26, 2027-28)(Capstone Class)

Course Number: 2286F, 2286S

Prerequisites: None

Credit: 2 Elective Credits, Full Year (can take either semester or both semesters)

Grades 10, 11, 12

This area studies course focuses on the physical and human geography, history and arts & cultures of the Middle East, Europe, Latin America, Africa, Asia, & Oceania. The class examines current issues in these regions and their effect on the relationship between the nations and the world. This class offers the opportunity for students to delve into topics of their choice with a focus on project-based learning. Films, guest speakers, cultural programs and resources from local groups make the ways of life in these regions come alive for the student. The course is split into **Part 1** (Globalization, Africa, Middle East and Asia) and **Part 2** (Global Issues, Europe, Latin America and Oceania). It is recommended that students take both semesters. This is a project-based course and students can opt to create a capstone experience within it.

Psychology

Course Number: 2251

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

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.

Race and Identity in America

Course Number: 2228

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

Contemporary Issues of Race and Identity in America provides students with a deep understanding of the complex issues related to race, ethnicity, and identity in the United States. This course examines the historical roots of racial and ethnic identity, as well as the contemporary dynamics that shape and challenge these identities. It encourages critical thinking, analysis, and open dialogue about the multifaceted dimensions of these topics.

Sociology (Capstone Class)

Course Number: 2270

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

Sociology studies human social relations and the dynamics of group behavior. Students will examine ways in which social structures and institutions such as family, government, schools, and social class influence society. Social Media & Technology, Race & Ethnic Inequities, Gender Studies, Ageism, and Crime and Deviance and other social issues may be studied. This course will use a variety of resources including films, academic articles and online sources 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. This is a project-based course and students can opt to create a capstone experience within it.

World Religions (Offered 2026-27, 2028-29) (Capstone Class)

Course Number: 2287

Prerequisites: None

Credit: 1 Elective Credit, 1 semester

Grades 10, 11, 12

We will be exploring world cultures through the lens of Indigenous worldviews, the three major monotheistic religions and the philosophies and religions originating in Asia. This course will focus on understanding the basic developments and tenets of these worldviews. 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. This is a project-based course and students can opt to create a capstone experience within it.

Advanced Placement (AP) African American Studies

Course Number: 2227

Prerequisites: None

Credit: 2 Elective Credit, Full Year

Grades 11, 12

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. The course focuses on four thematic units that move across the instructional year chronologically, providing students opportunities to examine key topics that extend from the medieval kingdoms of West Africa to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This new course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. Students taking this course can expect homework between every class. At the end of the course, students can take the National AP African American Studies Exam, for which they may receive college credit.

Advanced Placement (AP) Psychology (Capstone Class)

Course Number: 2252

Prerequisites: None

Credit: 4 Elective Credits, Meets daily, Full year

Grades 11, 12

AP Psychology is an accelerated survey course equivalent to an introductory course in college. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. At the end of this course, students can take the National AP 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.



Special Education

Functional Math

Course Number: 2903

Prerequisites: Must be recommended by IEP

Credit: 2 Mathematics Credits, full year

Grades 9, 10, 11, 12

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.

Functional English

Course Number: 2905

Prerequisites: Must be recommended by IEP

Credit: 2 English Credits, full year

Grades 9, 10, 11, 12

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

Functional Social Studies

Course Number: 2907

Prerequisites: Must be recommended by IEP

Credit: 2 Social Studies Credits, full year

Grades 9,10,11,12

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.

Reading

Course Number: 2918

Prerequisites: Must be recommended by IEP

Credit: 1 Elective Credit, full year

Grades 9, 10, 11, 12

Reading Class provides intensive direct instruction-based reading intervention for students who are reading below grade level. Reading uses the Corrective Reading program reading intervention program which delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

Meet the Standards Math

Course Number: 2904

Prerequisites: Must be recommended by IEP

Credit: 1 Elective Credit, full year

Grades 9, 10, 11, 12

Meet The Standards Math uses a problem-based curriculum designed to make rigorous high school mathematics accessible to all learners. In a problem-based curriculum, students spend most of their time in class working on carefully crafted and sequenced problems. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. In this course, students will be completing tasks designed to directly address graduation standards using real world applications. Placement in the Meet The Standards Course is determined through the IEP process.

Meet the Standards English

Course Number: 2902

Prerequisites: Must be recommended by IEP

Credit: 1 Elective Credit, full year

Grades 9, 10, 11, 12

Meet The Standards English uses a practical curriculum designed to make rigorous high school English accessible to all learners. Students spend most of their time in class working on activities directly correlated to the PHS Graduation Standards. Students learn by writing, presenting, and reading grade-level texts with support specifically modified to be challenging yet accessible to their needs. In this course, students will be completing tasks designed to directly address graduation standards using real world applications. Placement in the Meet The Standards Course is determined through the IEP process.

Academic Support Center (Capstone Class)

Course Number: 2914

Prerequisites: Must be recommended by IEP

Credit: 1 Elective Credit, full year

Grades 9, 10, 11, 12

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.

Functional Academic Support (Capstone)

Course Number: 2968

Prerequisites: Must be recommended by IEP

Credit: Full year – 2 credits Grades 9, 10, 11, 12

Functional Academic Support - A support class determined by the IEP process for students who require basic level academic skill development and executive functioning support for task initiation, work completion, organization, and class preparedness.

Intensive Support Center (ISC)

Course Number: 2930

Prerequisites: Must be recommended by IEP

Credit: Non-Credit – Elective Credits may be awarded per semester

Grades 9, 10, 11, 12

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.

BEACH Social Studies

Course Number: BEACHSS

Prerequisites: Must be recommended by IEP, placement in the BEACH Program

Credit: 2 Social Studies Credits, full year

Grades 9,10,11,12

Following a functional learning model, students study World Geography and World and US History from European contact through the modern era. The course is taught through multi-modal presentations of information, student development of reading, writing, thinking and speaking skills, and use of technology and research methods to expand practical understanding of our world.

