

# York High School

Program of Studies

2024 - 2025



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## WELCOME LETTER

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Dear York High School students and families,

The following *Program of Studies* document has been created for you. It is a resource that is designed to assist with understanding the academic opportunities and guidelines at York High School. Our hope is that our students are engaged and active participants in the planning of their education and that they take full advantage of the many quality educators, programs, and courses that we have available.

It is never too early to start thinking about postsecondary career and college aspirations. Whether it is the first year of high school or last, goals will help students to remain focused in academic, personal and professional endeavors. As students determine their goals, be sure to select courses that are appropriate, challenging, and inline with achieving them. We encourage meaningful conversations with families, mentors, community members, industry, and educational resources and that they lead to thoughtful decision making.

The York High School academic framework is founded in the Maine Learning Results and National / Industry Standards. Our departments have aligned these standards within our courses to ensure that students have exposure to this critically important content.

Use this *Program of Studies* as a toolkit to inform your planning and thinking. Students should review recommendations and graduation requirements and discuss them with parents/guardians, teachers, and school counselors before making a final decision on course selections.

The course registration and timeline details are outlined in this document. Please read and understand them. It will provide the information that is needed for this process.

We are proud of the academics and opportunities at York High School and will continue to hold high expectations of our students as learners and school citizens. Please come to school each day prepared to learn and with a mindset of active kindness to others around you. School administration, teachers, counselors, and staff are committed to providing a safe and productive learning environment for everyone. We are committed to strive each day toward a dedicated focus of positivity, hard work, and enjoyment of our school and each other!

Go Wildcats!

Amanda Suttie and Michael Bennett

Co-Principals

York High School

Follow me on social media:

Instagram @yhs\_principal

## **ACADEMIC EXPECTATION**

### **Graduation/Diploma**

- Students will be required to meet graduation requirements established by the York School Department School Committee. Those requirements are outlined in policy **NEPN/NSBA Code: IKF**.

### **Grading/Reporting**

- Grades will be listed on report cards and transcripts using a 0-100 grading scale.

### **Credit**

- Course credit will be awarded to students with an average of 70 (or above) in the course.

### **Course Averages**

- Course averages (0-100) will be used to calculate GPA, determine co-curricular eligibility, establish honor roll, and identify the valedictorian, salutatorian and top 10% of students (weighted) of each graduating class.

### **Transcripts**

- Transcripts will display student final unweighted grades, in 0-100 format, and will be listed along with course level and credit earned. The GPA adjusted for honors and AP (weighted) will also be listed.

York High School courses are aligned with the Maine Learning Results standards and we have made significant progress creating assessments and scoring criteria associated with those learning targets.

## **YORK SCHOOL DISTRICT CURRICULUM & STANDARDS**

YHS Standards by Content Area: <https://goo.gl/GrsKqN>

YHS Standards by Grade Level: <https://goo.gl/QZ6mMm>

YSD Graduation Requirements- [IKF- Graduation Requirements](#)

## **MAINE DEPARTMENT OF EDUCATION REGULATIONS**

### ***MAINE LEARNING RESULTS: PARAMETERS FOR ESSENTIAL INSTRUCTION AND COMMON CORE STATE STANDARDS***

The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles and the content standards of the Maine Learning Results. The Guiding Principles state that each Maine student must leave school as:

**A clear and effective communicator.**

**A self-directed and lifelong learner**

**A creative and practical problem solver**

**A responsible and involved citizen**

**An integrative and informed thinker**

**The *Maine Learning Results: Parameters for Essential Instruction*** establishes parameters for essential teaching and learning in grades Pre-Kindergarten through diploma across eight content areas and supports achievement of the Guiding Principles. These standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to prepare our young people for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

<b>GRADUATION REQUIREMENTS</b>	
<b>ENGLISH</b>	4 Credits
<b>MATHEMATICS</b>	3 Credits
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>● INTEGRATED PHYSICAL SCIENCE (1 Credit)</li> <li>● BIOLOGY (1 Credit)</li> <li>● ELECTIVE (1 Credit)</li> </ul>	3 Credits
<b>SOCIAL STUDIES</b> <ul style="list-style-type: none"> <li>● GLOBAL STUDIES (1 Credit)</li> <li>● 20TH CENTURY AMERICA and MODERN TIMES (1 Credit)</li> <li>● PREPARATION FOR CITIZENSHIP <u>or</u> POLITICAL &amp; LEGAL STUDIES (½ Credit)</li> <li>● ECONOMICS (½ Credit)</li> </ul>	3 Credits
<b>WORLD LANGUAGES</b>	2 Credits
<b>PHYSICAL EDUCATION</b>	1 Credit
<b>HEALTH</b>	1 Credit
<b>VISUAL PERFORMING ARTS</b> <ul style="list-style-type: none"> <li>● VISUAL ARTS - ART I (½ Credit)</li> <li>● PERFORMING ARTS - MUSIC (½ Credit)</li> </ul>	1 Credit
<b>CAREER PLANNING AND FINANCIAL LITERACY</b>	½ Credit
<b>ELECTIVES</b>	5 ½ Credits
<b>CAREER QUEST PROGRAM (TBD - Covid-19)</b>	Required
<b>Total to Graduate</b>	<b>24 Credits</b>
In order to march and participate in the graduation ceremony, York High School students must fulfill <u>all</u> graduation requirements as shown in the diploma requirements above.	

## TESTING

### Standard Testing Schedule

<b>Test</b>	<b>Dates</b>	<b>Grade Level</b>
NWEA	October & May	All Freshman, Sophomores, & Juniors - <i>Required</i>
PSAT/NMSQT	October	Juniors - <i>Recommended</i>
SAT	Oct., Nov., Dec.	Seniors - <i>Optional</i>
ASVAB	December	Sophomore, Junior, Senior - <i>Students joining military</i>
MEA Science Augmentation	May	All Juniors - <i>Required</i>
SAT	May or June	Juniors - <i>Recommended</i>
AP Exams	May	Students enrolled in AP courses - <i>Required</i>

### NWEA

The NWEA assessment will be given to our ninth and tenth-graders to assess growth in mathematics, reading, and language usage. Additionally, the Maine Department of Education is using the NWEA as the state assessment for all third year students.

### **PSAT/NMSQT**

The **PSAT/NMSQT** will be administered in October to juniors. This is a practice exam for the SAT. Students may use the scores on the **PSAT** to determine if they have developed the skills for college-level course work. The CollegeBoard and Khan Academy offer an excellent **SAT** prep resource to help students build their academic and test-taking skills. **PSAT** scores can be linked to Khan Academy in order to provide a personalized prep course for students. The results are also valuable to the student and counselor when discussing college choices. Junior students whose scores are high enough may become semi-finalists in the **National Merit Scholarship** competition.

### **SAT**

The **SAT** is available to all juniors in the spring. It is used for admission and placement purposes at many colleges and universities. We recommend that juniors take the May SAT and seniors retest in the fall of their senior year.

### **ACT**

While the **ACT** is not offered at YHS, it is another test used by colleges for admission. For more information on ACT locations and test dates please see your school counselor or visit ACT.org.

### **ASVAB**

The **ASVAB** is used for military placement and as a career search tool and is typically offered in early December.

### **MEA Science Augmentation**

The Maine Department of Education is utilizing the **New Meridian Science Assessment** as the state assessment for all third year students.

### **AP Exams**

**AP Exams (Advanced Placement)** are administered to all students enrolled in an AP class and with a minimum score of 3 as well as the college's discretion, may be used for college credit or placement. *AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.*

### **CLASS RANK, GRADE POINT AVERAGE (GPA), HONOR ROLL**

#### **Class Rank**

Computed at the end of the 6<sup>th</sup> and 8<sup>th</sup> semesters. **Class Rank** is presented by deciles according to weighted student **Quality Point Averages**.

#### **Quality Point Average**

These factors are added to the actual numerical course average to give a weighted cumulative quality point total. The Quality Point Average is determined by the quality point total divided by the number of attempted credits. Quality Points are determined as follows:

- **Advanced (ADV) : Advanced (ADV)** courses have a quality point factor of “10”
- **Honors (HON) : Honors (HON)** courses have a quality point factor of “5”;
- **College Prep (CP) : College Prep (CP)** courses have a quality point factor of “0”;
- **General (GEN) : General (GEN)** courses have a quality point factor of “0”.
- **Pass/Fail : Pass/Fail** courses do not have quality point factors. These courses include: Career Quest, Volunteer Program, Music Auditions, Work Experience, Internships, Pre-Apprenticeships, and Academic Services. These courses are not figured into class rank.

### **Grade Point Average (GPA)**

The **Grade Point Average (GPA)** is determined by a simple average of all courses taken and is computed at the end of each semester. The PowerSchool program calculates the GPA only for courses that have been completed. Full-year classes are not included in the GPA until the end of the school year.

### **Honor Roll**

A student must be enrolled in at least 4 classes to qualify for the honor roll. Courses taken outside of YHS, i.e. Dual Enrollment, BYU, etc..., are not considered when determining honor roll.

**High Honors:** All A's

**Honor Roll:** All A's & B's

**Commendations:** All grades are either A and/or B, with only one C

### **Leveled Courses**

Courses are leveled according to the following criteria:

#### **Advanced/ AP & Pre-AP**

**Advanced, AP and Pre-AP** courses expect maximum student independence and are taught at a collegiate pace with collegiate content. These courses require highly developed abstract and analytical reasoning skills as well as superior reading and writing skills. Students enrolled in college courses for advanced core subjects are included in this category. *AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.*

#### **Honors**

**Honors** courses expect considerable student independence and are taught at an accelerated pace with a concentrated study of the subject. These courses help utilize abstract and analytical thinking skills and require above average reading and writing skills. Dual enrollment and Concurrent enrollment courses are included in this category.

#### **College Prep**

**College Prep** courses encourage student independence with additional support provided. These courses are taught at a moderate pace with a broad study of the subject. The development of abstract and analytical thinking skills is stressed. Grade-appropriate reading and writing skills are required. Unless otherwise noted all courses at York High School are College Prep.

### **COURSE SELECTION AND SCHEDULING**

York High School works diligently to build schedules for students that fulfill their requirements and requests. By working collaboratively with teachers, counselors, students, and parents we are able to create a schedule that meets the needs of each student. It is important that students follow the timeline, utilize their school counselor, teachers and engage their parents/guardians throughout the process.

### **Course Recommendations**

At the end of semester one, teachers will recommend their current students for next year's courses. This is done in Powerschool and students and parents are able to view their recommendations in early February. A notification will be sent home when recommendations become available.



## **Course Selection**

Students are able to select courses once they view their teacher recommendations. This is a very critical time in the scheduling process and we encourage students to make thoughtful decisions about the classes they choose. By selecting these courses, students are committing to take these courses at the level selected. School counselors will review each student's course selection with them before the deadline. All courses must be selected by the established deadline each year.

## **Course Recommendation Override**

The recommendations of the teachers are based on their professional assessment of your student's educational needs and knowledge of their past academic achievement, including in/out of the classroom work habits, standardized testing results, and overall time spent in their classes. However, we recognize your right as a parent/guardian to disagree with these recommendations and, in the final analysis, you have the right to override the recommendations of our staff.

### ***If a student disagrees with the teacher recommendation, the student shall:***

- Meet with the school counselor to review recommendations, graduation requirements, post-secondary plans, and course override process.
- Fill out a course override form (located in Student Services) and return intent to override by the established deadline. The deadline will be determined and communicated each year. **Override requests not received by the deadline will not be considered.**
- Schedule and participate in an override meeting with parents, counselor, and teachers by the established deadline. The deadline will be determined and communicated each year.

### ***If a student and parent decide to override a recommendation, it is essential that they understand the following:***

- The data supported the teacher's original recommendation.
- Fully understand the requirements of the course they want to override into.
- Commit to remain in that course through the end of the school year.
- Understand that scheduling constraints may impact their ability to change levels back, after completing the first semester of the course.
- If they must change levels after the semester, both classes and grades will show on the transcript.

## **Add/Drop**

The first 6 days of the semester is the Add/Drop period, during which students may meet with their counselor. Schedule changes will be considered for the following reasons:

- Student is not scheduled for a required course.
- Student did not meet the course prerequisite
- Student is assigned to a different level than requested.

**No changes will be made to electives, study hall, dismissal, or lunch blocks. Level changes in a course you were recommended for will be a case by case review and a meeting with the teacher will be required.**

## **Withdrawal From a Course**

Students who withdraw from a course after the first 15 school days will receive a final letter grade of "WP" (Withdraw Passing) or "WF" (Withdraw Failing.) These grades become a part of the student's permanent academic transcript.

**Course Selection Timeline**

- Late January/Early February
  - Current teachers discuss available courses and make recommendations for next year.
  - Students and parents view recommendations with first semester report cards. Parents and students discuss courses.
- February-March
  - Students meet with the school counselor to review recommendations, graduation requirements, post-secondary plans, and make course selections.
- April-June
  - Building the Master Schedule begins! Based on student requests, a number of courses are decided, sections are made and the schedule is created.
  - Counselors go through each student's schedule to make sure all requirements are met, schedules are complete, and class sizes are balanced.
- Early August
  - Schedules are distributed to students!

**Recommendations for Post-Secondary Pathways**

If post-secondary education is desired, admission recommendations should be strongly considered when planning the high school program. Since these recommendations vary greatly among post-secondary schools, the best source of information is the individual college or university website. Students should view the websites of a broad range of colleges they are considering to make sure that they are covering the requirements. In addition, Naviance is a great resource for students and families to utilize during this process.

Serious consideration is given by college admission representatives and by employers to character, personality, work experience, and extracurricular activities. It is strongly recommended that students continue to challenge themselves throughout their high school career.

