

POLAND REGIONAL HIGH SCHOOL

Course of Studies 2023-2024

1457 Maine Street

Poland, ME 04274

Telephone: (207) 998-5400

Fax: (207) 998-5060

<http://www.rsu16.org/prhs>



Administration

Erik Anderson, Principal

Kat Meader, Interim Dean of Students

Don King, Co-Curricular Director

School Counseling

Hillary Bush, Director

Carrie Rhoads

Corey McFadden

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CORE VALUES, BELIEFS, and LEARNING EXPECTATIONS

Poland Regional High School's core values guide our decisions and anchor our actions in the pursuit of learning.

We are committed to fostering....

CHARACTER: integrity, perseverance, respect, courage

CITIZENSHIP: leadership, service, responsibility, ethical problem-solving

COMMUNITY: tolerance, teamwork, a safe environment, pride

MISSION STATEMENT

To teach all students to use their minds well and to cultivate their particular talents

To establish a culture of respect, responsibility, service and courage

To demand excellence and to foster lifelong learning in a safe, welcoming environment

LEARNING EXPECTATIONS FOR COLLEGE AND CAREER READINESS

Social

- The PRHS student demonstrates self-awareness through the pursuit of personal wellness and appropriate social and personal interactions.
- The PRHS student takes responsibility for academic and future goals and decision making.
- The PRHS student demonstrates effective habits of work and ethical and tolerant behavior.
- The PRHS student uses technology in a socially responsible manner.

Civic

- The PRHS student participates as an active citizen in the school and broader community and contributes positively to both.

Academic

- The PRHS student speaks and presents effectively.
- The PRHS student effectively uses the arts for informative purposes and expression.
- The PRHS student reads, understands and interprets a variety of texts.
- The PRHS student uses complex and creative reasoning strategies to generate appropriate solutions to a variety of problems.
- The PRHS student utilizes technology for a variety of academic purposes.
- The PRHS student accesses, evaluates, and uses information efficiently, effectively, and critically.

PROGRAM OVERVIEW

Selecting your courses: Choose Well!

It's that time of year again - the time when you decide what you'll be studying for the next school year. Before making those decisions and selecting your courses, consider your own personal goals for learning, consult with your parents, Roundtable advisor, school counselor, and verify that you are taking courses that meet the PRHS graduation requirements. Other questions you should consider as you choose your courses and activities include:

- What courses are required or suggested for admittance in the **college** of your choice?
- What courses will help prepare you for the world of **work**?
- What would you like to learn just because it seems **interesting**?

Best wishes as you develop your own personal learning path, choosing your courses and co-curricular activities for the coming year. PRHS looks forward to being your guide in a learning quest toward excellence and deep understanding.

Inclusion/Heterogeneity

We believe that all students can learn and that, as much as possible, all students should be given the opportunity to challenge themselves academically. Heterogeneous grouping is utilized in most classroom settings. Students who might have been historically tracked into less demanding or less "rigorous" courses and students with learning disabilities are expected to meet high standards, and are given adequate time and support to achieve those standards. Our teachers work equally hard to ensure that high-achieving students, as well as the majority in between, are challenged to achieve at their highest potential.

The Honors Challenge

The Poland Regional High School curriculum is designed to challenge all students. An Honors Challenge exists in all courses, except Advanced Placement courses, for those students seeking to explore course content in greater depth or breadth. The Honors Challenge is not a separate course; it may include such components as alternative assignments, seminars, independent research and/or public exhibitions that go above and beyond the typical course requirements. The emphasis is on work that is more demanding and complex than the regular curriculum. All students are eligible for the honors designation so long as they successfully complete the Honors Challenge and earn a 3.4 or higher by semester's end in the regular coursework. The precise nature of the Honors Challenge varies from course to course; teachers spell out the requirements at the beginning of each semester. **Students who successfully complete the Honors Challenge will have the accomplishment designated on their transcripts with an H.**

GRADING AND REPORTING FAMILY GUIDE 2023-2024

What is a proficiency-based diploma?

In order to earn a diploma at PRHS, a student must demonstrate proficiency in the standards established by the state (the Maine Learning Results). *Standards* are descriptions of what students are expected to know and be able to do at a specific stage of their education. PRHS defines *proficiency* as achieving a score of 2.5 or higher on the standards. In addition, to get a diploma at PRHS a student must meet the graduation requirements set forth by the RSU 16 school board. These include earning 24 credits by passing a range of courses as outlined in the Course of Studies. In practice, this means that for a student to earn credit for a course, a student must meet every standard in the course

Does it mean to “meet the standards” in a class?

Most courses have 3-5 standards. Students are given several assessments to meet every standard in every class. Assessment grades are averaged to come up with the overall standard grade. (Teachers may choose to weight assessments differently.) A standard grade of 2.5 or higher is considered passing. Students do not have to pass every assessment to meet a standard, and homework is not counted toward the standard grade. Homework will be documented in the Habits of Work standard. Each assessment will be assigned a grade according to the scale below.

H.O.W. Proficient:

3.5-4	Exceeds the standard
2.5-3	Meets the standard

H.O.W. Not Proficient:

2	Partially meets the standard
1	Does not meet the standard

What does it take to pass a course and earn credit?

A student passes a course, and earns credit, by meeting every standard in a course with a 2.5 or higher.

How is an overall course grade calculated?

Standard grades are averaged into an overall course grade. Some standards may carry more weight if they are assessed with more frequency.

How can I keep up-to-date on my child’s grades and make sure he/she is passing?

The most convenient way to know how your child is doing is to regularly review our online gradebook, JumpRope. Your JumpRope account displays all of your child’s courses, standards, assignments and grades.

Reporting Schedule (Subject to Change)

October/March:	Habits of Work Check #1
November/April:	Quarter Grades
December/May:	Habits of Work Check #2
January/June:	End of Semester 1 Report Card; Credit is granted

Honor Roll

Honor Roll: All course grades 3.2 or higher

High Honor Roll: All course grades 3.7 or higher

Honor Roll is determined *at the end of each semester* when final grades are determined.

Transcript Notes: Grade Point Average is calculated on a 4.0 scale and represents the average of a student's course grades. GPA is computed to the second decimal point (the third in a tie) at the end of each semester and is cumulative. Students who transfer credits from another institution will earn equivalent points for grades as reflected in the [district policy](#) (IKA). PRHS does not weight grades based on AP or Honors course designation.

SUPPORT SERVICES

In order for all students to succeed in our demanding curriculum, students must receive adequate support, inside and outside of the classroom. The following services are components of that support system.

Academic Support

9th and 10th grade teams have a **team academic support** with their core teachers. An entire team of students will meet with all four or five teachers, and teachers and students can use this time for remediation, extra help, Honors Challenges and/or homework. Teachers have flexibility to schedule students with specific content area teachers as appropriate. With teacher permission, students might also access the Library and Information Center or The Learning Center. Juniors and seniors may also elect to take an academic support, but it is recommended that they take no more than one. Some students may be placed in a **Guided Academic Support**. This small group working environment provides students with additional support and structure.

The Learning Center

The Center is open 7:15 AM until 3:30 PM every day for students to receive additional support with content area classes. In The Center, students can get extra help in a particular course, retake tests and quizzes, or work in a quiet area. Students may opt to come to The Center or may be assigned to The Center if teachers deem it appropriate.

Special Education

PRHS offers a continuum of special education services for students with IEPs, including consultation, resource and self-contained services. To the maximum extent possible, the special education staff works with classroom teachers to design and implement inclusive programs, or special education instruction within the regular classroom. The special education program also provides individualized instruction in self-contained programs or resource room placements for students whose needs require more direct or intense instruction. In addition, a Functional Life Skills program is available for students with more disabilities. Students at PRHS are encouraged to attend and participate in the Individualized Education Plan (IEP) team meeting process to design an effective individual education program and develop plans for transitioning from high school to post-secondary goals.

Standards and Credit Recovery Options

When students do not demonstrate proficiency in course standards and do not earn credit, we provide a range of supports to help them recover the credit. Some students will be able to demonstrate proficiency in the second semester of a year-long course. In this case, the first semester grade will be changed to reflect a passing grade. Other students may need to attend Credit Recovery (primarily 11th and 12th grade students) during the school year. A passing grade in Credit Recovery will be indicated on the transcript with a CR.

Summer school at PRHS provides an opportunity for students who might need a little more time, or more instruction to demonstrate competency in a course standard. Summer school allows students to address standards from core courses they did not meet during the school year. Students may register for English, social studies, science, and/or math and other courses depending on staffing. Summer school is offered for 4 weeks each summer but students are required to attend only as long as it takes to meet all outstanding standards. A passing grade in Summer School will be indicated on the transcript with a SS.

STUDENT SERVICES PROGRAM

Mission and Philosophy

The Poland Regional High School Student Services program works to create a safe and healthy learning environment for all students. This program supports the growth and development of students by striving to equip them with the knowledge, awareness, and skills to thrive in the world. The Student Service program is an integral part of the entire educational process. The team includes special education, social workers and school nurses, as well as school counselors and representatives of the administrative team. This program strives to meet the unique student needs and encourage the individual dreams of all students through the combined efforts of students, families, the school, and community. The team also coordinates with outside agencies to bring in additional social workers, counselors and a wellness counselor.

School Counseling Program and Resources

Personal, career, and academic counseling:

- Classroom, small group, and evening presentations for students and families
- Guidance webpage including links to careers, scholarship and college information, and financial aid resources

Visits from college and career representatives

Personal interest inventories and related career surveys

Career and college research activities

College and career fair trips with students

Internship and job shadowing opportunities

Career and college planning resources available

Credit evaluations, scheduling, and post-secondary planning

Coordination with Roundtable advisors, special education, and Student Services team

Crisis intervention and response

Referrals to support and community agencies

Mediation services with faculty and students

Support groups

Individual counseling

Coordination with Civil Rights Team and other mentoring programs as needed

Classroom guidance lessons

Liaison to Lewiston Regional Technical Center

Additional Student Services

Guidance /Co-Curricular Secretary

Appointments and information

Coordination of guidance services

Transcript services

Schedule and grade updates

Wellness Counselor

Confidential counseling for students

concerned about their own substance abuse or significantly affected by the use of others