BEACH Math

Course Number: BEACHM

Prerequisites: Must be recommended by IEP, placement in the BEACH Program

Credit: 4 Mathematics Credits, full year (meets daily)

Grades 9, 10, 11, 12

Following a functional learning model, this program is for the student who may require a functionally-based program with emphasis on developmental life skills. Emphasis is on computational skill mastery, practical application of math skills for daily living (modeling), time and money management. Instruction and assessment is multimodal.

BEACH English

Course Number: BEACHE

Prerequisites: Must be recommended by IEP, placement in the BEACH Program

Credit: 4 English Credits, full year (meets daily)

Grades 9, 10, 11, 12

Following a functional learning model, this program is for those students who require a program with emphasis on developmental reading comprehension and writing skills. Daily language review, grammar, and basic literature analysis are all features of this course. Instruction and assessment is multimodal.

BEACH Science

Course Number: BEACHSCI

Prerequisites: Must be recommended by IEP, placement in the BEACH Program

Credit: 2 Science credits, full year

Grades 9,10,11,12

Following a functional learning model, students will study Physical, Chemical, Life, and Environmental Sciences. The various branches are taught through a modified curriculum, hands-on activities, and multi-modal presentations. Literacy development is supported through daily reading comprehension and writing expectations.

BEACH Academic Support

Course Number: BEACHASC

Prerequisites: Must be recommended by IEP, placement in the BEACH Program

Credit: Full year – 2 credits Grades 9, 10, 11, 12

A support class determined by the IEP process for students who require basic level academic skill development and executive functioning support for task initiation, work completion, organization, and class preparedness.

BEACH Living Skills for Adulthood

Course Number: BEACHL

Prerequisites: Must be recommended by IEP, placement in the BEACH Program

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

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. This course offers students the opportunity to experience community activities with adult support, such as budgeting and shopping, navigating public transportation, and volunteer opportunities.

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 world language can provide a competitive edge in your career choices. You can participate more effectively and responsibly in a multicultural world if you know another language. Additionally, foreign language classes will introduce you to more than just a new language, you will also learn about new types of food, music and culture.

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

French

College Prep French 1

Course Number: 2310

Prerequisites: None

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

Are you new to French? *Bienvenue!* This course serves students who have never studied French before. We will build functional communication skills via thematic units focused equally on grammar and storytelling. Topics include talking about oneself and one's friends and family; calendar talk (days, months, holidays, numbers, weather); likes, dislikes and routines with vocabulary about school, restaurant and pastimes; asking basic questions and telling short stories with some detail.

College Prep French 2

Course Number: 2312

Prerequisites: French 1 or middle school French

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

In this course students put their foundational skills to use while attaining a higher ability to communicate. Emphasis is placed on strengthening grammatical concepts and enriching vocabulary via readings, online resources, drills and games, and music. We will learn, review and refine familiarity with the *passé composé* and *imparfait* verb tenses. The curriculum is interspersed with small projects based on various facets of Francophone culture.

Dans ce cours, les élèves emploient activement leurs compétences de base, tout en atteignant un niveau plus élevé 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. On apprend, révise et approfondit la pratique du *passé composé* et de l'*imparfait*. Le programme inclut une série de petits projets basés sur différents aspects de la culture francophon

Honors French 3

Course Number: 2313

Prerequisites: French 2 or equivalent

Credit: 2 Elective Credits, full year

Grades 10, 11, 12

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 développe les compétences de langage interprétatif, interpersonnel, et de discours pour atteindre des objectifs variés à l'aide de structures plus complexes. Les élèves écrivent de courtes compositions sur des sujets familiers, et font des sketches et des présentations 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 dans un cadre plus étendu.

Honors French 4

Course Number: 2314

Prerequisites: French 3 or equivalent

Credit: 2 Elective credits, full year

Grades 11,12

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 améliorons les compétences pratiques de communication en utilisant des structures grammaticales plus sophistiquées et un contenu lexical plus compréhensif. Les élèves se familiarisent à l'emploi des expressions idiomatiques et familières. De plus, ce cours examine 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.

Honors French 5 (Capstone Class)

Course Number: 2315

Prerequisites: French 4 or equivalent

Credit: 2 Elective credits, full year

Grades 11,12

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 *Petit Pays* by Gaël Faye, *L'Étranger* by Albert Camus, *Persepolis* by Marjane Satrapi 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 leur maîtrise. Les élèves examinent le monde francophone d'aujourd'hui et d'hier à travers d'autres médias variés comme le film, la poésie, l'art, et les grands romans tels que *Petit Pays* de Gaël Faye, *L'Étranger* d'Albert Camus, *Persepolis* de Marjane Satrapi et *Lettres de Mon Moulin* d'Alphonse Daudet. Quelques thèmes imitent ceux du programme Advanced Placement (AP) et offrent une exposition à l'emploi d'un français de niveau supérieur dans plusieurs contextes. Des recherches indépendantes, les exposés,

les ateliers lecture, et un projet basé sur des entretiens enregistrés aident à développer la confiance. Les conférences et les discussions se font en français.

Spanish

College Prep Spanish 1

Course Number: 2320

Prerequisites: None

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

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 Estados 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.

College Prep Spanish 2

Course Number: 2322

Prerequisites: Novice Low, Novice Mid or equivalent or by teacher recommendation

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

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.

Honors Spanish 3

Course Number: 2323

Prerequisites: Novice High or by teacher recommendation

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

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.

Honors Spanish 4

Course Number: 2324

Prerequisites: Intermediate Low or by teacher recommendation

Credit: 2 Elective Credits, full year

Grades 10, 11, 12

This course offers upper level Spanish students an exploration of modern Hispanic literature. It is designed around themes such as “Dreams versus Reality,” “Identity and Destiny” and “Experiences that Define Us” and exposes students to a wide variety of genres and representative Hispanic authors, including Jorge Luis Borges, Isabel Allende and Gabriel García Márquez. Assignments will focus on reactions to literature, self-expression and discussion in Spanish, while also providing the opportunity for students to refine grammar skills through interpersonal communication and written assignments. Both individual and group projects will be required and these will be based on the course themes. The targeted proficiency level in this course will be a range between Intermediate-Mid-Advanced Low. Students at this level can tell a story in the past, present or future tense with some errors and can present a point of view with reasons to support it.

