

# ***POLAND REGIONAL HIGH SCHOOL***

## **Course of Studies 2026-2027**

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## **TABLE OF CONTENTS**

<b>CORE VALUES, BELIEFS, and LEARNING EXPECTATIONS</b>	<b>3</b>
<b>PROGRAM OVERVIEW</b>	<b>4</b>
<b>GRADING AND REPORTING FAMILY GUIDE 2026-2027</b>	<b>5</b>
<b>SUPPORT SERVICES</b>	<b>7</b>
<b>STUDENT SERVICES PROGRAM</b>	<b>8</b>
<b>PRHS BELL SCHEDULE</b>	<b>9</b>
<b>GRADUATION REQUIREMENTS</b>	<b>10</b>
<b>A YEAR BY YEAR OVERVIEW</b>	<b>11</b>
<b>COURSE OFFERINGS 2026-2027</b>	<b>13</b>
<b>COURSE DESCRIPTIONS</b>	<b>14</b>
ROUNDTABLE	14
ENGLISH	16
MATH	20
SCIENCE	23
SOCIAL STUDIES	27
TECHNOLOGY	30
VISUAL AND PERFORMING ARTS	33
WELLNESS: HEALTH & PHYSICAL EDUCATION	37
WORLD LANGUAGES	39
ADDITIONAL COURSES AND PROGRAMS	41
EARLY COLLEGE OPTIONS	42
LEWISTON REGIONAL TECHNICAL CENTER (LRTC) OVERVIEW	43
JROTC (Junior Reserve Officer Training Corps)	44
<b>CO-CURRICULAR ACTIVITIES</b>	<b>45</b>
<b>AFFIRMATIVE ACTION STATEMENT</b>	<b>46</b>

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## **CORE VALUES, BELIEFS, and LEARNING EXPECTATIONS**

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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 empower all students to use their minds well, develop their particular talents, and engage in community with integrity, service and courage.

### **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 writes in a clear and engaging manner.
- The PRHS student utilizes technology for a variety of academic purposes.
- The PRHS student accesses, evaluates, and uses information efficiently, effectively, and critically.

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## PROGRAM OVERVIEW

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### ***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 guardians, 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** or entrance to the **Military**?
- 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.**

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## GRADING AND REPORTING FAMILY GUIDE 2026-2027

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### **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 this 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

### **What 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. The JumpRope account displays all of your child’s courses, standards, assignments and grades.

### **Reporting Schedule (Subject to Change)**

<b>October/March:</b>	Habits of Work Check #1
<b>November/April:</b>	Quarter Grades
<b>December/May:</b>	Habits of Work Check #2
<b>January/June:</b>	End of Semester 1 or 2 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 posted. Students must be enrolled in a minimum of six academic blocks and be passing Roundtable to be eligible to earn Honor Roll or High Honor Roll. Early college courses and any other course completed through a different platform (i.e. LRTC, AP4ME) will be calculated into a student's GPA and honor roll status. Further details are available in the Student Handbook.

**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.

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## **SUPPORT SERVICES**

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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 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** or in the Learning Center. This small group working environment provides students with additional support and structure.

### ***The Learning Center***

The Center is open during school hours every day, and until 3:30 PM on Mondays, Tuesdays, Thursdays and Fridays 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 deemed 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 be registered 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.

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## **STUDENT SERVICES PROGRAM**

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### ***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 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 helping professionals as available.

### ***School Counseling Program and Resources***

Personal, career, and academic counseling:

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

Visits from college, military 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 mental health and community agencies

Mediation services with faculty and students

Support groups

Individual counseling

Coordination with Civil Rights Team, Ambassadors and other mentoring programs as needed

Classroom guidance lessons

Liaison to Lewiston Regional Technical Center

Coordination of early college and concurrent enrollment courses

### **Additional Student Services**

#### ***School Counseling/Co-Curricular Staff***

Appointments and information

Coordination of school counseling services

Transcript services

Schedule and grade updates

Support of master schedule and registrations

#### ***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

Coordination and consultation with medical professionals

#### ***Social Work***

Confidential counseling for students & groups

Psychoeducational work/groups in classes

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**PRHS BELL SCHEDULE**

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

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## GRADUATION REQUIREMENTS

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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 <b>and</b> two other English credits: English III, English electives, AP English Literature, AP English Language, concurrent enrollment/college English
Social Studies	Global Studies, U.S. History (US I and II or AP US), Comparative Government and Economics or AP Government <b>and</b> total 3.5 credits
Math	Math 4/STEM Math 4
Science	Physical Science, Biology <b>and</b> Introduction to Chemistry or Chemistry <b>and</b> one additional science credit
Visual/Performing Arts	1 credit of Visual and Performing Arts
Physical Education & Health	.5 credits Health, 1 credit Physical Education electives *Starting with class of 2028 PE requirement: Intro to PE plus .5 elective PE credit
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**, 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.