School Nurses

Medical services

Preventative health information and education

Referrals to support and community agencies

Maintenance of records and database

Medical Plans

Social Work

Confidential counseling for students & groups

Psychoeducational work/groups in classes

Support for DPath Alternative program

PRHS BELL SCHEDULE

Mondays, Tuesdays, Thursdays, Fridays	Wednesdays
<p>Regular</p> <p>7:40-9:00 Block 1 (5 min passing)</p> <p>9:05-10:25 Block 2</p> <p>10:28-10:53 9/10 Lunch, 11/12 RT</p> <p>10:56-11:21 11/12 Lunch, 9/10 RT</p> <p>11:25-12:45 Block 3 (5 minute passing)</p> <p>12:50-2:10 Block 4</p>	<p>Regular</p> <p>7:40-8:45 Block 1</p> <p>8:49-9:54 Block 2</p> <p>9:59-11:04 Block 3</p> <p>11:07-11:32 9/10 Lunch, 11/12 RT</p> <p>11:35-12:00 11/12 Lunch, 9/10 RT</p> <p>12:04-1:10 Block 4</p>
<p>1-Hour Delay</p> <p>8:40-9:46 Block 1</p> <p>9:50-10:56 Block 2</p> <p>10:59-11:24 9/10 Lunch, 11/12 RT</p> <p>11:27-11:52 11/12 Lunch, 9/10 RT</p> <p>11:55-1:00 Block 3</p> <p>1:04-2:10 Block 4</p>	<p>1-Hour Delay</p> <p>8:40-9:46 Block 1</p> <p>9:50-10:56 Block 2</p> <p>10:59-11:24 9/10 Lunch, 11/12 RT</p> <p>11:27-11:52 11/12 Lunch, 9/10 RT</p> <p>11:55-1:00 Block 3</p> <p>1:04-2:10 Block 4</p> <p>No early release on Wednesday delays</p>
<p>2-Hour Delay</p> <p>9:40-10:31 Block 1</p> <p>10:34-10:59 9/10 Lunch, 11/12 RT</p> <p>11:02-11:27 11/12 Lunch, 9/10 RT</p> <p>11:30-12:21 Block 2</p> <p>12:24-1:15 Block 3</p> <p>1:18-2:10 Block 4</p>	

GRADUATION REQUIREMENTS

Beginning with the class of **2020**, all students attending Poland Regional High School must meet the following requirements in order to receive a diploma. Students will earn course credits by demonstrating proficiency in the graduation standards assigned to each course. Students must earn course credit in the following areas:

Learning Area	Courses that must be successfully completed in order to demonstrate graduation level competency
English	English II and two other English credits: English III, Senior English, AP English Literature, AP English Language, dual enrollment/college English
Social Studies	Global Studies, U.S. History (US I and II or AP US), Comparative Government and Economics or AP Government and total 3.5 credits
Math	Math 4/STEM Math 4
Science	Physical Science, Biology and Introduction to Chemistry or Chemistry and one additional elective credit
Learning Area	Other requirements
Visual/Performing Arts	1 credits of Visual and Performing Arts
Physical Education & Health	.5 credits Health, 1 credit Physical Education electives (at least one course with the personal fitness plan standard)
Technology	1 credit in Technology

Addition Requirements and Notes

- **24 course credits** and **4 Roundtable credits** are required for graduation. The typical number of credits earned from all required courses is 20.
- All students must pass **Roundtable** each year, including the **Sophomore Exhibition**, the **Junior Career Portfolio** and the **Senior Celebration**.
- Students may earn credit toward graduation for completing an approved equivalent to one or more of the requirements listed above.
- Participate in state mandated testing.

A YEAR BY YEAR OVERVIEW

Grade 9

In their first year at PRHS, students will build their academic foundation while focusing on the interpersonal skills necessary for a successful community. Whenever possible, all freshmen are required to enroll in seven courses per semester, as well as Roundtable. PRHS students must earn at least six credits a year to be on track for the 24 credits needed to graduate in four years. Generally, each class meets every other day for seventy-eight minute blocks; Roundtable meets one half hour every day. A team of teachers representing math, science, English, social studies and usually special education will work with a team of about 80 students to develop the skills and knowledge needed to flourish in high school. Academic support will allow time for tutoring, remediation and additional challenges. Beyond core classes, freshmen should take a World Language and then choose from electives such as Technology, Health and/or a class in the Visual and Performing Arts.

Grade 10

Sophomores will continue to learn essential skills and knowledge while honing their abilities to solve problems. Whenever possible, all sophomores are required to enroll in seven courses per semester as well as Roundtable. PRHS students must earn at least six credits a year to be on track for the 24 credits needed to graduate in four years. A sixth block will be set aside for academic support, including tutoring, remediation and additional challenges. Sophomores should continue or begin their study of world languages and fine arts. Many colleges recommend three to four credits of a world language. Sophomores might also consider enrolling in Physical Education classes to complete that graduation requirement.

Grade 11 and 12

Junior and Senior schedules may be as diverse as the students themselves. Most students will continue with courses in English, social studies, math and sciences. We also encourage students to continue with their world language study, since many colleges require 3 or 4 credits of a world language. Juniors and seniors should enroll in a minimum of six courses each semester as well as Roundtable. Reduced schedules may be available depending on the senior schedule. In preparation for life after high school, juniors and seniors should expect to face learning opportunities that are increasingly sophisticated, rigorous and independent. *Seniors who will complete all graduation requirements and who still have room in their schedules are also strongly encouraged to take at least one college course.

Many juniors and seniors will elect to do 2 to 3 credits at Lewiston Regional Technical Center in addition to their core classes at Poland Regional High School.

Typical schedules each year may look like the following:

Grade 9	Grade 10	Grade 11	Grade 12
Freshman Roundtable	Sophomore Roundtable	Junior Roundtable	Senior Roundtable
Physical Science	Biology	Intro to Chemistry/Chemistry	Science Course
English I	English II	English III	Senior English or AP Literature/Language
Global Studies	US History and Gov I	US History and Gov II	Comparative Gov & Economics
Math 1 (or appropriate math)	Math 2 OR appropriate math class	Math 3 OR Math 4/STEM	Math 4/STEM, Math 4 OR an elective math class
World Language	World Language	Plus up to four selections each semester from the areas below*	Plus up to four selections each semester from the areas below*
Visual and Performing Arts	Art, Physical Education, or Technology course(s)	*One English and one social studies credit	*One English and one social studies credit
Health/Technology	Team Academic Support	Academic Support	Academic Support
Team Academic Support			

COURSE OFFERINGS 2023-2024

English	Social Studies	Math	Science
<p>English I English II English III Senior Writing Seminar Sr. English Seminars -Stephen King -For the Love of the Game -Identity & Self Senior English Dual UMFK</p> <p>Electives AP English Literature AP English Language Journalism (.5)</p>	<p>Global Studies US History & Gov I US History & Gov II Comparative Government & Economics</p> <p>Electives AP World History AP US History AP US Government & Politics Intro to Psychology-Dual CMCC Philosophy: Life's Big Question- (.5)</p>	<p>Math 1 Math 2 Math 2½ (2) Math 3 Math 4 STEM Math 4</p> <p>Electives AP Statistics (2) AP Calculus AB (2) Pre-Calculus Explorations in Data Science</p>	<p>Physical Science Biology Intro Chemistry Chemistry</p> <p>Electives AP Biology (2) AP Chemistry Anatomy & Physiology Physics Robotic Engineering Environmental Studies (.5/1) Forensics (.5) Geology (.5) Marine Biology (.5)</p>
Technology Electives	Visual & Performing Arts Electives	Health & Physical Education	World Languages
<p>AP Computer Science Principles Business Technologies Web Design Intro to Computer Technology Computer Networking Yearbook (.5 or 1)</p> <p>CADD Materials Processing Innovation in Technology Robotic Engineering</p> <p>Digital Photography I Digital Photography II Social Media Management</p> <p>Audio Production Computers in Art</p>	<p>Advanced Piano/Guitar Studio Art Foundations Audio Production Chorus (1.0 cr) Clay I Clay II Computers in Art Concert Band (1.0 cr.) Dance Technique Digital Photography I Digital Photography II Intro to Guitar Drawing and Painting Intro to Piano Social Media Management Printmaking Studio Art Theater Evolution of Popular Music Advanced Studies in Music</p>	<p>Health</p> <p>Electives Fitness & Conditioning Fitness for Life Intro to Outdoor Education Lifetime Sports & Games Outdoor Leadership</p>	<p>French 1 French 2 French 3 French 4</p> <p>Spanish 1 Spanish 2 Spanish 3 Spanish 4</p>
Roundtables	Additional PRHS Courses & Programs	Additional Courses & Programs Available Through PRHS	
<p>Freshman Roundtable Sophomore Roundtable Junior Roundtable Senior Roundtable</p>	<p>D-PATH Independent Study Internships Jobs for Maine's Graduates (JMG)</p>	<p>College Courses at: Bates, CMCC, Husson, St. Joseph's, USM, UMaine, UMFK, UMA, UMM, UMF, UMPI, KVCC, EMCC, NMCC, YCCC, WCCC, SMCC, Maine College of Art & Design LRTC Offerings AP4ME JROTC at Lewiston HS</p>	

Note on Prerequisites: Throughout the **Course of Studies**, you will find many references to a “**Prerequisite.**” This is a required course that is necessary to take prior to enrolling in the course with the prerequisite. See your counselor with questions

College Notes: Successful completion of a college level course can go towards meeting some of the graduation requirements at PRHS. Read through the Course Descriptions section of the PRHS Course of Studies and talk to your school counselor for more information.

COURSE DESCRIPTIONS

The following pages briefly describe the courses that will be available to PRHS students during the upcoming school year. **Course offerings are subject to change depending on issues such as budget, enrollment and staffing.** If any changes do occur, enrolled students and parents will be notified as soon as possible. Except in the case of new offerings, learning expectations, or course standards, for the courses listed here, are available under “classes” on the Infinite Campus portal at <https://maine.infinitecampus.org/campus/portal/rsu16.jsp>. (A link to this site is posted on the PRHS homepage.) **If you have any questions, please call us at 998-5400.**

ROUNDTABLE

Every student is enrolled in a Roundtable. The Roundtable is distinct from other courses in that a student stays with the same small group of students, and the same Roundtable advisor, for his or her entire PRHS career. Roundtables meet every day for one half-hour and students must pass all four years to graduate. All Roundtables will focus on activities that help advisees to answer the following questions: **Who am I as a learner? Where am I going? How am I going to get there? How am I doing?**

Purpose of Roundtable

- To create a cohesive, ongoing community of learners
- To ensure that there is at least one teacher who knows the student well personally and academically, who is continuously engaged with the student and parent(s) about his/her learning and who guides and advocates for the student from grade 9 through graduation
- To provide a means for addressing grade level and school-wide issues
- To help students learn to advocate for themselves

ROUNDTABLE

Freshman Roundtable: Who Am I? Year

The Freshman Roundtable will focus on helping freshmen to successfully integrate into and contribute to the high school community. Students will learn about the systems and policies of the school and how they can contribute. Students will engage in team building with their advisory group. They will also begin the process of exploring future careers. Students will explore personality strengths and aptitudes and complete some research on jobs, the cost of living and what education and skills they will need to attain their individual goals. The Wayfinder curriculum will be a guide for group discussions and assessments over the course of the year. A Digital Citizenship curriculum will also help freshmen to responsibly use technology. Freshman Roundtable may also address other grade-level concerns, such as class elections and fundraising activities. Each student is responsible for leading two parent-student-advisor conferences, sharing their portfolio, reflecting on goals and personal growth in each class. Freshmen will begin developing a portfolio to demonstrate their progress toward meeting the PRHS schoolwide learning expectations.