Este curso brinda una exploración de la literatura hispana para los alumnos un poco más avanzados. La literatura se orienta alrededor de temas como los sueños y la realidad, la identidad y el destino, y las experiencias que nos definen. Presenta a los alumnos una variedad amplia de géneros y autores importantes del mundo hispanohablante, tales como Jorge Luis Borges, Isabel Allende y Gabriel 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.

Honors Spanish 5 (Capstone Class)

Course Number: 2325

Prerequisites: Intermediate Mid or by teacher recommendation

Credit: 2 Elective Credits, full year

Grades 10,11,12

Students will read and react to literary masterpieces of Spain's Golden Age, or Siglo De Oro, the period of Spanish literature generally considered to be the high point in Spain's literary history, extending from the early 16th century to the late 17th century. Among the classics students will study in this course are Lazarillo de Tormes (anonymous), Don Quijote de la Mancha (Miguel de Cervantes) and La Celestina (Fernando de Rojas). Students will take part in class discussions, give oral presentations and write essays in addition to other interpretive tasks as they develop valuable cultural knowledge and insights through literature. The targeted proficiency level in this course will be a range between Advanced Low-Advanced-Mid. Students at this level can convey intended messages without confusion and can narrate and describe in paragraph length writing.

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

Latin

College Prep Latin 1

Course Number: 2341

Prerequisites: None

Credit: 2 Elective Credits, full year

Grades 9, 10, 11, 12

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.

College Prep Latin 2

Course Number: 2342

Prerequisites: Latin 1 or equivalent

Credit: 2 Elective Credits, full year

Grades 10, 11, 12

Ready to travel to the far reaches of the Roman Empire? This course continues the travels and travails of the Caecillii family from Egypt to Britain, Students will continue to explore Roman culture and the Latin language with our Cambridge Latin Course ebooks. If you love mythology this course will give you the opportunity to study mythology everyday as you prepare for the National Mythology Exam.

Honors Latin Poetry (Offered 2025-2026)

Course Number: 2343

Prerequisites: Latin 2 or Honors Latin Prose

Credit: 2 Elective Credits, full year

Grades 11, 12

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.

Honors Latin Prose (Offered 2026-2027)

Course Number: 2344

Prerequisites: Latin 2

Credit: 2 Elective Credits, full year

Grades 11,12

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.

Visual and Performing Arts

Graduation Requirement of 2 credits/1 UP

Visual Arts

Semester Classes (1 credit):

Art 1 Fundamentals

Course Number: 2601

Prerequisites: None

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 9, 10, 11, 12

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.

Ceramics

Course Number: 2612

Prerequisites: Art 1 Fundamentals

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 9, 10, 11, 12

Ceramics 1 is an introductory clay class that focuses on pinch, coil, and slab hand building techniques as well as some wheel throwing. Work will include both decorative/sculptural pieces as well as functional pieces. Students will explore traditional and contemporary art work from various cultures and artists.

Advanced Ceramics

Course Number: 2614

Prerequisites: Completion of Art 1 Fundamentals and Ceramics

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 10, 11, 12

Advanced Ceramics is an intermediate to advanced level course that will allow students to dive deeper into clay as a medium. The work will be to create three-dimensional, concept driven *bodies* of work throughout the semester. Students will continue to study the work of traditional and contemporary artists to inspire their own work. Advance Ceramics lends itself to the artist's wants and needs as students explore ways to have functional art and decorative sculpture work share a space.

Digital Photography 1 (Capstone Class)

Course Number: 2609

Prerequisites: Art 1 Fundamentals

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 9, 10, 11, 12

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.

Drawing

Course Number: 2613

Prerequisites: Art 1 Fundamentals

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 9, 10, 11, 12

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.

Painting

Course Number: 2615

Prerequisites: Art 1 Fundamentals

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 9, 10, 11, 12

In Painting, students will engage with technical, practical, and conceptual-based problems involved with the practice of painting. It will offer studio opportunities to explore the most fundamental requirement for painting perception. Students will learn to see, analyze, interpret, paint and draw by using the basic components: the composition, space, texture, lights/shadows, and the perception of the "whole". Students will explore methods of painting from direct observation of people, landscape, and still life as well as abstraction. Students will also enhance their paintings by learning to manipulate a variety of techniques and to manage color across its attributes: hue, tint, shade, brightness, saturation, and intensity. Students also learn how to critically analyze a work of art, in order to achieve creative results. As a class, we will explore opportunities to go off campus to visit local galleries and museums.

Sculpture/3D Design

Course Number: 2619

Prerequisites: Art 1 Fundamentals

Credit: 1 Fine Arts Credit, 1 semester /.5 UP

Grades 9, 10, 11, 12

Students will use the elements and principles of design to create original, expressive three-dimensional art forms. While exploring the four fundamental processes in sculpture - carving, assemblage, modeling, and casting - artists will work in a variety of media such as wire, paper mache, clay, and found objects. Artists will be encouraged to use *Studio Thinking* processes with assessments, both project-based and written.

Yearbook

Course Number: 2620

Prerequisites: Art 1 Fundamentals

Credit: 1 Fine Arts Credit, 1 semester

Grades 9, 10, 11, 12

In this second semester course, students will use the elements and principles of design to create our school yearbook. In addition to design skills, students will develop communication, problem-solving, and collaboration skills in this class.

Introduction to Visual Arts

Course Number: 2616

Prerequisites: None

Credit: 1 Fine Art Credit, 1 semester

Grades 9, 10, 11, 12

This is a semester introductory class for ESOL Level 1 and 2 students who have some conversational English, or other students in special programming. In this course, visual arts vocabulary is a focus, as well as use of the tools necessary in different media. There will also be an introduction to different art materials that students tend to be unfamiliar with. Choice and personal culture reflection will also be a part of this experience.