<p><b>FOUR-YEAR SCHOOLS</b>          4 years of English          2 years of world languages          3 years of mathematics          2-3 years of laboratory science          2-3 years of social studies</p>	<p><b>HIGHLY SELECTIVE</b>          4 years of English          3-4 years of world languages          4 years of mathematics          3-4 years of a laboratory science          3-4 years of social studies          Accelerated and Advanced Placement courses are strongly encouraged for most schools.</p>
<p><b>TWO-YEAR PUBLIC AND PRIVATE SCHOOLS</b>          Associate degree program recommendations vary widely, from needing a high school diploma to satisfying recommendations similar to four-year schools.          Transfer programs usually require the same subjects as four-year schools.</p>	
<p><b>VOCATIONAL SCHOOLS</b>          4 years of English          2-4 years of mathematics          1-2 years of a laboratory science</p>	<p><b>TECHNICAL SCHOOLS</b>          Recommendations differ widely. Some may include a high school diploma and physics plus four years of mathematics.</p>

## **Post-Secondary Plans**

School counselors help students plan for their post-secondary education and careers, coordinating with classroom teachers and PRIDE leaders. Counselors meet with juniors to introduce, explain, and orient them to the post-secondary planning process. In the spring and fall, 11 and 12 grade students research, visit, and interview at potential schools. Many colleges and universities conduct open houses, visiting days, and area interviews that are publicized through daily announcements, weekly emails, on Naviance. These help to clarify entrance requirements in addition to finding the personal fit of schools and interested students.

At the end of grade 11 and beginning of grade 12, students participate in small group sessions focusing on the application process. This will include information on completing applications, requesting references, writing essays, and obtaining financial aid information. Individual meetings are held with students and/or parents to help refine the list of schools to which a student will actually apply. While the number of applications varies greatly, students should apply to colleges with varying degrees of selectivity.

A Financial Aid Night is held annually at York High School. This program for students and parents will familiarize them with the financial aid process. *Be cautious of organizations or people that charge a fee for college search and financial aid assistance.* The YHS counselors are available and we have many programs in place to assist families with this process.

## **General Post-Secondary School Information**

During the school year representatives from colleges, universities, community colleges, business schools, technical schools, and the military visit York High School. The representatives come during the school day to explain the offerings of their respective institutions to our students in group meetings. The meetings with representatives are posted on our website, and on Naviance (the college and career program used by YHS). Throughout September and October there are various college fairs with over representatives from postsecondary institutions. Both representative meetings and fairs provide opportunities for students to compare colleges and are recommended for students in 11 & 12 grade.

Most four-year colleges and universities require that students take the SAT. Some highly selective colleges also require two or three SAT Subject Tests. For information on the SAT Subject Tests, as well as the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test), please visit [www.collegeboard.org](http://www.collegeboard.org). It is strongly suggested that students consult college websites to determine which tests are required or recommended for admission.

## **NCAA APPROVED COURSES**

Students planning to participate in Division I or II collegiate athletics must complete:

<b>Division I</b>	<b>Division II</b>
10 core courses, including seven in English, math, or natural/physical science, before the start of the seventh semester. Complete the 16 core-course requirements before graduation, meet the GPA requirement, and have the required standardized test score.	16 core course requirements before graduation, meet the GPA requirement, and have the required standardized test score.
For more information on the NCAA eligibility requirements, please see the <a href="#">NCAA Eligibility Center Quick Reference Guide</a> .	

## NCAA approved York High School Courses

English	Social Studies	Mathematics	Natural/Physical Science	Additional Core Courses
English 9	Western Civilization	Everyday Algebra 1	Integrated Physics Science	French I
English 9 Hon	Western Civilization Hon	Algebra I	Integrated Physics Science Hon	French II
English 10	Global Studies	Algebra 1 Hon	Integrated Physical Science	French III Hon
English 10 Hon	Global Studies Hon	Accelerated Geometry Hon	Integrated Physical Science Hon	French IV Hon
English 11 Themes	American Studies	Geometry 10	Biology	French V Adv
English 11 Themes Hon	20th Century America &	Geometry 10 Hon	Biology Hon	German I
AP Language &	Modern Times	Algebra II	Chemistry	German II
Composition Adv	20th Century America &	Algebra II Hon	Chemistry 10 Hon	German III Hon
AP Literature &	Modern Times Hon	Accelerated Algebra II	Chemistry 11 Hon	German IV Hon
Composition Adv	20 <sup>th</sup> Cent Amer Exper	Pre-AP Calculus 11 Adv	Physics	German V Adv
English 12 Themes	Interdisc Hon (Soc Sci)	AP AB Calculus Adv.	Physics 11 Hon	Spanish I
English 12 Hon	AP European History Adv	AP BC Calculus Adv	Physics 12 Hon	Spanish II
AP Seminar	AP US History Adv	AP Statistics Adv	Marine Science	Spanish III Hon
AP Research	Psychology Hon	College Algebra/Trig	Marine Science Hon	Spanish IV Hon
	Sociology Hon	Finite Math Hon	AP Biology Adv	Spanish V Adv
	Economics	Pre-Calculus 12 Hon	AP Chemistry Adv	
	Holocaust Studies		AP Physics 1 Adv	
	Political & Legal Studies		AP Physics 2 Adv	
	Adv		Anatomy and Physiology Hon	
	Prep for Citizenship		Astrobiology	
			Environmental Science	
			Environmental Science Hon	
			AP Environmental Science	
			Integrated Science	

### **MULTIPLE PATHWAYS**

York High School is committed to providing a variety of educational opportunities to students which will allow them to meet graduation requirements while supporting their individual needs. Students wishing to take part in these opportunities should work with their school counselor to develop an appropriate program of study.

### **CONCURRENT ENROLLMENT**

York High School, in partnership with YCCC and SMCC, offers courses approved for college credit in addition to the YHS credit earned. Courses are taught by YHS faculty and are available to juniors and seniors during the regular school day. To qualify, students must be a high school junior or senior, meet required placement test scores (if any), meet course prerequisites (if any), complete the online *Registration Form* through the [ExploreEC or On Course for College portal](#) by the deadline, have a parent/guardian complete the online Parental Consent, and receive school counselor approval.

*\*\* Please note that Concurrent Enrollment course offerings may vary each year depending on student interest and teacher availability.*

### **Approved Concurrent Enrollment Courses:**

Course	College	Prerequisite/Testing Requirements
English Composition	YCCC	PSAT/SAT EBRW: $\geq 480$ or teacher recommendation.
English Literature	YCCC	Completion of English Composition or AP Language & Composition Exam Score $\geq 3$
Painting	SMCC	None
Drawing	SMCC	None
Personal Finance	SMCC	None
CAD 1	SMCC	None

## **DUAL ENROLLMENT COLLEGE COURSES**

York High School students may participate in dual enrollment programs offered at postsecondary institutions. Upon completion, students receive both high school and college credit. Students wishing to participate must fill out required registration forms for the college, complete the required placement test, and receive prior approval from their school counselor.

### **Dual Enrollment Courses**

- ***may*** satisfy YHS graduation requirements
- ***will*** be weighted as an Honors course when determining a student's Quality Point Average
- ***will*** be calculated into the student's YHS grade point average
- ***will*** be included in honor roll determination

Students enrolled in college level courses outside of York High School must adhere to the add/drop/withdrawal policies of the college or university. York High School has no governance over these policies.

### **Guidelines for Registering for a Dual Enrollment Course**

- Students must be in good academic standing, and on target for graduation.
- YHS does not typically cover the cost for any college courses taken including tuition, fees, books, or lab fees.
- Students may take up to two college courses per semester.
- A student must receive a "C" or better in the college course to be recommended to take a college course in the next semester.
- Courses taken at any college or university will receive .5 credits for a one-semester course and 1.0 credit for a two-semester course and receive elective credit unless pre-approved by administration.

## **ONLINE COURSES**

York High School provides *limited* online options for students who meet established criteria including but not limited to:

1. Preference will be given to Junior and Senior students.
2. May not be taken in place of core requirements at York High School.
3. Not intended for courses that are offered at York High School.
4. The number of participants is limited to seats available per semester.

These online options will be represented on YHS transcripts with course numbers as follows:

[Explore Early College- EEC###](#)

*Virtual High School Program- VHS###*

## **EMBARK**

EMBARK is a college transition program offered in select Maine high schools Designed for students who are undecided about college who have the potential and desire to succeed in college. EMBARK provides support for students through college selection and application process with support making connections to the community college of their choice. EMBARK offers students the opportunity to take community college courses during senior year if approved by your high school. EMBARK pays for tuition, fees, and books.

EMBARK provides scholarships of up to \$2,000 to a Maine Community College. Scholarship recipients receive \$500 for each semester of college. The scholarship can be applied to a certificate, diploma, or associate degree program, and be used for tuition, fees, books, program-required equipment (with approval), and on-campus housing. Students enrolled in one-year programs may receive up to \$1,000 in scholarships. Those enrolled in two-year programs may receive up to \$2,000. Students must meet program requirements and be enrolled full-time to qualify for the scholarships.

Students can choose a one-year certificate, a one- or two-year diploma, or a two-year associate degree program and quickly surpass the skills of those with just a high school education. Community College can lead directly into a four-year degree program.

**EMBARK students are selected by their high school. *If interested, students need to meet with their counselor by January of 11th grade.*** School counselors help select which course will best compliment student needs.

### **SANFORD REGIONAL TECHNICAL CENTER PROGRAM OF STUDIES**

The [Sanford Regional Technical Center](#) provides career and technical education opportunities to students from eight area high schools in York County as they prepare for their lives after graduation. Whether a student's plans call for direct employment, post-secondary schooling, or enlistment in the armed services, their participation in a technical program can be helpful:

- **Employment bound** students have the opportunity to acquire entry-level skills, to work as part of a team, and to learn skills necessary to find, keep and advance within a job.
- **Post-secondary-bound** students find it to their advantage to take a technical program. It gives them an opportunity to explore, experience, and determine a career direction before pursuing advanced schooling. Completion of some programs leads to advanced placement standing at certain community colleges.
- If **military service** is in a young person's future, the technical center can help with reference materials and provide opportunities to meet with visiting service representatives.

With the variety of opportunities and advantages available to young people at the Sanford Regional Technical Center, it makes good sense to get involved.

### **2024 SRTC Applications**

SRTC applications for the 2024-2025 school year are available here: [SRTC Application](#)

*The application deadline is March 3, 2024*

**More information regarding our center can be found on the [SRTC website](#), and be sure to check out the**

**[Sanford Promotional Video](#)**

### **SRTC Schedule**

The center operates two sessions daily from approximately 8:00 a.m. to 10:13 a.m. (AM Session) and 11:00 a.m. to 1:20 p.m. (PM Session). We are on an every day, year-long schedule; however, there are times when special scheduling arrangements can be made. Ask your school counselor for details.

### **CAREER QUEST PROGRAM**

*Career Quest*

**SW300**

*11*

*Junior Year Requirement \*\*Please note, requirement has been waived until further notice due to COVID-19. A requirement for graduation is for each student to participate in a job shadow experience through the Career Quest Program. This experience is a valuable learning tool that will connect the students to the adult world of work and will help them to investigate more thoroughly, a specific career they might like to pursue after graduation. York High School's job shadow program, Career Quest, consists of one day of school time given over entirely to job shadowing at one site. There are many goals of this program. First, students will gain an appreciation of the varied types of careers. Second, they will learn about the specific duties, responsibilities, education, and training required for a specific career. Third, they will learn job-seeking skills, such as building resumes and letters of introduction. Lastly, they will be given an opportunity to process and share their experiences with their classmates through written and oral assessments.*

## EXTENDED LEARNING OPPORTUNITIES

### **Volunteer Program**

**50 Hours, Half Credit**

**SW200**

**9, 10, 11, 12**

The Volunteer Program offers opportunities to relate and apply learning to real-life situations while making a difference in the community. York Hospital, York Chamber of Commerce, nursing homes, York Community Service Association, and daycare programs are among the many worksites students have chosen. Students acquire a deeper appreciation for the community and receive unique hands-on education not available in any classroom. Students in the Volunteer Program may obtain permission for late arrival or early dismissal. Approval of the Volunteer Coordinator, Kevin Beatty, and Site Supervisor must be gained prior to enrollment. Transportation is the responsibility of the student. Students who wish to participate in the Volunteer Program over the summer must receive approval prior to the end of the school year before they begin volunteering. **May be taken for a full year. Summer opportunities are considered. No more than one credit may be earned.**

#### **Requirements for Volunteer Program include:**

Students will be responsible for completing written assignments

Students will maintain a record of hours worked each week.

Students will arrange with Site Supervisors to complete a final evaluation.

Students will prepare a two-page reflection on the Volunteer experience at the end of each semester.

### **Work Experience**

**Half Year (200 hours), Half Credit**

**SW302**

**9, 10, 11, 12**

Work Experience allows the student to explore an occupation and receive on-the-job training in a career area of interest in the community. When schedules permit, students may be dismissed early from school, realizing that this privilege is contingent upon good academic standing in school. Work Experience students must average a minimum of 15 hours per week throughout the school semester and must gain approval from their School Counselor prior to enrollment.

#### **Requirements for Work Experience include:**

Students must be at least 16 years of age.

Students will be responsible for scheduling bi-weekly meetings, worksite visitations, and completing written assignments.

Students must have accumulated the required credits and be on track toward graduation.

Students will arrange with Site Supervisors to complete a Quarterly Evaluation and a Semester Evaluation.

***Exceeding 2 credits from internship and work experience requires Administrative approval.***

### **Internship Experience**

**50 Hours, Half Credit**

**SW312**

**9, 10, 11, 12**

Internships allow students to explore an occupation, receive on-the-job training, and build skills specific to a chosen career field. Students who want to engage in an internship will seek out an approved community site, site supervisor, and York School District mentor. Students must be at least 16 years of age and have the ability to safely transport themselves to and from the internship site. When schedules permit, students may be dismissed early from school, realizing that this is a privilege contingent upon good academic and behavioral standing. Students will be responsible for submitting biweekly journals, keeping track of signed internship hours, scheduling bi-weekly meetings with their YSD mentor, and establishing a committee that will be present for a summative student-led conference on skills learned. Students will be awarded 0.5 credits upon the completion of 50 on-site, skill-specific, unpaid hours and completion of formative and summative work.

### **Pre-Apprenticeship**

**Full Year, One Credit per year**

**SW330**

**11, 12**

Pre-Apprenticeship is one to two years of customized high school academics coupled with up to 1,000 hours of on-the-job learning during the 11th and/or 12th grades. Upon graduating, Pre-Apprentices may enter full-time

employment as Registered Apprentices. However, many apprentices matriculate into the Trades and Technical Occupations Degree Program at a Maine Community College.