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## **A YEAR BY YEAR OVERVIEW**

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### **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, Intro to PE 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 Visual and Performing Arts. Many colleges recommend three to four credits of a world language. Sophomores might also consider enrolling in Technology and/or Physical Education classes to complete those graduation requirements.

### **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. 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 and/or internship/ELO.

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:**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Freshman Roundtable	Sophomore Roundtable	Junior Roundtable	Senior Roundtable
Physical Science	Biology	Intro to Chemistry/Chemistry	Science Course
English I	English II	English elective or AP Literature/Language	English elective or AP Literature/Language
Global Studies	US History and Gov I	US History and Gov II	Comparative Gov & Economics
Math 1 OR appropriate math class	Math 2 OR appropriate math class	Math 3 OR Math 4/STEM Math 4	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 or Technology	Art, Physical Education, or Technology course(s)	*One English and one social studies credit	*One English and one social studies credit
Health/Intro to PE	Team Academic Support	Academic Support	Academic Support
Team Academic Support			

## COURSE OFFERINGS 2026-2027

English	Social Studies	Math	Science
<p>English I English II English Writing Seminar -Adventure Stories -For the Love of the Game -Identity and Self -Mystery and Crime -Stephen King -Utopia or Dystopia -Creative Writing -Reading Film as Text</p> <p><b>Electives</b> AP English Literature AP English Language</p>	<p>Global Studies US History &amp; Gov I US History &amp; Gov II Comparative Government &amp; Economics</p> <p><b>Electives</b> AP World History AP US History AP US Government &amp; Politics Controversies in History Exploring Social Studies Intro to Psychology - concurrent CMCC</p>	<p>Math 1 Math 2 Math 2/3 (2) Math 3 Math 4 STEM Math 4</p> <p><b>Electives</b> AP Statistics (2) AP Calculus AB (2) Pre-Calculus Explorations in Data Science (.5) Personal Finance (.5)</p>	<p>Physical Science Biology Intro Chemistry Chemistry</p> <p><b>Electives</b> AP Biology (2) AP Chemistry AP Environmental Science Anatomy &amp; Physiology Physics Robotic Engineering Diseases &amp; Disorders (.5) Forensics (.5) Geology (.5) Maine Forestry, Fisheries &amp; Wildlife (.5) Marine Biology (.5) Maine Field Studies</p>
Technology	Visual & Performing Arts	Health & Physical Education	World Languages
<p>AP Computer Science Principles Business Technologies Intro to Computer Technology Intro to Drone Flight Yearbook (.5 or 1) Web Design</p> <p>CADD Material Processing I Material Processing II Robotic Engineering (1)</p> <p>Digital Photography I Digital Photography II Multimedia Production Social Media</p> <p>Audio Production</p>	<p>Advanced Piano/Guitar Studio Advanced Studies in Music Audio Production Chorus (1) Concert Band (1) Evolution of Popular Music Intro to Guitar Intro to Piano Clay I Clay II Clay Studio Drawing I Drawing II Painting I 2D Studio Digital Photography I Digital Photography II Multimedia Production Social Media Fashion and Costume Design Dance Techniques Theater</p>	<p>Health 1 Health 2</p> <p>Intro to Physical Education Fitness and Conditioning Intro to Outdoor Education Lifetime Sports and Games Nets and Racquets</p>	<p>French 1 French 2 French 3 French 4</p> <p>Spanish 1 Spanish 2 Spanish 3 Spanish 4 AP Spanish</p>
Roundtables	Additional PRHS Courses & Programs	Additional Courses & Programs Available Through PRHS	
<p>Freshman Roundtable Sophomore Roundtable Junior Roundtable Senior Roundtable</p>	<p>JMG Independent Study Internships ELO</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 &amp; 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.

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## **COURSE DESCRIPTIONS**

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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.** Courses may be combined (such as French 3 and French 4) to ensure they can be offered. 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.infinitcampus.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? How am I doing? Where am I going? How am I going to get there?**

#### **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 family 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
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## **ROUNDTABLE**

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### **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 Level All 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 guardian-student-advisor conferences, reflecting on goals and personal growth in each class.

### **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 guardian-student-advisor conferences. Sophomores will have supplemental career research support, including Level All. Sophomores will be expected to complete state testing.

### ***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 will complete a mock interview and receive feedback. Juniors will also complete an online financial curriculum, through Level All, which teaches 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 and complete state testing.