Visual Arts - Year Classes (2 credits):

Advanced Art

Course Number: 2607

Prerequisites: Completion of Art 1 **AND** 2 other Art electives

Credit: 2 Fine Arts Credits, full year

Grades 11 and 12

In Advanced Art, 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. Advanced Art is an individualized program that supports guided and independent studio immersion for sustained artistic development. This course emphasizes the exploration of ideas and possibilities that relate to individual interests and reflect and support personal growth and actualization. Guidance and instruction in preparation to build a compelling art portfolio for entrance into college or art school will be given with individual goals in mind.

Advanced Placement (AP) Studio Art

Course Number: 2605

Prerequisites: Advanced Art or Teacher Permission

Credit: 2 Fine Arts Credits, full year

Grades 11 and 12

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 15 quality pieces of Artwork that will be assessed by the National Advanced Placement Art College Board in New Jersey. Extra blocks may be scheduled for this class during the first semester to allow for the completion of portfolio pieces.



Performing Arts

Year Classes (2 credits):

Concert Band or Honors Concert Band (Capstone Class)

Course Number: 2651 or 2651H

Prerequisites: Open to experienced and beginner woodwind, brass, and percussion players.

Credit: 2 Fine Arts Credits, full year / 1 UP

Grades 9, 10, 11, 12

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.

Orchestra or Honors Orchestra (Capstone Class)

Course Number: 2650 or 2650H

Prerequisites: Previous orchestra experience or teacher approval

Credit: 2 Fine Arts Credit, full year / 1UP

Grades 9, 10, 11, 12

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.

Semester Classes (1 credit):

Fall Chorus

Course Number: 2660F

Prerequisites: None

Credit: 1 Fine Arts Credit, 1st semester, 1 UP

Grades 9, 10, 11, 12

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 during the first semester (the December winter concert) and may also sing at various school and community events, up to three per semester.

Spring Chorus

Course Number: 2660S

Prerequisites: None

Credit: 1 Fine Arts Credit, 2nd semester, 1 UP

Grades 9, 10, 11, 12

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 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.

Guitar Fundamentals

Course Number: 2662

Prerequisites: None, Beginners Welcome

Credit: 1 Fine Arts Credit, 1 semester / .5 UP

Grades 9,10,11, 12

Guitar Fundamentals is designed for the **beginning** guitar student who may or may not have ever played an instrument before. 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.

Piano Fundamentals

Course Number: 2663

Prerequisites: None, Beginners Welcome

Credit: 1 Fine Arts Credit, 1 semester / .5 UP

Grades 9, 10, 11, 12

Piano Fundamentals is designed for the **beginning** piano student who may or may not have ever played an instrument before. Students will learn basic music reading and will use a variety of online resources. Students will perform in small groups or as individuals as part of class assessments. Instruments will be provided for classroom use.

Intermediate Guitar/Piano (Capstone Class)

Course Number: 2659

Prerequisites: None

Credit: 1 Fine Arts Credit, 1 semester / .5 UP

Grades 9, 10, 11, 12

Intermediate Guitar/Piano is designed for the music student who is dedicated to improving their 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.

Drama Workshop (Capstone Class)

Course Number: 2160

Prerequisites: None

Credit: 1 Fine Arts Credit, 1 semester / .5 UP

Grades 9, 10, 11, 12

This course focuses on theater skills through script work and selected improvisational theater 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 theater skills that can be useful on stage or in other classes.

Musical Theater Workshop

Course Number: 2161

Prerequisites: None

Credit: 1 Fine Arts Credit / .5UP

Grades 9, 10, 11, 12

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.

Ukulele

Course Number: 2652

Prerequisites: None, Beginners Welcome

Credit: 1 Fine Arts Credit, 1 semester / 1 UP

Grades 9,10,11,12

Ukulele class is designed for the beginning music student who may or may not have played ukulele or guitar before. This course will provide a wide range of music resources to further develop skills on ukulele and provide a foundation for future learning. Students will learn chords and melodies on ukulele, basic notation and tablature, and the care and maintenance of their instruments. Students will perform at least once per quarter in small groups or as a full ensemble during the school day, and may choose to perform at other school or community events.

Courses for which Visual & Performing Arts/Fine Arts credit is granted:

1 credit (Semester Class)	2 credits (Year Class)
Art 1 Fundamentals	Advanced Art
Ceramics	Advanced Placement (AP) Studio Art
Advanced Ceramics	Orchestra
3D Sculpture & Design	Band
Digital Photography	Chorus (Fall <u>and</u> Spring)
Drawing	
Painting	
Drama Workshop	
Chorus (Fall <u>or</u> Spring)	
Guitar Fundamentals	
Piano Fundamentals	
Intermediate Guitar/Piano	
Musical Theater Workshop	
Ukulele	
Yearbook	
Intro to Visual Arts	

Alternative Education Program (AEP)

Alternative Education Program (AEP)

Course Number: **AEP01 AEP Instructional English; AEP20 AEP Instructional Social Studies
AEP53 AEP Biology-Microbiology; AEP54 Biology-Ecology**

Prerequisites: School Counselor assigns with Administrator approval.

(For Grade 9, assignment is based on Middle School Teacher and Counselor Recommendation.)

Credit: Flexible, full year

Grades 9, 10

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.

AEP Biology-Microbiology

Course Number: AEP 53

Credit: 2 recovery credits, 1 semester

Grades: 9, 10, 11, 12

This class will give an introduction to the world of microbiology. You will learn how DNA works to create life, what a cell is and how specific cells function in our bodies. Due to COVID-19, disease has become more widely talked about and it is important that we take the time to investigate viruses, protists and bacteria and how these affect us in our lives. We will do hands-on projects and labs. Class can not be passed without completing ALL labs and projects.

AEP Biology-Ecology

Course Number: AEP 54

Credit: 2 recovery credits, 1 semester

Grades: 9, 10, 11, 12

This biology class will cover the larger picture of biology in the world of Ecology. You will examine the earth and how everything is connected from the soil to the smallest insect to the blue whale. We will look at the importance of biodiversity and what happens if there is a change in biodiversity and how this affects an ecosystem. We will examine environmental issues that affect us today.

