

PORTLAND HIGH SCHOOL

95 High Street, Portland, CT 06480

Program of Studies

School Year

2025-26



Table of Contents

Accreditation.....	4
Non Discrimination Statement.....	4
Grievance Procedure.....	4
Portland Vision of the Graduate.....	5
Core Values and Beliefs.....	5

GENERAL INFORMATION

Scheduling Process.....	6
Graduation Requirements.....	6
Program Regulations.....	6
GPA.....	7
Summer School.....	7
Course Weighting.....	7
School Counseling Center.....	7
Teacher Recommendations.....	7

SPECIAL PROGRAMS

UConn Early College Experience (ECE).....	8
Wesleyan High School Scholars Program.....	8
Goodwin University ECAMP.....	8
CT State Partnership.....	8
CT State College/Career Pathways(CCP).....	8
Pass/Fail.....	8
VHS Learning.....	8
Job Shadow.....	9
National Honor Society.....	9
Independent Study.....	9
Advanced Placement.....	9
Teaching Assistant.....	9
Special Education.....	9

COURSE DESCRIPTIONS

HUMANITIES

English.....	10
Social Studies.....	13
Fine Arts.....	16
Performing Arts.....	18

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

Mathematics.....	20
Science.....	22
Career and Technical Education.....	25

CAREER AND TECHNICAL EDUCATION

NTHS Requirements and Career Pathways.....	25
Business.....	26
Communications Technology.....	27
Family and Consumer Science.....	28
Manufacturing Technology.....	30

PHYSICAL EDUCATION AND HEALTH

Physical Education and Health.....	31
------------------------------------	----

WORLD LANGUAGE

World Language.....	32
Curricular Options.....	34

GENERAL INFORMATION

Accreditation

Portland High School is accredited by the New England Association of Schools and Colleges, Inc., (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Nondiscrimination Statement

Portland High School, in compliance with civil rights legislation and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, sex or national origin in its educational program activities or its employment practices. In compliance with the Family Educational Rights and Privacy Act of 1974, PHS guarantees that matriculating students have the right to inspect all personally identifiable records maintained by the school and may challenge the content and accuracy of those records through appropriate school procedures. It is further guaranteed by the school that student records containing personally identifiable information will not be released except as permitted by the Family Educational Rights and Privacy Act. It is the policy of the Portland Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated

against, on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, past/present history of mental disorder, learning disability and/or physical disability.

Grievance Procedure For Cases Of Alleged Discrimination

The Portland Board of Education agrees to comply with all state and federal legislation regarding non-discrimination in education programs and activities. The Board designates the Director of Student Services as compliance officer for both Title IX of the Education Amendments of 1972 and Section 504 of the United States Rehabilitation Act. The Board shall, at least annually, notify all students, parents, and employees of the name, address, and phone number of the compliance officer and the procedure for processing grievances.

All complaints shall be addressed in writing to the Board's designated compliance officer, and s/he shall be responsible for investigating all complaints. Upon investigation, the compliance officer shall effectuate any changes deemed necessary to eliminate any discriminatory practices and shall inform the complainant in writing of his/her actions within thirty days of the receipt of such complaint.

If the complainant is not satisfied with the actions of the compliance officer, within fifteen (15) days the complainant may appeal the actions of the compliance officer in writing to the Superintendent of Schools. The Superintendent must respond in writing within fifteen (15) days. If the complainant is not satisfied with the Superintendent's response, an appeal in writing may be made to the local Board of Education within ten (10) days. The Board of Education shall hear the complaint at the next regular meeting or within thirty (30) calendar days. The Board of Education shall render a decision on such appeal in writing within twenty (20) days of the conclusion of such hearing.

Compliance officer: Director of Student Services
Portland Public Schools, 33 East Main Street
Telephone: (860) 342-2778

GENERAL INFORMATION

The Vision of the Graduate

The mission of the Portland Public Schools is to ensure that all students graduate with the skills, dispositions, and content knowledge necessary to achieve personal excellence and contribute to the betterment of our town, state, nation, and global community. The Portland Public Schools' Vision of the Graduate is symbolically grounded in three historic entities that make Portland unique – the Arrigoni Bridge, the Portland Brownstone Quarry, and the Connecticut River Shipbuilders.

Bridge Builders - The Portland Public Schools Vision of the Graduate draws inspiration from the Arrigoni Bridge, which was constructed in 1938 and spans the Connecticut River, connecting Portland to Middletown and places beyond. Portland Public School graduates are Bridge Builders who forge meaningful connections with others through skilled collaboration, effective communication, empathy and open-mindedness, and civic engagement.

Creative, Critical, & Strategic Thinkers - The Portland Public Schools Vision of the Graduate reflects the proud legacy of the Portland Brownstone Quarry. From 1690 to 1938, skilled workers excavated and shaped the Quarry's signature brownstone that was used across our country to construct famous and lasting landmark buildings. Like the workmen and workwomen of Brownstone Quarry, Portland's graduates are creative, critical, and strategic thinkers. Graduates pursue innovative solutions to complex problems via media and technology literacy, numerical fluency, and scientific accuracy.

Independent & Empowered Citizens - From 1821 to 1844, the S. Gildersleeve and Sons Company produced 135 vessels on the Connecticut River in Portland, Connecticut. Portland's Gildersleeve Shipbuilders were renowned for their sturdy craftsmanship, entrepreneurship, civic mindedness, philanthropy, and ingenuity which benefit our community to this day. Like these inspiring craftspeople, Portland's graduates are independent and empowered citizens. They maintain lofty personal expectations while demonstrating a growth mindset and commitment to wellbeing rooted in and a clear conception of self-worth.

Bridge Builders

Skilled collaboration
Effective communication
Empathy & open-mindedness
Civic engagement

Creative, Critical, & Strategic Thinkers

Innovative problem solving
Media & technology literacy
Numerical fluency
Scientific accuracy

Independent & Empowered Individuals

Lofty personal expectations
Growth mindset
Commitment to wellbeing
Clear conception of self-worth

Core Values and Beliefs

To meet the learning expectations of the 21st century, Portland Secondary School provides a positive environment that encourages and challenges all students to reach their potential and to become self-motivated, lifelong learners. The school collaborates with the community to foster the development of citizens who will be productive in a diverse global society.

Expectations for Student Learning

Academic

The Portland Secondary School student will:

- Demonstrate growth and proficiency in critical thinking and creative problem-solving strategies.
- Utilize technology to obtain, process, and evaluate information.
- Communicate effectively through oral, written, visual, artistic, and technical modes of expression.

Social

The Portland Secondary School student will:

- Work cooperatively with others, recognize and honor individual differences and respect the rights of self and others.

Civic

The Portland Secondary School student will:

- Demonstrate responsibility and will recognize the value of citizenship, leadership and community in a diverse global society.

General Information

Student Responsibilities in the Scheduling Process

- Make a plan for your four years in high school to prepare for a wide variety of opportunities after graduation.
- Discuss course recommendations with your teachers.
- Review and update individual graduation requirements as you progress through high school. This may involve one or more meetings with your counselor.
- Be responsible for login information to all necessary programs (i.e. Naviance, portal).

PSAT/SAT

All students in grades 9-11 will participate in the PSAT.

All juniors are required to participate in the administration of the Connecticut School Day SAT and the NGSS Science Assessment.

Early Graduation

A student wanting to graduate a semester early must enroll in English 12 first semester to earn 1/2 credit and earn the additional 1/2 credit by taking a PHS English department approved course. Approval must be sought by the end of junior year. Students are welcome to participate in the June ceremony.

Program Regulations

It is recommended that students maintain at least a “C” average in courses that have a sequential order. Since the college recommending mark is “B”, all those planning to attend should strive to maintain at least a “B” average or a 3.0 GPA.

No course changes may be made after the start of a new semester except with the permission of the teacher, the parent, an administrator, and the school counselor.

GRADUATION REQUIREMENTS

25 credits are required for graduation

HUMANITIES:	Total 9 Credits
Common Core State Standards for English Language Arts (English)	4 credits
Connecticut Secondary Social Studies Frameworks (must include Civics)	3 credits
National Core Arts Standards (Fine / Performing Arts)	1 credit
Humanities Elective	1 credit
SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM):	Total 9 credits
Common Core State Standards for Mathematics (Mathematics)	3 credits
Next Generation Science Standards (Science)	3 credits
Connecticut Career and Technical Education Standards (CTE electives)	1.5 credits
STEM Electives from the above standards	1.5 credits
PHYSICAL EDUCATION AND HEALTH:	Total 2 credits
Connecticut Physical Fitness Standards	1 credit
Connecticut Health Standards	1 credit
WORLD LANGUAGE:	Total 1 credit
World Readiness for Language Standards	1 credit
FINANCIAL LITERACY	Total .5 credit
Starting YOG 2027	.5 credit
ELECTIVES	Total 3.5 credit

Minimum Course Load

All students in grades 9-11 must be enrolled in 7 credits. Seniors with sufficient credits, may be enrolled in 6.0 classes per semester. Non-classroom based learning experiences such as online classes, independent study, teaching assistant and Guided Learning may count towards one minimum course load requirement per academic year.