### ***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 guardian-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

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## ENGLISH

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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 4.0 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 2.0 credits of upper level English elective courses 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. This course will not be offered in 2026-2027.

**AP English Literature and Composition, Year, 1 credit, Prerequisite-English II (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.)**

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, Prerequisite-English II (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.)**

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 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.**

### **Creative Writing, Semester, .5 credit**

Students will explore various types and genres of writing including fiction, poetry, narrative and scripted pieces. We will also read various types of writing in order to gain an understanding of structure and composition development. To assist in creating their writing, students will use tools such as model texts, storyboards, character charts and writing templates. Finally, students in the class will use peer feedback groups to share ideas for their writing and further the creative process.

### **English Seminar: Adventure Stories, Semester, .5 credit Prerequisite-English II**

In this semester-long course, students will read a variety of texts that take readers to strange new worlds on exciting and dangerous quests. Students will explore how authors create the sometimes fantastical worlds their characters journey through, as well as the narrative techniques authors use to keep readers turning the pages. Students will also conduct research about real life adventures and the effects of those figures on their cultures, and will consider why readers continue to be drawn to quest and adventure stories. Possible course materials: *The Hobbit*, *The Call of the Wild*, *Stardust*, *The Martian*, *The Lost City of Z* and film adaptations thereof.

### **English Seminar: For The Love of the Game, Semester, .5 credit, Prerequisite-English II**

Overview - This course 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."

**English Seminar: Identity and Self: How humans understand themselves through literature, Semester, .5 credit, Prerequisite - English II**

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*.

**English Seminar: Maine's Native Son: Stephen King, Semester, .5 credit, Prerequisite - English II**

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*.

**English Seminar: Mystery and Crime, Semester, .5 credit Prerequisite - English II**

In this semester-long course, students will read a variety of texts in the mystery and suspense genre. Students will explore how authors plant clues, foreshadow plot twists, and use language to conceal and disguise information from readers. Students will conduct research about how the genre has evolved over time, from the Golden Age of Detective Fiction to the modern era, as well as how the genre has interacted with real life crime journalism. Possible course materials: Sherlock Holmes short stories, choice Agatha Christie novels, examples of crime journalism, John Keel's *Mothman Prophecies*, as well as other contemporary mystery novels and films.

**English Seminar: Utopia or Dystopia, Semester, .5 credit Prerequisite - English II**

In this semester-long course, students will examine the ingredients for a "perfect society" and what elements of control and tools are used to enforce this "Utopian ideology". Students will examine the elements and criteria for various authors' perfect societies, and will explore how those elements can be flawed in meeting the needs of all people. Students will conduct research on how other famous leaders in history have implemented utopian ideology and how that led to their success or downfall. Possible texts include Thomas More's *Utopia*, *Brave New World*, *1984*, *Hunger Games*, *Fahrenheit 451*, *Never Let Me Go*, etc.

**English Writing Seminar, Semester, .5 credit prerequisite - English II**

In this semester-long course, students will complete the college essay and one research paper, 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, 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.

**English: Reading Film as Text, Semester, .5 credit prerequisite - English II**

This course explores a variety of methods used to study films, with a particular emphasis on how filmmakers make meaning through film. Through the course, students examine techniques and strategies used to construct films, including photography, editing, sound, acting styles and genre. Students will write film analyses that consider these techniques as a means of understanding the underlying messages in movies.

**English - CMCC Concurrent Enrollment, College Credit Option, Semester, .5 credit, Prerequisite - 3.0 credits in English**

The concurrent 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 students will also have to meet the standard for Habits Of Work.

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## MATH

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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, Personal Finance, 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, using algebra to express patterns in numbers as well as solve equations, probability and two dimensional geometry. Class activities help students build mathematical understanding as they explore problems.

### ***Integrated Math 2, Year, 1 credit, Prerequisite-Math 1 or equivalent***

Math 2 is an integrated course in algebra, functions, correlation 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 - instructor permission***

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 going into trade school, or not intending to go to college, or pursuing college majors that do not require calculus or statistics. Topics include algebra, geometry and probability/statistics. 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**

STEM Math 4 topics are intended to prepare students going into any STEM based college majors, especially those for which calculus is required or recommended. Topics include statistics and the normal model, algebra and geometric proofs, the application of geometric properties, advanced work with quadratics, and polynomials including rational functions and expressions, logarithms, matrices, and trigonometry topics such as the unit circle, radians and sinusoidal functions (if time allows). 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, Thomas College Concurrent Enrollment, Year, 2 elective credits, Prerequisite - STEM Math 4 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.)**

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 calculators in statistical analyses. Topics include probability models, confidence intervals, hypotheses for proportions and means and chi squared models. A TI-84+ or TI-Nspire graphing calculator is required. This course can be taken concurrently with 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, Thomas College Concurrent Enrollment, Year-Every Day, 2 elective credits, Prerequisite - STEM Math 4 or instructor permission (Open to any student willing to invest the effort after completion of STEM Math 4. Students in the course are also expected to take the AP exam in May.)**

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. 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, Semester, .5 elective credit, Prerequisite - Math 2 or instructor permission**

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.