AEP Algebra 1 (Fall) and AEP Algebra 2 (Spring)

Course Number: AEP41 and AEP42

Prerequisites: Enrolled in ACO and ACO teacher's permission, School Counselor & Administrator approval.

Credit: Flexible (2-4 recovery credits), full year

Grades 10, 11, 12

A two semester course, this course is designed as a credit recovery for algebra 1 standards. The basic building blocks of algebra will be reviewed and the standards needed to be successful in algebra 2. If students are successful during the fall semester in completing their coursework and meeting the standards, students move on to the spring semester in Algebra 2 where students continue the algebra journey into polynomials and quadratics.

Alternative Credit Option (ACO)

Alternative Credit Option (ACO)

Course Number: **ACO01 ACO Instructional English; ACO20 ACO Instructional Social Studies
ACO53 ACO Physical Science ; ACO55 ACO Ocean Science**

Prerequisites: School Counselor and Administrator approval (17+ years old)

Credit: Flexible, full year

Grades 11, 12

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.

ACO Algebra 2 (Fall)

Course Number: ACO42

Prerequisites: Already attempted a full year Algebra 2 course, Enrolled in ACO, and ACO teacher’s permission, School Counselor & Administrator approval.

Credit: 2 recovery credits, 1 semester

Grades 11, 12

This semester course is designed as a credit recovery for algebra 2 standards. The standards of Algebra 2 are reviewed and presented using a simplistic approach, attendance is required each class and all work and assessments are completed during class time.

ACO Geometry (Spring)

Course Number: ACO43

Prerequisites: Already attempted a full year of Geometry, Enrolled in ACO, teacher’s permission, School Counselor & Administrator approval.

Credit: 2 recovery credits, 1 semester

Grades 12 and (11th grade if in ACO Algebra 2 SEM 1)

This semester course is designed as a credit recovery for Geometry standards; points, lines and planes, linear systems, triangles and some basic trigonometry are covered to meet graduation standards.

ACO Ocean Science

Course Number: ACO 55

Credit: 2 recovery credits, 1 semester

Grades: 9, 10, 11, 12

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. Some topics that we may cover are ocean exploration, waves, tides, currents, and how humans impact this ecosystem. An important theme throughout the semester will be the recognition of the complexities and importance of global ocean systems.

ACO Physical Science

Course Number: ACO 53

Credit: 2 recovery credits, 1 semester

Grades: 9, 10, 11, 12

This course covers the foundations of physical science while focusing on strategies needed for the design and implementation of labs, communication of information, ideas and concepts. Students will focus on academic language and critical thinking skills through scientific inquiry and engineering design. Topics may include engineering, physics, geology, and chemistry. This is a hands-on class with multiple labs and activities.

ACO Independent

Course Number: ACO90

Prerequisites: Enrolled in ACO

Credit: NON-CREDIT, 1 semester

Grades 9, 10, 11, 12

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 core class that they have previously taken and failed. The student must complete a prescribed standards-based curriculum in the subject area in order to recover the previously unearned credits. In order to take a course independently, the student must be in at least their third year of high school, must have attempted the exact course and failed with at least a 50, and must have already passed at least one course in that core subject area.



Governor Baxter School For The Deaf

GBSD English Language Arts

Course Number: GB2102

Prerequisites: Must be recommended by IEP

Credit: 2 English Credits

Grades 9, 10, 11, 12

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.

GBSD Functional Reading and Writing

Course Number: GB2111

Prerequisites: Must be recommended by IEP

Credit: 2 English Credits,

Grades 9, 10, 11, 12

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.

GBSD Functional Math

Course Number: GB2109

Prerequisites: Must be recommended by IEP

Credit: 2 Math Credits

Grades 9, 10, 11, 12

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.

GBSD Functional Science

Course Number: GB2110

Prerequisites: Must be recommended by IEP

Credit: 2 Science Credits

Grades 9, 10, 11, 12

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.

GBSD Functional Social Studies

Course Number: GB2112

Prerequisites: Must be recommended by IEP

Credit: 2 Social Studies Credits, full year

Grades 9, 10, 11, 12

This program is for students functioning 3 or more years below grade level. Students study World Geography and World and US History through the Civil War period. The course is taught through multi-modal presentations of information and project based learning activities. Students enrolled require access to instruction provided in ASL or, where appropriate, with spoken language supports. Reading, writing, communication and technology skills at student instructional levels are developed and integrated into units of study based upon Geography and History standards. At the end of the course students will demonstrate an expanded understanding of the world and of the development of the United States.

GBSD US History I

Course Number: GB2115

Prerequisites: Must be recommended by IEP

Credit: 2 Social Studies Credits, full year

Grades 10, 11

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.

GBSD US History II

Course Number: GB2116

Prerequisites: Must be recommended by IEP, GBSD History I

Credit: 2 Social Studies Credits, full year

Grades 10, 11, 12

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.

GBSD Functional Health

Course Number: GB2117

Prerequisites: Must be recommended by IEP

Credit: 1 Health Credit, 1 semester

Grades 9, 10, 11, 12

This course provides students with instruction in health related concepts such as mental health, healthy lifestyles and relationships, substance abuse prevention, nutrition and making good personal choices. The course also follows aspects of the "Best Practices in STD/HIV and Pregnancy Prevention" curriculum from the Maine Family Planning, MDOE 2016 Edition. This course is specifically designed to be linguistically and visually accessible for Deaf and Hard of Hearing Adolescents and meets graduation requirements.

Baxter Academic Support

Course Number: GB2104

Prerequisites: Must be recommended by IEP

Credit: 1 Elective Credit, semester class

Grades 9, 10, 11, 12

This course is designed to give academic support to mainstreamed students. Students will learn study skills and organization skills to help them succeed. Students will also receive support in studying for tests or quizzes and completing class assignments, homework assignments, essays or projects. Likewise, there is an emphasis on advocating for accommodations, working with interpreters and note takers and honing one's communication skills.