The Pre-Apprenticeship Program provides students with the skilled training needed in today's workforce. The school schedule may be arranged to work around an approved pre-apprenticeship schedule. Students must see Kevin Beatty, in Student Services, prior to enrollment to set up a meeting between the pre-apprentice and a Maine Apprenticeship Program council representative to develop conditions for enrollment. **No more than two credits may be earned.**

## **ACADEMIC SERVICES**

### **Academic Services**

**Full Year, One Credit**

**RES462**

**9,10,11,12**

**Half Year, Half Credit**

Academic Service students receive direct instruction that is geared toward their achievement of attaining proficiency across their academic content areas. It provides the resources and opportunities needed to achieve academic success. Academic Service provides subject area support in reading, writing, math, as well as support with executive functioning skills. Via participation in Academic Service, a student's specific needs can be met in an environment of support whereby the student can reach individual educational plan goal(s).

## **PATHWAYS PROGRAM**

The York High School Pathways Program is a flexible, student-centered learning model that provides an alternative educational opportunity and environment in which students can achieve academic, social, and personal success. Pathways is a rigorous general education program that capitalizes on community engagement to support student learning. Pathways is designed not only to provide educational opportunities for students experiencing academic, behavioral, and/or life challenges in the mainstream setting, but also to support students who are seeking academic opportunities different from their current experience.

YHS Pathways teachers design rigorous, grade-level curricula that not only meet the district and state learning standards, but that also are tailored to students' interests and needs. Pathways is a Project-Based Learning Model. Per the Maine Department of Education; Project-Based learning supports interdisciplinary learning and the development of 21st Century Skills for our students by aligning to multiple content areas through an authentic learning experience. Essential elements of any project are the necessary tools and skills required to succeed.

There is an application process for the YHS Pathways Program. For more information about the program or for an application, please meet with your School Counselor to discuss options.

### **Program Features**

- Project-Based / Applied Learning
- Experiential Learning Opportunities
- Internships and Community-Based Learning Opportunities
- Community Philosophy / Foundation
- Social Emotional Support / Trauma Informed Instruction
- Character and Leadership Focus
- Dedicated staff in all four core academic areas
- Regular programming with Counselors and Social Workers
- Unique classroom space and small group setting that allows for learning, community-building, and emotional regulation

### **Academic Structure**

As for all students at YHS, Pathways students must earn 24 credits as stated in the YHS Program of Studies to meet their graduation requirements. Pathways students are expected to earn a minimum of six credits per academic year. The academic expectations of Pathways are the same as the mainstream



classes; however, there are more opportunities for Pathways students to earn course credits based on non-traditional learning methods such as individualized and personalized instruction, peer coaching, project-based learning, interdisciplinary projects, experiential learning, and community service. Per the Maine Department of Education Project-Based learning supports interdisciplinary learning and the development of 21st Century Skills for our students by aligning to multiple content areas through an authentic learning experience. Essential elements of any project are the necessary tools and skills required to succeed.

### **Pathways Program Electives**

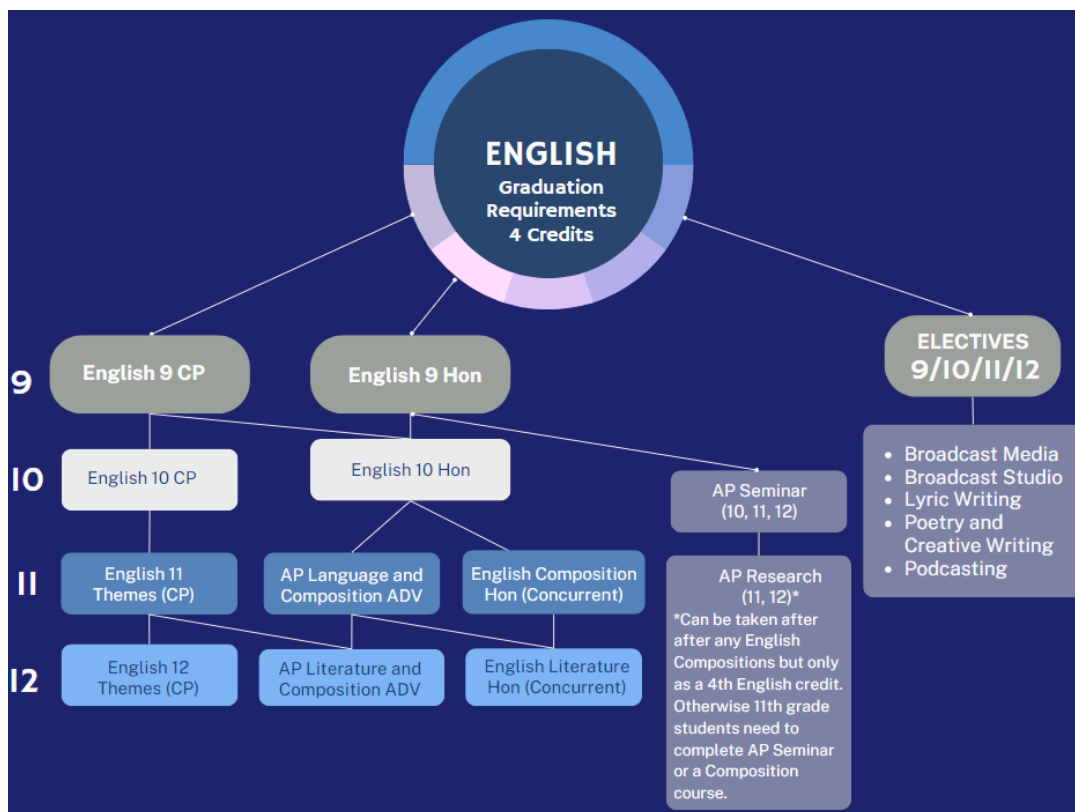
Though Pathways elective courses vary by the semester, students can expect offerings in the areas of experiential and group learning opportunities, the Allied Arts (visual art and/or foundations of music), and outdoor education. Please check in with Pathways teachers and Student Services for a detailed description and up-to-date list of elective offerings.

### **AP CAPSTONE PROGRAM**

[AP Capstone](#) is an innovative diploma program from [the College Board](#) that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. Students may opt to take only AP Seminar, which will provide a rigorous and engaging academic experience, but does not provide the opportunity for a Capstone Diploma designation. Or, students may opt to take both AP Seminar and AP Research, which would make them potentially eligible for this distinction. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. ***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

**ENGLISH**

The **English/Language Arts Curriculum** is designed to provide for skill development and enrichment. In full alignment with the Maine Learning Results and Common Core State Standards, every English course addresses the following aspects of language: the process of reading, literature, and culture, language and images, informational texts, the processes of writing and speaking, standard English conventions, stylistic and rhetorical aspects of writing and speaking, and research-related writing and speaking. The first two years are relatively structured in a concentrated effort to provide a strong base for upper-class courses.

**English 9 CP****Full Year, One Credit****ENG112****9**

English 9 CP is a survey of English courses that explores the theme of identity through a diverse range of literature and writing, which include literary comprehension and writing for several purposes. Readings, both assigned and self-selected, encompass various genres such as memoir, novel in verse, contemporary fiction/non-fiction, drama, poetry, and short stories. Written assignments include a collection of narratives, visual essays, a research paper, personal responses to writing, and creative writing.

**English 9 HON****Full Year, One Credit****ENG103****9**

Honors English 9 is designed for highly motivated students who have an exceptional capacity to read, write and engage. The course explores the theme of identity through a diverse range of literature and writing, which include literary comprehension and writing for several purposes. Readings, both assigned and self-selected, encompass various genres such as memoir, novel in verse, contemporary fiction/non-fiction, drama, poetry, and short stories. Written assignments include a collection of narratives, visual essays, a research paper, personal responses to writing, and creative writing. There is additional coursework at a more rapid pace in comparison to the College Prep course.

**Prerequisite:** *Teacher recommendation.*

**English 10 CP****Full Year, One Credit****ENG212****10**

English 10 is intended to improve students' analytical reading and writing skills. Students will also learn literary structures and conventions and use them in their own writing. Components of this class include refining comprehension strategies and writing essays that exhibit an awareness of the audience and purpose. This course will also focus on the writing process through topic development, research, outlining, drafting and revision. Students will read both classic and contemporary selections, including *To Kill a Mockingbird* and *Twelve Angry Men*. The vocabulary in this course focuses on the study of Greek and Latin roots to develop a broader understanding of words and their meanings.

**English 10 HON****Full Year, One Credit****ENG203****10**

English 10 Honors is designed for highly motivated students who read and write at or beyond proficiency and who wish to be challenged by a demanding reading and writing course. Students will read complex texts and respond through class discussion and composition. Students will read both classic and contemporary selections, which may include *To Kill a Mockingbird*, *Twelve Angry Men*, *On Writing*, *Just Mercy*, and *The Glass Castle*. Students will write for different audiences and different purposes, and read, understand and analyze literature and informational materials. Students will also learn literary structures and conventions and use them in their own writing. Components of this class include refining comprehension strategies and writing essays that exhibit an awareness of the audience and purpose. This course will also focus on the writing process through topic development, research, outlining, drafting and revision. The vocabulary in this course focuses on the study of Greek and Latin roots to develop a broader understanding of words and their meanings.

***Prerequisite: Teacher recommendation.***

**English 11 Themes CP****Full Year, One Credit****ENG522****11**

This course will help students to improve their reading, writing, and critical thinking skills. Literary texts included in this course are thematically threaded to help students explore how change impacts the human condition. Overarching, essential questions include: What causes systemic and individual change? What is the role of the individual in creating and sustaining change? What is the relationship between the self and a changing world? Our goal for writing is to communicate ideas and experiences effectively, therefore other areas of focus include practical writing skills, vocabulary enrichment, grammar troubleshooting. Reading selections may include *A Very Large Expanse of Sea*, *A Raisin in the Sun*, *The Great Gatsby*, *The Things They Carried*, in addition to independent reading selections.

**English Composition HON****Full Year, One Credit****ENG532****11**

English Composition is an introduction to college writing and is a course affiliated with York County Community College. In addition to any necessary review of grammar, sentence structure, and paragraph composition, this course covers the writing of personal essays in several rhetorical modes, academic papers, and research analysis. Emphasis will be placed upon writing multiple drafts with an eye toward revising, rewriting, and editing, as well as the utilization of close reading and critical thinking as literacy tools.

***Prerequisite: Teacher recommendation.***

***ELA Waiver: If a student has taken or will take an approved language and composition course (AP Language & Composition and/or Concurrent English Comp Honors) then AP Research can count as the student's fourth required English credit.***

**English 12 Themes CP**  
**12****Full Year, One Credit****ENG553**

English 12 Themes is designed to allow students the opportunity to individualize their course work by choosing from a variety of topics including technical, creative, or narrative writing. Students will demonstrate their understanding of analysis through choice texts including memoir, classic literature, and contemporary works of fiction. All students will have an opportunity to complete a college essay and *This I Believe* essays, as well as a culminating APA research paper or career project.

**English Literature HON**  
**12****Full Year, One Credit****ENG543**

English Literature is the introduction to college literature and is a course affiliated with York County Community College. This course introduces students to varied forms of literature, including short stories, poetry, drama, and focuses on developing students' abilities to respond to and interpret literary texts. Students must successfully complete the Concurrent Enrollment Composition course or AP Language and Composition prior to taking this course.

**Prerequisite: Teacher recommendation.**

**AP Seminar ADV**  
**10,11, 12****Full Year, 1 Credit****CAP404**

Advanced Placement Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course culminates in a Digital Portfolio and an End-of-Course exam.

**Prerequisite: Teacher recommendation.**

**Please note: AP classes may require additional time commitments outside scheduled class time. Specific expectations will be shared with students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.**

**ELA Waiver: If a student has taken or will take an approved language and composition course (AP Language & Composition and/or Concurrent English Comp Honors) then AP Seminar can count as the student's fourth required English credit.**

**AP Language and Composition ADV**  
**11****Full Year, One Credit****ENG204**

Advanced Placement Language and Composition focuses on the art of rhetoric using carefully focused conversations, extensive analysis, and frequent written assignments. This course focuses on both fiction and nonfiction texts, including essays from *The Norton Reader*, *Everything's an Argument*, *Lincoln's Greatest Speech*, and others. This course will also focus on analyzing primary texts and shorter nonfiction pieces. Students in this course should be strong, independent readers and writers with a solid grasp of language use and written expression.

**Prerequisite: Teacher recommendation.**

**Please note: AP classes may require additional time commitments outside scheduled class time. Specific expectations will be shared with students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.**

**ELA Waiver: If a student has taken or will take an approved language and composition course (AP Language & Composition and/or Concurrent English Comp Honors) then AP Research can count as the student's fourth required English credit.**

**AP Research ADV****Full Year, 1 Credit****CAP414****11,12**

In Advanced Placement Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

***Prerequisite: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.***

***ELA Waiver: If a student has taken or will take an approved language and composition course (AP Language & Composition and/or Concurrent English Comp Honors) then AP Research can count as the student's fourth required English credit.***

**AP Literature and Composition ADV****Full Year, One Credit****ENG404****12**

Advanced Placement Literature and Composition is focused on the critique and analysis of challenging texts. Students will study the scope of literature and learn to be critical readers. Readings in fiction, poetry, and drama are all included. In addition, the students will have to demonstrate superior writing skills in communicating critical thought. Preparation for the Advanced Placement Literature and Composition exam and instruction in test-taking strategies are also part of this course. Texts may include: *How to Read Literature Like a Professor*, *Wuthering Heights*, *Klara and the Sun*, *The Kite Runner*, and *The Stranger*.

***Prerequisite: Teacher recommendation.***

***Please note: AP classes may require additional time commitments outside scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

**Broadcast Media CP****Half Year, Half Credit****ENG300****9, 10, 11, 12**

Broadcast Media is a semester-long elective course focused on developing digital communication and media skills of students. Students will learn about constructing video through hands-on projects and lessons on filming, audio capture, and editing software. Most projects will focus on sharing information and the positive elements of YHS with students and the community. Projects will include interview videos, action sports videos, and highlight videos of school events, sporting events, and co-curricular clubs and activities. Work outside of class will consist of gathering media for use in class, with the majority of assignments accomplished in class. All students are eligible for this course, but students who have taken Photo or Digital Video are encouraged to sign up to further enhance their skills.