***Personal Finance, Semester, .5 elective credit, Prerequisite - Math 2 or instructor permission***

Want to understand investing? Credit Scores? Banking, loans, budgeting and other aspects of being a financially informed adult? This course will give students a firm grounding in the math behind these topics and others. Students will use spreadsheets, functions and algebra to understand the flow of money into and out of their lives, and will learn best practices for being a financially literate adult.

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## SCIENCE

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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/Introductory Chemistry are all required science courses.. Each of these courses counts for 1 credit, a total of 3 credits. To fulfill the fourth credit, a student may choose from one of the elective courses.

**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. This course is encouraged for all students planning to attend college.

### ***Introductory Chemistry, Year, 1 credit, Prerequisite - Physical Science & Biology***

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. Mathematical computation in Intro to Chemistry,

though present, is not as in depth as in Chemistry. This course focuses on the fundamental skills and content of Chemistry and will ensure students meet graduation requirements.

**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 elective credit, Prerequisite - Chemistry, 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 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 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.**

**AP Environmental Science, Year, 1 elective credit, Prerequisite - Physical Science & 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.)**

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 will require participation in hands-on activities, potential service learning opportunities, and fieldwork. **This course prepares students to take the AP Environmental Science exam which may provide students with college credit depending on their score.**

**Human Anatomy & Physiology, Year, 1 elective credit, Prerequisite - Physical Science & Biology.** Human Anatomy and Physiology is a rigorous 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. This course helps prepare students for further study in the health fields.

**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.

**Diseases & Disorders, Semester, .5 elective credit, Prerequisite - Physical Science & Biology, priority to Juniors and Seniors**

Pathogens include bacteria, viruses, fungi and parasites that have the potential to invade our body and make us sick. We are well versed in the havoc that novel viruses can do to the human body, but how does it actually make us sick? And how are these illnesses different from genetic disorders like Down Syndrome? In this semester-long course, we will learn about many microscopic beings that wreak havoc on our immune systems and how we get 'sick'. This course will also review human genetic disorders, their causes, symptoms and current therapies.

**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, priority to Juniors and Seniors**

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.

**Maine Forestry, Fisheries & Wildlife, Semester, .5 elective credit, Prerequisite - Physical Science & Biology, priority to Juniors and Seniors**

In this course we will learn about the varied ecosystems and natural history of the diverse wildlife found in Maine. We will also delve into Maine's economic connection to forestry and fisheries, as well as wildlife management and hunting. Topics could also include endangered species and conservation efforts, as well as climate and geology. This course is geared towards students who want to study the nature of the State of Maine, including those interested in careers in forestry, wildlife biology or as game wardens. This course will involve outdoor work, field trips and guest speakers.

**Marine Biology, Semester, .5 elective credit, Prerequisite - Physical Science & Biology, priority to Juniors and Seniors**

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.

**Maine Field Studies, .5 elective credit, Prerequisite - Physical Science & Biology, priority to Juniors and Seniors**

In this course you will work on a self-directed research project studying a topic of your choosing in the state of Maine. Your project will engage with local experts in your chosen field of study, collect new data, analyze your findings and present the work back to the community. While this project provides science credit, your project could explore other non-science topics such as economics, politics, culture and history that relate to your chosen topic. This course provides support in research skills, data collection, data analysis and scientific communication. Maine Field Studies can offer hands-on experiences that will help to build your resume for college and career readiness. Although this course is offered as a 0.5 elective credit, you may join the course during any semester and the course may be taken for

multiple semesters. Priority will be given to juniors and first semester seniors. Second semester seniors will need instructor permission.

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## **SOCIAL STUDIES**

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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 the Middle East, Africa, Latin America, 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 explores United States history and government of the 20th century. Students will study the major formative events of the “American Century” and the US’s evolving role in the world, including imperialism, the Great Depression, the world wars and the Cold War. Students will practice historical skills such as interpreting primary sources, analyzing continuity and change, and articulating cause and effect. All students will complete a public policy paper, in which they investigate a current problem facing society and propose and defend a course of action.

### ***Comparative Government & Economics, Semester, .5 credit, Prerequisite - Semester 1 of either US History & Government II or AP US History***

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.