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.

Grades 9, 10, 11, 12

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 phone (207) 874-8170 fax

[Portland Arts & Technology High School \(PATHS\)](#) is greater Portland's Career and Technical Education (CTE) high school. Maine's CTE schools offer hands-on, technical and career-focused education. PATHS provides its students with the opportunity for relevant and challenging applied learning experiences designed to enhance their occupational, personal, and academic success while preparing them to meet the needs of the Maine workforce.

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

PATHS follows the Portland Public Schools calendar and offers two sessions a day:
Session 1 (8:00 AM - 10:25 AM) Session 2 (11:00 AM - 1:30 PM)

Students take the bus to and from PATHS and PHS.

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

Course Number: 2700 for PATHS AM Session; 2700PM for PATHS PM Session

Prerequisites: To apply for a program, students must complete a full session visit to PATHS. Visits are a full immersion experience for the student. Students will be actively engaged in hands-on work during their visit. All visits are scheduled through student's sending school counselors. Students will receive an email with their visit date and the required dress/footwear. Students who do not complete a visit will not be considered for acceptance.

Credit: 6 Elective credits, full year

Grades 11, 12

Students successfully completing a sequence (semester, 1 year or 2 year) of an approved program may be eligible for Integrated Studies credit. Sending schools can award an Integrated Studies credit (Math, Science, Fine Arts) in place of the elective/vocational credit - not as additional credit. Students interested in receiving integrated studies credit should talk with their PATHS teacher and sending school School Counselor. **NOTE:** All PATHS programs follow national curricula standards and have been aligned with the Maine Learning Results (MLR).

PATHS PROGRAMS:

AC	Auto Collision
AT	Automotive Technology
HE	Biomedical and Health Science
ECO	Careers in Education
CA	Carpentry
CD	Commercial and Advertising Art
CC	Culinary Arts
CY	Cybersecurity
DA	Dance
FF	Food Service
HRT	Horticulture
RMR	Marine Service
MA	Masonry
MU	Music
NM	New Media
OEL	Outdoor Education and Leadership
PL	Plumbing & HVAC
WE	Welding

PATHS Course Descriptions

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

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

The Automotive Collision program offers the opportunity for students to learn and practice all aspects of the automotive collision industry. Students will learn how to analyze damage and write estimates on CCC estimating software, repair body damage, remove and align body panels, repair bumper covers with Polyvance Nitrogen plastic welders and 3M repair procedures and more, during the non-structural/structural classes. The paint and refinishing classes offer learning opportunities for students such as; mixing and matching paint using our computerized mixing bank and scales, applying etching primers, primer surfacers, sealers, base and topcoats using professional HVLP spray guns in our downdraft Devilbiss paint booth. Steel MIG welding is also a priority during both years to earn a I-CAR MIG (GMAW) welding certification. Partnerships with local shops provide students with first-hand experience into the industry. Students who complete the program can further their education or enter into the workforce as a collision technician, damage estimator, automotive refinisher and more.

Certification Opportunities: ASE: Automotive Education Foundation, I-CAR: Inter-Industry Conference on Auto Collision Repair, S/P2: Safety & Pollution Prevention

College Credit Opportunities: Lincoln Technical Institute-East Windsor, CT

Automotive Technology- (Year I: Justin Vining: vininj@portlandschools.org) (Year II: Paul Fearon: fearop@portlandschools.org)

The Automotive Technology program 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, students are prepared to face the challenges of today's automotive industry needs. National affiliations with the SkillsUSA, Automotive Service Excellence (ASE) national workplace learning, and ongoing placement opportunities with local dealerships provide practical skill development and first-hand experience in the industry. Students who complete the program can further their education or enter into the workforce as an automotive technician, brake specialist, tire specialist, service writer, parts specialist and more.

Certification Opportunities: ASE: Student Automotive Service Excellence, Ford Service, Maine State Inspection Licence, Safety & Pollution Prevention S/P2, Valvoline Oil

College Credit Opportunities: Central Maine Community College, Lincoln Technical Institute-East Windsor, CT, Southern Maine Community College, University of Northwestern Ohio

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

The Biomedical and Health Science program provides students with the opportunity to explore three different tracks: nursing, dental or veterinary. The first year will introduce students to different careers in health sciences. Students will study anatomy, physiology, nutrition, diet therapy, and complete a medical research project through field trips, demonstrations, and classroom instruction. The second year prepares students in basic health science skills, body mechanics, aseptic techniques, and medical terminology. Students are placed in a clinical experience of their choice during the second semester to gain valuable hands-on experience in the industry. Clinicals are held twice a week in the evening after school from 3:30 - 6:30 pm and 3:30 - 9:30 pm. This program follows a Project Lead the Way College Board Advanced Placement curriculum. Students who complete the program can further their education or enter into the workforce as a Certified Nursing Assistant, Dental Aide, Veterinary Aide and more.

Certification Opportunities: Certified Nursing Assistant (CNA), Certified Residential, Medication Aide (CRMA), Dental X-ray/Infection Control, First Aid & CPR

College Credit: Central Maine Community College, Southern Maine Community College

Careers In Education - (Eva Rodd: roddev@portlandschools.org)

The Careers in Education program is designed for students contemplating a career as a teacher or in any occupational area that focuses on children. Students will acquire the knowledge, attitude, behaviors and skills required to be effective in a school setting or in the wider community. Through partnerships with SMCC and CMCC, students will explore careers such as teaching, social work, and specialized therapy (occupational therapy, speech therapy, and developmental therapy). The program offers practical experience in our on-site, public pre-kindergarten classroom in which classroom instruction is applied in a real situation. Students will also learn about the art and science of teaching, educational philosophies, stages of development, curriculum planning, observation and assessment, and partnering with families. Students will be expected to participate in our on-site pre-kindergarten classroom, complete weekly written performance reflections, perform child observations, create lesson plans and learning materials, and create a professional portfolio. The program offers students completing the two-year sequence of study an opportunity to explore various levels of teaching through internships. Students who complete the program can further their education or enter into the workforce as a pre-k teacher, educational technician, nanny, tutor and more.