Students are encouraged to choose courses that will challenge them.

Schedule Changes

Can be made prior to the start of a semester. A moratorium of 5 school days will be in place at the start of each semester where no changes will be allowed.

General Information

Community Service

All students are required to earn 32 hours of community service (8 each year) in order to participate in senior activities.

GPA

- Term GPA – Direct average of grade point values earned in each course for each term.
- Cumulative GPA – Average of the grade point value times the credit awarded at the completion of each course, over the course of a student's high school career.

Summer School

SUMMER SCHOOL WORK FOR CREDIT POLICY (B.O.E. Policy 5123.2)

The following guidelines must be followed for students who are contemplating taking a course(s) at summer school:

1. Credit will be granted only as makeup for courses originally taken and failed with a 50 or better average or with administrative approval. Summer school credits applicable to the graduation credit requirement shall not exceed six credits.
2. Students will not be eligible for summer school makeup if the primary reason for the course failure was excessive class absences.
3. The grade earned in summer school will be recorded on the student's transcript and calculated, along with the original failing grade, in the student's cumulative grade point average.

Teacher Recommendations

Teachers recommend students for courses based on their knowledge of the courses and the students. Some courses at PHS require a teacher recommendation. If there is disagreement with the recommendation, an override is possible. To override a teacher recommendation, the parent and the student must meet with the recommending teacher and the future teacher if available. Through rich discussion, information is shared about responsibilities and requirements. With that information, parents can follow or override a recommendation. Override forms are available in the Counseling Center.

School Counseling Center

School counselors help all students in the areas of academic achievement, personal/social development and career development, ensuring today's students become the productive, well-adjusted adults.

At Portland High School, counselors follow a prescribed comprehensive school counseling program to provide each student the opportunity to develop the skills to be prepared for post secondary education and/or competitive employment.

Sarah St. Amand A-K sstamand@portlandct.us

Karen Risley L-Z krisley@portlandct.us

Weighted Classes (W)

An additional 10 percent weight is added to each point value in the G.P.A.

Honors English 9
AP 2-D Art and Design
American Studies/English 10
AP English Language and Composition
AP English Lit and Comp
Honors Global Studies
American Studies/U.S. History
AP US Government and Politics
AP Psychology
Spanish IV
French IV & V
AP/UConn Spanish
Adv. Geometry
Adv. Algebra II
Honors Pre Calculus
AP Calculus AB
AP Statistics
AP Chemistry
AP Computer Science Principles
UConn Physics
Engineering Design & Development
AP Music Theory/UConn Ear Training
STEM Research

Special Programs

UConn Early College Experience

UConn Early College Experience (ECE) is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high schools for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut. Students benefit by taking college courses in a setting that is both familiar and conducive to learning. High school instructors who have been certified through the University of Connecticut teach UConn ECE courses.

This program is nationally accredited by The National Alliance of Concurrent Enrollment Partnerships (NACEP).

PHS offers ECE courses in Music, French, Spanish and Physics. To support rigorous learning, the UConn library resources are available to all students. ECE students must successfully complete the course with a grade of C or better to earn university credit. UConn credits are highly transferable to other universities.

Students are charged a fee per credit and are billed by the UConn. See your school counselor to better understand the registration process.

For more information visit: www.ece.uconn.edu

Current Offerings:

UConn Physics

AP/UConn Spanish Lang/Culture

UConn Fundamentals & Ear Training I/II

Wesleyan University HS Scholars Program

Wesleyan University offers the opportunity for academically driven seniors to take one course per semester, free of charge. This is an extremely challenging and competitive program. Interested students should see their school counselor for more information.

ECAMP Goodwin University

The Early College Advanced Manufacturing Pathway (ECAMP) prepares students for careers in the field of Advanced Manufacturing. ECAMP brings together collegiate-level preparation in partnership with school districts and industry partners through the Greater Hartford Region. Interested students should see their school counselor for more information.

CT State Partnership Program

The program allows 10-12th graders to take courses at CT State (Connecticut's Community College System) tuition free. Students are given the opportunity to take courses that are not offered at the high school. To be eligible, a student must have at least a B average and be recommended by their counselor.

CT State College Career Pathways (CCP)

The CCP gives students the opportunity to be enrolled in courses in which they are simultaneously earning high school and college credit through CT State (Connecticut's Community College System).

Current Offerings:

CT State Intro to Computers

CT State Accounting

VHS Learning

This program allows students to take courses online that are not offered at the high school, tuition free. Although anyone may participate, students who are good independent learners may benefit the most from this opportunity.

Interested students should contact their counselor as well as visit <http://thevhscollaborative.org/>, where a current catalog and general information about Virtual High School can be found. See Board of Education policy 6172.6 (a) for more information regarding virtual learning requirements.

Pass/Fail Courses

Certain courses may be offered to students on a pass/fail basis with the instructor's and administrative approval. Credit will be given for a "P".

Special Programs

National Honor Society

Juniors and seniors who have at least a 3.5-grade point average (not rounded), no more than one final grade of less than C-, and no F's are academically eligible for admission to NHS. At the beginning of the first quarter, GPAs will be calculated, and all qualified candidates will be notified of their eligibility, the procedure for applying, and the requirements for acceptance. Applicants must fill out an application, submit an essay, and document community service hours (24 hours for seniors, 20 hours for students) and at least two different leadership roles for juniors, and at least three leadership roles for seniors. . After the deadline for application submission, the NHS faculty council will review the materials and select those candidates who meet all requirements. Selection is by a majority vote.

Job Shadow

Job shadows involve students in community-based career education experiences. Students desiring placement in a job shadow will indicate their area of career interest and meet with their school counselor to discuss the viability of visiting that career choice.

Independent Study

An Independent Study is an arrangement between a student and a teacher that gives the student an opportunity to develop personal interests or course objectives in a certain subject area. This may consist of work done outside the classroom. A written plan is developed between the student and the teacher that is then submitted to administration, school counselor, and department coordinator for approval. This plan should be approved prior to the start of the semester in which the work will be done. Independent Studies may be Pass/Fail or graded.

Advanced Placement

Based on a student's performance on a standardized AP exam, college credit may be earned after completing an AP class. Assignment of college credit varies according to the requirements of individual institutions. High school credit is also assigned to AP classes regardless of AP exam grade. All students

enrolled in an AP course are required to take the AP exam at the conclusion of the course. Failure to take the AP test will result in the removal of the AP designation from the student's transcript. AP courses not taught at PHS may be available through Virtual High School (<https://vhslearning.org/>)

Teaching Assistant

¼ credit, Grade 12

The T.A. works on a variety of support tasks to enhance the learning programs of students. Goals include: Deepening understanding in a curricular area of interest, gaining insight into teaching as a career; and/or collaborating with teachers and students for the benefit of all parties. A student may earn a maximum of ½ credit over two semesters. The T.A. will receive a grade of pass/fail. T.A.s may not be privy to student grades or other confidential information.

Special Education

The following special education programs are available to qualifying students that are then placed in the least restrictive environment by a Pupil Placement Team.

Guided Learning is an academic support course where students work to meet individualized academic and transition goals through direct instruction and through mainstream coursework.

The Harbor Program is a specialized program offering an alternative setting with academic and emotional supports for students to work toward meeting individualized goals. Behavioral management in a safe environment is a fundamental component of this program.

The Life Skills Program offers a special educational program that is individualized and prescribed. Educational emphasis is on pre-vocational knowledge, independent living skills, vocational skills, and workplace readiness.

Humanities

English

(4 credits required)

The goal of the English department is to expose students to non-fiction and literature (genres, styles, authors, time periods, themes) throughout their four years. In the four required years of English, students will read, analyze, research, write, speak, and increase their vocabulary.

ENGLISH 9

Full year, 1 credit

This course introduces students to the short story, the novel, drama, poetry, and nonfiction through the investigation of significant writers. The course will introduce the fundamental techniques of expository writing and the writing process with an emphasis on claims, evidence, and reasoning. Students will write papers of literary analysis in MLA format. Students will also engage in frequent informal writing experiences. Also included in the course is a study of grammar principles, vocabulary enrichment, and PSAT preparation.

HONORS ENGLISH 9 (W)

Full year, 1 credit

This course deepens the students' understanding of the short story, the novel, drama, poetry, and nonfiction through the investigation of significant writers. The course will strengthen the fundamental techniques of expository writing and the writing process with an emphasis on claims, evidence, and reasoning. Students will write literary analysis and research based papers using MLA format. Students will also engage in frequent informal writing experiences as well as group discussions. Also included in the course is a study of grammar principles, vocabulary enrichment, and PSAT preparation.

ENGLISH 10

Full year, 1 credit

This course has been designed as a survey of American Literature. Students will make connections between major events/issues in American history, which they will be studying in their Social Studies classes, and the literature of significant American writers. Students will explore the connections between both subject areas through various expository writing exercises and multimedia presentations. Students will also conduct research and use the MLA format in a variety of formal and informal writing activities. Included in the course is a study of grammar principles, vocabulary enrichment, and PSAT preparation.