**Broadcast Studio CP****Half Year, Half Credit****ENG310****9, 10, 11 & 12**

TV broadcasting is an exciting medium; come learn about it in the YHS TV Studio, No prior video experience required. The course will focus on journalism, scripting, filming, and live video production. The class will explore the use of the television studio and its equipment. Students will perform the duties of all the positions in a newsroom, from in front of and behind the camera to mixing and editing. Video, sound, and lighting in the studio will be covered. The learning will be project-based, with the core focus being a TV news magazine show for the school in general.

**Lyric Writing CP**  
**9,10,11,12****Half Year, Half Credit****ENG172**

This course will explore the world of lyric writing from a writer's and musician's perspective. Students will listen to and analyze a variety of songs to discover the tools and strategies that they may use in their own lyric writing; in addition, they will engage in creative exercises to expand their lyric writing skills. This course offers the opportunity to meet and workshop with singer-songwriters from the local area. The ability to play a musical instrument such as guitar or piano, or knowledge of an electronic-based composition program, is helpful but not required. Students must be willing to share their original songs with others, either live or through a recording.

**Poetry and Creative Writing CP**  
**10, 11, 12****Half Year, Half Credit****ENG122**

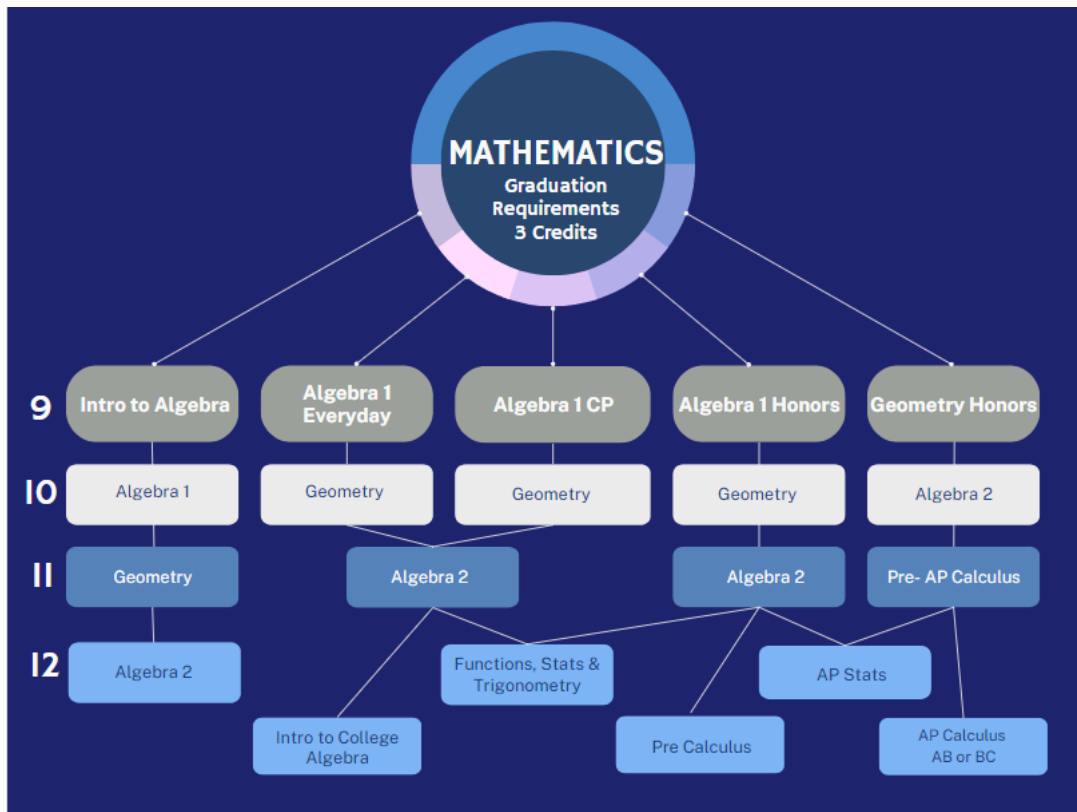
Poetry and Creative Writing is a semester-long elective course that balances the exploration of published poetry, ranging from traditional and historic to contemporary and experimental. It also will contain a significant writing workshop component that runs throughout the duration of the course. Time will be spent in other creative writing genres as well. Students will develop a final poetry portfolio, which will be the final exam grade for the course. Individual and group processes will be stressed. The terminology and techniques of poetry are taught and explored through reading and composition. Students must feel comfortable sharing and reading aloud their poetry within small groups and the class in general, but the course is designed for students of all experience and skill levels. Most work is accomplished within the class time.

**Podcasting CP**  
**9,10, 11, 12****Half Year, Half Credit****ENG162**

Do you like listening to podcasts? Do you have something to say? Share it with the world through your own podcast. In this course, we will explore the expanding world of podcasts and its many topics and formats. The course will begin by listening to podcasts and learning the tools of podcasting. The last unit of the course is the production of your own podcast series on a topic of your choice to publish to the world. This course is available to students of all skill levels and is designed to not add substantially to your outside workload.

**MATHEMATICS**

The goal of the Mathematics curriculum is for each student to have a positive math experience in an educationally challenging program. We strongly recommend that students have their own TI 84+ or TI 84 Plus CE graphing calculator for use in and out of class. **Course levels for mathematics classes are dependent on teacher recommendations and academic scores.**



**Introduction to Algebra CP  
9, 10**

**Full Year, One Credit**

**MAT112**

Intro to Algebra is designed to help students who are not yet ready for a traditional Algebra course obtain the computational and algebraic thinking skills necessary for success in a future full-year Algebra I course. Basic algebraic concepts are developed and maintained throughout the course, while basic mathematical skills are reinforced. Topics include operations with integers, as well as fractions and decimals, solving first-degree equations and inequalities, ratio and proportion, and percentages. We recommend that students have their own scientific calculator. (TI 83+ or TI 84+ graphing calculator suggested but not required).

**Prerequisite:** *Established results on the district standardized math assessment and teacher recommendation.*

**Everyday Algebra I CP  
9, 10**

**Full Year, One Math credit  
and One elective credit**

**MAT152**

Everyday Algebra I is a course in Algebra I that meets every day instead of the regular every other day schedule at the high school. This allows more time to develop the topics and understand and master Algebra skills. Everyday Algebra I will focus extensively on work with linear functions. It emphasizes solving equations, graphing on the XY-plane, operating with polynomials, solving linear systems, and analyzing data. A student should be able to calculate by hand, arithmetic problems involving positive and negative numbers, fractions, decimals, and percentages before taking Algebra I. We recommend that each student has his or her own scientific calculator. (TI 83+ or TI 84+ graphing calculator suggested but not required).

**Prerequisite:** *Established results on the district standardized math assessment and teacher recommendation.*

**Algebra I CP****Full Year, One Credit****MAT102****9, 10, 11, 12**

Algebra I will focus extensively on work with linear functions. It emphasizes solving equations, graphing on the XY-plane, operating with polynomials, solving linear systems, and analyzing data. A student should be able to calculate by hand, arithmetic problems involving positive and negative numbers, fractions, decimals, and percentages before taking Algebra I. We recommend that each student have his or her own scientific calculator. (TI 83+ or TI 84+ graphing calculator suggested but not required).

***Prerequisite: Established results on the district standardized math assessment and teacher recommendation.***

**Algebra I HON****Full Year, One Credit****MAT103****9, 10**

Algebra I Honors is designed for the student who excelled in 8th-grade mathematics. It will focus in great depth on linear, quadratic, and exponential functions. It emphasizes solving equations, graphing on the XY-plane, operating with polynomials, solving linear systems, and analyzing data. It will include other topics to broaden the course content but not accelerate it. Students will be required to achieve an average of 85 or better in MAT 103 Algebra I-Honors to continue in the Honors sequence. It is required that students have their own graphing calculator. (TI-84 Plus CE recommended.)

***Prerequisite: Established results on the district standardized math assessment and teacher recommendation.***

**Geometry CP****Full Year, One Credit****MAT202****10, 11, 12**

Geometry covers proofs, triangles, parallel lines, areas of polygons and circles, as well as measurements of arcs and angles, parallelograms, similar triangles, proportion, and basic right triangle trigonometry. Exercises are given so that the student can develop powers of spatial visualization while building relationships among geometric elements. Students will be led through the postulates and theorems of geometry. Students will learn to reason deductively and review their algebra skills while discovering the place geometry has in the real world. Students will also be exposed to introductory statistics and probability concepts. It is recommended that each student have a graphing calculator. (TI-84 Plus CE recommended.)

***Prerequisite: Successful completion of Algebra I.***

**Geometry HON****Full Year, One Credit****MAT203****9, 10**

Geometry Honors is a rigorous course. Students will learn to reason deductively and strengthen their algebra skills while discovering the interesting and unique characteristics of geometry. The course will cover proofs, triangles, parallel lines, areas of polygons and circles, measurements of arcs and angles, parallelograms, similar triangles, proportion, coordinate geometry, and basic right triangle trigonometry. Problems and proofs assigned are challenging and students are expected to be self-motivated and disciplined. Independent work is required. Exercises are given so that the student can develop powers of spatial visualization while building relationships among geometric elements. Students will also be exposed to introductory statistics and probability concepts. Students will be required to achieve an average of 85 or better in MAT 203 Geometry Honors to continue in the Honors sequence. Extensive use of technology will require students to have access to their own graphing calculator. (TI-84 Plus CE recommended.)

***Prerequisite: Successful completion (85 average or above) of Algebra I Honors and teacher recommendation.***



<b>Algebra II CP</b> <b>11, 12</b>	<b>Full Year, One Credit</b>	<b>MAT302</b>
Algebra II starts with a review of the basic concepts, skills, and applications of Algebra I. It expands the study of linear, quadratic, radical, polynomial, and exponential functions and relations. It will also cover operations within the complex numbers system, problem-solving, and advanced techniques in equation solving. Students will also be exposed to statistical regression analysis and probability concepts. Extensive use of technology will require each student to have his or her own graphing calculator. (TI-84 Plus CE recommended.)		
<i>Prerequisite: Successful completion of Algebra I and Geometry and teacher recommendation.</i>		
<b>Algebra II HON</b> <b>9, 10, 11</b>	<b>Full Year, One Credit</b>	<b>MAT303</b>
Algebra II Honors is designed for motivated and well-prepared math students ready for a rigorous course. It expands the study of linear, quadratic, rational, radical, exponential, and logarithmic functions and relations. It will also cover operations within the complex numbers system, problem-solving, and advanced techniques in equation solving. Students will also be exposed to statistical regression analysis and probability concepts. Extensive use of technology will require each student to have a graphing calculator. (TI-84 Plus CE recommended.)		
<i>Prerequisite: A successful completion (85 average or above) of Algebra I Honors and Geometry Honors and teacher recommendation.</i>		
<b>Pre-AP Calculus (11) ADV</b> <b>10, 11</b>	<b>Full Year, One Credit</b>	<b>MAT344</b>
Pre-Advanced Placement Calculus prepares students to take Advanced Placement Calculus in high school. The advanced level course will be an intensive study of trigonometry, function analysis, and problem-solving. An emphasis will be on tackling problems from multiple viewpoints (graphical, algebraic, and descriptive). Graphing calculators will be used extensively, and it is required that students have their own for use in and out of class. (TI-84 Plus CE recommended.)		
<i>Prerequisite: Successful completion (85 average or above) of Algebra II Honors and teacher recommendation.</i>		
<b>Pre-Calculus (12) HON</b> <b>12</b>	<b>Full Year, One Credit</b>	<b>MAT403</b>
Pre-Calculus is designed to prepare students for college-level courses in calculus, statistics, and more. This course includes the study of trigonometry, functions analysis, and problem-solving. Pre-Calculus is suggested for students planning to pursue advanced studies which involve Calculus at the college level. Graphing calculators will be used extensively and it is required that students have their own. (TI-84 Plus CE recommended.)		
<i>Prerequisite: Successful completion (85 average or above) of Honors Algebra II and/or teacher recommendation.</i>		
<b>Functions, Statistics and Trigonometry CP</b> <b>11,12</b>	<b>Full Year, One credit</b>	<b>MAT522</b>
Functions, Statistics and Trigonometry (FST) will strengthen students' understanding of concepts taught in Algebra II. Functions, statistics and trigonometry are areas of mathematics that are useful in modeling real-world situations. Students will investigate functions in greater detail through applications and examine many facets of statistics, including probability, simulations, permutations, combinations, and distributions. Students will expand their knowledge of trigonometric ratios, explore trigonometric relations, functions, laws, and applications, and will be able to communicate this knowledge in standard mathematical notation. This will provide a strong basis for Mathematics and will prepare students for College Algebra or PreCalculus at the college level.		
<i>Prerequisite: Successful completion of Algebra II and teacher recommendation.</i>		

**Functions, Statistics and Trigonometry HON**

**Full Year, One credit**

**MAT523**

**11, 12**

Functions, Statistics and Trigonometry (FST) Honors is designed for the motivated and well-prepared math student ready for a rigorous course. Functions, statistics and trigonometry are areas of mathematics that are useful in modeling real-world situations. Students will investigate functions in greater detail through applications and examine many facets of statistics, including probability, simulations, permutations, combinations, and distributions. Students will expand their knowledge of trigonometric ratios, explore trigonometric relations, functions, laws, and applications, and will be able to communicate this knowledge in standard mathematical notation. This will provide a strong basis for Mathematics and will prepare students for College Algebra or PreCalculus at the college level.