Certification Opportunities: CECA: Certified Early Childhood Assistant

College Credit Opportunities: Southern Maine Community College

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

The Carpentry program is 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. Students work with a variety of building and finishing materials, and become familiar with modern methods and styles of commercial and residential construction. An integral component of the curriculum involves live hands on shop work, allowing the students to practice all phases of house construction. Major projects will include the construction of a shed and house. Students who complete the program can further their education or enter into the workforce as a framing carpenter, mill worker, finish carpenter and more.

Certification Opportunities: NCCER: National Center for Construction Education and Research, OSHA: Occupational Safety and Health Administration 10-Hour Safety

College Credit Opportunities: Eastern Maine Community College

Commercial & Advertising Art - (Elizabeth Long: longe@portlandschools.org)

The Commercial & Advertising Art program is designed to help students learn how to make and market their art to build a career and generate income. Building a strong portfolio and setting up art exhibits to show and sell work is ongoing. Students learn how to effectively create layout and design for posters, logos, illustrations and tee shirts by hand and computer. Each year students will participate in competitions and have their work exhibited at various locations in the community. A weekly sketchbook is mandatory as well as constructive critiques of student work. This class is a great opportunity to learn how to strengthen art and computer skills while demonstrating creativity. Students who complete the program can further their education or enter into the workforce as a graphic artist, illustration artist, designer and more.

Certification Opportunities: Adobe Certified Associate, SkillsUSA Workforce Ready Graphic Design

College Credit Opportunities: Southern Maine Community College

Culinary Arts - (Kimberly Mayone: mayonk@portlandschools.org)

The Culinary Arts program is designed to prepare students for immediate entry into the exciting world of culinary professionals. You will learn the tools to be successful in a commercial kitchen from sanitation, kitchen basics, nutrition, knife skills and more. The program also covers dining room service including waitressing, meal, table and customer service through the use of a live cafe. You will also learn the base from which you can branch out into writing a food blog or restaurant and product reviews; become a food photographer or salesperson. Students learn the basics of entrepreneurship in developing menus and playing with recipes and marketing strategies, so you can open your own business. Students who complete the program can further their education or enter into the workforce as a chef, baker, restaurant manager, food buyer, restaurant reviewer and more.

Certification Opportunities: NOCTI: National Occupational Competency Testing Institute, ServSafe

College Credit Opportunities: Culinary Institute of America, Maine Community College System

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

This program is an introduction into the exciting world of careers in Cybersecurity. This program will take you in many directions highlighting roles as an analyst, penetration tester, systems administrator and computer crime investigator. You will learn priceless skills in this program to help keep you, your family and eventual employer safe on the internet for many years to come. The program will be a constantly evolving experience starting with the basics of security but also studying current and evolving threats facing the real world security landscape. Collaboration and teamwork will be critical to the success of a student in the program. Students who complete the program can further their education or enter into the workforce as a security consultant, ethical hacker, information security analyst and more.

Certifications: CompTIA IT Fundamentals, CompTIA Security+, Palo Alto PCCSA

College Credit: Southern Maine Community College

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

Dance is a modern based program for students interested in pursuing a professional experience in the performing arts. Students take daily technique classes in modern dance and ballet technique as well as hip-hop, choreography, dance composition, and improvisation. Students are exposed to a wide range of professional guest artists and other styles of dance throughout the school year in the form of one day workshops or special projects including jazz dance, musical theater, West African dance and drumming, sculpture and dance, theater, yoga, capoeira, salsa. The program is performance based, and students will perform several times throughout the school year in the black box theater space and at other venues and events in the community. Students attend concerts and workshops with professional touring dance companies each year throughout New England. This program is aligned with National Common Core Standards for Dance, National Standards for Dance Education, and the Kennedy Center Standards for Dance Education. Community partnerships with David Reese and Falmouth Physical Therapy, Bowdoin College Department of Theater and Dance, USM Dance Faculty and Portland Ovarations allow students to develop valuable connections. Students who complete the program can further their education or enter into the workforce as a choreographer, strength and conditioning coach, technique instructor and more.

Food Service - (Katherine Fearon: fearok@portlandschools.org)

The Food Service program prepares students for entry-level employment in the food service industry. This exciting program offers hands-on experience and learning 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. Students are supported to meet their needs with a focus on building self-confidence, independence, and collaborative working skills. Students who complete the program can further their education or enter into the workforce as a prep-cook, counter server, dishwasher and more.

Certification Opportunities: ServSafe Food Handlers

Horticulture - (Justin Nichols: nichoj@portlandschools.org)

The Horticulture program is designed to expose students to the varied jobs in the “Green Industry”, including landscaping, greenhouse productions, hydroponic and outdoor vegetable and fruit production, floral trades, and retail sales. The learning environment includes a 3,000 square foot greenhouse, as well as a 40 acre campus. Students will work with display beds, gardens, orchards, hydroponic systems and the extensive grounds of our campus. Practical greenhouse, landscape, and garden techniques are taught in a collaborative environment. Students who complete the program can further their education or enter into the workforce as a nursery/greenhouse worker, sustainable agricultural worker, gardening crew member and more.

Certification Opportunities: Master Gardener

Marine Service - (Michael del Smith: smithmi@portlandschools.org)

The Marine Service program offers many opportunities for students to find their interests in one or more skill sets in the field. The course is designed to teach the necessary theoretical and practical skills to prepare and educate individuals to become competent marine technicians with career readiness skills and an aptitude for the industry. Students will gain the ability to diagnose, repair, install and rebuild multiple marine systems, inboard and outboard engines, diesel engines, AC & DC electrical, marine electronics and composite boat building and repair. Partnerships with local boatyards provide students with valuable hands-on experience in the industry. Each section of the program includes a large portion of shop time in order to strengthen the student’s hands-on skills. Students who complete the program can further their education or enter into the workforce as a boatyard technician, boat builder, small engine mechanic and more.