AMERICAN STUDIES/ENGLISH 10 (W)

Full year, 1 credit

This is a team taught course designed for the advanced sophomore student. This course, which combines American Literature and United States History, incorporates the requirements for sophomore year English and United States History I and II. It provides an interdisciplinary approach to learning, as well as a more in-depth examination of historical and literary concepts. A number of writing activities, creative projects, and oral presentations have been embedded in this course to assess student comprehension. Also included in the course is the study of persuasion, the research process, and documentation. Active class participation is expected; students will frequently be required to present their ideas and projects to the class. Prerequisite: English 9 and Global Studies teacher recommendations required.

Humanities

ENGLISH 11

Full year, 1 credit

This course further extends the students' understanding of the short story, the novel, drama, poetry, and nonfiction through the investigation of diverse classical and contemporary texts. Students will continue to strengthen their skills of analysis. Students will continue to use research skills and will follow the MLA documentation format. Students will also engage in frequent informal writing experiences as well as group discussions. Also included in the course is a study of grammar principles, vocabulary enrichment, and SAT preparation.

AP ENGLISH LANGUAGE AND COMPOSITION (W)

Full year, 1 credit

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays.

Students will present their essays to their peers. Furthermore, they will evaluate, synthesize, and cite research to support their arguments. Students will analyze nonfiction texts, explore the rhetorical choices writers make, and learn from them to develop their own personal style. Students will be exposed to diverse authors and topics. Students must take the AP Exam in May.

Prerequisite: B+ cumulative average in American Studies English and American Studies English teacher recommendation. An A cumulative average in CP English 10 and English 10 teacher recommendations.

ENGLISH 12

First semester*, ½ credit

In this course students will continue to develop their reading, writing, speaking, and listening skills. In continued preparation for college and/or careers, students will write a personal/college essay, develop resumes, and practice communication/interview skills. Throughout the course, students will read model texts that align with their assignments. Students will develop and complete their own research projects. Students will engage in whole and small group discussions and will be required to deliver individual and group presentations.

*Seniors must select a second semester English elective to fulfill credit requirements.

SEMESTER 2 SENIOR ENGLISH ELECTIVES

JOURNALISM

Second semester, ½ credit

This elective class focuses on the core journalism skills of interviewing, feature writing, copy editing, photography, and other elements of newspaper and media production. As part of this course, students will contribute to the production of a student-generated Portland High School newspaper issue.

MYSTERY AND MAYHEM

Second semester, ½ credit

This course will explore a myriad of texts (fiction and nonfiction) that explore mystery, suspense, and crime. Students will read, analyze, investigate, discuss, and write about various themes and choices authors make in these works. This course content will be literature-driven, incorporate diverse authors and perspectives, and will keep students engaged with the high-interest subject matter.

Humanities

Semester 2 Senior Electives continued....

PUBLIC SPEAKING

Second semester, ½ credit

This course introduces students to the art of public speaking and speech writing. The frequent presentation of speeches will help students improve their oratory skills and gain confidence in their abilities to speak in front of a group. Students will study and implement the basic techniques which can be applied in a variety of speaking situations: listening, preparation and planning, speech-writing, speech delivery methods, body language, anxiety management, practice methods, audience interaction, and peer and self-evaluation.

AP LITERATURE AND COMPOSITION (W)

Full year, 1 credit

This course requires students to read carefully and critically analyze literature spanning a variety of genres and periods. They will deepen their understanding of the way writers use language to provide meaning and pleasure to readers, as well as consider the works' structure, style, theme, and other literary elements. Writing and multi-modal projects will be an integral part of this course, and students will compose expository, analytical, and creative pieces. Writing instruction includes attention to developing ideas logically and persuasively, incorporating the elements of style, and revising process pieces. All students are required to take the AP Exam in May. Prerequisite: B+ cumulative average in AP Language and Composition. An A cumulative average in prior CP English classes and teachers' recommendations.

GENERAL ENGLISH ELECTIVE

CREATIVE WRITING

First semester, ½ credit

This course is designed to give the capable student an opportunity to experiment in different styles of writing: descriptive essays, short narratives and poetry. Students will be expected to share their work with their classmates and engage in an extensive editing process of their own and their classmates' works.

Prerequisite: Grades 10-12

*This course counts as a Humanities ½ credit

Social Studies

(3 credits required - must include Civics)

The Social Studies Department promotes the development of inquiry, critical thinking, reading, and communication skills through courses that allow students to gain a strong foundation in the social sciences. The Department strives to provide students with enduring understandings and skills necessary to become lifelong learners and productive citizens in a global world.

GLOBAL STUDIES I & II

1 Semester each, ½ credit each

This freshmen year survey course traces and examines the history of economic, political, religious, and cultural patterns as well as the development of global issues today. The course is founded on the idea that, more than ever before, students must recognize their role in a global society as interactions between cultures transform our ideas, values, technology, and way of life.

HONORS GLOBAL STUDIES I & II (W)

1 Semester each, ½ credit each

This advanced level freshmen year course offers an accelerated pace and more in depth analysis of Global Studies topics. Students must be prepared to participate in discussions, write extensively, work independently, and challenge themselves. Prerequisite: Teacher recommendation required.

U.S. HISTORY I & II

1 Semester each, ½ credit each

This sophomore year course focuses on exploring the diverse and rich social, political, and economic history of the United States from late-19th Century through the 21st Century. This course will develop a foundation for students to become active, responsible participants in our diverse and interdependent world.

AMERICAN STUDIES/U.S. HISTORY (W)

Full year, 1 credit

This is a team taught course designed for the advanced sophomore student. This course, which combines American Literature and United States History, incorporates the requirements for sophomore year English and United States History I and II. It provides an interdisciplinary approach to learning, as well as a more in-depth examination of historical and literary concepts. A number of writing activities, creative projects, and oral presentations have been embedded in this course to assess student comprehension. Also included in the course is the study of persuasion, the research process, and documentation. Active class participation is expected; students will frequently be required to present their ideas and projects to the class. Prerequisite: English 9 and Global Studies teacher recommendations required.

CIVICS

Full year, 1 credit

This course is designed to give students a deeper understanding of how our government works and how they can be active participants. Through engaging lessons and activities, students will explore important ideas like leadership, citizenship, and decision-making in the United States. Topics include the different types of government, how the Constitution was created and what it includes, the system of federalism, the powers and duties of each branch of the federal government, the workings of local and state governments, and the evolution of political parties. By the end of the year, students will be ready to become informed and engaged citizens, equipped to make a difference in their communities and beyond.

Humanities

ELECTIVES

BLACK AND LATINO STUDIES

Full Year, 1 credit

The African American/Black and Puerto Rican/Latino course (aka Black and Latino Studies) in which students consider the scope of Black and Latino contributions to U.S. history, society, the economy and culture. It utilizes a project-based approach to deliver a content rich and personalized learning experience.

The course is an opportunity for students to explore accomplishments, struggles, and perspectives of Black and Latino people in the U.S. Students will examine how historical movements, legislation, wars, etc. affected the citizenship rights of these groups and how they worked to build U.S. cultural and economic wealth and create a more just society.

Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

Prerequisite: U.S. History

ECONOMICS & FINANCE

1 Semester, ½ credit

This course fulfills the state Financial Literacy requirement. Foundations of Economics introduces students to fundamental concepts and seeks to build economic literacy. The course develops critical thinking skills students need to succeed as responsible consumers, investors, entrepreneurs, and participants in a global economy. Content includes a comparison of economic systems, the effects of supply and demand, the business cycle, as well as an exploration of fiscal and monetary policy.

LAW AND SOCIETY

1 Semester, ½ credit

Law and Society provides students with a basic, practical knowledge of law that can be used in everyday life. The course includes units on criminal, consumer, and tort law. Student involvement is emphasized through the use of case studies and simulation activities such as mock trials.

CONTEMPORARY ISSUES THROUGH MULTIMEDIA

1 Semester, ½ credit

This course will delve into how multimedia technologies connect with important social issues today. Using a hands-on approach, you'll explore how multimedia influences and mirrors current viewpoints. By the end, you'll have a solid grasp of key contemporary issues.

PSYCHOLOGY

1 Semester, ½ credit

Psychology provides a general background that will be useful to students going on to take other psychology/social science classes in college or increasing their understanding of the mind and human behavior. Topics include: research experiments and ethics, human development, social psychology, altered states of consciousness, memory and learning, psychological disorders, and positive psychology

AP U.S. GOVERNMENT AND POLITICS (W)

Full Year, 1 credit

Advanced Placement U.S. Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students must take the AP Exam at the completion of this course.

Prerequisite: Teacher recommendation required.

*Junior or senior year course

*Meets Civics Requirements

AP PSYCHOLOGY (W)

Full Year, 1 credit

Advanced Placement Psychology offers a course and exam in psychology to qualified students who wish to complete a secondary school equivalent to an introductory college course in Psychology. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the facts, principles, and phenomena associated with each of the major subfields within psychology. Students must take the AP Exam in May.

Prerequisite: Teacher recommendation required.