***Prerequisite: Successful completion of Algebra II with teacher recommendation.***

**Intro to College Algebra CP**

**Full Year, One Credit**

**MAT622**

**12**

Intro to College Algebra is designed to prepare students to enter a typical college algebra, finite mathematics or statistics course at the college level. This course will stress a review of basic topics covered in Algebra I and Algebra II. This class is an opportunity to strengthen and/or remediate algebra and other mathematical skills. Topics will include solving linear equations and inequalities, factoring and solving polynomial equations, rational expressions, systems of linear equations and inequalities, and right triangle trig. We recommend that each student has his or her own scientific calculator. (TI 83+ or TI 84+ graphing calculator suggested but not required)

***Prerequisites: Successful completion or concurrent enrollment of Algebra II or teacher recommendation based on PSAT scores.***

**AP Statistics ADV**

**Full Year, One Credit**

**MAT434**

**11, 12**

Advanced Placement Statistics is designed to prepare students to take the AP Statistics exam given in May. Students may earn possible advanced placement in college mathematics courses and college credit. AP Statistics will focus on four major areas of statistics: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Graphing calculators will be used extensively and it is required that students have their own (TI 83+ or 84+).

***Prerequisite: Successful completion of Algebra II and Teacher recommendation.***

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared with students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

**AP Calculus AB ADV**

**Full Year, One Credit**

**MAT444**

**11, 12**

Advanced Placement Calculus AB is designed to prepare students to take the AP Calculus (Level AB) exam in May. Students may earn possible advanced placement in college mathematics courses and college credit. AP Calculus AB will explore elementary functions, curve sketching, differential and integral calculus in depth. The theory and the mechanics of calculus will be stressed and applied to problem-solving. Graphing calculators will be used extensively and it is required that students have their own. (TI 83+ or 84+)

***Prerequisite: Successful completion of Pre-AP Calculus and teacher recommendation is needed for placement into this course.***

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared with students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

**AP Calculus BC ADV****Full Year, One Credit****MAT454****11, 12**

Advanced Placement Calculus BC is designed to prepare students to take the AP Calculus (Level BC) exam in May. Students may earn possible advanced placement in college mathematics courses and college credit. AP Calculus BC contains all the content from AP Calculus AB as well as topics from second semester college calculus, including sequences and series, differential equations, additional integration techniques, and improper integrals. Graphing calculators will be used extensively and it is required that students have their own. (TI 83+ or 84+)

***Prerequisite: Successful completion of Pre-AP Calculus and teacher recommendation is needed for placement into this course.***

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

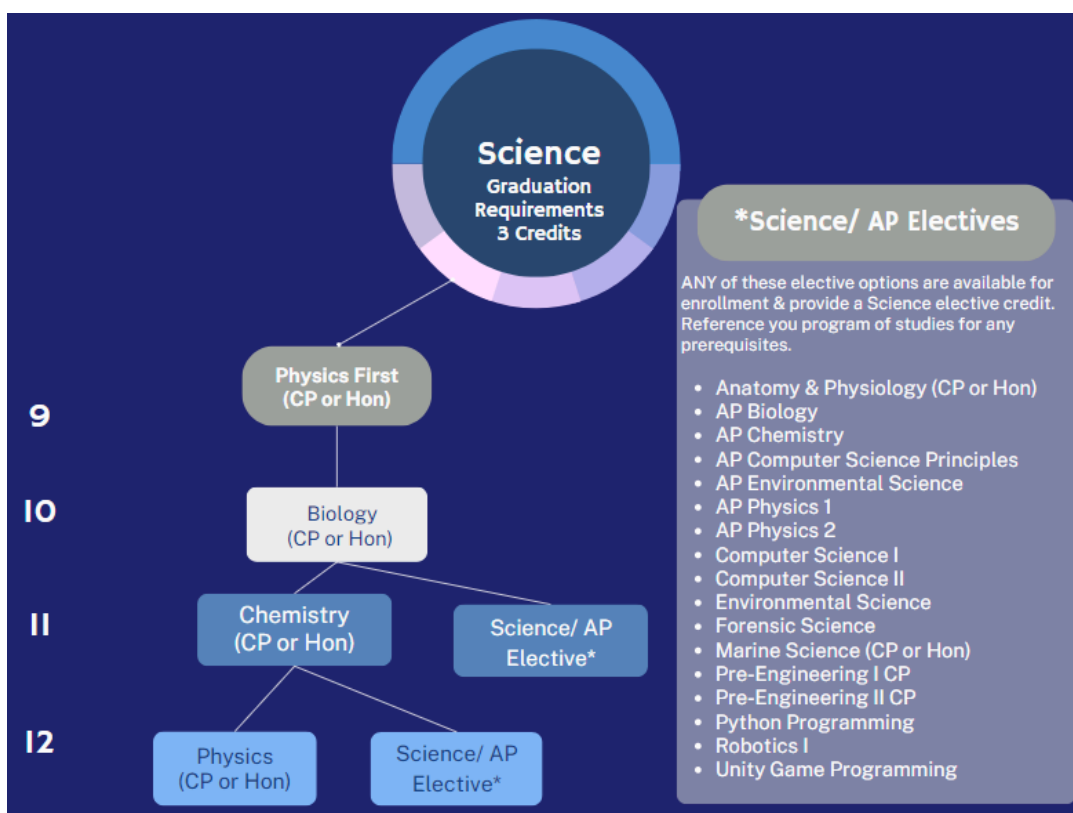
**SCIENCE**

The Science Department recommends that all college-bound students complete a 3-year program in science to include Biology, Chemistry, and Physics.

**Suggestions from the College Board:**

AP Biology, AP Chemistry, AP Environmental Science, and AP Physics II are designed as second-year science courses, to be taken after the completion of first-year high school courses in biology, chemistry and AP Physics I, respectively. In addition, the recommended mathematics prerequisite for an AP Chemistry course is the successful completion of a second-year algebra course and for the AP Physics II course, concurrent enrollment in AP Calculus.

A major concern of the College Board is that a student's advanced work in AP Science does not displace any other part of the student's science or math curriculum. Because of these recommendations, it is required that students requesting enrollment in AP science courses meet these standards or participate in a meeting with AP science, math, and student services representatives to discuss other personal course selection plans.

**Physics First CP****Full Year, One Credit****SCI134****9**

Course objectives are to equip students with an understanding of the processes of science, to enable students to master selected concepts of physics, to develop students' thinking and problem solving skills, and to provide students with a foundation in physics via modeling. This method requires students to make connections between graphical analysis and mathematical relationships. Students use conceptual reasoning and basic mathematical reasoning in solving physics problems. Students learn how to do science by performing an experiment at the beginning of each unit. Topics covered include scientific analysis, constant velocity, acceleration, forces, energy, and momentum. Developmentally appropriate writing and critical thinking skills are a must for this course

**Physics First HON****Full Year, One Credit****SCI135****9**

This course focuses on scientific writing and graphical analysis. Introduction to Physics is taught via modeling. This method requires students to make connections between graphical analysis and mathematical relationships. Students are required to think about experimental design, make decisions based upon their suppositions and work in groups. These skills will be honed throughout the year. Group work within the classroom's scientific community is essential. Modeling provides a deeper understanding of the mathematics behind motion, forces, energy, and momentum.

**Prerequisite:** *Teacher recommendation*

**Computer Science I CP****Half Year, Half Credit****TEC182****9, 10, 11, 12**

Exploring Computer Science Part 1 is a college preparatory level course which serves as an introductory high school course that is designed to develop the skills necessary for students to learn the basics of the computer science field. This course is designed to expose the student to the different types of human and computer interactions, problem solving, collaboration, presentations, web design, and an introduction to computer programming. The course will look at how computer science is part of our global future. Having a computer science understanding will provide the students with a foundation of knowledge in problem solving and logical thinking that will serve as a competitive advantage for them in the future. The basics of writing html code and working with algorithms will be introduced along with the basic structure of a computer program. This course will prepare you for further coursework in computer science and STEM courses.

**Prerequisite:** **completion of or concurrent enrollment in Algebra I CP or Honors**

**Computer Science II CP****Half Year, Half Credit****TEC192****9, 10, 11, 12**

Exploring Computer Science Part 2 is a college preparatory level course which serves as an introductory high school course that is designed to develop the skills necessary for students to learn the basics of the computer science field. This course is designed to expose the student to different types of human and computer interactions, problem solving, collaboration, presentations, with an emphasis on computer programming and data analysis. The course will look at how computer science is part of our global future. Having a computer science understanding will provide the students with a foundation of knowledge in problem solving and logical thinking that will serve as a competitive advantage for them in the future. The basics of writing code, working with algorithms will be introduced along with the basic structure of a computer program and data analysis. This course will prepare you for further coursework in computer science and STEM courses.

**Prerequisite:** *successful completion of Exploring Computer Science 1 and completion of or concurrent enrollment in Algebra I CP or Honors*

**Pre-Engineering I CP****Half Year, Half Credit****TEC782****9, 10, 11, 12**

This course will introduce students to a variety of technological careers including civil, environmental, materials, electrical and mechanical engineering. Students will learn the Engineering Design Process and utilize this problem solving method in a number of hands-on, team oriented lab projects, including mechanical dissections, structural stability analysis, and more. Students will learn basic technical drawing skills, as well as proper note taking and technical field sketching within an engineering notebook. Students will also gain experience with collecting and organizing data in Google Sheets and creating graphs to help present their findings.

**Prerequisite:** *Completion of or concurrent enrollment in Algebra I CP or Honors*

**Pre-Engineering II CP****Half Year, Half Credit****TEC822****9, 10, 11, 12**

This course will be an extension to the Pre-Engineering I class. Basic electrical circuits will be covered to introduce students to Kirchhoff's and Ohm's Laws, as well as using a multimeter to measure voltage, resistance, and amperage. Students will use this knowledge in hands-on projects that will teach them the basics of breadboarding, soldering, and Arduinos. Students will also get an introduction to additional engineering concepts. Later, students will also be exploring options for continuing their study of engineering in a university or career setting.

**Prerequisite:** *Pre-Engineering I*

**Robotics I CP** **Half Year, Half Credit** **TEC412**

**9, 10, 11, 12**

The goal of this course is to introduce students to the concept of prototyping, building and programming robots while pursuing the history and applications of robotics. Students will be exposed to robotics theory topics including sensors, switches, and drivetrains and will use these to design robots capable of completing more complex design challenges. Students will be working with the Parallax robotics kits and the programming language BlocklyProp. Students will be introduced to basic breadboarding and building their own circuits to power the Parallax ActivityBot and its sensors. Students will engage in creating autonomous code and remote control driving hardware while programming software controls.

**Python Programming CP** **Half Year, Half Credit** **TEC142**

**9, 10, 11, 12**

This college preparatory level course will provide an introduction into the Python programming language. While designed for students with no programming background, we will move quickly through topics in computer science with a focus on embedded systems and computer programming. This class will be highly project-based and cover one semester. Topics include: Recursions, loops, strings, lists, defining functions, dictionaries, classes, inheritance, debugging and common mistakes. These topics will be covered with short lectures, some reading assignments and a lot of hands-on work in the classroom. Homework will be assigned daily. These topics will be covered in a combination of short classroom lectures coupled with lab sessions where students will write programs for either an embedded or a computer system.

**Prerequisite: completion of or concurrent enrollment in Algebra I CP or Honors**

**AP Computer Science Principles** **Full Year, 1 Credit** **TEC404**

**10, 11, 12**

Advanced Placement Computer Principles will allow students to develop computational thinking skills using tools to analyze and study data sets to visualize trends while drawing conclusions. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss/write about the impacts that these solutions could have on their community, society, and the world. They will explore topics such as digital information, the internet, fundamentals of app design, algorithms, programming fundamentals, data, cyber security and global impacts.

**Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.**

**Prerequisite: Successful completion of Algebra I, or successful completion of Computer Science I or Python Programming and/or teacher recommendation.**

**Architectural Drafting & Design CP** **Half Year, Half Credit** **IT252**

**10, 11, 12**

Architectural Drafting and Design introduces students to architectural drawings and standards using both drafting tools and Autodesk Revit Computer Aided Design (CAD) software. Students will be exposed to proper construction techniques by constructing a true scale model house using balsa wood. Focus will be on reading an architect scale, proper use of drafting tools, home styles, reading blueprint drawings, residential floor plans, construction techniques and the use of Revit design software to construct and design a residential home. Revit design software is a powerful Computer Aided Design (CAD) tool used to develop higher-quality, more accurate architectural designs.

**Biology CP** **Full Year, One Credit** **SCI202**

**10, 11, 12**

Biology students are provided a framework of biological concepts that are necessary for further life science study and will serve them throughout their lives. It will provide an excellent foundation in science skills. They will explore life from the microscopic to global scale. In this course, students will learn about the structure and function of living systems, interactions and energy flow within ecosystems, patterns of heredity, and biological evolution. These concepts will be explored through the lens of the Next Generation Science Standards.