Sophomore Roundtable: The Sophomore Exhibition Year

The primary focus of the Sophomore Roundtable is preparation for the Sophomore Exhibition, which includes research, reflection, and visual and oral presentation components. In the process of completing the Exhibition, students will focus on the essential questions: Who am I? How am I doing? Where am I going? How am I going to get there? Students will get training and feedback on all aspects of exhibition development, including visual and oral presentation. Sophomore Roundtable students will also lead two parent-student-advisor conferences. Sophomores will continue developing a portfolio to demonstrate their progress toward meeting the PRHS school wide learning expectations.

Junior Roundtable: Where Am I Going? Year

The Junior Roundtable will begin preparing students for life after PRHS. Students will research post-graduation options and complete community service. They will create a Career Portfolio that includes a collection of post-secondary research options, résumé, cover letter, brag sheet and options for recommendation requests. In addition, they can complete a mock interview and receive feedback. Juniors will also complete an online financial curriculum, which teaches nine different aspects of personal finance. Juniors will learn about the senior project process by helping to evaluate a Senior Celebration. Junior Roundtable students will be expected to lead two student-led conferences.

Senior Roundtable: The Senior Celebration Year

The primary focus for Senior Roundtable advisors is coaching students through the planning, researching, organizing, presenting and exhibiting of the Senior Celebration. Students will also use their peers for feedback and support. Additionally, Senior Roundtable will help get students ready for life after graduation. Senior Roundtable students in collaboration with advisor and school counselor will be expected to develop a post-secondary plan, to lead a parent-student-advisory conference and to apply to at least one college or post-secondary program.

In addition, some activities and curriculum will be ongoing, occurring simultaneously in all Roundtables or occurring periodically throughout a student's Roundtable experience.

For Instance:

- Trust and community-building exercises
- Dissemination of school news
- Education about school-wide programs, policies and assessments
- Discussion of school issues, student concerns and current events
- Conferences with individual advisees
- Class meetings, guest speakers and brief assemblies
- Activities promoting career exploration and future planning

ENGLISH

The English curriculum is designed to ensure that all students meet the Maine State Learning Results (Common Core) in English Language Arts. Students will be encouraged to:

- Read fiction and nonfiction, featuring a diversity of contemporary and classic texts and authors;
- Refine comprehension, speaking and critical thinking skills;
- Engage in argumentative, narrative, expository, and creative writing;
- Build vocabulary and develop competency in the conventions of Standard American English;
- Gain a deeper sense of who we are and what we believe, individually and collectively;
- Prepare to be an active and informed citizen.

All students, in addition to demonstrating proficiency in the graduation standards, are required to earn four credits in English. There is flexibility in how students earn these credits, but students must (1) meet the standards of English I and II, and (2) meet the standards in upper level English courses (English III, Senior English) and/or Advanced Placement courses and college classes. Honors Challenge is available in all non-AP courses.

English I, Year, 1 credit

English I emphasizes an introduction to high school level literacy skills with a focus on reading, writing, and discussing concepts associated with the PRHS core value of Character. Students will read a variety of longer and shorter nonfiction and fiction texts in units inspired by the concepts of integrity, perseverance, respect, and courage. Students will be able to identify overarching central ideas in these texts and analyze specific details in their development. Students will be introduced to rhetorical appeals authors use when structuring arguments. They will master the definitions of literary elements, and be able to identify how an author is employing them by studying each in isolation. Students will also be authors and speakers, creating rhetorical and literary devices through argument, narrative, expository, and creative writing. Instruction integrates grammar, mechanics, and vocabulary development appropriate to this level.

English II, Year, 1 credit, Prerequisite-English I

English II emphasizes a development of high school level literacy skills with a focus on reading, writing, and discussing concepts associated with the PRHS core value of Community. Students will read a variety of longer and shorter nonfiction and fiction texts in units inspired by the concepts of tolerance, teamwork, safe environment, and pride. Students will be able to identify multiple overarching central ideas in these texts and analyze specific details in their development. Students will understand and be able to identify the rhetorical appeals that authors have used in structuring arguments. They will analyze the way in which literary elements are related and utilized to develop themes. Students will also be authors and speakers, creating rhetorical and literary devices through argument, narrative, expository, and creative writing. Instruction integrates grammar, mechanics, and vocabulary development appropriate to this level.

English III, Year, 1 credit, Prerequisite-English II

English III emphasizes the use of high school level literacy skills with a focus on reading, writing, and discussing concepts associated with the PRHS core value of Citizenship. Students will read a variety of longer and shorter nonfiction and fiction texts in units inspired by the concepts of leadership, service, responsibility, and ethical problem-solving. Students will be able to identify multiple overarching central ideas in these texts, explain their interaction, and analyze specific details in their development. Students will understand that authors make choices with regard to the degree to which they use each rhetorical appeal, varying their focus on each to the particular writing at hand. They will synthesize the way in which authors develop literary elements to develop multiple themes, analyze, and explain their interaction. Students will also be authors and speakers, creating rhetorical and literary devices through argument, narrative, expository, and creative writing. Instruction integrates grammar, mechanics, and vocabulary development appropriate to this level.

AP English Literature and Composition, Year, 1 credit, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.) Prerequisite-English II

The AP English Literature and Composition course aims at developing those skills that are necessary for the student seeking college credits in English through the AP examination. Students will develop the ability to read, interpret, analyze and criticize literature. In addition, emphasis is placed on composition skills, particularly in the area of exposition and analysis. Students will frequently write responses to the literature being studied in the form of timed and analytical essays. Students should have a passion for literature and composition and a sincere commitment to the demanding goals of the AP English program. The course will require extensive reading and writing, including a major paper. Literary works to be explored will include a diverse list of AP appropriate titles—including novels, poems and plays—that vary in terms of the eras in which they were written and the genders and ethnicities of their authors. **This course prepares students to take the AP English Literature and Composition exam which can provide students with college credit depending on their score.**

AP English Language and Composition, Year, 1 credit, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.) Prerequisite-English II

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as generic conventions and the resources of language that contribute to effective writing. The college course often allows students to write in a variety of forms: narrative, exploratory, expository, argumentative, and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. But the main emphasis is on expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. **This course prepares students to take the AP English Language and Composition exam which can provide students with college credit depending on their score.**

Senior Writing Seminar, First Semester, Semester, .5 credit, Prerequisite-English III

In this semester-long course, students will complete the College Essay and I Search Paper assignments, immerse themselves in learning and employing rhetorical devices, and strengthen their abilities to hone in on the most impactful material in supporting a claim or illustrating a topic. Possible Course Materials - In addition to library and guidance resources, courses may include excerpts from Bruce Ballenger's *The Curious Researcher*, *Writers Inc.*, *Everything's an Argument* and informational texts pertinent to class discussion and individual students' topics of inquiry.

Sr. English Seminar: For The Love of the Game, Second Semester, Semester, .5 credit, Prerequisite-English III & Senior Writing Seminar

Overview - Sports Literature is a class that will focus on the special relationship between sports and our culture through the exploration of a variety of media. Students will read stories and view films about the impact and influence that sports have on our society and write about sports in a variety of formats. Possible Course Materials - *Friday Night Lights*, *Trophy Son*, *My Losing Season*, *Sports Illustrated magazine*, *For The Love of the Game*, *The Natural*, *Shoeless Joe*, assorted memoirs or nonfiction such as *The Blind Side*, *Moneyball*, *Seabiscuit*, films like *Eight Men Out*, *Any Given Sunday*, *The Longest Yard*, and poems such as "To an Athlete Dying Young," "Casey At The Bat," and "The Knight's Tale."

Sr. English Seminar: Maine's Native Son: Stephen King, Second Semester, Semester, .5 credit, Prerequisite-English III & Senior Writing Seminar

Overview - Hailed as the master of the macabre, Stephen King is one of the most widely read authors in America. Most of his works are best sellers, and many have been made into popular movies. The subject matter of his novels include alien invasion, scary clowns, vampires, towns that disappear, mean girls, deadly cars, and the end of the world. This class will explore his work and reflect on what it reveals about our culture and the modern psyche. Students will have the opportunity to write their own King inspired short story or screenplay. Possible Course Materials - *The Green Mile*,

Full Dark No Stars, The Shining, Carrie, The Stand, Skeleton Crew, Salem's Lot, Christine, The Dead Zone, Tommyknockers, It, On Writing.

Sr. English Seminar: Identity and Self: How humans understand themselves through literature, Second Semester, .5 credit, Prerequisite-English III & Senior Writing Seminar

Overview: In this semester-long course, students will read a variety of texts that focus on how one creates their own identity. Students will explore the creation of one's identity, and how issues of control and efficacy play a part in that process. Readings will consist of a variety of texts including short stories, poems, articles, and novels. Possible course material will include: *Girl on a Train; Handmaid's Tale; Eat. Pray. Love; Where the Crawdads Sing; Wild; The Midnight Library; Deathwatch; and The Alchemist.*

Senior English- UMFK Dual Enrollment, Second Semester, College Credit Option, .5 credit, Prerequisite-English III & Senior Writing Seminar

The dual enrollment course is not only the culmination of the student's high school English education but also an introduction to college level work. Students will read a variety of nonfiction texts, discuss the perspectives and intended messages of the authors, and write short and long arguments based on those ideas. The expectation is that students be able to participate in and complete these tasks at a more complex and sophisticated level and in a more structured time frame. Readings will include essays and book length texts as well as video and audio recordings. Writing assignments will include short summaries and reflections and build to arguments using the Toulmin, Rogerian, and Classic models. Successful students must demonstrate proficiency in all of the course's academic standards to earn their high school credit. To receive college credit from the University of Maine at Fort Kent, students will also have to meet the standard for Habits Of Work.

Journalism, Semester, .5 elective credit, Student Newspaper Production

This one-semester elective provides content for the Knight Writer, the PRHS student newspaper website. Students will examine the evolving definition and standards of contemporary journalism as practiced by mainstream media outlets, social media and various websites that gather and report news. The course will provide instruction and opportunities for reporting, writing, editing, photography, research, and conducting interviews.

MATH

In order to meet the Maine State Learning Results (Common Core Mathematics Standards) and fulfill the PRHS math graduation requirement, students should successfully meet the standards through Math 4. In each math course, students can pursue an **Honors Challenge** by exploring course topics in greater depth and breadth. Integrated Math 1-4 utilizes the Core Plus Mathematics-Contemporary Mathematics in Context curriculum. Core Plus Mathematics is an integrated curriculum in which students will study aspects of algebra and functions, geometry and trigonometry, and statistics and probability. Students work and learn extensively in cooperative groups. Students who are successful in progressing through Math 1-4 will have studied the equivalent of Algebra 1, Geometry, Algebra 2, Statistics, and some PreCalculus. Students who complete Math 1-4 in less than four years will be able to choose from PreCalculus, Explorations in Data Science, AP Statistics, or AP Calculus AB during the remainder of their high school experience.