Humanities

Fine & Performing Arts (1 credit of Art or Music is required)

Art

The Art Department's goal is to teach a wide variety of art skills and to offer a strong art education that will offer lifelong rewards in creative vision, problem solving skills and critical thinking. Skill development is individualized and classes are formatted into short lessons to help build skills and knowledge. Lessons build on previous knowledge, with the goal being to teach students to work independently and to foster creativity. Through skills acquired in class, students learn to express themselves visually. Students are made aware of all areas in which they are being assessed and grade themselves on projects using rubrics. Lastly, students exchange ideas in class critiques at the conclusion of each assignment.

INTRODUCTION TO ART

1 Semester, ½ credit

In this course students will have the opportunity to use a variety of mediums on creative projects. Drawing, ceramics, painting, sculpture and other rendering methods will be explored. Various historic artists, as well as, the elements and principles of art will be discussed.

DRAWING

1 Semester, ½ credit

Drawing is a class where the skill of drawing is broken up into small segments that work as tools for a student's overall ability as an artist. Line, value, contrast, depth, and other elements and principles will be discussed and practiced in perspective and shading assignments. Drawing is a basic art skill that will be an asset in all other art classes. Journals will be used as practice, experimentation and for extension exercises.

CERAMICS I

1 Semester, ½ credit

Ceramics I is designed as an introductory studio course to provide students with experience in all phases of pottery, including: pinch, coil, slab and wheel-throwing techniques. This course will also include an examination of glaze application, surface techniques, the firing process, and use of the kiln. The emphasis focuses on understanding and applying the aesthetics, processes, form, and function of the ceramics art form. Introduction to traditional, historical and contemporary arts will be incorporated into the lab experiences.

CERAMICS II

1 Semester, ½ credit

Ceramics II is designed for students who have already successfully completed Ceramics I and are looking to further enhance and develop their creative and intellectual skills. Students will be asked to complete research on historically significant clay artists, and write reflectively about their own creative process. Building on techniques learned in Ceramics I, emphasis will be on the creative use of clay and further practice on the potter's wheel. Students will also discuss alternative firing techniques. This course includes continued exploration of basic handbuilding and wheel throwing techniques with emphasis on developing proficiency in clay use, surface applications, and kiln firings.

PAINTING

1 Semester, ½ credit

This course offers basic painting techniques in a variety of painting media which may include watercolor, tempera and acrylic. Both traditional and contemporary methods of painting are studied. Assignments will be open-ended in the areas of both traditional and contemporary practice. Composition, the Illusion of Space, Landscape, Portrait, Still-life, Abstraction, as well as other topics will be presented and explored. Journaling will be practiced for experimentation, note taking and planning. Photography will also be utilized to build up a personal reference library and to study the theories of Composition.



AP 2-D ART AND DESIGN (W)

Full Year, 1 credit

PENDING BOARD APPROVAL

The AP 2-D Art and Design course provides an advanced, college-level experience for students to develop their artistic voice through two-dimensional mediums. This course emphasizes personal expression, experimentation, and the application of design principles across a variety of media, including drawing, painting, photography, printmaking, and mixed media.

Students will build a portfolio that demonstrates their creative process, technical skill, and conceptual development. The course is structured around two key components:

1. Sustained Investigation: Students will explore a central theme or inquiry through a series of related works, showcasing the evolution of their ideas and techniques.
2. Selected Works: Students will submit high-quality finished pieces that highlight their technical proficiency and ability to communicate visual ideas effectively.

Drawing Class

Throughout the course, students will analyze and critique their work and the work of peers, as well as study the works of historical and contemporary artists to inspire their practice. The course culminates in the submission of a portfolio to the College Board for evaluation.

This challenging and rewarding course prepares students for college-level art programs and provides them with the opportunity to earn college credit through their portfolio submission. Students should be self-motivated, open to feedback, and willing to take creative risks.

Prerequisites: Grades 11 & 12 only. Completion of foundational art courses or teacher approval.

Humanities

Fine & Performing Arts

Music

The high school Music curriculum provides opportunities for all students to become musically and culturally knowledgeable through participation in performing and/or theory-appreciation courses. In addition, the curriculum provides courses and/or independent studies for highly motivated, talented students who aspire to enter college with a music major.

CONCERT CHOIR

Full year, 1 credit

The goal of this concert choir is to develop musicianship skills in the areas of sight singing, ear training, breathing techniques, vocal production, and ensemble singing. These skills will be developed using both in class exercises as well as by rehearsing and performing a diverse repertoire of challenging music. The group will perform in multiple concerts throughout the year. This ensemble, or members of it, may also have the opportunity to travel out of state for adjudications and competitions with the rest of the music department in the spring of every other year, at the discretion of the director.

CHORALE

Full year, 1 credit

The Chorale builds on the skills attained during participation in the Concert Choir, with the addition of small ensemble singing, focusing on increasing the level of competency and overall musicianship of the singers. This will also be accomplished through the use of in-class exercises as well as the rehearsing and performing of more complex and challenging music. This group will perform in multiple concerts throughout the year. As with the Concert Choir, the Chorale, or members of it, may also have the opportunity to travel with the rest of the music department in the spring of every other year, at the discretion of the director.

A CAPPELLA - By audition (W)

Full year, 1 credit

This group is a small ensemble that meets during the school day. Any PHS student enrolled in Chorale or Concert Chorus is able to audition. Members will be picked based on the audition process as well as other criteria, such as the blend and balance of the group. If accepted, the commitment is for a full year. The members of A Cappella are high caliber musicians that will perform music of the highest quality. The selection of music will be diverse, so that the participating musicians will become well versed and well rounded in their performance repertoire. This group will have numerous opportunities to perform throughout the year and also will be involved in the department trips every other year.

CONCERT BAND

Full year, 1 credit

Concert Band develops musicianship skills in the areas of sight reading, ear training, breathing techniques, tone production, and ensemble playing. These skills will be developed using both in class exercises as well as by rehearsing and performing a diverse repertoire of challenging music. Each student is responsible for practicing parts and exercises at home. The group will perform in multiple concerts throughout the year, and will also have the opportunity to travel out of state for adjudications and competitions with the rest of the music department in the spring of every other year.

SYMPHONIC BAND

Full year, 1 credit

Symphonic Band builds on the skills attained during participation in Concert Band, focusing on increasing the level of competency and overall musicianship of the instrumentalists. This will be accomplished through the use of in-class exercises as well as rehearsing and performing more complex and challenging music. Each student is responsible for practicing parts and exercises at home. This group will perform in multiple concerts and parades. Band members will have the opportunity to travel with the music department in the spring every other year, at the discretion of the director.

Humanities

WIND ENSEMBLE - By audition (W)

Full year, 1 credit

This group is a small ensemble that meets during the school day. Any PHS student enrolled in Symphonic or Concert Band is able to audition. Members will be picked based on the audition process as well as other criteria, such as the blend and balance of the group. If accepted, the commitment is for a full year. The members of Wind Ensemble are high caliber musicians that will perform music of the highest quality. The selection of music will be diverse, so that the participating musicians will become well versed and well rounded in their performance repertoire. This group will have numerous opportunities to perform throughout the year and also will be involved in the department trips every other year.

MUSIC THEORY

1 Semester, ½ credit

Students begin to develop basic piano skills and basic theory skills needed for further study in music theory. This course is offered in the MIDI computer lab, where students have access to digital pianos and computers which they use to explore topics such as rhythm, melody chords, key signatures, time signatures, and scales. This course is recommended for students who wish to become better musicians.

MUSIC PRODUCTION

1 Semester, ½ credit

This course is designed to explore the ways technology plays a role in music creation. Students will acquire basic audio editing and engineering skills, and create and arrange works using a variety of software.

MUSIC APPRECIATION

1 Semester, ½ credit

This course is a survey-style course that will introduce students to the fundamentals of creating, enjoying and listening to music. Throughout the course, students will become familiar with the basic elements of music and be exposed to various styles of music. Listening materials are drawn from multiple genres. In addition, students will be able to compose, arrange and share their own musical ideas. No musical background is required for this course.

UCONN FUNDAMENTALS / EAR TRAINING I/II (W)

Full Year, 1 credit

Basic skills in note reading, rhythm, meter, pitch symbols, scales, key-signatures, intervals, triads, sight-singing, and dictation. No previous training is required. The second half of the course will include further development of skills in music reading, sight-singing, and dictation. Students earning a course grade of “C” or better may receive three (3) college credits in MUSI 1011 **and** three (3) college credits in MUSI 1012 from the University of Connecticut.

AP MUSIC THEORY - Grades 11-12 (W)

Full year, 1 credit

This Advanced Placement course offers high level musicians the opportunity to further explore the intricacies of music. This course will specifically study musical form and analysis, as well as focus on other compositional elements of traditional western music. A key component of the course will be the in depth ear training section that will cover aural skills from identification to transcription. Students must take the AP Exam at the completion of this course. Prerequisite: Music Theory Teacher Recommendation

Science, Technology, Engineering & Math (STEM)

Mathematics

(3 credits required)

The Mathematics Department urges all students to take a challenging mathematics program while in high school. It is recommended that students take four years of mathematics.