Certification Opportunities: ABYC: American Boat and Yacht Council, Evinrude, NMEA: National Marine Electronics Association, Valvoline Oil, Yamaha

College Credit Opportunities: Washington County Community College

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

The Masonry program is designed to instruct students in the different aspects of masonry. Students learn shop and job safety practices and procedures while developing the skills of design and layout. Projects such as fireplaces, steps, planters and more will be done using brick, block, dry stone and decorative precast concrete. Students receive related instruction in blueprint reading, layout work, measurement, sketching, and estimating. Students who complete the program can further their education or enter into the workforce as a mason tender, bricklayer, contractor, tile setter and more.

Certification Opportunities: Forklift, OSHA: Occupational Safety and Health Administration 10-Hour Safety

Music - (Nate Witherbee: witnen@portlandschools.org)

The Music program is designed to teach students how to interpret and perform many contemporary musical styles from Rock to R&B, Pop to Jazz and Funk. There are three aspects of the program: performing, music theory and recording studio. Students perform four times a year, with one evening rock show off campus. Students will study music theory, arranging, songwriting, and the ins and outs of the music business. The audio engineering component of the program is unique in its approach to introducing students to recording, mixing, music production and live sound. Students receive instruction in recording, mixing, editing, a foundation in the physics of sound and electricity, and an in-depth survey of popular music fundamentals. With plenty of hands-on opportunities, students learn engineering techniques with cutting edge ProTools software. Students will record each other to create an album at the end of every year. Students who complete the program can further their education or enter into the workforce as a performer, composer, producer, sound mixer and more.

College Credit Opportunities: Husson University - NESCOM

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

The New Media program introduces students to the basics that all new media producers need using state of the art equipment and software. Every student will learn the basics of graphic design, project design and management, shooting and editing video. New Media students will learn these concepts while learning how to use Adobe's Creative Cloud focusing on Adobe PhotoShop and Premiere Pro. Introductory topics include concepts in graphic design, project design and management, and introduction to video creation and editing. Advanced topics include broadcast programming, scriptwriting and basic animation. Students who complete the program can further their education or enter into the workforce as a video editor, production assistant and more.

Certification Opportunities: MAB: Maine Association of Broadcasters

College Credit Opportunities: Southern Maine Community College

Outdoor Education and Leadership - (Instructor TBA)

Outdoor Education and Leadership is a 2-year program that serves as an experiential pathway for students interested in careers or post-secondary education in the outdoor industry, including outdoor education, adventure programming, recreation management, parks and public land management, youth programming, environmental conservation, and other aspects of the outdoor field. This course is suitable for students who love the outdoors and are willing to be physically, mentally, and academically challenged while developing their leadership skills, teamwork, and ability to engage with the natural world as their classroom. Students will gain a solid foundation in outdoor education and leadership theories and methods while gaining the necessary technical skills to be leaders in outdoor settings. This new program is in response to the growing demand for qualified and trained specialists in the outdoor industry here in Maine. Students who complete the program can further their education or enter into the workforce as an adventure guide, park ranger, game warden, and more.

Certification Opportunities: Educational Trip Leader, Wilderness First Aid/AED/CPR, Leave No Trace Trainer, Basic Search and Rescue, Preparation for Registered Maine Guide Test, Boaters' Safety, Paddlesports Safety, Lifeguard/Water Safety Instructor, Swiftwater Rescue, Ropes Course Facilitator, Avalanche Level I, FEMA Intro to Incident

Plumbing & HVAC - (Paul Chapin: chapip@portlandschools.org)

The HVAC and Plumbing trades correlate in many ways and this program ties the two together by covering the many aspects of both professions through classroom theory, hands-on applications in the shop, and real life scenarios provided by the instructor. In Plumbing we cover topics such as faucets / fixtures, water distribution, drainage, venting, and water heaters. In the end we bring these lessons together by building functioning bathrooms in our house mock-up. In HVAC we cover topics such as oil and gas heating systems, roof top units (RTU), pumps, air conditioning systems, and equipment. We spend time maintaining the school's HVAC units located on the roof. We also cover the specialty tools, installation techniques, troubleshooting, and repair of the systems and equipment associated with both HVAC and Plumbing. The program itself is associated with, and supported by many great companies and continuing education programs to help dedicated students find job placement, or further their knowledge after graduation. Students who complete the program can further their education or enter into the workforce as a residential or commercial plumber, HVAC technician, pipe fitter, boiler operator, AC specialist, and more.

Certification Opportunities: Aerial Lift, EPA 608, OSHA: Occupational Safety and Health Administration 10-Hour Safety

College Credit Opportunities: MEMA Technical Education Center, Southern Maine Community College

Welding - (Scott Woodcock: woodcs@portlandschools.org)

The Welding program provides students with the fundamentals skills needed to get into the field of welding and metal fabrication. During the program many performance tests are administered with a focus on welding with 6010 – 6011 – 6013 – 7018 – 7024 electrodes in the Shielded Metal Arc (SMAW) welding process culminating in the D1.1 structural steel limited plate test. There are also workbooks that we utilize to obtain vital technical information that is crucial to success. This includes blueprint reading, basic math computations, and technical skills attainment. Metal Inert Gas Welding (MIG) and Flux Cored Arc Welding (FCAW) will be taught with certification offered in both first and second year curriculums. Pipe fitting and pipe welding on Schedule 40 - 6" pipe in the 2G – 5G – 6G positions will be practiced in the second year. Using Tungsten Inert Gas Welding on carbon, stainless, and aluminum plate, performance tests will also be practiced for advanced students. Plasma Arc Cutting and Carbon Arc Cutting will be introduced and practiced throughout the program. Students who complete the program can further their education at the college level or enter into the workforce as a pipe welder, structural welder, fabrication shop specialist, weld inspector and more.

Certification Opportunities: AWS: American Welding Society

College Credit Opportunities: Eastern Maine Community College, Southern Maine Community College