No Honors Challenge is offered in Advanced Placement courses.

To ensure every student meets our rigorous math standards, there are several pathways students may choose:

Grade	Pathway 1	Pathway 2	Pathway 3
9	Math 1	Math 2	Math 2/3
10	Math 2	Math 3	Math 4/STEM Math 4
11	Math 3	Math 4/STEM Math 4	Math elective
12	Math 4/STEM Math 4	Math elective	Math elective

Integrated Math 1, Year, 1 credit

Math 1 topics include statistics, linear and exponential functions, solving equations algebraically, probability laws, and two and three dimensional geometry. Class activities help students build mathematical understanding as they explore problems.

Integrated Math 2, Year, 1 credit, Prerequisite-Math 1

Math 2 is an integrated course in algebra, functions, number & quantity, and problem solving. Topics include the practical use of quadratic functions, multiple variable models, systems of linear equations, and power functions. Connections are continually made between the various areas of mathematics through a variety of problem situations. Students will use technology to investigate and analyze a variety of situations in both pure and applied mathematics.

Integrated Math 3, Year, 1 credit, Prerequisite-Math 2

Math 3 topics may include nonlinear functions and systems, similarity and congruence, polynomials, and trigonometry. Connections are continually made among the various areas of mathematics and a variety of problem situations. The practical use of higher mathematics is emphasized throughout the course.

Integrated Math 2/3, Year-Every Day, 2 credits, Prerequisite-Math 1

Math 2/3 topics may include correlation, quadratic functions, multiple variable models, systems of equations, power functions, similarity and congruence, polynomials, trigonometry, and probability. Connections are continually made among the various areas of mathematics and a variety of problem situations. The practical use of higher mathematics is emphasized throughout the course.

Math 4, Year, 1 credit, Prerequisite-Math 3

Math 4 topics are intended for those students pursuing college majors that do not require calculus or statistics. Topics include statistics and the normal model and geometry proofs. Other topics include using math in practical financial

applications such as banking services and compound interest, credit cards and other loans, spreadsheets, budgets, taxes, the stock market, and automobile ownership. Connections are continually made among the various areas of mathematics and a variety of problem situations. The practical use of higher mathematics is emphasized throughout the course.

STEM Math 4, Year, 1 credit, Prerequisite-Math 3

Math 4 topics are intended to prepare students going on to any STEM based college majors, especially those for which calculus is required or recommended. Topics include statistics and the normal model, algebra and geometry proofs, polynomials and rational functions, advanced work with quadratics such as completing the square, matrices, and trig topics such as the unit circle, radians, and sinusoidal functions. Connections are continually made among the various areas of mathematics and a variety of problem situations. The practical use of higher mathematics is emphasized throughout the course. Students will use graphing calculators regularly.

PreCalculus, Year, 1 elective credit, Prerequisite-STEM/Math 4 or instructor permission

PreCalculus is designed to be a senior level elective math course offered to students who have successfully completed the PRHS math requirements through the integrated Core-Plus Mathematics curriculum or equivalent. The purpose of this course is to prepare students for post-secondary mathematics courses. Topics will be supplemented by review material as needed and will be focused through the lens of function analysis and practical application. Topics may include linear, quadratic, exponential and logarithmic functions and their graphs, trigonometric identities including equations and applications, conic sections & parametric equations, vectors, polar coordinates and complex numbers..

AP Statistics, Year-Every Day, 2 elective credits, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.) Prerequisite-STEM/Math 4

The student will learn the major concepts and tools for collecting, analyzing, interpreting and drawing conclusions from data. Students will use hands-on gathering of data as well as computers and calculators in statistical analyses. A Texas Instruments graphing calculator is required. This course can be taken concurrently with Math 4 or STEM Math 4. **This course prepares students to take the AP Statistics exam which may provide students with college credit depending on their score.**

AP Calculus AB, Year-Every Day, 2 elective credits, (Open to any student willing to invest the effort after the completion of Math 4. Students in the course are also expected to take the AP exam in May.) Prerequisite-STEM Math 4 or instructor permission

This course covers introductory topics in differentiation and integration. Students will learn about limits and continuity, derivatives and their applications, including optimization and related rates problems, and definite and indefinite integrals and their applications. The course focuses on giving students extensive experience with the fundamental concepts of Calculus. A Texas Instruments graphing calculator is required. Students looking for a challenge who have demonstrated a serious interest and aptitude in math should consider this course. **This course prepares students to take the AP Calculus AB exam which may provide students with college credit depending on their score.**

Explorations in Data Science, .5 elective credit

What does Facebook do with all its data? How do businesses use data? How do you use data to back up a decision? This one-semester course answers these questions and prepares students for college-level statistics courses, particularly those needed for social sciences. In addition, this course will introduce students to the main ideas in data science using a project-based curriculum. These main ideas include data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data and making and evaluating data-based arguments. Students will learn and use such tools as spreadsheets, Python, Data Commons and Tableau in the process of their investigations. At the end of the course students will have completed a portfolio that showcases what they have learned about data science.

SCIENCE

The PRHS science curriculum is designed to ensure that all students meet the Next Generation Science Standards, the new national standards. The Next Generation Science Standards began with the development of the **Framework for K-12 Education**. The **Framework** is grounded in the most current research on science and science learning and identifies the science all K-12 students should know in order to be prepared for college and the workforce. The three dimensions outlined below were combined to form each and every standard.

Scientific & Engineering Practices: Describe behaviors that scientists use as they explore and build models and theories about the natural world. These include engineering practices as well.

Crosscutting Concepts: These have applications across all domains of science and link the different domains.

Disciplinary Core Ideas: Focus curriculum on the most important aspects of science.

All students are required to earn **four credits** in science. Physical Science, Biology and Chemistry are all required science courses and will earn a student 3 credits. Students may choose from one of the elective courses to fulfill their 4th credit.

All PRHS science courses are LAB based. In every PRHS science course, excluding Advanced Placement courses, students can explore course topics in greater depth by taking the Honors Challenge.

Physical Science, Year, 1 credit

Students will spend the year studying physics, energy, the formation of the universe and earth, our global climate systems, and how we interact with it all. Students will also examine connected engineering practices. Application of physical science concepts, laboratory procedures, problem solving, analytical writing, and quantitative skills are an integral part of this course.

Biology, Year, 1 credit, Prerequisite-Physical Science

This introductory course in biology prepares students for college and advanced placement courses by studying the major themes and concepts associated with living systems. Students will spend the year looking at cellular functions, evolution, genetics and inheritance, the energy in living systems, and ecosystem dynamics including human interactions. Students will plan and conduct investigations, develop and use models, and argue from evidence as they investigate biological concepts.

Chemistry, Year, 1 credit, Prerequisite-Physical Science & Biology or concurrent with Biology with instructor permission

Chemistry is the study of matter. It involves the study of the structure, properties and behavior of matter, specifically on the atomic level. This course contains significant laboratory work and data analysis. Students will use mathematical operations to make and test their predictions. This is a fast paced, in depth course that will cover properties & structure of matter, chemical bonding, nomenclature, chemical reactions, energy, and pH. This course will prepare students for further studies in college chemistry, including those required by careers in health, technology, engineering or the sciences.

Introductory Chemistry, Year, 1 credit, Prerequisite-Physical Science & Biology or concurrent with Biology with instructor permission

Chemistry is the study of matter. It involves the study of the structure, properties and behavior of matter, specifically on the atomic level. This course contains laboratory work and data analysis. We will cover topics relating to the properties of matter, atomic structure, chemical bonding, nuclear energy and chemical reactions. Students will complete hands-on lessons and activities focused on relevant issues. This course focuses on the fundamental skills and content of Chemistry and will ensure students meet graduation requirements and are prepared for a two year college experience.

AP Biology, Year-Every Day, 2 elective credits, Prerequisite-Physical Science, Biology & Chemistry or Learning Area Approval, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.)

AP Biology offers an in-depth study of life, including evolution, cellular processes-energy and communication, genetics, information transfer, ecology, and interactions. This course is structured around the four big ideas articulated in the AP Biology curriculum framework provided by the College Board. There are 13 student-directed, inquiry-based labs. Additional labs and activities will be added to the class to enhance understanding and provide for a hands-on learning environment. Lab work will make up approximately 25% of the course. AP Biology is a 2 credit, lab based course, designed to cover the content of a two semester introductory college biology course. AP Biology is open to all students that have completed Biology and Chemistry or take it concurrently and who wish to take part in a rigorous and academically challenging course. **This course prepares students to take the AP Biology exam which may provide students with college credit depending on their score.**

AP Chemistry, Year, 1 - 1.5 elective (credit dependent upon schedule), Prerequisite-Math 4, Biology or instructor permission, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.)

With the ever increasing need for innovators, problem solvers, designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in science practices and knowledgeable about chemistry. This course is structured around the six big ideas articulated in the AP Chemistry curriculum framework provided by the College Board. A special emphasis will be placed on the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry. Lab work will make up 25% of the course. This 1 credit course is designed to be the equivalent of a first year college course in Chemistry. AP Chemistry is open to all students that have completed Math 4/Biology, and optionally Chemistry/Intro Chemistry, who wish to take part in a rigorous and academically challenging course. **This course prepares students to take the AP Chemistry exam which may provide students with college credit depending on their score.**

Human Anatomy & Physiology, Year, 1 elective credit, Prerequisite-Biology

Human Anatomy and Physiology is a lab based course that emphasizes the relationships between the structure and function of the major body systems. The course may cover scientific literacy, the integumentary, immunity, musculoskeletal systems, cardiovascular, nervous, digestive, and endocrine systems. Lab work makes up an essential portion of this course along with an in depth study of anatomical and physiological topics.

Physics, Year, 1 elective credit, Prerequisite-Physical Science, Biology & Math 3 or taken concurrently with instructor permission

Physics is the study of the interactions between matter and energy, essentially how objects behave in our Universe. From Sir Isaac Newton's Laws of Motion to the behavior of matter and its interactions can be described using diagrams and mathematical equations. In this course students will learn to use geometry, trigonometry and algebra to describe and predict the behavior of matter under different circumstances. The units that will be covered include vectors, kinematics, forces, work, energy, power, impulse and momentum, and waves.

Robotic Engineering, Year, 1 elective credit, technology or science, Prerequisite-Physical Science, priority to Juniors and Seniors

This course is designed for students interested in the field of engineering. Robotics is a study of sensors, mechanisms, and controls. Using RoboLab and EV3 programming software along with Lego microprocessors, each student will design, construct, and program robots that autonomously perform specific tasks. After gaining a basic understanding

of input, output, and machine control, students will interface the microprocessor with industrial pneumatic equipment to build automated robots. Students may also participate in a regional robotics competition.