Recommended Pathways

	Calculus	Data Science
9th grade	Algebra I	Algebra I
10th grade	Geometry	Geometry
11th grade	Algebra II	Algebra II
12th grade	Hon Precalc or Trigonometry	Intro Data Sci or AP Stats

	Calculus	Data Science
9th grade	Geometry	Geometry
10th grade	Algebra II	Algebra II
11th grade	Hon Precalc	Intro Data Sci
12th grade	AP Calculus	AP Statistics

With proper planning, students may pursue a dual calculus and data science pathway.

ALGEBRA I

Full year, 1 credit

An introductory algebra course designed to establish the foundation necessary for further study in mathematics. Topics studied include: Algebraic expressions, equations and inequalities, functions, linear equations, data analysis and trend lines, systems of equations, graphical analysis, and problem-solving.

GEOMETRY

Full year, 1 credit

This course is designed to enrich a student's power of reasoning and to provide the background necessary for further work in mathematics. Topics studied include: segments and angles, inductive reasoning, deductive reasoning and proofs, parallel and perpendicular lines, triangles and polygons, congruent polygons, similar polygons, right triangles and trigonometry, circles, and probability and statistics.

Prerequisite: Algebra I

ADVANCED GEOMETRY (W)

Full year, 1 credit

This course is designed to enrich a student's power of reasoning and to provide the background necessary for further work in mathematics. Students will use properties of two and three dimensional objects and geometric postulates and theorems to describe relationships, measure accurately, communicate ideas and solve problems. Topics studied include: segments and angles, inductive reasoning, deductive reasoning and proofs, parallel and perpendicular lines, triangles and polygons, congruent polygons, similar polygons, right triangles and trigonometry, circles, and probability and statistics. The class pace is accelerated. Prerequisite: Algebra I

ALGEBRA II

Full year, 1 credit

A second year course in algebraic concepts that establishes the necessary background for further study of mathematics in college. Major topics include: relations and functions, quadratic functions, complex numbers, polynomials, radical functions and equations, graphical analysis, and problem-solving.

ADVANCED ALGEBRA II (W)

Full year, 1 credit

A second year course in algebraic concepts that establishes the necessary background for further study of mathematics in college leading to a career in analytics. Major topics include: relations and functions, quadratic functions and complex numbers, polynomials, radical functions and equations, rational functions and equations, exponential and logarithmic fun.

TRIGONOMETRY & FUNCTIONS

Full Year, 1 credit

This is a full year course designed for students interested in a fourth year of mathematics before entering college. The course will focus on advanced algebraic concepts, trigonometry, and its application, an analysis of different types of functions, and time permitting applications of probability and statistics.

Science, Technology, Engineering & Math (STEM)

HONORS PRECALCULUS (W)

Full year, 1 credit

A fourth year math course which completes the background needed for the study of Calculus. Major topics include: circular and trigonometric functions, analytic trigonometry, conic sections, polar coordinates, vectors, systems of linear equations and matrix algebra, advanced functional analysis (including polynomials, rationals, exponentials, logarithms and others) and the practical application of these topics.

INTRODUCTION TO DATA SCIENCE

Grades 11, 12

Full Year, 1 credit

PENDING BOARD APPROVAL

Introduction to Data Science (IDS) teaches students to reason with, and think critically about, data in all forms. The Common Core State Standards (CCSS) for High School Statistics and Probability relevant to data science are taught along with the data demands of good citizenship in the 21st century. Additionally, IDS provides access to rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry. IDS is a statistics course that addresses the CCSS-Math for High School Statistics and Probability and Practice for Modeling. IDS is also a mathematics course that prepares students to engage with the passport to advanced mathematics content encountered on the SAT.

Prerequisite: Successful completion of Algebra II or co-enrolled in Algebra II

AP CALCULUS AB (W)

Full year, 1 credit

This is a college-level calculus course designed to meet the Advanced Placement curricular requirements for Calculus AB (equivalent to a one-semester college course). The major topics of this course are limits, derivatives, integrals, and the Fundamental Theorem of Calculus. Students will investigate and analyze course topics using equations, graphs, tables, and words, with a particular emphasis on a conceptual understanding of calculus. Applications to solid geometry and physics will also be studied. Students must take the AP Exam at the completion of this course.

AP STATISTICS (W)

Full year, 1 credit

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data and the world at large. Students cultivate their level of understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. Statistics is typically required for majors in the fields of science, engineering, mathematics, social sciences, health sciences, and business. Students must take the AP Exam at the completion of this course.

Science, Technology, Engineering & Math (STEM)

Science

(3 credits required)

The goal of the Science Department is to provide an opportunity for students to become scientifically literate - to be able to speak, listen, write and read in a manner which reflects a basic understanding of scientific methods and principles. The courses are designed to meet the many diversified needs, interests, and abilities of our student community.

Sequence A

Grade 9 - Integrated Physical Science

Grade 10 - Biology

Grade 11 - Chemistry

Grade 12 - CP Physics or Anat & Phys

Sequence B

Grade 9 - Biology

Grade 10 - Chemistry or AP Chemistry

Grade 11 - Physics or UConn Physics

Grade 12 - Anatomy and Physiology

Sequence C

Grade 9 - Integrated Physical Science/

Grade 10 - Biology

Grade 11 - AP Chemistry

Grade 12 - Physics or UConn Physics

Sequence D

Grade 9 - Integrated Physical Science

Grade 10 - Biology

Grade 11 - Chemistry

Grade 12 - Science Elective (optional)

**During 11th and 12th grades, it is possible to double up with Chemistry, Anat & Phys, Physics and science electives.

INTEGRATED PHYSICAL SCIENCE

Full year, 1 credit

Students will explore a variety of physical phenomena. Topics considered for study include Newton's laws of motion, momentum, conservation of energy, waves, Kepler's Laws, Earth's dynamic systems, electricity and magnetism.

BIOLOGY

Full year, 1 credit

Biology is a hands-on, inquiry-based course that meets the national Next Generation Science Standards (NGSS) and will prepare the student for the national NGSS exam. Some topics of study include: cell structure and function, genetics, evolution, ecology, populations and plants. Concepts are developed through the use of discussion, standard laboratory equipment and procedures, as well as group collaboration.

CHEMISTRY

Full year, 1 credit

This NGSS aligned course emphasizes the study of matter through inquiry. Through the use of laboratory investigations, interactive computer simulations and data analysis, students will explore their world at the atomic level. Using data, evidence, and scientific modelling, students achieve a deeper understanding of changes in matter. Topics of study will include structures and properties of matter, nuclear chemistry, chemical reactions, conservation of mass/energy, and relationships between Earth and human activity.

Science, Technology, Engineering & Math (STEM)

AP CHEMISTRY (W)

Full year, 1 credit

This is the College Board approved Advanced Placement course designed to complete the equivalent of a general chemistry course usually taken during the first year of college. Topics include kinetics and equilibrium, thermodynamics and electrochemistry. This course is academically rigorous and is a quantitative chemistry course requiring strong math skills. Students must take the AP Exam at the completion of this course.

Prerequisite: Concurrently enrolled in Pre-Calculus or Calculus. Enrollment in Calculus is strongly recommended for this course.

PHYSICS

Full year, 1 credit

An analytical course dealing with physics concepts. This course is designed for the college bound student who will need knowledge in the field of science after graduation. Topics discussed include, vectors, Newton's Laws, gravitation, work, energy, impulse, momentum, and more.

Prerequisite: Must be concurrently taking Trigonometry and Functions or higher mathematics course.

UCONN PHYSICS (W)

Full year, 1 credit

An analytical course dealing with advanced physics concepts. This course is designed for the college bound student who will need additional knowledge in the field of science after graduation. Topics discussed include kinematics, vectors, projectiles, Newton's Laws, gravitation, work, energy, momentum, and rotational motion. Students earning a course grade of "C" or better may receive four (4) college credits in physics (PHYS 1201Q) from the University of Connecticut. The college credit can be transferred to most colleges and universities throughout the country.

Prerequisite: Concurrently taking one of the following courses: Trigonometry & Functions, Pre-Calculus, Calculus or approval of instructor:

ANATOMY & PHYSIOLOGY

Full year, 1 credit

This course is highly recommended for the student who will continue studies in science, allied health, or medical fields. The course will stress the function of various structures and functions of the body systems. Areas of study will include a course introduction, the tissue level of organization, and the following systems: Integumentary, Skeletal, Muscular, Cardiovascular, Nervous, Digestive, Respiratory, and Reproductive. Students will engage in learning about the integral role the Lymphatic and Endocrine systems play within various organ systems to maintain homeostasis. Laboratory exercises and dissection are integral components of the course.

****This course is not to be taken with Human Biology.****

Prerequisite: C or better in Biology.

Science, Technology, Engineering & Math (STEM)

SCIENCE ELECTIVES

AQUATIC BIOLOGY

1 Semester, ½ credit

An overview of aquatic environments will be presented. Topics include: climate change, Long Island Sound, overfishing, invasive species, and several Phyla of invertebrates and vertebrates. In addition, the class will address ecological issues relative to the marine environment and its resources. This is a project-based course that will require students to conduct their own research, daily. Students who are interested in ocean and marine life are highly encouraged to take this course.