### ***Controversies in History, Semester, .5 elective credit***

What is the right thing for our country to do, and how do we know? What values do we have as a nation? In this semester-long course, students will consider these questions as they examine case studies from American history. They will discuss, debate and deliberate important unsolved issues such as: Is it moral to bomb civilian targets in war? Does the US have an obligation to take in immigrants? What should we value more: order or freedom? Students will

hone their research skills and their ability to support claims with facts, make compelling arguments and conduct respectful conversations.

### ***Exploring Social Studies, Semester, .5 elective credit***

Social studies is more than just history! This semester-long course will challenge students to consider the complexities of the human experience through the study of anthropology, sociology and criminal justice. Students will acquire knowledge of and apply theories to authentic scenarios and develop their skills in effective written and verbal communication. Through a combination of readings, research and discussion, students will gain a fundamental understanding of each discipline's core concepts, methods and real world applications.

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

This semester-long course will focus on five "heavy" questions: What is real and how do we know? Do I have a soul and is there life after death? Why do we do what we do? What should we do? What is the meaning of life? To answer these questions, students will examine how philosophers, scientists, theologians, and psychologists have answered these questions over time. Students will be asked to come to their own conclusions in answer to these questions and to explain and defend their choices.

### ***AP United States Government & Politics, Year, 1 elective credit, Prerequisite - Global Studies (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.)***

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, CMCC Concurrent Enrollment, Year, 1 elective credit, Prerequisite - Global Studies (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.)***

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. Successful completion of this course will replace the graduation requirement of US History and Government I and US History and Government II. **This program prepares students to take the AP US History exam which may provide students with college credit depending on their score. Students can elect to take the course as concurrent enrollment through Central Maine Community College. To receive college credit from Central Maine Community College, students will also have to meet the standard for Habits of Work.**

### ***AP World History, Year, 1 elective credit, Prerequisite - Global Studies (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.)***

Students will study the cultural, economic, political, and social developments that have shaped the world from c.1200 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*, CMCC Concurrent Enrollment, Semester, .5 elective credit, Prerequisite: Open to Juniors and Seniors only.**

This concurrent enrollment course with Central Maine Community College 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.**

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## TECHNOLOGY

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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.

### **AP Computer Science Principles, UMA Concurrent Enrollment, Year, 1 credit, College Credit Option**

**Prerequisite - Intro to Computer Technology & Math 2 or instructor approval. (Open to students 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 provides students with an opportunity for a deeper exploration of computer science content, developing computational thinking and problem solving skills, and allows students to engage with App design and development through the use of “hands on” activities. Students also get the opportunity to discuss and explore current events as they relate to computer science and the impacts on their own lives. The course focuses on the use of technology and programming as a way to solve problems and create something personally relevant to students. **This program prepares students to take the AP Computer Science Principles exam which may provide students with college credit depending on their score. Students can also elect to take the course as concurrent 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.**

### **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 computer hardware and computer software applications to conduct business. Topics covered include: productivity tools (word processing, spreadsheets, database management), marketing, finances, business planning and the exploration of career specific use of technology. Students will complete real world projects throughout the course.

### **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

### **Computer Networking, UMA Concurrent Enrollment, Semester, .5 credit, College Credit Option**

**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 concurrent enrollment through the University of Maine Augusta. 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, UMA Concurrent Enrollment, Semester .5 credit, College Credit Option**

**Prerequisite - AP Computer Science Principles or permission from instructor.**

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). Students will use online simulation and virtual machines to practice both defensive and offensive security techniques and explore how hackers operate. Students can elect concurrent enrollment through the University of Maine Augusta. 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. This course will not be offered during the 26-27 school year.

### ***Introduction to Computer Technology, Semester, .5 credit***

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 history of video games, the basics of computers and their assembly, the internet and social media, game programming and web design. Throughout this course students will have the opportunity for hands-on experiences such as Javascript programming, assembling a computer, evaluating retro consoles/games and creating a mock social media site/application.

### ***Introduction to Drone Flight, Semester, .5 credit, Prerequisite - Intro to Computer Technology, Photography I, Material Processing or permission from instructor***

This course will provide students with an introductory experience with use of Unmanned Aerial Vehicles (“Drones”). Students will engage in a combination of indoor/outdoor flight labs utilizing drones and classroom activities. Topics that will be covered in this course include: basic drone operations, digital photography from an aerial platform, flight planning, steps to becoming a commercial drone pilot, current and future use of drones, and federal and state regulations. Students will also earn their TRUST certificate from the FAA which allows a student to legally fly a drone for recreational purposes. Upon completion of this course, students may also be prepared to take the FAA Part 107 exam to acquire their federal licence to fly drones commercially.