<b>Biology HON</b> <b>10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>SCI203</b>
Biology Honors students are provided a framework of biological concepts that are necessary for further life science study and will serve them throughout their lives. This course is designed to provide the student with an in-depth study of the structure and function of living systems, interactions and energy flow within ecosystems, patterns of heredity, and biological evolution. These concepts will be explored through the lens of the Next Generation Science Standards. This is a rigorous course for the student who is intending to pursue a career in the sciences.		
<i>Students who wish to accelerate in science may concurrently enroll in Honors Biology and Honors Chemistry as a sophomore. Acceleration can continue with Physics and AP science as a junior or senior.</i>		
<i>Prerequisite: Teacher recommendation based on successful completion (grade average 85 or above) of Physics First HON. Recommended concurrent enrollment in English 10 Honors.</i>		
<b>Chemistry CP</b> <b>10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>SCI302</b>
Chemistry students will gain a conceptual approach to the study of matter and its interactions. The organizational structure of the periodic table and its relationship to atomic structure, chemical bonding, and the properties of chemical elements will be studied in the first half of the course and will lay the foundation for stoichiometric analysis of a variety of chemical reactions (combustion, acid/base, decomposition, etc). Students will also investigate the properties of gasses, the movement of heat energy between systems (thermochemistry), and acid/base reactions (titration). Students will engage in laboratory experiments and will write lab reports to enhance their understanding of concepts. Throughout the course, students will be assessed on their ability to apply chemical reasoning, critical thinking skills, and mathematics (Algebra I skills) to real-world problems.		
<i>Prerequisite: Successful completion of Physics First and Biology and recommended concurrent enrollment in Algebra II</i>		
<b>Chemistry HON</b> <b>10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>SCI303</b>
Chemistry Honors students will engage in an in-depth exploration of matter and its chemical nature. Students will combine advanced mathematics with chemical phenomena, including stoichiometric analysis of chemical reactions, the movement of heat energy between systems, and the macroscale effect of interactions between particles on the atomic/molecular scale. Students will have a better understanding of the chemical nature of our environs and be better able to exercise this knowledge in future decision-making. The methods we will use to explore these theories are designed to enhance topic comprehension, critical thinking skills, competence in the laboratory, and higher-order problem-solving. Chemistry is a unique and powerful lens through which to see the world, and this course will challenge students to use chemistry as a problem-solving tool for real-life situations. This course is designed for students who are planning to pursue a career in the sciences.		
<i>Prerequisite: Teacher recommendation based on successful completion(grade average of 85 or above) of Physics First Honors and Biology Honors, required concurrent enrollment in Algebra II Honors.</i>		
<b>Computer Aided Design (CAD) I CP</b> <b>10, 11, 12</b>	<b>Half Year, Half Credit</b>	<b>IT212</b>
Computer Aided Design I is a comprehensive and rigorous course covering two-dimensional drafting using AutoCAD software. The use of the commands for drawing, editing, viewing, drawing management, and dimensioning are covered. Maintaining a high level of accuracy and adherence to drafting standards is stressed.		
<i>Prerequisite: Successful completion of Geometry</i>		
<b>Unity Game Programming CP</b> <b>10, 11, 12</b>	<b>Half Year, Half Credit</b>	<b>TEC222</b>
Unity Game Programming is a rigorous course covering topics typically found in Video Game Design or similar courses. The course material is designed to appeal to a variety of students, from traditional learners who thrive on written text to audio-visual students who enjoy a multimedia format. Every chapter contains one or more hands-on programming labs where students will design or implement programs to demonstrate understanding of the lesson topics. Students will get the opportunity to work on individual and group projects and will experience all phases of a project lifecycle, including requirements, design, implementation, and testing. The chosen gaming framework is Unity ( <a href="https://unity3d.com/">https://unity3d.com/</a> ).		

***Each student will need a personal laptop to complete this course, either running Windows or Mac OS. Chromebooks and tablets will not run the software to compile gaming programs. Computers are available on an as needed basis.***

***Prerequisite: Completion of Computer Science I, Computer Programming (Python), or AP Computer Science Principles***

**Anatomy & Physiology HON  
11, 12**

**Half Year, Half Credit**

**SCI453**

Anatomy & Physiology will emphasize the study of human anatomy and general principles of physiology, examining the form and function of the major systems of the human body. It will provide a solid background for students interested in the medical and health fields as well as those just interested in understanding how the human body works. Topics will include the anatomy and physiology of the skeletal, muscular, integumentary, circulatory, respiratory, digestive, and nervous systems. Reading level will be high and an in-depth understanding of concepts will be expected. Case study analysis, current events, and disease processes such as heart disease, cancer, and diabetes will be used to present specialized topics.

***Note: This is a laboratory course that involves animal tissue dissection.***

***Prerequisite: Teacher recommendation based on a B or better in Biology and Chemistry. With permission from the instructor, this course may be taken concurrently with Chemistry, in the second semester.***

**AP Biology ADV**

**Full Year, One Credit**

**SCI424**

**AP Biology Lab ADV**

**Half Year, Half Credit**

**SCI424L**

**11, 12**

Advanced Placement Biology is a second year biology course. The intent of AP Biology is to provide the equivalent of a first-year college-level biology course to motivated students in the high school environment who have a demonstrated ability in and the desire to pursue a career in the biological sciences. AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Students develop a conceptual understanding for modern biology using personal experience in scientific inquiry, recognize unifying themes that integrate the major topics in biology, and apply biological knowledge and critical thinking to environmental and social concerns. Summer work will be required along with additional time outside of class for lab work after school. Laboratory investigations will emphasize the requirements set by the College Board. The topics will include but are not limited to molecular and biochemical pathways, cellular processes, heredity, diversity of life, and population studies.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation based on successful completion of Honors Biology and Honors Chemistry.***

**AP Chemistry ADV**

**Full Year, One Credit**

**SCI414**

**AP Chemistry Lab ADV**

**Half Year, Half Credit**

**SCI414L**

**11, 12**

Advanced Placement Chemistry is a second year chemistry course. AP Chemistry students will be required to review Honors Chemistry topics before entering the course. This review should include: atomic theory and atomic structure; chemical bonding including its relationship to state, structure, and properties of matter; Lewis structures; VSEPR; gas laws; liquids and solids; solutions; acids and bases; reaction types; and stoichiometry. A review test will be administered at the conclusion of the first full week of school. The balance of the course will include: chemical equilibrium, oxidation/reduction and electrochemistry, kinetics, thermodynamics, Bronsted and Lewis theory, and descriptive chemistry. Time will be spent in laboratory activities that are required by the College Board for AP Chemistry and that reinforce concepts discussed in class.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation based on successful completion (grade average 85 or above) of Honors Chemistry.***



**AP Environmental Science ADV  
11, 12**

**Full year, One Credit**

**SCI464**

AP Environmental Science is an interdisciplinary course that focuses on ecological processes, human impacts on the Earth, and how to resolve or prevent natural and human-made environmental problems. The course is designed to be the equivalent of a college course in environmental science. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and skills required to understand how human behaviors and beliefs impact the natural world. In the spirit of stewardship and sustainability, students will be actively engaged in exploring issues and possible solutions to environmental problems through fieldwork and laboratory exercises.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation based on students having completed two years of high school laboratory science - one year of life science and one year of physical science. They should have taken at least one year of algebra. A course in earth science is desirable but not necessary.***

**AP Physics I ADV  
AP Physics Lab ADV  
11, 12**

**Full Year, One Credit**

**SCI334**

**Half Year, Half Credit**

**SCI334L**

AP Physics II students will cultivate their understanding of physics through inquiry-based investigations as they explore fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. The AP Physics II course is an algebra-based, introductory college-level physics course.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Prerequisite: Teacher recommendation.***

**AP Physics II ADV  
AP Physics II Lab ADV  
11, 12**

**Full Year, One Credit**

**SCI474**

**Half Year, Half Credit**

**SCI474L**

AP Physics II students will cultivate their understanding of physics through inquiry-based investigations as they explore fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. The AP Physics II course is an algebra-based, introductory college-level physics course.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation based on successful completion of AP Physics I ( B average or better)***

**Environmental Science CP  
11,12**

**Half Year, Half Credit**

**SCI573**

Environmental Science will introduce students to the principles of environmental science. The interdisciplinary nature of environmental science will be emphasized by looking not only at the scientific aspects of environmental issues but also their social and political aspects. Students will be involved in collecting and analyzing a wide variety of data related to environmental topics discussed in class. When possible, students will share their data and projects with the high school, town, and regional communities. An emphasis will be put on the central theme of sustainability and understanding the role that humans play in the environment. Environmental science is a project-based class that will require both lab and fieldwork and general enthusiasm for the outdoors.

***Prerequisite: Successful completion of Physical Science and Life Science requirements.***

**Forensic Science CP**  
11,12

**Half Year, Half Credit**

**SCI312**

Forensic Science is designed to give students a firm foundation for the college preparatory sciences while challenging them to look deeply at current technology and theories in the field of life science. This course will explore topics related to the field of Forensics Science. Students will use the scientific method and an understanding of basic chemistry, biology, and physics principles to explore cases and analyze evidence using current techniques. Major topics of study and techniques will include crime scene management, trace evidence, biological evidence, physical evidence, and case studies. Prerequisite: B or better in Biology and Chemistry.

**Marine Science CP**

**Full Year, One Credit**

**SCI322**

**Marine Science HON**

**Full Year, One Credit**

**SCI323**

**Marine Science Semester CP\***

**Half Year, Half Credit**

**SCI342**

11, 12

Marine Science is a general survey of the ocean environment and its inhabitants. Marine science is interdisciplinary in nature and therefore this class will look at the biology, chemistry, geology, and physics of the Earth's oceans. The impact of humans on marine ecosystems and the necessity for marine conservation will be examined throughout the course. Projects, laboratory investigations, fieldwork, guest presenters, and hands-on activities will be used throughout the course to enhance understanding of topics.

*\*Marine Science Semester CP\* is a Half Year, Half Credit course. Students wishing the honors option should enroll in Marine Science and discuss the honors option with the teacher in the fall.*

*Prerequisite: Successful completion of Physics First HON and Biology HON*

**Physics CP**

**Full Year, One Credit**

**SCI402**

12

Physics is the study of matter and energy and the interactions between the two through forces and motion. This course will introduce students to the fundamental principles of physics and demonstrate how physics applies to their lives. Knowledge of basic algebra and trigonometric solutions is required.

*Prerequisite: Recommended concurrent enrollment in any Senior math course.*

**Physics HON**

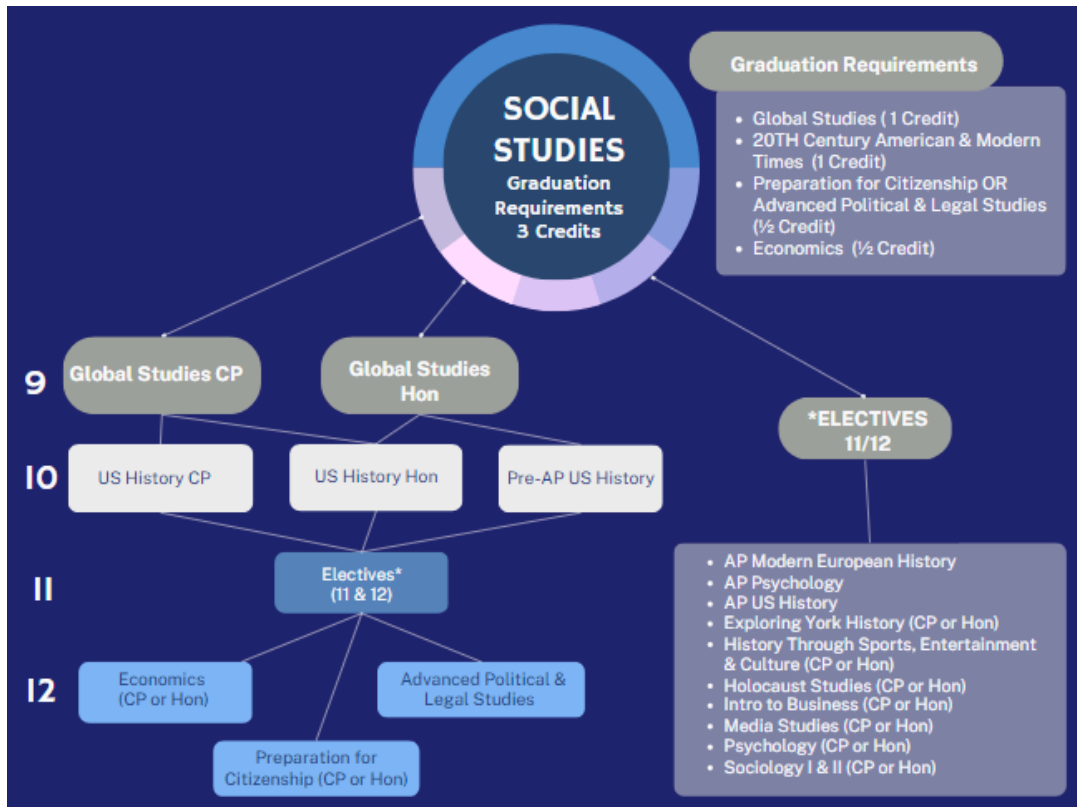
**Full Year, One Credit**

**SCI403**

12

Honors Physics students will study matter and energy and the interactions between the two. The study will focus on forces and motion in a rigorous mathematical view. The course will introduce students to the fundamental principles of physics and will demonstrate how physics is applied in their lives. Projects will include building egg drop devices, balsa wood bridges, and trebuchets. Strong knowledge of algebra and trigonometric solutions is required.

*Prerequisite: Concurrent enrollment in Pre-Calculus, Pre-AP Calculus, or AP Calculus. Students must have successfully completed (grade average 85 or above) Honors Algebra II prior to enrollment in Physics Honors and have teacher recommendation.*

**SOCIAL STUDIES****Global Studies CP****Full Year, One Credit****SS102****9**

Global Studies students will explore how “real world geography” and culture of nations has shaped and will continue to shape the political, social, and economic landscape of the world. Students will use the themes of geography and elements of culture to examine the multifaceted interconnections that shape our world. Students will participate in a variety of projects that emphasize and illustrate political, economic, social, and cultural relationships. An emphasis on study skills, technology, media, map skills, reading comprehension and active note taking will help prepare 9th grade students for the work ahead in high school.

***This course is required for graduation and will address the Geography and Social Studies Processes graduation standards.***

**Global Studies HON****Full Year, One Credit****SS103****9**

Global Studies Honors; On top of the skills and content required of a regular Global Studies course, honor students will also be regularly asked to analyze, discuss, debate and independently research the issues being presented. Students taking this course should expect more in-depth reading, writing and research assignments and should therefore already be strong in these areas before electing to take this course. As this is an honors level course, a recommendation from the student’s eighth grade teacher is necessary to ensure the student is ready for the rigors of this course.

***This course is required for graduation and will address the Geography and Social Studies Processes graduation standards.***

***Prerequisite: Teacher recommendation.***

**20th Century America and Modern Times CP**                      **Full Year, One Credit**                      **SS522**  
**10**

20th Century America and Modern Times students will study modern American history within the context of major global events. The focus of this course is on the people, events, and issues which have shaped what modern historians call "The American Century." Students will examine America's rise as an economic, military, and cultural superpower, as well as the changing role of government in our society. Furthermore, students will explore the marginalization of various American groups throughout history and evaluate the progress they have made toward achieving equality and social justice. This course will challenge students to assess historical sources, demonstrate historical skills, and understand the processes used to analyze history. This will include skills such as critical reading, finding bias, analyzing primary sources, using supporting evidence, as well as others.