Environmental Studies, Year or Semester, 1 elective credit or .5 elective credit, Prerequisite-Physical Science & Biology

This course is a study in the conservation and management of the environment. This course will look at the interactions that humans have with the earth, how our presence and current behaviors are affecting the planet, our resources, and the quality of our lives. Students will study issues like climate, population, food and agricultural challenges, energy use, water resources, wildlife, and land use. This course may require participation in hands-on activities, service learning opportunities, and fieldwork. **Note: This can be taken as a year long class or as a semester course. Topics of study each term will differ.**

Forensics, Semester, .5 elective credit, Prerequisite-Physical Science & Biology

Forensics focuses on the skills and concepts behind crime scene investigation and forensic science. A wide range of topics will be covered including evidence collection, hair and fiber analysis, fingerprint patterns, dental impressions, blood and blood spatter analysis, and DNA evidence. This course will help students see how science is used to answer questions and solve mysteries in the real world.

Geology, Semester, .5 elective credit, Prerequisites-Physical Science & Biology

The landscape around us is the result of millions of years of geologic forces at work, creating, destroying, constantly changing the very ground underfoot. Students will study these powerful agents of change, as well as the distinctive marks they leave on the landscape. Students will also closely examine the geologic features of our state, how they were formed, the characteristics of Maine's rocks, minerals, and soils, and distribution and unique features of our water supply.

Marine Biology, Semester, .5 elective credits, Prerequisite-Physical Science & Biology

In this course students will explore the ocean environment and its capacity to provide habitat for a wide range of organisms. We will study the diversity in the marine environment, looking at how the marine environment is classified and the basic categories and roles that the organisms residing in it serve. We will look at the interdependencies that the ocean environment fosters, within its own ecosystems and in the broader biospheres of the planet. Students will receive exposure to some of the ways that humans interact with the ocean.

SOCIAL STUDIES

The social studies curriculum is designed to ensure that all students meet both the Maine State Learning Results for Social Studies and the Common Core Standards for Literacy in History/Social Studies. The curriculum engages students in their curiosity about the world, and encourages them to become knowledgeable, active citizens of the United States. All students are required to earn 3½ credits in social studies. There is flexibility in how students earn these credits, but students must (1) meet the standards of Global Studies, (2) meet the standards of a US History survey course 1607-present, and (3) meet the standards of government and economics. These standards are typically met through our core course offerings (i.e. US History and Government I and II, and Comparative Government and Economics), but may be substituted with Advanced Placement courses--AP US History and/or AP Government and Politics. Additionally, college courses in the social studies may meet graduation requirements. Please work with your school counselor to ensure that your course selections meet graduation requirements. Honors Challenge is available in all non-AP courses.

Global Studies, Year, 1 credit

This 9th-grade course explores different regions of the world in order to consider the question, “How do we live as thoughtful, compassionate members of a community?” Students will study geography, history and current events related to Africa, Latin America, the Middle East, and Asia. In addition to improving their social studies skills, students will fine-tune their reading, writing and research skills as they read primary sources, and research and report on contemporary issues.

US History & Government I, Year, 1 credit, Prerequisite - Global Studies

This course explores United States history and government from the colonial era to the end of the 19th century. Themes of progress, power, oppression, and diversity will be emphasized through such unit studies as the Revolutionary Era, Westward Expansion, and Reconstruction. Students will complete a major study of the Constitution and Bill of Rights that will conclude with an analytical paper on a Supreme Court Case. Interpreting primary documents and honing research skills will be year-long areas of emphasis. The course provides an engaging environment for students to examine PRHS’s core values: citizenship, community, and character.

US History & Government II, Year, 1 credit, Prerequisite - US History & Government I

This course is a study of the development of the United States and its role in the world in the 20th century. The course focuses on key issues, events and people of the 20th century and helps students build the connections into the past to understand why things came to be the way they are. This course will include units on imperialism, the world wars, the 1920s and 1930s, The Holocaust and genocide, the Cold War and Vietnam, and 9/11 and the War on Terror. Students will develop skills and habits of mind such as interpreting and critically analyzing primary and secondary sources, making connections between history and society today, understanding the impact made by individuals, groups and institutions both in effecting change and in ensuring continuity, engaging in patient reflection and reexamination of the past and present, and perceiving past events and issues as they might have been experienced by the people of the time, with historical empathy rather than just present-mindedness. In addition, all students will complete a Public Policy Paper in which students investigate a current problem facing their community or country, defend a position, and propose a course of action.

Comparative Government & Economics, Semester, .5 credit, Prerequisite - Semester 1 of US History & Government II

In this course students will learn and apply basic economic concepts, then analyze and evaluate various economic systems. Students will also sharpen their understanding of the structure and function of the US government, with emphasis on effective participation in the democratic process. Students will compare the U.S. economic and political systems to others in the world while exploring the role of the U.S. in a global context.

AP United States Government & Politics, Year, 1 elective credit, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.) Prerequisite - Global Studies

The AP United States Government and Politics course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. Students successfully completing this course will know important facts, concepts, and theories pertaining to US government and politics; understand typical patterns of political processes and behavior and their consequences; be able to analyze and interpret data relevant to US government and politics. Topics include Constitutional underpinnings of US government, political beliefs and behaviors, political parties, interest groups and media, institutions of national government, public policy and civil rights and civil liberties. **This course prepares students to take the AP US Government and Politics exam which may provide students with college credit depending on their score.**

AP United States History, Year, 1 elective credit, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.) Prerequisite - Global Studies

Advanced Placement US History will provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of American history. Students will write open-ended and document-based essays and will analyze diverse primary sources, such as historical essays, statistics, speeches, and maps. This course is designed to make demands upon students equivalent to those of a college course and is, therefore, an intensive reading and writing course. This course prepares students to take the AP US History exam which may provide students with college credit depending on their score.

AP World History, Year, 1 elective credit, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.) Prerequisite - Global Studies

Students will study the cultural, economic, political, and social developments that have shaped the world from c.600 CE to the present. Students will analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments. The course is designed to make demands upon students equivalent to those of an introductory college course and is, therefore, an intensive reading and writing course. **This course prepares students to take the AP World History exam which may provide students with college credit depending on their score.**

Introduction to Psychology, College Credit Option. .5 elective credit, Prerequisite: Open to Juniors and Seniors only.

This dual enrollment course is an introduction to the scientific study of human behavior and its application to everyday life situations. Among the topics discussed are physiological foundations of behavior, altered states of consciousness, emotion, learning, and thinking. Using these topics as a basis for discussion, students will further explore the following topics: personality, interpersonal communication, conflict, group processes, behavior disorders and therapies, and industrial psychology. For those seeking college credit as well, the expectation is that students will be able to participate in and complete tasks at a more complex and sophisticated level and in a more structured time frame. Successful students must demonstrate proficiency in all of the course's academic standards to earn their high school credit. **To receive the college credit from CMCC, students will also have to meet the standard for Habits Of Work.**

Philosophy: Life's Big Questions, .5 elective credit, Prerequisite: Open to Juniors and Seniors only

This semester-long course will focus on five philosophical questions over which humans have argued and debated for millennia: What is real and how do we know? Is there a God? What causes me to do what I do: Free Will or Determinism? Do I have a soul and is there life after death? How do we know right from wrong? To answer these questions, students will examine how philosophers, scientists, theologians, and psychologists have answered these questions. Texts and readings will be drawn from history, philosophy, psychology, religious teachings, science, and contemporary writers. Students will be asked to come to their own conclusions in answer to these questions and to explain and defend their choices.

TECHNOLOGY

It has never been more important to be technologically literate. Numerous opportunities exist for PRHS students to take advantage of our resources. All students must earn at least 1 technology credit. Students may take courses in computer technology, industrial technology, digital imaging, and video production. Students may also earn technology credit through courses at LRTC. In each and every technology course, students can pursue an Honors Challenge by exploring course topics in greater depth and breadth.

Material Processing, Semester, .5 credit

In this course, students will design and construct meaningful projects from wood, metal, plastic, and textiles. Using methods of construction, raw materials will be transformed into a new form. Machine operation and safety practices are a part of each activity and aesthetics and functionality are the guiding principles for this project based course.

Innovation in Technology, Semester, .5 credit, Prerequisite-Material Processing or instructor approval

America has been a world leader in innovation; automobiles, airplanes, computer technology, and the internet. Our ability to adapt technology to meet our needs is one of our greatest assets. The course is designed as an open ended opportunity for students to use tools to develop, explore, and adjust the things around them. With the shop as our laboratory, students will design and build things that are of interest to them. Once completing Material Processing, students who have the desire to continue developing their passion to design and build should enroll in this course. In many ways this course is designed to be an independent study “studio course” in the tech lab.

Computer Aided Drafting and Design (CADD), Semester, .5 credit

This course is offered to students interested in engineering and architectural design. This is an intensive study of computer drafting and design. Students will create two-dimensional drawings and three dimensional models of some assignments. Students will draw and design various objects including a dream home.

Robotic Engineering, Year, 1 credit, technology or science, Prerequisite - Physical Science and priority to Juniors and Seniors

This course is designed for students interested in the field of engineering. Robotics is a study of sensors, mechanisms, and controls. Using EV3 programming software along with Lego microprocessors, each student will design, construct, and program robots that autonomously perform specific tasks. After gaining a basic understanding of input, output, and machine control, students may interface the microprocessor with industrial pneumatic equipment to build automated robots. Students may also participate in a regional robotics competition.

Social Media Management & Content Creation, Semester, .5 credits, technology or visual performing arts

This course introduces the concepts of leveraging social media to build a brand, extend brand awareness, increase visibility, engage current and potential followers, cultivate brand ambassadors, and support organizational goals. Students will learn how to create digital content for social/broadcast media, and will work as a collaborative team. Students will meet the standard in either technology or visual arts.

Introduction to Television & Multimedia Production, Semester, .5 credit, technology or visual & performing arts

Through the avenue of creating broadcast programming, students will acquire an understanding of the basic elements of video production, problem solving, and teamwork. It is the goal of this course to produce a news magazine program and other programs for public broadcast. Students will meet the standard in either technology or visual arts.

Digital Photography I, Semester, .5 credits, technology or visual & performing arts

Digital Photography is an introduction to the world of still photography and digital imaging. The emphasis in this course will be on photographic techniques and creative expression. Students will explore the creative potential of

imaging technology and solve visual and technical problems. Although not required, students may use their own digital cameras as long as the camera meets the requirements of the assignments. Cameras with manual setting capabilities are preferred. Students will choose to meet the standards in either technology or visual arts.

Digital Photography II, Semester, .5 credits, technology or visual & performing arts - Prerequisite Digital Photography I

This course continues to develop digital photography skills learned in Digital Photography I. Emphasis is on creative problem solving and mastering the basic photographic concepts used to create good visual communication. Post-processing, editing and compositing will be utilized with the goal of creating a Virtual Photography Art Show. Students will meet the standard in either technology or visual arts.