### ***Web Design, UMA Concurrent Enrollment, Semester .5 credit, College Credit Option 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, integration of media into web pages and how to combine elements to create an effective site. Throughout this course students will build multiple web pages and sites using a variety of methods. **Students can elect concurrent enrollment through the University of Maine Augusta. 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 credit***

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.**

### ***Material Processing I, 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.

### ***Material Processing II - Innovations, 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.

**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.

**Audio Production, Semester, .5 credit, 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. This course will not be offered in the 26-27 school year.

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

The Multimedia Production course covers a variety of multimedia concepts and tools, including text, graphics, animation, audio and video. Students will design and create both independent and collaborative projects. This course emphasizes storytelling, allowing students to explore their creativity while developing skills that can apply to a range of academic areas. If you are tech-savvy, passionate about storytelling and have a knack for design, this course will help you create engaging, interdisciplinary projects that connect diverse fields of knowledge.

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

Digital Photography I introduces students to the fundamentals of still photography and digital imaging with an emphasis on photographic techniques and creative expression. Students will explore the creative potential of imaging technology while developing skills to solve both visual and technical challenges. While not required, students are encouraged to use their own digital cameras, provided they meet the technical requirements of the assignments. Cameras with manual settings are preferred for optimal learning. Students will meet the standards in either technology or visual arts.

**Digital Photography II, Semester, .5 credits, technology or visual & performing arts - Prerequisite - Digital Photography I with a 3 or higher is required**

This course builds on the foundations established in Digital Photography I, emphasizing creative problem-solving and the mastery of key photographic concepts for effective visual communication. Students will select and pursue projects that align with their personal interests, using these self-directed activities to explore advanced techniques in post-processing, editing, and compositing. The course encourages individual expression while focusing on the development of technical and artists skills. Students will meet the standards in either technology or visual arts.

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

Social Media Management and Content Creation teaches students how to leverage social media to build and strengthen a brand. Students will learn how to create digital content for social/broadcast media, with an emphasis on brand awareness and strategic messaging. Students will also explore how to support organizational goals through targeted social media efforts. As part of the course, students will be required to serve as social media ambassadors, actively participating in promoting and representing the organization's brands/departments. The course emphasizes teamwork, with students collaborating to develop and implement effective social media campaigns. Students meet standards in either technology or visual arts.

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## **VISUAL AND PERFORMING ARTS**

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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.

### **Clay I, 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 II, 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.

### **Clay Studio, Semester, .5 credit** Prerequisite - Clay I and Clay II

This course is designed for motivated students with interest in continuing to work in the clay medium. Students will learn about high fire clay and glazes. We will research and create a recipe for a high fire glaze that the student will use on a piece of their high fire sculpture. Students will create a teapot as a sculpture and create a piece of artwork from the use of a pottery wheel. Other independent work will follow as well as sharing ideas and the process through class critiques. Additional expectations include maintaining studio space and materials.

### **Drawing I, Semester, .5 credit**

Whether you think you can't draw a stick figure and want to increase confidence in drawing or you already have some basic drawing skills that you would like to build and refine - this class is for you. We will emphasize drawing from observation as we explore topics that include portraiture and perspective. We will draw with a wide variety of media, such as graphite, charcoal, pen and ink, color pencil, and chalk pastels. This class serves as a prerequisite for Drawing II or Painting which can then lead to 2D Studio.

### **Drawing II, Semester, .5 credit** Prerequisite - Drawing I

This course builds on concepts from Drawing I. An example of this might be expressive portraiture and considering how perspective can be used to convey the space around you. A more complex level of elements and principles with a wider range of media are explored as students develop more challenging compositions. This serves as a prerequisite for 2D Studio.

### **Painting, Semester, .5 credit, Prerequisite - Drawing I**

This course will enhance student knowledge and skills from Drawing I through painting with watercolor and acrylic paints. Examples from art history will be used to influence and inspire as we explore targeted concepts. This class serves as a prerequisite for 2D Studio.

### **2D Studio, Semester, .5 credit, Prerequisite - Drawing I and one of the following: Drawing II or Painting**

This course is designed for motivated students with a strong visual arts background and are interested in developing a portfolio. We will start with formal projects that review principles of design and foster idea generation. The goal is for students to work independently to generate ideas and imagery to complete portfolios. Critiques will be held at various times throughout each project. Upon completion, a body of work will be displayed to the community along with an artist statement. This course may be taken multiple times for credit.

***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. This course will not be offered in the 26-27 school year.

***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. This course will not be offered in the 26-27 school year.

***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.

***Advanced Studies in Music, Semester, .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. May be taken multiple times.