***This course is required for graduation and will address the History and Social Studies Processes graduation standards.***

**20th Century America and Modern Times HON**                      **Full Year, One Credit**                      **SS523**  
**10**

20th Century America and Modern Times Honor students will seek to analyze the events, issues and future consequences of modern American history. On top of the skills and content required of the regular 20th Century America course, students will also be regularly asked to analyze, discuss, debate and independently research the issues being presented. Students taking this course should expect more in-depth reading, writing and research assignments and should therefore already be strong in these areas before electing to take this course. As this is an honors level course, a recommendation from the student's Global Studies teacher is necessary to ensure the student is ready for the rigors of this course.

***This course is required for graduation and will address the History and Social Studies Processes graduation standards.***

***Prerequisite: Teacher recommendation.***

**AP United States History ADV**    **Full Year, One Credit**    **SS314**  
**Pre AP United States History Lab**    **SS314L**  
**10, 11, 12**

Advanced Placement United States History students will focus on developing their understanding of American history from approximately 1491 to the present. This course is designed to mimic the rigor and depth of a college history course. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes organized into major historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Strong independent work habits, reading and writing skills, and a passion for history are essential for success in this course. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. In order to appropriately engage in the required content, students in this course will be asked to attend two summer classes and will have an additional lab block for one semester worked into their schedule. This course may be substituted for the full year 20th Century America and Modern Times course requirement for sophomores and will also address the History and Social Studies Processes graduation standards.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation from your previous Social Studies teacher.***

**AP European History ADV****Full Year, One Credit****SS324****11, 12**

Advanced Placement European History students will develop an understanding of the main themes in modern European history, including political and diplomatic, intellectual and cultural, and social and economic history. Analyzing historical evidence and reading and examining supplemental material is integrated into the chronologically ordered whole picture of the modern history of Europe. The aim of the course is to develop the core skills and methods of historians - contextualization, comparison, causation, change/continuity over time and argument development. Using a college-level textbook, this course begins with the Renaissance and concludes with the demise of communism in Eastern Europe, the reunification of Germany, and the crises of global terrorism.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation.***

**AP Psychology ADV****Full Year, One Credit****SS404****11, 12**

The Advanced Placement Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will also learn about the methods psychologists use in their science and practice. Advanced Placement courses require a higher level of commitment than a regular class.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Teacher recommendation and it is strongly recommended that students take Honors Psychology prior to AP Psychology, as AP coursework is college level work.***

**Exploring York History CP****Half Year, Half Credit****SS342****Exploring York History HON****Half Year, Half Credit****SS343****11, 12**

Exploring York History will offer students the opportunity to learn about the history of York and the surrounding area through guided, independent research as part of a hands-on curriculum. Students are taught about the broader changes affecting the world, nation, state, and local communities and from there will choose sub-topics pertaining to York or local history to explore in greater depth. Exploring York History will utilize local resources to discover the major changes that have influenced local history from the colonial period to the modern day. Exploring York History is designed as a predominantly project-based course. Students will be asked to analyze local artifacts, conduct independent research (both in and outside of school), and present findings to peers and possibly to the local community. The major goals of this course include: engaging students in their community, providing students the independence to pursue their own historical interests in a structured setting, and helping to foster the next generation of stewards of our local history

***While all Exploring York students will cover the same topics, students electing the honors option will be asked to read additional, more challenging articles, and will have additional writing, presentation, extended discussion, and research expectations that will ask them to produce more detailed, polished products.***

<b>History Through Sports, Entertainment and Culture CP</b>	<b>Half Year, Half Credit</b>	<b>SS122</b>
<b>History Through Sports, Entertainment and Culture HON</b>	<b>Half Year, Half Credit</b>	<b>SS123</b>

History Through Sports, Entertainment and Culture students will explore major historical themes through the history of our sports, music, entertainment, as well as the products that have changed our lives over the past century. Topics discussed will involve issues of race, gender, economics, and the impacts of changing technology. Students will examine how our pop culture reflects changes in our beliefs and attitudes as a society as well as how they have helped to force changes in our society.

*While all History Through Sports, Entertainment and Culture students will cover the same general topics, students electing the honors option will be asked to read additional, more challenging articles, and will have additional writing, presentation and research expectations that will ask them to produce more detailed, polished products.*

<b>Holocaust Studies; Facing History and Ourselves CP</b>	<b>Half Year, Half Credit</b>	<b>SS352</b>
<b>Holocaust Studies; Facing History and Ourselves HON</b>	<b>Half Year, Half Credit</b>	<b>SS353</b>

Facing History and Ourselves - The Holocaust students will be encouraged to think constructively about the individual and society and the interaction of the two in our recent history. The core of the course examines the history of prejudice and persecution in the United States as well as Hitler's deliberate attempt to annihilate Europe's Jewish population and his additional destruction of Poles, Slavs and Gypsies. The course includes the use of a wide range of readings, historic documentation, and literature, in an attempt to answer questions of power, identity, and the universe of obligation.

*While all Holocaust Studies students will cover the same general topics, students electing the honors option will be asked to read additional, more challenging articles, and will have additional writing, presentation and research expectations that will ask them to produce more detailed, polished products.*

<b>Introduction to Business CP</b>	<b>Half Year, Half Credit</b>	<b>SS372</b>
<b>Introduction to Business HON</b>	<b>Half Year, Half Credit</b>	<b>SS373</b>

Introduction to Business students will examine up-to-date information about American business in order to become economically empowered and participate in the world of business. This course explores the main theme of owning and managing a business, with emphasis on marketing, advertising, operations, finance, management, and leadership skills, and government regulations on business. Students will look at previous and current ethical dilemmas in business as well as explore the field of business management. Students will interact and work with local business people, create a business plan, and present their plan in a Shark Tank simulation.

*While all Intro to Business students will cover the same topics, students electing the honors option will be asked to read additional, more challenging articles, and will have additional content, presentation, and research expectations that will ask them to produce more detailed, polished products.*

<b>Psychology CP</b>	<b>Half Year, Half Credit</b>	<b>SS362</b>
<b>Psychology HON</b>	<b>Half Year, Half Credit</b>	<b>SS363</b>

Psychology is designed to introduce students to the study of the mind and human behavior. Areas to be addressed are theoretical approaches in psychology, history of psychology, psychology and related professions, developmental and adolescent psychology, gender differences, the brain, sensation and perception, and a brief study of psychological disorders. Pertinent videos are also part of this course. Students complete a series of human observation journal reports applying concepts and theories that they have learned in class. The course concludes with an investigative project on an aspect of psychology of the student's choice.

*Students pursuing the honors option are expected to do more in-depth research, writing, analysis and application.*

<b>Sociology 1 CP</b>	<b>Half Year, Half Credit</b>	<b>SS382</b>
<b>Sociology 1 HON</b>	<b>Half Year, Half Credit</b>	<b>SS383</b>

**11, 12**

Sociology is designed to introduce students to the study of social behavior and society. All students will read analytically and participate in simulations and other group exercises in class. Additionally, students will contribute to occasional online discussions about topics related to sociology. Students will develop and refine sociological research skills. Course topics include: theoretical perspectives in sociology, culture, socialization, social structure, group dynamics, deviance, and social stratification with regards to class, gender, race, and age.

*Students pursuing the honors option are expected to do more in-depth readings, supplemental video resources, more extensive analysis and application of learning.*

<b>Sociology 2 CP</b>	<b>Half Year, Half Credit</b>	<b>SS453</b>
<b>Sociology 2 HON</b>	<b>Half Year, Half Credit</b>	<b>SS463</b>

**11, 12**

Sociology 2 is designed to foster learning in the study of social behavior and society beyond an introductory level. Students enrolling in this course are strongly encouraged to complete Sociology 1 as a prerequisite. All students will read analytically and participate in simulations and other group exercises in class. Additionally, students will contribute to occasional online discussions about topics related to sociology. Students will develop and refine sociological research skills. Course topics include research methods in sociology, social stratification, social class, social mobility, inequalities of race & ethnicity, inequalities of gender & age, social institutions such as family, education, religion, economic institutions, and the processes of social change.

*Students pursuing the honors option are expected to do more in-depth readings, supplemental video resources, more extensive analysis and application of learning.*

<b>Advanced Political and Legal Studies ADV</b>	<b>Half Year, Half Credit</b>	<b>SS414</b>
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**12**

Advanced Political and Legal Studies is an elective advanced-level course for seniors. In an advanced course, students are expected to complete very challenging coursework and work independently. All students will complete a self-designed, semester-long service learning project, in which they will identify a public policy problem in the community and work to address/resolve it. Participation in Socratic seminars, debates, simulations, and completion of regular reading and writing assignments are expected of all students. Students must also regularly attend and report on public meetings in the community. Major topics addressed in the course include: definitions of effective citizenship, core concepts of American democracy, the mechanics of local, state, and national government, the role of public opinion and media, elections, political parties and ideology, legal systems and individual rights.

*Successful completion of Political and Legal Studies satisfies the graduation requirement for a semester of study in Preparation for Citizenship*

*Prerequisites: Teacher recommendation based on a B or better average in a prior Advanced Placement Social Studies course and teacher recommendation or an A average in 20th Century America.*

<b>Economics CP</b>	<b>Half Year, Half Credit</b>	<b>SS422</b>
<b>Economics HON</b>	<b>Half Year, Half Credit</b>	<b>SS433</b>

12

Economics students will study human beings and their attempts to satisfy their needs and wants within society. Economics is devoted to the study of markets and how they influence current issues facing our economy and individuals. Students will analyze the roles of price, the market system, comparative economic systems, the role played by the government in the economy as well as explore personal financial literacy. Students will have the opportunity at the beginning of the course to elect to take Economics at an Honors level

*While all Economics students will cover the same standards, students electing the honors option will be asked to frequently apply economic terms and concepts to real world situations. Students electing the honors option will therefore be asked to read additional articles and will have additional writing expectations that will ask them to analyze and apply a deeper understanding of the subject. Additionally, the honors option will cover topics more in depth and beyond the expectations of the CP level.*

<b>Preparation for Citizenship CP</b>	<b>Half Year, Half Credit</b>	<b>SS412</b>
<b>Preparation for Citizenship HON</b>	<b>Half Year, Half Credit</b>	<b>SS413</b>

12

Preparation for Citizenship students will prepare for an active role as contributing members of their community and broader society. Students will learn about the roles and functions of government at local, state, and national levels, and explore the roles, responsibilities, and the rights of citizens and government in the United States. Students will identify a policy-based community problem and complete a semester-long CAP (civic action project), including conducting research into the nature/extent/causes/effects of the problem and completing numerous 'civic actions' to address the problem in a meaningful way.

*Students pursuing the honors option are expected to complete more in-depth research, analysis and demonstrate more direct engagement with public affairs.*



## **WORLD LANGUAGES**

A world language is essential for our students' success in our 21<sup>st</sup> century globally interdependent world. There is a YHS graduation requirement of 2 credits (2 years) in World Languages. However, further study is necessary to achieve the Intermediate-Mid level of proficiency in a language as described in the American Council on the Teaching of Foreign Languages Proficiency Guidelines. This is the minimum level of proficiency recommended by the State of Maine.

Through language study, students:

- appreciate the rich cultural diversity of our community, nation, and world;
- better understand and navigate diverse cultures;
- develop a clearer understanding of their own language;
- make connections with other disciplines such as history, mathematics, science, geography, technology, & the visual and performing arts;
- improve their reasoning skills and attain greater academic achievement in other areas of study; and
- enhance their travel and career opportunities.

*We believe that all students can learn a second language.* The rate of progress and the level of language proficiency reached is dependent on the length of study, the use of effective strategies, the student's desire to learn, and to some extent, the student's English abilities.

*We recommend that students continue in the same language throughout middle school and high school* in order to attain Intermediate-Mid level of proficiency in that language. However, students also have the opportunity to add a second world language or to change languages.

For students planning on attending a four year college, please be aware that colleges may require or recommend a **minimum** of two to three years of **high school** study in a single language, **yet prefer a four-year or longer sequence leading to proficiency**. Some colleges and universities may not have an entrance requirement, but **may have a college graduation requirement of a language**. We strongly urge our students to research their college choices and check **their requirements for college graduation**, in addition to their entrance requirements.

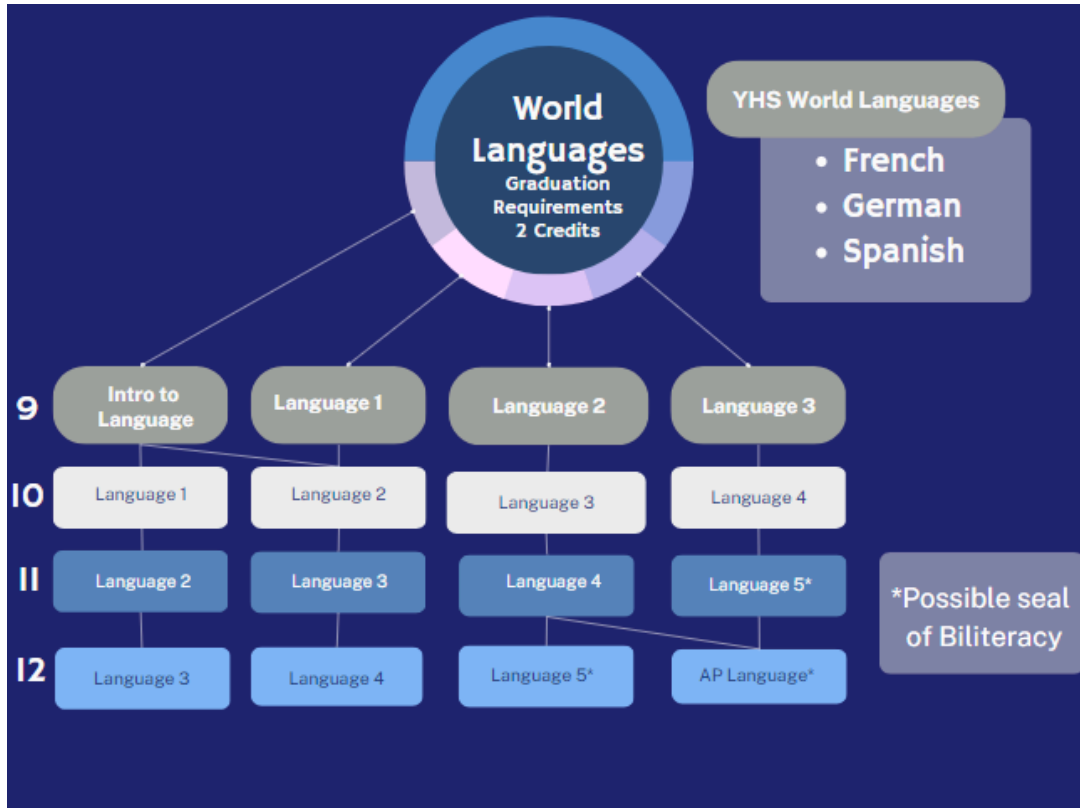
### **Placement Considerations**

- Students who have completed the 7th and 8th grade world languages program and who are able to communicate consistently at the Novice-Mid level are eligible for placement in Level II of the same language.
- Students who are not able to communicate consistently at the Novice-Mid level are likely to be placed in a Level I course of the same language.
- Students who have not taken a world language in grades 7 and 8 will be placed in Introduction. There are two pathways for students who are beginning a new language at York High School:
  - Students enroll in a two-year sequence similar to that at YMS called Introduction and Level I before moving into Level II.
  - Occasionally, students may move directly into Level II from Introduction if they have experience in another world language, consistently exceed the standard, and have the skills and motivation to close any language gaps.
    - Please address questions of placement to the Chair of the YHS Department of World Languages.