Audio Production, Semester, .5 credits, technology or visual & performing arts

Students will have the opportunity to learn how to effectively use audio amplification and digital recording equipment; produce audio recordings for multiple formats; learn how to design and engineer live audio for performances and events; and learn the historical and cultural aspects of live performance, broadcast, and recorded audio. Students will be required to use Garageband and internet on their chromebooks for daily work and assessments. Students will choose whether to meet the standards in technology or visual arts.

Computers in Art, Semester, .5 credit, technology or visual & performing arts

Students will be introduced to the computer as an art making medium.. Students will be introduced to bitmapped and vector based programs as they explore the role of technology and ethics involved in creating art on the computer. Students will meet the standards in either technology or visual arts.

Business Technologies, Semester, .5 credit

This course is intended to both enable students to use a computer as a reliable and valuable business tool and to further prepare them for employment in careers that utilize computers and computer software to conduct business. Topics covered include: productivity tools (word processing, spreadsheets, database management), presentation software, and finances. Students will complete real world projects throughout the course.

AP Computer Science Principles, Year-1 credit, College Credit Option-6 credits. Prerequisite-Math 2 or instructor approval, (Open to any student willing to invest the effort and to complete the summer assignments. Students in the course are also expected to take the AP exam in May.)

AP Computer Science Principles introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing is changing the world. The rigorous course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course focuses on 7 big ideas: creativity, abstraction, data and information, algorithms, programming, the internet, and global impact. Rather than teaching a particular programming language or tool, the course focuses on using technology and programming as a means to solve computational problems and create exciting and personally relevant artifacts.

This program prepares students to take the AP Computer Science Principles exam which can provide students with college credit depending on their score. Students can also elect to take the course as Dual Enrollment through the University of Maine Augusta. To receive college credit from the University of Maine Augusta, students will also have to meet the standard for Habits Of Work.

Intro to Computer Technology, .5 credits

This course is open to all students and provides an introduction to a variety of concepts in Computer Science, Computer Hardware and Video Game Development. Topics covered include: the basics of how computers and the Internet work, computer hardware/assembly, history of video games, and video game production. Throughout this course students will have the opportunity for hands-on experiences such as Javascript programming, assembling a computer and evaluating retro consoles.

Web Design, Semester .5 credit, College Credit Option-3 credits. Prerequisite - Intro to Computer Technology or Permission from Instructor.

This course provides students with an entry level experience in website design, development and management. Students will learn the fundamentals of HTML5 and CSS3, adding functionality to sites, utilization and management of Web Servers, security standards and protocols and Website maintenance. Students can elect Dual Enrollment through the University of Maine Augusta for 3 college credits. **To receive college credit from the University of Maine Augusta, students must meet the standard for Habits Of Work in addition to demonstrating proficiency in the course standards.**

Computer Networking, Semester .5 credit, College Credit Option-3 credits. Prerequisite - Intro to Computer Technology or AP Computer Science Principles or Permission from Instructor. This course provides an introduction to communications and computer networking. Topics covered include basic terms, concepts, equipment, protocols, and standards. Also covered are network designs and architecture, the Internet, public and local networks, data security, and the impact of data networks on our world. Throughout the course students will practice designing, configuring, and troubleshooting networks using simulations and hands-on experiences. Students can elect Dual Enrollment through the University of Maine Augusta for 3 college credits. **To receive college credit from the University of Maine Augusta, students must meet the standard for Habits Of Work in addition to demonstrating proficiency in the course standards.**

Information Security, Semester .5 credit, College Credit Option-3 credits. Prerequisite-Intro to Computer Technology or AP Computer Science Principles or Permission from Instructor. (Course offered every other year - will be offered again in 2024-2025)

This course provides an overview of security challenges and strategies of counter-measure in the information systems environment. Topics include definition of terms, concepts, elements, and goals incorporating industry standards and practices. A main focus will be on systems designed on protecting the confidentiality, integrity, and availability to computer system data from those with malicious intent (hackers). Labs will use a Virtual Linux machine that allows students to practice both defensive and offensive techniques in relation to white hat security. Students can elect Dual Enrollment through the University of Maine Augusta for 3 college credits. **To receive college credit from the University of Maine Augusta, students must meet the standard for Habits Of Work in addition to demonstrating proficiency in the course standards.**

Yearbook Publishing, & More, Year or Semester, 1 credit or .5 credits

Students will apply principles of communication, technology, and design to produce the PRHS yearbook. Students will create a theme and layout for the yearbook, plan the sale and distribution of yearbooks, solicit advertising in the community, take, edit, and upload photos, and use software to build the yearbook online. Deadlines, group work, communication, and organization skills will be emphasized in addition to design and creativity. **Note: This can be taken as a year long class or as a semester course.**

VISUAL AND PERFORMING ARTS

A great course in the arts can provide a new window into oneself and one's society. PRHS students have the opportunity to explore the arts as a means of improving self expression, performance skills, artistic talents and cultural awareness. Our course offerings are designed to meet the needs of both the novice and the aspiring expert. Each student is required to earn one credit in the Visual and Performing Arts. All visual and performing arts courses offer Honors Challenges for students to explore course topics more in depth.

Theater, Semester, .5 credit, This course may be taken 2 times for credit

Students will learn the fundamentals that constitute the theatrical experience and will explore the dynamics of acting, producing, directing, costume design and stagecraft, and how they all integrate into a total performance piece.

Dance Technique, Semester, .5 credit, This course may be taken two times for credit

This class is designed to train students in the basic exercises and steps that enable dancers to build up their strength, flexibility and body memory. This class will give students a firm basis for exploring the various components of dance. Students will begin with simple dance moves, learn how to put movements to music, and how to put them together in order to present a performance to an audience.

Chorus, Year, 1 credit, Prerequisite-MS Chorus or instructor approval, which may include an audition

Chorus is a year-long commitment involving group concerts and performances. Participation in periodic public performances is required and a large portion of the class grade. This course focuses on performance of all kinds of music. Students in Chorus work on music reading skills, healthy vocal production, and musicianship. As Chorus is an ensemble, all students in Chorus are expected to participate fully in every rehearsal. Chorus members are also eligible to audition for the MMEA District and State Festivals. This course may be taken multiple times for credit.

Concert Band, Year, 1 credit, Prerequisite-MS Band or instructor approval, which may include an audition

Concert Band is a year-long commitment involving group concerts and performances. All band members are required to perform at several public concerts during the year. The Poland Regional High School Concert Band welcomes high school students who have experience at reading music and playing a woodwind, brass or percussion instruments. Individuals will develop performance and instrumental skills as the band studies quality concert band literature. Band members are also eligible to join jazz band and to audition for the MMEA District and State Festivals. This course may be taken multiple times for credit.

Introduction to Guitar, Semester, .5 credit

This class gives students the opportunity to learn how to play acoustic guitar in a group setting. Students will learn the fundamentals of reading music, playing melodies, playing chords, and tuning. Students will make recordings of their own playing for assessments and they will also learn how to accompany other instrumentalists and vocalists. Students of all abilities are encouraged to enroll.

Introduction to Piano, Semester, .5 credit

This course is intended to teach students who are new to the piano keyboard. Students in this class will learn how to read standard music notation, music theory, and basic keyboard skills. Chromebooks are required for each class, as they will be used to record assignments and power the keyboards.

Advanced Piano/Guitar Studio, Semester, .5 credit Prerequisite - Intro to Piano or Intro to Guitar or instructor permission

Students who have excelled in *Introduction to Guitar* or *Introduction to Piano* or have taken private lessons in either instrument are welcome to enroll in the Advanced Studio. The curriculum will begin with a review of fundamental skills on the instrument and basic music knowledge, and will move on to include units on music theory, music history, and intermediate-to-advanced playing techniques relating to either instrument. Students who have experience with both

instruments may shift their focus between the two during the class. Assessments will include ensemble performance experiences and live performance experiences, as well as tests of knowledge on music theory and history.

Audio Production, Semester, .5 credit, visual & performing arts or technology

Students will have the opportunity to learn how to effectively use audio amplification and digital recording equipment; produce audio recordings for multiple formats; learn how to design and engineer live audio for performances and events; and learn the historical and cultural aspects of live performance, broadcast and recorded audio. Students will be required to use computer recording software and internet on their chromebooks for daily work and assessments. Students will choose whether to meet the standards in technology or visual arts.

Advanced Studies in Music, .5 credit, visual & performing arts Prerequisite – at least three years training in music or permission of the instructor

Students who foresee music in their post-secondary plans and/or students with a strong interest in music should enroll. Students will develop their understanding of topics such as notation, intervals, chord theory, harmony and ear training. Students will also learn and apply skills in areas such as music history, composition, formal analysis, and arranging. Students may elect to fulfill the requirements for AP Music Theory as a part of this course's Honors Challenge. May be taken multiple times.

Evolution of Popular Music in America, .5 credit

This course is a history of pop music in America, starting with the minstrel era of the 1840s and continuing until the present. The survey of the more recent popular styles will result from student presentations. The trends in American popular music will be studied in relation to other cultural and historical events, but the focus will be on the music.

Art Foundations, Semester, .5 credit

Art Foundations is an introductory course to fine art at the high school level. In this class you will be combining studio projects with the study of art history and art criticism. Emphasis is placed on problem solving, planning, and observational skills. Studio areas will include exploration in 2 dimensional media and clay.

Clay, Semester, .5 credit

Students interested in clay will thrive in this course. A variety of hand building techniques will be explored. Students will learn in more detail about the process of working in clay from idea development and surface design to studio maintenance. Examples of ceramics from around the world will be studied for ideas and technique.

Clay 2, Semester, .5 credit Prerequisite – Clay 1 or instructor approval

Students interested in continuing their work with clay will thrive in this course. Building on the techniques introduced in Clay 1 students will work on more advanced projects and techniques such as the pottery wheel. Students will continue to learn more about the process of working with clay from idea development through techniques for working clay and glaze to studio maintenance.

Drawing and Painting, Semester, .5 credit

Students will explore a variety of techniques with two dimensional media including pencil, watercolor and acrylic paint. Projects will emphasize observational skills and be inspired by select areas of art history. Upon completion of formal projects, students will participate in class critiques and display final images. The core of this class is about building skill and confidence in addition to noticing how taking the time to pause and observe increases personal awareness.

Computers in Art, Semester, .5 credit, visual & performing arts or technology

Students will be introduced to bitmapped and vector based programs as they explore the role of technology and ethics involved in creating art on the computer. The core of this class is about how we are influenced throughout our lives through visual imagery. Students will meet the standards in either technology or visual arts.

Studio Art, Semester, .5 credit, Prerequisite—two of the following; Art Foundations, Clay, Drawing and Painting, Computers in Art, Printmaking, or permission of the teacher.

This course is designed for motivated students with a strong visual arts background or interest in continuing their studio art work in drawing, painting, clay or digital art. This course is recommended for students who can be successful in a more independent environment and wishing to develop a portfolio. We will start with three formal projects to help begin a portfolio before students begin independent work. The studio experience involves sharing ideas and influencing each other in positive ways in addition to maintaining studio space and materials. Your teacher is observing your problem solving experiences and level of investment. How you participate in class influences the quality of work you are able to produce. It is important to come to class and participate in positive ways to earn credit. This course may be taken multiple times for credit.