### ***Evolution of Popular Music in America, Semester, .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.

### ***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.

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

Digital Photography I introduces students to the fundamentals of still photography and digital imaging with an emphasis on photographic techniques and creative expression. Students will explore the creative potential of imaging technology while developing skills to solve both visual and technical challenges. While not required, students are encouraged to use their own digital cameras, provided they meet the technical requirements of the assignments. Cameras with manual settings are preferred for optimal learning. Students will meet the standards in either technology or visual arts.

### ***Digital Photography II, Semester, .5 credits, visual & performing arts or technology - Prerequisite-Digital Photography I with a 3 or higher is required***

This course builds on the foundations established in Digital Photography I, emphasizing creative problem-solving and the mastery of key photographic concepts for effective visual communication. Students will select and pursue projects that align with their personal interests, using these self-directed activities to explore advanced techniques in post-processing, editing, and compositing. The course encourages individual expression while focusing on the development of technical and artists skills. Students will meet the standards in either technology or visual arts.

### ***Multimedia Production, Semester, .5 credit visual & performing arts or technology***

The Multimedia Production course covers a variety of multimedia concepts and tools, including text, graphics, animation, audio and video. Students will design and create both independent and collaborative projects. This course emphasizes storytelling, allowing students to explore their creativity while developing skills that can apply to a range of academic areas. If you are tech-savvy, passionate about storytelling and have a knack for design, this course will help you create engaging, interdisciplinary projects that connect diverse fields of knowledge.

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

Social Media Management and Content Creation teaches students how to leverage social media to build and strengthen a brand. Students will learn how to create digital content for social/broadcast media, with an emphasis on brand awareness and strategic messaging. Students will also explore how to support organizational goals through targeted social media efforts. As part of the course, students will be required to serve as social media ambassadors, actively participating in promoting and representing the organization's brands/departments. The course emphasizes teamwork, with students collaborating to develop and implement effective social media campaigns.

### ***Dance Technique, Semester, .5 credit, This course may be taken twice 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.

***Fashion and Costume Design, Semester, .5 credit***

Want to be a fashion diva or at least help dictate the latest fashion trends. Then this is the course for you! This course is designed for students interested in exploring the principles of fashion and costume. It will serve as an introduction to the art of clothing design and the aspects of the fashion and costume industry. Students will explore a variety of skills connected to clothing design such as color theory, figure drawing, the connection between clothing and message, textiles and draping and sewing skills. Students will have the opportunity to design and construct their own creations.

***Theater, Semester, .5 credit, This course may be taken twice 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.

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## WELLNESS: HEALTH & PHYSICAL EDUCATION

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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 I, 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

### **Health II, Semester, .5 credit** Prerequisite - Health I

In this course, we will continue to examine health through the lens of teenagers with additional measurement topics. Students will examine topics such as, but not limited to, the following: non communicable diseases, communicable disease, health and technology, nutrition and current events. Students will focus on valid content knowledge, prevention methods and advocacy skills. This course allows students to use their knowledge to create positive change for themselves now and in the future.

### **Physical Education: Introduction to PE, Semester, .5 credit**

This course is designed to introduce the student to numerous sports, games and activities in the PRHS physical education program. Students will participate in team sports, individual sports, recreational sports, outdoor education and physical fitness. This course will devote daily class time to fitness training for physical fitness testing and the creation and implementation of a personal fitness plan. Students should gain insight to possible future PE elective courses through active participation in the various offerings of this course.

### **Fitness and Conditioning, Semester, .5 credit, Prerequisite - Introduction to PE** This course may be taken twice 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.

**Introduction to Outdoor Education, Semester, .5 credit** Prerequisite - Introduction to PE

This course will provide a foundation for the principles and skills used in the environmental, educational and technical skills used in the outdoors. 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.

**Lifetime Sports and Games, Semester, .5 elective credit** Prerequisite - Introduction to PE This course may be taken twice 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 have fun as they learn about and experience sports and activities that they can participate in as they move into adulthood.

**Net and Racquets, Semester, .5 credit** Prerequisite - Introduction to PE

This course is a half credit Physical Education elective course. This course will open up opportunities for students to expand their physical education experience with games and sports that involve nets and racquets. They will include, but are not limited to, volleyball, pickleball, tennis, eclipse ball, badminton, wallyball, nitro ball, table tennis, speedminton, etc. This course is an opportunity for students to play and experience low impact sports and activities and have fun.

**Leadership in PE, Semester, .5 credit** Prerequisite-Mentee: Case manager approval grade 9-12 - Mentor: Intro to PE, completed application and instructor approval grade 10-12

This is a fully inclusive program that focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sports alongside peers with and without disabilities fosters important social relationships. Students will work together to increase competence and confidence in a variety of physical activities, including individual skills, team skills and fitness training. This course will not be offered in the 26-27 school year.