HUMAN BIOLOGY

1 Semester, ½ credit

This course is designed for students with strong interest in human biology. It does not require extensive knowledge of chemistry and will emphasize a systemic approach to the biology of the human body.

FORENSICS

1 Semester, ½ credit

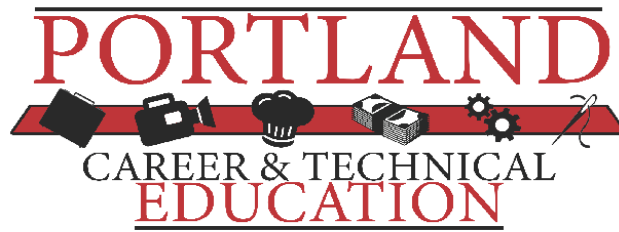
This course covers topics such as fingerprint dusting, arson, superglue fuming, blood sampling, hair sampling, crime scene investigation, blood splatters, DNA sample analysis, chromatography, bite mark analysis, ballistics, and anthropology.

STEM RESEARCH PROGRAM (W)

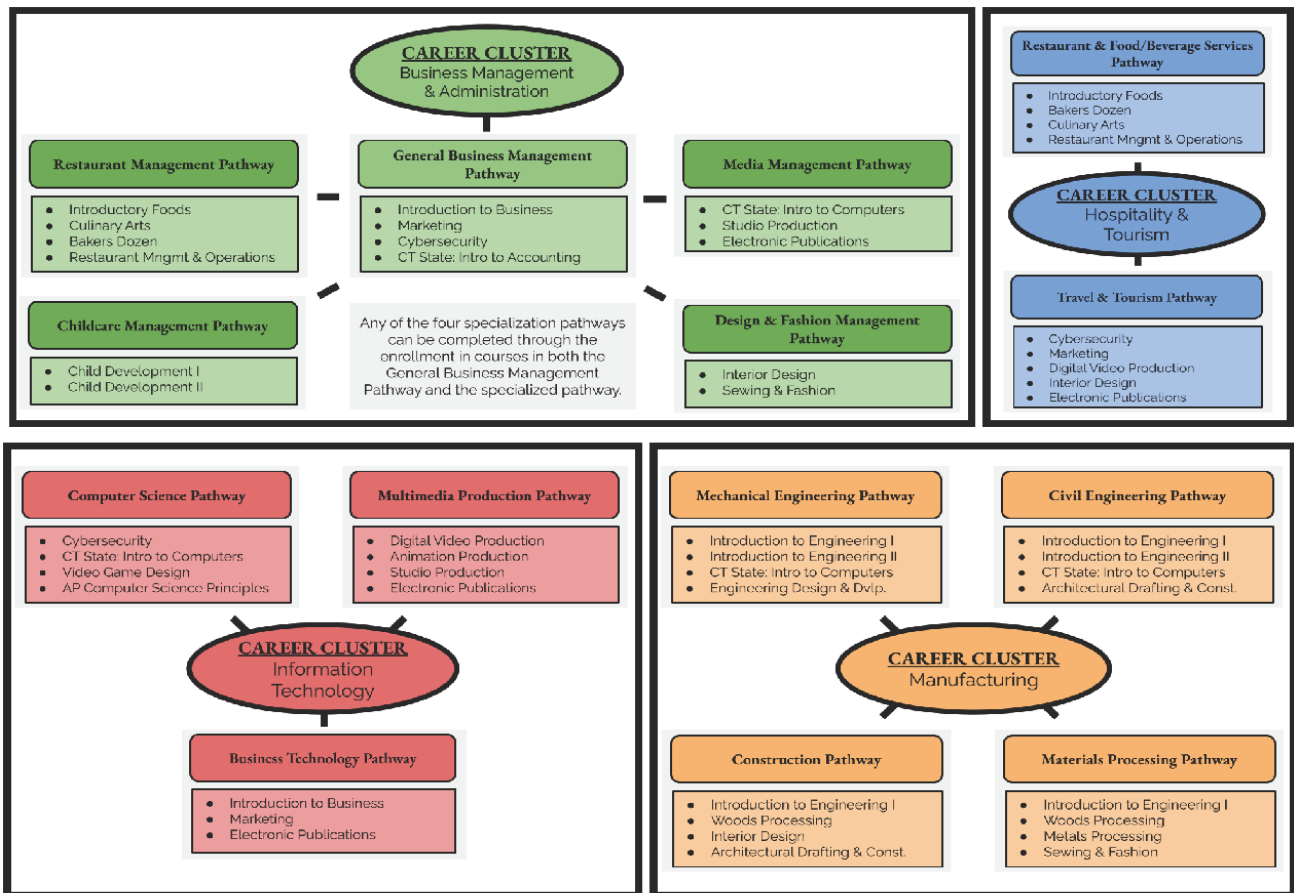
1 Semester, ½ credit or Full Year, 1 credit

In this 1-3 year course, students learn research methodology in STEM by accessing scientific databases, by using online bibliographic search techniques, consulting doctoral-level research scholars, by summarizing their review of literature in writing, and by making presentations at scientific symposia. Students will also select a research question with a mentor that will lead to original research. Students will maintain a scientific journal notebook and a comprehensive portfolio of all research work. Students in this course can earn credit at Eastern CT State University or work beyond year 1 for up to 10 ECSU credits. Year one of STEM Research will be offered as a full year or half-year course. (Not offered every year)

Career & Technical Education (CTE)



At Portland High School, courses are designed to immerse students in the expertise needed to excel within a certain career. These courses, when taken purposely, can lead to expertise in a specific career pathway found in the modern workforce. The graphical overview of the Career Clusters, and the pathways within, can be found below:



More information on Portland's Career & Technical Education Career Clusters, and the Pathways that are established at Portland High School, can be found [here](#).

Science, Technology, Engineering & Math (STEM)

CTE/Business

CT STATE - INTRO TO ACCOUNTING (W)

Full year, 1 credit

This accounting course allows 11th and 12th grade students the opportunity to learn payroll accounting, partnership accounting and corporate accounting. The course also provides students with an in depth view of the functions of accounting procedures. Students will learn and use an automated accounting software and Excel packages in this course. Accounting work papers will be prepared using an automated accounting software platform. This is a weighted class that is in line with CT State Community College. Students who successfully complete this course may receive credit from CT State Community College.

CT STATE - INTRO TO COMPUTERS (W)

Full year, 1 credit

This introductory course offers 10th-12th grade students the opportunity to learn how to prepare business documents, letters, reports, forms, spreadsheets, charts, tables and queries using the MS Office suite and Google Apps Suite. Students will use MS Word, Excel, PowerPoint, Access, and Publisher. Students who successfully complete this course may receive credit from CT State and Microsoft Office Certification in Word, Excel, PowerPoint, and Access.

INTRODUCTION TO BUSINESS

1 Semester, ½ credit

This course gives students an introduction to the business world and how it functions. Students will learn business ethics, how businesses operate, and how businesses are managed. Students will learn leadership and marketing skills as part of the curriculum.

MARKETING

1 Semester, ½ credit

This course offers students a look into the world of marketing. Students will learn the seven functions of marketing, its impact on society, the economics and basics of marketing, and the need for research. Students will also be introduced to E-commerce.

PERSONAL FINANCE

1 Semester, ½ credit

This course fulfills the state Financial Literacy requirement. Personal Finance gives students the opportunity to learn how to manage their own personal finances in the twenty-first century world. Students will learn basic banking, credit programs, insurance, taxes and budgeting, spending and borrowing money including student loans.

Science, Technology, Engineering & Math (STEM)

CTE/Communications and Computer Science

AP COMPUTER SCIENCE PRINCIPLES (W)

Full year, 1 credit

Students work in teams to develop computational thinking and solve problems. Structured activities progress to open-ended projects and problems that require planning, documentation, communication, and other professional skills. All students can successfully engage the problems while students showing greater achievement are challenged to work further. There are five primary course objectives: to develop problem-solving and computational thinking skills, to generate excitement about the field of computing, to introduce computational tools that foster creativity, and to consider issues raised by the present and future societal impact of computing. During the course, students are introduced to Python® Programming through CodeHS. Students must take the AP Exam in May.

STUDIO PRODUCTION

1 Semester, ½ credit

PHS is the home of WPHT - our very own production studio. This state-of-the-art studio is a MUST for every student to experience. We will develop and produce shows that will air live and taped on our airwaves. Learning about studio production by working in front of and behind the camera will complete our curriculum. You will hone your technical skills as you rotate through each of the crucial pieces of high-tech equipment that make up our innovative studio, as well as some video editing basics. This is a unique opportunity that is guaranteed to leave you exhilarated!

CYBERSECURITY

1 Semester, ½ credit

Technology changes daily. The internet is exploding, gadgets are being developed and computer applications are improving to improve our lives. Cybersecurity is an introductory course open to all students. This course will cover cybersecurity awareness, ethics & trends, Cryptography, and Social Engineering Attacks & Prevention. Students will be exposed to the six key cybersecurity principles while they move through concepts. During this course, students will learn industry-standard skills and practices to be better 21st-century digital citizens. Students will exit this course with a better understanding of protecting themselves and others while participating in a digital world.