Digital Photography I, Semester, .5 credit, visual & performing arts or technology

Digital Photography is an introduction to the world of still photography and digital imaging. The emphasis in this course will be on photographic techniques and creative expression. Students will explore the creative potential of imaging technology, and solve visual and technical problems. Although not required, students may use their own digital cameras as long as the camera meets the requirements of the assignments. Cameras with manual setting capabilities are preferred. Students will choose to meet the standards in either technology or visual arts.

Digital Photography II, Semester, .5 credits, technology or visual & performing arts - Prerequisite Digital Photography I

This course continues to develop digital photography skills learned in Digital Photography I. Emphasis is on creative problem solving and mastering the basic photographic concepts used to create good visual communication. Post-processing, editing and compositing will be utilized with the goal of creating a Virtual Photography Art Show. Students will meet the standard in either technology or visual arts.

Social Media Management & Content Creation, Semester, .5 credits, technology or visual performing arts

This course introduces the concepts of leveraging social media to build a brand, extend brand awareness, increase visibility, engage current and potential followers, cultivate brand ambassadors, and support organizational goals. Students will learn how to create digital content for social/broadcast media, and will work as a collaborative team. Students will meet the standard in either technology or visual arts.

Art and Culture, Semester, .5 credit, visual & performing arts

Learn how to read clues in visual artworks and find out how looking at and analyzing artworks and architecture can give us keys to help us understand cultures across the world and throughout history. Great for all students curious about art and culture but not interested in making art. *(This course is on hold for 2023-2024 school year)*

Printmaking, Semester, .5 credit, visual & performing arts

This course involves a high level of experimentation. Students need to be prepared to handle sharp and delicate materials in addition to cleaning large amounts of messes. We will explore a series of monoprinting techniques in addition to traditional relief and intaglio to make original art. The core of this class focuses on how printmaking has influenced the world we live in today in addition to exploring a wide variety of techniques.

WELLNESS: HEALTH & PHYSICAL EDUCATION

The goal of Wellness is to develop physical and health literate individuals who have the knowledge, skills, behaviors, and confidence to enjoy a lifetime of healthful physical activity and behaviors. Students who successfully complete the Wellness requirements will fulfill the Maine State Learning Results in Health and Physical Education. Through achievement of the Health Education and Physical Education Standards, students learn that their decisions can affect their health and set a pattern for their lives. Students also learn to protect their health by acquiring good information, by seeking good advice and friendships, and by taking responsibility for their own wellness which contributes to a healthy, active, balanced approach to life. In each and every Wellness course, students can pursue an Honors Challenge by exploring course topics in greater depth and breadth.

Health Education: Trends for Teenagers, Semester, .5 credit

In this course, we will examine health through the lens of a teenager, dealing with health topics that are of greatest concern. Our central question will be “What makes a healthy human being?” We will emphasize the prevention of health problems that are most relevant to today’s youth. Students will study current health trends, understand how our environment influences both consciously and subconsciously the decisions we make, and learn how health related choices affect us and our future. **This course fulfills the school and state health requirement by exploring the six health content standards.**

- Advocacy, Decision Making, and Goal Setting Skills
- Health Concepts
- Health Information, Products, and Services
- Health Promotion and Risk Reduction
- Influences on Health

Fitness for Life, Semester, .5 credit, This course may be taken two times for credit

In this course activities might include, but will not be limited to, stretching, yoga, cardiovascular workouts, aerobics, tai-bo, high intensity training, and bodyweight training. There will be little use of the weight room for this course. Pre/Post fitness testing and the creation and utilization of a personal fitness plan are the foundational measuring and achievement tools in this course. This course will help students to gain the knowledge needed for a healthier adult lifestyle without the need for expensive equipment or gym memberships. **This course includes the Personal Fitness Plan standard.**

Fitness and Conditioning, Semester, .5 credit, This course may be taken two times for credit

The emphasis of this course is to foster and develop students’ individualized physical conditioning through a variety of activities in the Weight Room, Gymnasium, and outdoors. This course provides students with an opportunity to improve their cardiovascular and muscular fitness through self directed participation in a variety of cardiovascular, muscular strength, and endurance activities. These activities can include, but are not limited to, the following: weight lifting, walking, jogging, cycling, and forms of aerobics. Progress logs, independent reading, research and reflection logs will be used to assess achievement of standards. **This course includes the Personal Fitness Plan standard.**

Introduction to Outdoor Education, Semester, .5 credit

This course will provide a foundation for the principles and skills used in Outdoor Leadership as well as allowing for more general exploration of environmental, educational and technical skills used in Outdoor Leadership. Through the use of our climbing wall and ropes course, this course works to develop team building, problem solving, and decision making skills. The basic instruction provided is in the areas of orienteering, camping, campfire building and safety, shelter construction, first aid, and many other areas of interest related to the outdoors.

Outdoor Leadership, Semester, .5 credit, Prerequisite-Intro to Outdoor Education

In this experiential education class, students will explore the essential question “What are the habits of an effective leader?” and engage in activities that allow them to learn more about the leadership qualities that they possess. The focus in this course will be on developing those habits of effective leadership as they relate to each student and to the practices and activities experienced in the out-of-doors. Students who take part in this class will gain an appreciation for these skills through literature review as well as through fieldwork and field trips and should therefore be prepared to participate in both indoor and outdoor settings. The primary goal of this course is to help students effectively transfer the leadership skills realized through their experiences, to their home, school, and community.

Lifetime Sports and Games, Semester, .5 elective credit This course may be taken two times for credit

Lifetime Sports & Games is a half credit Physical Education elective course. Activities will include, but not be limited to, badminton, frisbee golf, ultimate frisbee, golf, pickleball, eclipse ball, x-country skiing, snowshoeing, volleyball, etc. This course is an opportunity for students to learn about and experience sports and activities that they can participate in as they move into adulthood.

WORLD LANGUAGES

Based on the premise that languages are “acquired and not learned” all levels of Spanish and French at Poland Regional High School will be taught using the TCI (teaching with comprehensible input) method of teaching a World Language. Through this method, students will acquire a second language in the same manner that they gained their first: through listening to and reading in the second language over and over in familiar contexts. Students will acquire the ability to speak, write, and comprehend spoken and written communication in the second language.

Spanish Level 1, Year, 1 credit

Spanish 1 is a full year course that enables students to establish a foundation in listening and reading through experiencing increasingly advanced stories, mini novels, and authentic texts. Students will experience Hispanic culture through authentic videos, reading, and investigations. Students enrolled in Level 1 aim to achieve novice-mid interpretive proficiency.

Spanish Level 2, Year, 1 credit, Prerequisite-Spanish 1

Students in Spanish 2 experience language within the context of cultural exploration. By the end of this course, students will be able to understand the main idea in short, simple messages on familiar topics spoken or written by real-world native speakers. After taking Spanish 2, students will have completed the minimum language requirement for many colleges, and many will find travel more interesting because they will understand more of the language and culture around them. Students enrolled in Level 2 aim to achieve novice-high interpretive proficiency.

Spanish Level 3, Year, 1 credit, Prerequisite-Spanish 2

Students in Spanish 3 experience language while exploring Latin American cultural topics, including tribal legends, ancient civilizations, the Alamo, and human disappearances. By the end of this course, students will be able to understand the main idea and some details of everyday messages on familiar topics spoken or written by real-world, native speakers. Students will also develop their ability to converse in Spanish about familiar topics using phrases and simple sentences. After taking Spanish 3, students’ high school transcripts will be more competitive to selective colleges, and students will be able to handle basic communication tasks while traveling alone, like shopping and short conversations. Students enrolled in Level 3 aim to achieve intermediate-low interpretive proficiency.

Spanish Level 4, Year, 1 credit, Prerequisite-Spanish 3

Students in Spanish 4 experience language while exploring the history and culture of Spain, including its legends, food, music, art and its Civil War and ruthless dictator. By the end of this course, students will be able to understand the main idea in messages on a variety of topics related to everyday life and personal interests spoken or written by real-world native speakers. Students will also be able to ask and answer a variety of questions and communicate about oneself and everyday life using sentences and strings of sentences. After taking Spanish 4, students’ high school transcripts will be more competitive to highly selective colleges, they will be able to handle everyday communication tasks during work, play, or travel. Students enrolled in Level 4 aim to achieve intermediate-mid interpretive proficiency and become prepared to enroll in AP Spanish.

French Level 1, Year, 1 credit

French 1 is a full year course that enables students to establish a foundation in listening and reading through experiencing increasingly-advanced stories, mini-novels, and authentic texts. Students will experience Francophone culture through authentic videos, reading, and investigations. Students enrolled in Level 1 aim to achieve novice-mid interpretive proficiency.

French Level 2, Year, 1 credit, Prerequisite-French 1

Students in French 2 experience language within the context of cultural exploration. By the end of this course, students will be able to understand the main idea in short, simple messages on familiar topics spoken or written by real-world, native speakers. After taking French 2, students will have completed the minimum language requirement for many colleges, and many will find travel more interesting because they will understand more of the language and culture around them. Students enrolled in Level 2 aim to achieve novice-high interpretive proficiency.

French Level 3, Year, 1 credit, Prerequisite-French 2

Students in French 3 experience language in context of cultural exploration and stories. By the end of this course, students will be able to understand the main idea and some details of everyday messages on familiar topics spoken or written by real-world, native speakers. Students will also develop their ability to converse in French about familiar topics using phrases and simple sentences. After taking French 3, students' high school transcripts will be more competitive to selective colleges, and students will be able to handle basic communication tasks while traveling alone, like shopping and short conversations. Students enrolled in Level 3 aim to achieve intermediate-low interpretive proficiency.

French Level 4, 1 credit, Prerequisite- French 3

Students in French 4 experience language while exploring the history and culture of francophone countries, including their legends, food, music, and art. By the end of this course, students will be able to understand the main idea in messages on a variety of topics related to everyday life and personal interests spoken or written by real-world native speakers. Students will also be able to ask and answer a variety of questions and communicate about oneself and everyday life using sentences and strings of sentences. After taking French 4, students' high school transcripts will be more competitive to highly selective colleges, they will be able to handle everyday communication tasks during work, play, or travel. Students enrolled in Level 4 aim to achieve intermediate-mid interpretive proficiency.