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## WORLD LANGUAGES

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In today's interconnected world, the ability to communicate in more than one language is an essential skill. Learning a second language not only opens doors to global opportunities but also enhances cognitive abilities, cultural understanding and empathy. Acquiring another language enriches students' lives, preparing them to thrive in a multicultural and multilingual world. 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. World Language classes may be combined (ex, French 3 and 4) to allow classes to run. AAPPL testing will be used for placement purposes throughout the year..

### **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 or equivalent scores on the AAPPL assessment exam**

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 or equivalent scores on the AAPPL assessment exam**

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 or equivalent scores on the AAPPL assessment exam**

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.

### **AP Spanish Language and Culture, Year, 1 credit Prerequisite - Spanish 4 or equivalent scores on the AAPPL assessment exam (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 Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real life situations as they explore concepts related to family and communities, personal and

public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges” (College Board). After taking AP Spanish, students’ high school transcripts will be more competitive to highly selective colleges. Students enrolled in AP Spanish aim to achieve intermediate-high interpretive proficiency and are equipped to earn the Seal of Bilingualism and are required to take the AP Spanish exam at the end of the course.

### **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 or equivalent scores on the AAPPL assessment exam**

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 or equivalent scores on the AAPPL assessment exam**

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, Year, 1 credit, Prerequisite - French 3 or equivalent scores on the AAPPL assessment exam**

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.

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## ADDITIONAL COURSES AND PROGRAMS

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

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/guardian, 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.

### ***Extended Learning Opportunity, 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 ELOs, identifying Work Habits and Work Skills Standards as well as academic standards. Assessments for the ELO will include a mentor evaluation. An ELO is conducted under the guidance of a mentor and the ELO Coordinator. Students must provide their own transportation to and from the ELO. **Proposal forms may be obtained from the ELO Coordinator.** Proposals should be written by the interested student, in consultation with his/her mentor. Students should contact their school counselor for more information.

### ***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 9th - 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.

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## **EARLY COLLEGE OPTIONS**

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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 at the 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 Presque Isle, that offers additional AP courses taught by Maine teachers from around the state. 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. LRTC now covers both the Lewiston and Edward Little campuses, as well as a Precision Machining program at CMCC.

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>**

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

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

- \*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 program to start Fall 2026 located at Edward Little HS

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## **JROTC (JUNIOR RESERVE OFFICER TRAINING CORPS) at Lewiston HS**

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### **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.

### **AS-1 Air Force JROTC**

AS-1 is an introductory elective course. The first year acquaints the student with the historical development of flight and the role of the military in history. In addition, students learn about the history, customs, courtesies, and traditions of the U. S. Air Force. Basic drill skills are taught as well as uniform wear. This is a highly active class with projects such as aircraft model building, model rocket building and launching, field trips, remote control aircraft flying and other engaging activities.

### **AS-2 Air Force JROTC, Year prerequisite-AS-1**

AS-2 is the second year course. This year acquaints the student with the scientific development of flight and the role of the military and civilian aviation in that development. This is a highly active class with many hands-on projects and other engaging activities. Leadership education stresses communication skills, time management and cadet corps activities. Written reports and speeches complement academic material. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

### **AS-3 Air Force JROTC, Year prerequisite-AS-1 and AS-2**

AS-3 is the third year course. This is a composite course designed to give the cadet studies in exploring space, SAT preparation, Community Service planning and execution, rocketry and other team projects. AS-3 cadets are often members of the unit staff and will have responsibilities in running the program. Leadership education places emphasis on written and oral communication skills. Third year cadets put these skills into practice by holding key leadership positions in the cadet corps and actually assist with class instruction.

### **AS-4 Air Force JROTC, Year prerequisite-AS-1, AS-2 and AS-3**

AS-4 is the fourth year course in JROTC. Fourth year cadets are taught about management practices and principles. Students put these skills to use as leaders of the corps. Students are given opportunities to lead cadets and direct projects and tasks.

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## **CO-CURRICULAR ACTIVITIES**

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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	Aviation Club	Best Buddies	Book Squad
Chess Club	Community Service Learning Club	Dungeons and Dragons	Fitness Club
Future Farmers of America	Governance Positions	Graduation Committee	Instrumental Music Groups
Intramural Activities	Judiciary Board	Maine Street Mentors	Math Team
Olympia Leaders	Prom Committee	Run Club	Songwriting Club
Special Olympics	Speech and Debate	Student Ambassador	Student Representative Board
Theater/Drama Productions	Vision Keepers	Vocal Music Groups	Yearbook

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

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

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**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.