DIGITAL VIDEO PRODUCTION

1 Semester, ½ credit

Digital Video Production is an introductory level course that will explore the world of Broadcast Media through Digital Video Production. This class will develop the skills of individuals interested in broadcasting by creating various video projects. We will move through the Production Process to learn the skills necessary to develop a Digital Video. We will hone our expertise in camera shooting, tape editing, writing, reporting, directing, and producing. Students will have access to various cameras in and out of the studio.

ANIMATION PRODUCTION

1 Semester, ½ credit

Animation is a key component of entertainment in the modern world. This introductory course will expose students to different types of animations before moving forward with computer-based programs. This course will focus on creating animations and models through Scratch, Animate, Premiere, & 3DS Max software as well as other trending programs. Finally, we will explore the changing world of technology and how to keep up with the latest and greatest fads.

Science, Technology, Engineering & Math (STEM)

VIDEO GAME DESIGN

1 Semester, ½ credit

This course covers the significant aspects of game design, including character and world development, game playing, game genres, and principles of gamedesign. Students will gain hands-on experience in simple game development and various computer programming languages. The purpose of this class is for students to develop a more meaningful perspective on Video Game Design. We will use Scratch, Roblox, and Unity in this course. We begin with an overview of what games are and then explore a wide variety of different types of video games.

ELECTRONIC PUBLICATIONS

Full year, 1 credit

Electronic Publications is open to all high school students. This class will serve as the heart and soul of our school as we push our ingenuity and creativity beyond the limit. The primary focus of this full-year course will include the design and production of the PHS yearbook. We will access state-of-the-art technology, multimedia applications, and software applications like Adobe Photoshop. The yearbook is a student-led process where students can apply for a leadership position, create the theme, design the cover, and, most importantly, create yearbook pages.

CTE/Family & Consumer Science

The mission of the Family and Consumer Sciences program is to prepare students for personal, family and career life, and to strengthen communities by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed to meet the challenges of today's complex world. Through classes in food production, nutrition, child development, early education, textiles, and interior design, our department gives students the ability to learn and apply hands on skills they will need for exciting professional careers over their lifespan.

INTRODUCTORY FOODS

1 Semester, ½ credit

The objective of this course is to develop basic skills in food science. Students will learn common abbreviations and equivalents used in cooking, how to read recipes, and simple cooking terms and techniques. The course is based on the Choose My Plate icon with food labs focused on each food group: grains, vegetables, fruits, dairy, protein, and fats. Students will learn about elements of nutrition and healthy meal planning. Students will also learn the importance of developing efficient work habits and safety in the kitchen. Food labs occur twice a week.

BAKER'S DOZEN

1 Semester, ½ credit

The objective of this course is to introduce students to the fundamental concepts and techniques of baking. Students will learn basic preparation of baked goods including the understanding of weights and measures, tools and equipment use, baking terms and ingredient functions. Students will perform scientific experiments with common ingredients found in the bakeshop. Students will also learn how to prepare a wide variety of doughs and batters for making quick breads, yeast breads, pies, pastries, cakes, and other desserts. Food labs occur four times a week.

Prerequisite: Introductory Foods

Science, Technology, Engineering & Math (STEM)

CULINARY ARTS

1 Semester, ½ credit

The objective of this course is to improve cooking skills. Students will learn advanced kitchen essentials, knife skills, advanced cooking terms and techniques, and safety and sanitation in the kitchen. The course is based on a basic menu with food labs focused on appetizers, soups, salads, side dishes, entrées, and desserts. Students will also learn about meal management, recipe and menu preparations, and table etiquette. Food labs occur three times a week.

Prerequisite: Introductory Foods

RESTAURANT MANAGEMENT & OPERATIONS

1 Semester, 1 credit

Open to students who are interested in pursuing careers in food service. Students will be involved in an in-depth food and baked goods preparation in a professional kitchen. Focus will be on technique and equipment used in professional culinary preparation. Students will be involved in a variety of production situations including running the Highlander Café.

Course will run through Flex, 4 of 6 days in the cycle.

Prerequisite: Baker's Dozen, Culinary Arts, or permission of instructor.

CHILD DEVELOPMENT I

1 Semester, ½ credit

This course is designed as an introduction to human development. This class will provide students with an understanding of reproduction, conception, fetal development, childbirth, and postnatal care. Students will learn about childhood diseases, birth defects and the role of genetics in development. Students will study the differences in parenting styles and research related to parenting. Students will complete a baby project which will involve caring for a simulated infant doll over the course of two days. Students will cooperate with Valley View teachers to gain classroom experience working with young children.

CHILD DEVELOPMENT II

1 Semester, ½ credit

This course is a continuation from Child Development I. Part two focuses on the emotional, cognitive, social, and physical development of children from birth through the teenage years. Students will examine theories and developmental milestones, as well as study developmental delays and other influences on development. Students will also explore career paths in early childhood education. Students will cooperate with Valley View teachers to gain classroom experience working with young children.

Science, Technology, Engineering & Math (STEM)

CTE/Manufacturing Technology

ARCHITECTURAL DESIGN AND CONSTRUCTION

1 Semester, 1/2 credit

Architectural Design and Construction is open to all students. The emphasis of the course will be placed upon generating drawings that conform to national standards. This course will emphasize the production of both 2D and 3D architectural drawings. Students will experience a variety of tutorials to help them complete a site plan, a floor plan, a detail plan, and perspective views of a single-level dwelling. Students will be exposed to architectural modeling techniques by actually building a scaled landscape model in the solution of a “real world” problem. No experience is needed, only a desire to learn! Two-thirds of class time will be spent solving problems with a state-of-the-art CAD System through “hands-on/minds-on” lab work.

METALS PROCESSING

1 Semester, 1/2 credit

Metals Processing allows students to build upon the concepts of Materials Processing I. In Metals Processing students gain a further understanding of manufacturing and look more closely at product design and creation. Students have the opportunity to develop a product and design an assembly line using concepts in place with many modern manufacturers.

WOODS PROCESSING

1 Semester, 1/2 credit

Woods Processing provides students with an introduction to manufacturing concepts through the manipulation of raw materials such as wood and metal. In Woods Processing students learn key concepts such as measuring, safety, problem solving, team work, and basic material manipulation.

INTRODUCTION TO ENGINEERING I

1 Semester, 1/2 credit

Students will develop foundational skills found in the engineering and manufacturing world. Among these skills, Students will be able to: differentiate fields of engineering, interpret and create orthographic drawings using CAD technology, and accurately measure to a thousandth of an inch using dial calipers. This course is a great option for any student considering any engineering or manufacturing related career post high school.

INTRODUCTION TO ENGINEERING II

1 Semester, 1/2 credit

Students will take the foundational skills introduced in IED1 and build upon them in authentic project based learning experiences that simulate real world engineering and manufacturing scenarios. Students will utilize the engineering design process to guide them through problem based learning exercises where they will utilize skills like CAD, 3D printing, and CNC (Computer Numerical Control) technology to design and build solutions to problems. Students will learn the basics of statistical data analysis as well as foundational skills in Google Sheets (Microsoft Excel). Furthermore students will continue to develop their CAD and 3D modeling skills creating multipart assemblies with exploded views and BOMs (Bill of Materials).

Prerequisite: Introduction to Engineering I

ENGINEERING DESIGN AND DEVELOPMENT (W)

1 Semester, 1/2 credit

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers, teachers and students. Students apply the professional skills they have developed to document a design process to PLTW standards. Completing EDD will ready students to take on any post-secondary program or career in engineering.

Physical Education & Health

Physical Education

PHYSICAL EDUCATION

1 Semester, ½ credit

The Physical Education Curriculum at Portland High School is designed to expose the student to a wide variety of team and individual sports as well as leisure activities. Emphasis is on skill development, good sportsmanship, and physical and social development.

ADVANCED FITNESS

1 Semester, ½ credit

This course focuses on improving overall fitness while building knowledge and skills for a healthy lifestyle. Students will set personal goals and enhance fitness components such as cardiovascular endurance, muscular strength, endurance, and flexibility. Through activities like weight training, running, group fitness, and personalized conditioning plans, students of all abilities will develop habits and attitudes that support lifelong wellness.

Prerequisite - Completion of PE requirement



Health

HEALTH 1

1 Semester, ½ credit

Health 1 is a one semester course required for 9th grade students. The course is based on topics of current interest relative to the lives of today's teenagers. The topics studied cover mental and emotional health including stress management and depression, human sexuality including healthy/unhealthy relationships, abstinence, contraceptives, consent, and sexual assault, disease prevention including AIDS, safety and accident prevention, first aid and CPR, substance abuse prevention, and decision making skills. Classroom experiences include a variety of teaching techniques designed to assist students in understanding and coping with some of the many problems that arise as a result of living in today's ever changing world.