ADDITIONAL COURSES AND PROGRAMS

Independent Study, Semester, .5 elective credits, permission of instructor, school counselor, principal, and parent

An independent study is possible within any of the learning areas covered by the Maine State Learning Results (English Language Arts, Health and Physical Education, Mathematics, World Language, Science and Technology, Social Studies, and Visual and Performing Arts). These courses are provided for juniors and seniors who are self directed and who wish to learn about a subject not covered elsewhere in the curriculum. An independent study is conducted under the guidance of a sponsoring teacher. Depending on the subject matter, students might be eligible for credit within a particular discipline (i.e. English or science). Independent study proposals must be approved in advance. **Proposal forms may be obtained in the Guidance Office.** Proposals should be written by the interested student, in consultation with his/her parent, advisor, and sponsoring teacher. If you would like to embark on an independent study, proposal forms should be submitted to the Principal for approval by October 1st for fall independent studies and by February 1 for spring independent studies. Students should contact their school counselor for more information.

D-PATH, Year, credit varies, by admission only

D-PATH provides a rigorous educational experience for students who need an alternative schedule, more time to complete standards, or the opportunity to meet standards at a different rate. All students who participate in the D-PATH program will be required to meet the same standards as all other PRHS students and will receive a Poland Regional High School diploma. Teachers and students will work together to create norms, have “community” meetings, and ensure appropriate conduct, so that ALL students have the opportunity to learn. Admissions is competitive. Students must complete an application process to be considered for the program. Students should contact their school counselor for more information.

Internships, Semester, .5 to 2 credits

Real-life, out of school, experience is valued at PRHS and students may earn up to .5 to 2 elective credits by designing semester long internships to meet identified Work Habits and Work Skills Standards. Assessments for the internship will include a mentor evaluation. An internship is conducted under the guidance of a mentor and the PRHS Internship Coordinator. Students must provide their own transportation to and from the internship. **Internship proposals must be approved in advance. Proposal forms may be obtained from the Internship Coordinator.** Proposals should be written by the interested student, in consultation with his/her mentor. Students may not receive pay for their internship experience. Students should contact their school counselor for more information. There is an additional internship opportunity through JMG starting in 2022-2023

Student Aide Program, Semester, no credit, co-curricular or community service

Students are invited to develop skills, pursue interests and serve their school through the student aide program. Possible roles include: tutoring, library aide, computer technician, office aide, video technician, lab assistant, PE aide and other roles which a student may devise with the help of his or her advisor and supervisor. Students can serve as an aide after school or dedicate one 80 minute block a semester to their work. With supervisor approval, students may serve more than one semester. Juniors can also use their work to fulfill their junior community service hours. Interested students should obtain the appropriate forms from the Guidance Office.

Jobs for Maine’s Graduates (JMG), Year, 1 credit

JMG partners with public education and private businesses to offer result-driven solutions to ensure all Maine students graduate, attain post-secondary credentials and pursue meaningful careers. JMG is a full-year course offered for 10th, 11th, and 12th grade students. Students focus on leadership development and career exploration through class work, field trips to businesses and schools, community service through active involvement in making our school and community a better place and workplace and employability skills through the study and practice of work competencies identified by Jobs For America’s Graduates. Upon entering the JMG program, students become a part of the Career Association, which is a student-led group dedicated to preparing students for their life after high school.

Career Association activities help to develop, practice, and refine the skills necessary for personal, academic, and career success. Students receive 1 credit following the successful completion of the course.

EARLY COLLEGE OPTIONS

In keeping with the school's philosophy that opportunities should be limitless for our students, the following college connections are available. It is possible for a student to fulfill graduation requirements with prior approval with early college classes. Early college classes will be posted on the transcript and grades will be factored into the GPA. Students must earn a grade of C- or better in order to receive PRHS credit. **Interested students should see their school counselor.**

Aspirations Early College program at the University of Maine system

On Course Early College program for Maine Community College system

For either of these programs, interested students in grades 10-12 should start by contacting their counselor. Ninth graders may consider early college classes starting 2nd semester of 9th grade. Their school counselor will help them access the course search and registration process. All students must meet the course prerequisites. Students may access up to 12 credits per year for **free** through the Maine public universities or community colleges; students are responsible for their own books and transportation.

[Benefits of early college classes](#)

[University of Maine System Early College information](#) -

University of Maine, University of Maine at Augusta, University of Maine at Machias, University of Maine at Fort Kent, University of Maine at Farmington, University of Maine at Presque Isle, University of Southern Maine

[Maine Community Colleges early college information](#) -

Central Maine Community College, Southern Maine Community College, Kennebec Valley Community College, York County Community College, Eastern Maine Community College, Washington County Community College, Northern Maine Community College

Bates College, by admission only

The opportunity exists for a limited number of seniors accepted to the Bates Early Scholars Program to enroll in **one liberal arts course** per semester, **tuition free**. Cost includes books and transportation.

Saint Joseph's College, Prerequisite-advanced average grades

Eligible juniors and seniors may enroll in one 100 level class per term. Cost is \$100 plus books and transportation.

Husson University

Eligible juniors and seniors may enroll in up to **two classes per semester for free**. Many classes are available online. The only cost is books.

AP4ME

AP4ME is a coordinated online AP program, through the state and University of Maine at Fort Kent, that offers additional AP courses taught by Maine teachers from around the state. AP4ME is monitored by a liaison at PRHS. Students may choose an AP4ME class because of scheduling conflicts or if PRHS does not offer the AP course. Students are expected to take the AP exam in the spring.

LEWISTON REGIONAL TECHNICAL CENTER (LRTC) OVERVIEW

The Lewiston Regional Technical Center is recognized nationally for excellence in technical education and offers many outstanding programs. LRTC is the area career technical education school for high school students from Lewiston, Edward Little, Lisbon, Leavitt, Oak Hill and PRHS. The primary goal of LRTC is to provide technical training and applied skills to secondary students. LRTC programs will train qualified students for entry level technical positions in various fields, from business to industry. Additionally, about half of all LRTC students choose to go on to post-secondary education at a two or four-year college or university. LRTC programs are open to students who meet the center's admissions criteria. However, most programs are competitive due to a limited number of spots.

The admission process is as follows:

- Students should review specific LRTC program information through the LRTC recruitment process provided each year to sending schools.
- Students must complete and submit an online LRTC application form for program selection. **Information about the application process is available in the Guidance Office.**
- Factors for admission to LRTC include a student's attendance record, behavior reports, academic grades, transcript and suitability criterion.
- Teacher and school counselor recommendations will be used to assist program placement. Additionally, students may be asked to interview with the technical center instructor.
- **For more information please visit <https://lewiston.mainecte.org> and/or review this [LRTC Brochure](#)**

LRTC PROGRAMS-The numbers in parentheses refers to the number of years of that program.

BUSINESS	SERVICES	TRADES & INDUSTRY
Business Academy (1 or 2)	Culinary Arts (2)**	Engineering & Architectural Design (2)*
Information Technology (2)*	Education/Development of Children (1)	Automotive Technology (2)*
Hospitality, Travel & Tourism (1)	Exploring Healthcare Professions (1)	Building Construction/Carpentry (2)*
Multimedia Technology (2)*	Medical Sciences (1)***	Electricity (2)*
	Pre-Nursing/CNA (1)***	Mechanical/Manufacturing Engineering/Robotics (2)*
	Law Enforcement/Criminal Justice (2)*** ****	Plumbing/Heating (2)*
	Emergency Medical Technician (1)	Sheet Metal/Welding (2)*
	Cosmetology (2)	Trades Work (2)*

- *LRTC programs eligible for ½ technology credit
- ** LRTC program eligible for ½ art credit with portfolio and approval of PRHS Art teacher

- ***LRTC program eligible for ½ science credit
- **** LRTC program eligible for ½ social sciences credit
- New programs to start Fall 2023 located at a satellite site at Edward Little HS

JROTC (JUNIOR RESERVE OFFICER TRAINING CORPS) at Lewiston HS

JROTC, Year, 2 credits

Poland Regional High School students have accessed the JROTC program through Lewiston High School. This is an Air Force JROTC program, which is open to any students interested in entering the military or looking for a new challenge in high school. As members of JROTC, cadets are challenged academically in class, in addition to learning marching, participating in community service, field trips, fitness and other events and activities. Cadets are issued an Air Force style uniform to wear once a week. Cadets have the opportunity to earn advanced rank if they decide to enlist in the military after high school, or college scholarships. Additionally, they learn valuable leadership and followership skills necessary in the post-high school world, if they choose to join the military, attend higher education, or go directly to the job market. There is no expectation that everyone who participates in JROTC will join the military. PRHS students may have the option to earn Social Studies/History credit through the JROTC curriculum as needed. Interested students can work with their school counselor to visit JROTC and to get more information.

CO-CURRICULAR ACTIVITIES

Poland Regional High School defines co-curricular activities within our curriculum as “any activity or group that supports the curricular goals of the school, but that does not receive academic credit.” The definition includes all activities ranging from Junior Varsity Soccer to Speech and Debate. Our goal is to have students involved in school groups with school staff.

Studies have shown that students who are involved in co-curricular activities demonstrate a higher rate of success in school. The student’s attendance, rate of graduation, and academic performance are all impacted in a positive manner through participation in co-curricular activities. Additionally, research indicates that students participating in co-curricular activities experience heightened levels of aspirations.

The wide range of activities offered is intended to meet the needs of our diverse student body. If students express sufficient interest for an activity that is not listed, and the financial and staff resources are available, the administration will consider requests for additional activities.

CO-CURRICULAR OFFERINGS (subject to change each year)

Art Club	Bates Mentoring	Book Squad	Civil Rights Team
Community Service Learning Club	Downhill/Snowboard Club	Fishing Club	Fitness Club
Gaming Club	G.S.T.A./Diversity Club	Governance Positions	Graduation Committee
Instrumental Music Groups	Intramural Activities	Judiciary Board	Maine Street Mentors

Math Team	Newspaper-Knight Writer	Nor'easter Bowl	Prom Committee
Safe Passage	Science Club	Special Olympics	Speech & Debate
Student Ambassador	Student Representative Board (SRB)	Theater/Drama Productions	Vision Keepers
Vocal Music Groups	World Language Club	Yearbook	

ATHLETIC OFFERINGS (Students must complete the season in good standing to receive co-curricular credit)

FALL	WINTER	SPRING
Cheering- Fall	Basketball- Boys	Baseball
Cross Country- Boys	Basketball- Girls	Lacrosse- Boys (Co-operative Team)
Cross Country- Girls	Basketball- Unified	Lacrosse- Girls (Co-operative Team)
Field Hockey	Cheering- Competitive	Softball
Football	Ice Hockey- Boys (Co-operative Team)	Track- Outdoor
Golf	Ice Hockey- Girls (Co-operative Team)	
Soccer- Boys	Track- Indoor	
Soccer- Girls		

AFFIRMATIVE ACTION STATEMENT

In keeping with federal and state guidelines, RSU #16 does not and will not discriminate on the basis of sex, race, color, religion, national origin, ancestry, age or physical handicap, in the educational programs or activities which it operates, and is required by Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and Title IX of the Education Amendments of 1972 and Part 86 of Title 45, Code of Federal Regulations, not to discriminate in such a manner, including Section 504 of the Rehabilitation Act of 1973. The requirement not to discriminate in educational programs extends to employment practices in the school system and to the admission and treatment of students.