HEALTH 2

1 Semester, ½ credit

Health 2 is a continuation of the wellness concepts studied in Health 1. This course takes a deeper look into topics that will give students the proper information and empowerment necessary to make independent and informed decisions concerning their physical, mental, emotional, and social well-being. It encourages students to discover attitudes and patterns of behavior that promote a full and satisfying lifestyle.

World Language

World Languages

The overall aim of the World Language Department is to provide the student with an insight into the people, their language and their civilization, by means of the following general objectives:

1. To comprehend with facility the Spanish and/or French language spoken as close to the normal rate of speed as possible.
2. To speak the language with a degree of proficiency that includes proper pronunciation, intonation and correct idiomatic usage.
3. To read the French and/or Spanish language with ease, maintaining the structure and syntax unique to the individual languages, and to read various works that illustrate the culture and civilization of the people.
4. To write correctly the work that has been studied aurally and orally; to write controlled compositions using accurate grammatical structures and correct idiomatic expressions.

World language offerings are open to all interested students. Students should take a minimum of two years of a world language although it is strongly recommended that three years be taken of the same language to attain a higher level of proficiency.

*In order to continue the next sequence in a language course, it is recommended that the student earn a final grade of a C or better.

FRENCH I

Full year, 1 credit

In the beginning course of study in French, students' goals are two-fold: to be able to use basic French in speaking, listening, writing and reading, and to acquire study skills necessary to learn a new language. Students are also introduced to the culture and civilization of the Francophone world.

FRENCH II

Full year, 1 credit

The basic components of speaking, listening, reading and writing are further developed. More advanced grammatical concepts are introduced. Students will continue to study the culture of the French-speaking world.

Prerequisite: French I

FRENCH III

Full year, 1 credit

This course offers an emphasis on further development of listening and speaking skills. Writing and reading proficiency is enhanced through the study of more complex grammatical structures and advanced vocabulary. The goal of this course is for students to sharpen their skills in speaking, reading, writing, and listening as well as to increase their knowledge of French culture and literature.

Prerequisite: French II

FRENCH IV (W)

Full year, 1 credit

Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, and oral reports. Continued study of the grammar and literature will be an integral part of this course.

Prerequisite : French III

FRENCH V (W)

Full Year, 1 credit

French V is an accelerated course where classes are taught almost exclusively in French. The main objective of this course is to develop more advanced reading, writing, listening and speaking skills. Grammar skills are expanded, and students are exposed to authentic French language films and media.

Prerequisite : French IV and teacher recommendation

World Language

SPANISH I

Full year, 1 credit

A fully integrated Spanish program which ensures development of language proficiency in Spanish and builds students' language skills so that they can communicate effectively and express themselves with confidence.

SPANISH II

Full year, 1 credit

The continuation of the Spanish I program. This course consists of expanded grammatical concepts in conjunction with vocabulary. A number of verb tenses are introduced and vocabulary is increased with continued emphasis on spoken Spanish, comprehension, reading and writing. Students will study the vocabulary, grammar and idiomatic expressions used in talking about oneself, past events and situations, daily routines and habits, sports, travel and food.

Prerequisite: Spanish I

SPANISH III

Full year, 1 credit

The continuation of the Spanish II program. This course consists of additional and expanded grammatical concepts in conjunction with current cultural trends and vocabulary. Grammatical concepts are expanded. A number of verb tenses are introduced and vocabulary is increased with continued emphasis on spoken Spanish, comprehension, reading and writing.

Prerequisite: Spanish II

SPANISH IV (W)

Full year, 1 credit

This advanced level course offers an in-depth study of grammar, idiomatic expressions, reading comprehension and writing. Cultural material, as well as, short reading selections dealing with the culture and daily life situations, are read and discussed.

Prerequisite: Spanish III

AP/UCONN SPANISH (W)

Full year, 1 credit

AP/UConn Spanish is a two semester accelerated course where classes are taught almost exclusively in Spanish. The main objective of this course is to develop more advanced reading, writing, listening and speaking skills. Grammar skills are expanded, and students are exposed to authentic Spanish language films and media. Students earning a course grade of "C" or better may also receive three (3) college credits in SPAN 3178 and three (3) credits in SPAN 3179 from the University of Connecticut. Students must take the AP Spanish Language and Culture Exam at the completion of this course.

Prerequisite: Spanish IV and teacher recommendation

ML ENGLISH

Full year, 1 credit

This course offers new English speakers how to read, write, listen and speak English as a new language. MultiLingual (ML) students are evaluated through English Proficiency Assessments for placement in this class.

Curricular Options

HUMANITIES

Common Core State Standards for English Language Arts (English)

English 9 (1 credit) or
Honors English 9 (1 credit)
English 10 (1 credit) or
American Studies/English 10 (1 credit)
English 11 (1 credit) or
AP English Language and Composition (1 credit)
English 12 (.50 cr) & Senior English elective (.50 cr)
AP Literature & Composition/UCONN English (1 credit)

Senior English Elective

Public Speaking (.50 credit)
Journalism (.50 credit)
Mystery and Mayhem (.50 credit)

National Core Arts Standards (Fine & Performing Arts)

Introduction to Art (.50 credit)
Drawing (.50 credit)
Ceramics I and II (.50 credit each)
AP 2-D Art & Design (1 credit)
Painting (.50 credit)
Chorale (1 credit)
Concert Band (1 credit)
Concert Choir (1 credit)
Symphonic Band (1 credit)
A Cappella (1 credit)
Music Theory (.50 credit)
UCONN Fundamentals/Ear Training I/II (1 credit)
AP Music Theory (1 credit)
Music Production (.50 credit)
Wind Ensemble (1 credit)
Music Appreciation (.50 credit)

Connecticut Secondary Social Studies Frameworks (must include Civics)

Global Studies I & II (.50 credit each) or
Honors Global Studies I & II (.50 credit each)
U.S. History I & II (.50 credit each) or
American Studies/U.S. History (1 credit)
Civics (1 credit) or
AP U.S. Government and Politics (1 credit)

Humanities Electives

Any additional Humanity course
Creative Writing (.50 credit)
Economics (.50 credit)(no longer offered)
Economics and Finance (.50 credit)**
Contemporary Issues through Multimedia (.50 credit)
Law and Society (.50 credit)
Psychology (.50 credit)
AP Psychology (1 credit)
Black and Latino Studies (1 credit)
Art Electives

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM)

Common Core State Standards for Mathematics (Mathematics)

Algebra I (1 credit)
Geometry (1 credit) or
Advanced Geometry (1 credit)
Algebra II (1 credit) or
Advanced Algebra II (1 credit)
Trigonometry & Functions (1 Credit)
Introduction to Data Science (1 credit)
Honors Precalculus (1 credit)
AP Calculus AB (1 credit)
AP Statistics (1 credit)

Next Generation Science Standards (Science)

Integrated Physical Science (1 credit)
Biology (1 credit)
Chemistry (1 credit)

Science STEM Electives

Any additional STEM course
Anatomy & Physiology (1 credit)
Aquatic Biology (.50 credit)
Human Biology (.50 credit)
Forensics (.50 credit)
STEM Research (.50/1 credit)
AP Chemistry (1 credit)
Physics (1 credit)
UCONN Physics (1 credit)

Curricular Options

Connecticut Career and Technical Education Standards

(CTE)

- CT State - Intro to Accounting (1 credit)
- CT State - Intro to Computers (1 credit)
- Introduction to Business (.50 credit)
 - Marketing (.50 credit)
- Digital Video Production (.50 credit)
 - Studio Production (.50 credit)
- Electronic Publications (1 credit)
- Video Game Design (.50 credit)
- Animation Production (.50 credit)
- Introductory Foods (.50 credit)
 - Baker's Dozen (.50 credit)
 - Culinary Arts I (.50 credit)
- Restaurant Management & Operations (1 credit)
 - Interior Design (.50 credit)
 - Sewing and Fashion (.50 credit)
- Child Development I & II (.50 credit each)
- Architectural Design and Construction (.50 credit)
 - Woods Processing (.50 credit)
 - Metals Processing (.50 credit)
 - Robotics (.50 credit)
- AP Computer Science Principles (1 credit)
- Engineering Design and Development (1 credit)
- Introduction to Engineering Designs I/II (.50 credit each)
 - Cybersecurity (.50)

PHYSICAL EDUCATION AND HEALTH

Connecticut Physical Fitness Standard

(PE)

- Physical Education (.50 credit)
- Advanced Fitness (.50 credit)

Connecticut Health Standards

(Health)

- Health 1 (.50 credit)
- Health 2 (.50 credit)

WORLD LANGUAGE

World Readiness for Language Standards

(Word Language)

- French I (1 credit)
- French II (1 credit)
- French III (1 credit)
- French IV/V (1 credit)
- Spanish I (1 credit)
- Spanish II (1 credit)
- Spanish III (1 credit)
- Spanish IV (1 credit)
- AP/UCONN Spanish (1 credit)

FINANCIAL LITERACY

Class of 2027+

- Personal Finance (.5 credit)
- Economics and Finance (.5 credit)

All Portland High School graduates must earn a minimum of 25 credits and meet all requirements.

See page 6 for graduation requirements