### **Prerequisites to take a World Language**

**Introductory Level of all Languages:** There are no prerequisites.

**All Subsequent Levels of a Language:** C (80) or better in the previous level or recommendation of the instructor.



**Introduction to French CP**  
**9, 10, 11, 12**

**Full Year, One Credit**

**WL132**

Introduction to French is designed for students who have not yet studied French. The language proficiency goal is Novice Low to Novice Mid\* in the communication skills: speaking, listening, reading, and writing with an emphasis on spoken communication. Students build their knowledge and skills through a variety of learning experiences which focus on authentic situations. Through thematic units such as Community Building and Routines, Making Introductions, School, Family, and Pastimes, students compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders may be placed in Introduction to French on the recommendation of the YMS French instructor.*

**French I CP**  
**9, 10, 11, 12**

**Full Year, One Credit**

**WL102**

French I builds upon the Introduction to French course in the York School District. The language proficiency goal is Novice Mid in the communication skills: speaking, listening, reading, and writing. Through thematic units such as Invitations, Weather, Friends, Family, Pastimes, and Meals, students build their knowledge and skills through a variety of learning experiences which focus on authentic situations. Students compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders may be placed in Introduction to French on the recommendation of the YMS French instructor.*

**French II CP****Full Year, One Credit****WL202****9, 10, 11, 12**

French II expands on students' language skills from the two year YMS sequence or from the YHS French I course to move from a Novice Mid to approach a Novice High language proficiency level. Through thematic units such as Family, Friends, and Home; Food and Marketplace; Travel and Vacation; and Health and Sports, students engage in a variety of learning experiences and authentic tasks to develop their listening, reading, writing, and speaking skills. They compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders may be placed in Introduction to French on the recommendation of the YMS French instructor.*

**French III HON****Full Year, One Credit****WL303****9, 10, 11, 12**

French III students continue to improve their language proficiency to achieve a communication level of Novice High to Intermediate Low, and to make connections and comparisons between their world and that of the French-speaking world. Through thematic units such as Vacation and School, City and Country, Childhood Memories, the Restaurant Experience, and Film and TV, students engage in a variety of learning experiences and authentic tasks to develop their listening, reading, writing, and speaking skills. They compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Prerequisite: French II or recommendation of the teacher.*

**French IV HON****Full Year, One Credit****WL403****11, 12**

French IV students advance along the continuum of language proficiency to Intermediate Low, while developing their cultural competence. Through thematic units such as Love and Friendships, Life Stories, Future Plans, and Storytelling, students engage in a variety of communicative activities and authentic tasks to develop their listening, reading, writing, and speaking skills. Students experience authentic texts and media of increasing length and complexity, from the historical to the contemporary. The year culminates with a project where students research, share, and teach a personal interest.

*Prerequisite: French III or recommendation of the teacher.*

**French V HON****Full Year, One Credit****WL453****12**

French V students expand their language proficiency to achieve Intermediate Mid, while continuing to deepen their cultural competence. Through thematic units such as Building Community, Global Challenges, Literature, and Art and Music, students identify cultural perspectives, make intercultural connections and comparisons, and engage in activities such as discussions, debates, literary circles, and class presentations. Units include a variety of authentic texts and media, both contemporary and historical.

*Prerequisite: French IV or recommendation of the teacher.*

**AP French Language and Culture ADV****Full Year, One Credit****WL454****12**

Advanced Placement French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French 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.

*Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.*

*Prerequisite: A- or better in French 4 or French 5. \*\*This course may run concurrently with French V, depending on enrollment. There will be higher quality expectations, more current texts, and a focus on practicing the 7 skills on the AP test.*

**Introduction to German CP****Full Year, One Credit****WL142****9, 10, 11, 12**

Introduction to German is designed for students who have not yet studied German. The language proficiency goal is Novice Low to Novice Mid\* in the communication skills: speaking, listening, reading, and writing with an emphasis on spoken communication. Through thematic units such as Community Building and Routines, Making Introductions, School, Family, and Pastimes, students build their knowledge and skills through a variety of learning experiences which focus on authentic situations. Students compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders may be placed in Introduction to German on the recommendation of the YMS German instructor.*

**German I CP****Full Year, One Credit****WL112****9, 10, 11, 12**

German I builds upon the Introduction to German in the York School District. The language proficiency goal is Novice Mid in the communication skills: speaking, listening, reading, and writing. Through thematic units such as Invitations, Weather, Friends, Family, Pastimes, and Meals, students build their knowledge and skills through a variety of learning experiences which focus on authentic situations. Students compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders may be placed in German I on the recommendation of the YMS German instructor.*

**German II CP****Full Year, One Credit****WL212****9, 10, 11, 12**

German II expands on students' language skills from the two year YMS sequence or from the YHS German I course to move from a Novice Mid to approach a Novice High language proficiency level. Through thematic units such as Family, Friends, and Home; Food and Marketplace; Travel and Vacation; and Health and Sports, students engage in a variety of learning experiences and authentic tasks to develop their listening, reading, writing, and speaking skills. They compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders will be placed in German II on the recommendation of the YMS German instructor.*

<b>German III HON</b> <b>9, 10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>WL313</b>
<p>German III students continue to improve their language proficiency to achieve a communication level of Novice High to Intermediate Low, and to make connections and comparisons between their world and the German-speaking world. Through thematic units such as Vacation and School, City and Country, the Restaurant Experience, and Film, TV &amp; Games, students engage in a variety of learning experiences and authentic tasks to develop their listening, reading, writing, and speaking skills. They compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.</p>		
<p><i>Prerequisite: German II or recommendation of the teacher.</i></p>		
<b>German IV HON</b> <b>11, 12</b>	<b>Full Year, One Credit</b>	<b>WL413</b>
<p>German IV students advance along the continuum of language proficiency to Intermediate Low, while developing their cultural competence. Through thematic units such as Life Stories, Future Plans, Global Challenges, and Storytelling, students engage in a variety of communicative activities and authentic tasks to develop their listening, reading, writing, and speaking skills. Students experience authentic texts and media of increasing length and complexity, from the historical to the contemporary. The year culminates with a project where students research, share, and teach a personal interest.</p>		
<p><i>Prerequisite: German III or recommendation of the teacher.</i></p>		
<b>German V HON</b> <b>12</b>	<b>Full Year, One Credit</b>	<b>WL443</b>
<p>German V students expand their proficiency to achieve Intermediate Mid level of proficiency, while continuing to deepen their cultural competence. Through thematic units such as Survival Strategies, History &amp; Current Events, Multicultural Issues, and Art and Music, students identify cultural perspectives, make intercultural connections and comparisons, and engage in activities such as discussions, debates, literary circles, and class presentations. Units include a variety of authentic texts and media, both contemporary and historical.</p>		
<p><i>Prerequisite: German IV or recommendation of the teacher.</i></p>		
<b>Introduction to Spanish CP</b> <b>9, 10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>WL162</b>
<p>Introduction to Spanish is designed for students who have not yet studied Spanish. The language proficiency goal is Novice Low to Novice Mid* in the communication skills: speaking, listening, reading, and writing with an emphasis on spoken communication. Through thematic units such as Community Building and Routines, Making Introductions, School, Family, and Pastimes, students build their knowledge and skills through a variety of learning experiences which focus on authentic situations. Students compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.</p>		
<p><i>Entering ninth graders may be placed in Introduction to Spanish on the recommendation of the YMS Spanish instructor.</i></p>		
<b>Spanish I CP</b> <b>9, 10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>WL122</b>
<p>Spanish I builds upon the Introduction to Spanish in the York School District. The language proficiency goal is Novice Mid in the communication skills: speaking, listening, reading, and writing. Through thematic units such as Invitations, Weather, Friends, Family, Pastimes, and Meals, students build their knowledge and skills through a variety of learning experiences which focus on authentic situations. Students compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.</p>		
<p><i>Entering ninth graders may be placed in Spanish I on the recommendation of the YMS Spanish instructor.</i></p>		

**Spanish II CP****Full Year, One Credit****WL222****9, 10, 11, 12**

Spanish II expands on students' language skills from the two year YMS sequence or from the YHS Spanish I course to move from a Novice Mid to approach a Novice High language proficiency level. Through thematic units such as Family, Friends, and Home; Food and Marketplace; Travel and Vacation; and Health and Sports, students engage in a variety of learning experiences and authentic tasks to develop their listening, reading, writing, and speaking skills. They compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Entering ninth graders will be placed in Spanish II on the recommendation of the YMS Spanish instructor.*

**Spanish III HON****Full Year, One Credit****WL323****9, 10, 11, 12**

Spanish III students continue to improve their language proficiency to achieve a communication level of Novice High to Intermediate Low, and to make connections and comparisons between their world and that of the Spanish-speaking world. Through thematic units such as Summer Vacation and School, City versus Country, the Restaurant Experience, and Film and TV, students engage in a variety of learning experiences and authentic tasks to develop their listening, reading, writing, and speaking skills. They compare the language and the culture(s) with their own in order to communicate in culturally appropriate ways both within and beyond the classroom.

*Prerequisite: Spanish II or recommendation of the teacher.*

**Spanish IV HON****Full Year, One Credit****WL423****11, 12**

Spanish IV students advance along the continuum of language proficiency to Intermediate Low, while developing their cultural competence. Through thematic units such as Storytelling, Future Plans, Helping Others, and Latin American Diversity, students engage in a variety of communicative activities and authentic tasks to develop their listening, reading, writing, and speaking skills. Students experience authentic texts and media of increasing length and complexity, from the historical to the contemporary. The year culminates with a project where students research, share, and teach a personal interest.

*Prerequisite: Spanish III or recommendation of the teacher.*

**Spanish V HON****Full Year, One Credit****WL433****12**

Spanish V students expand their language proficiency to achieve Intermediate Mid, while continuing to deepen their cultural competence. Through thematic units such as Effective Strategies; Current Events; Immigration; and Art and Music, students identify cultural perspectives, make intercultural connections and comparisons, and engage in activities such as discussions, debates, literary circles, and class presentations. Units include a variety of authentic texts and media, both contemporary and historical.

*Prerequisite: Spanish IV or recommendation of teacher.*

**AP Spanish Language and Culture ADV****Full Year, One Credit****WL434****12**

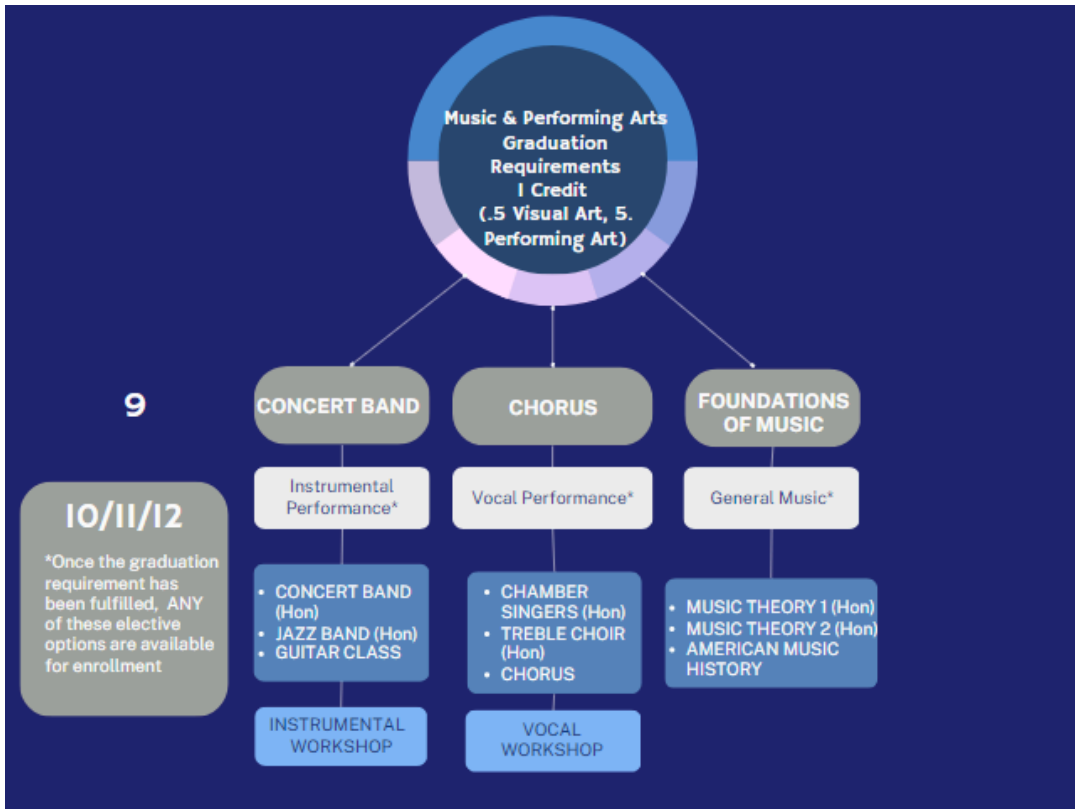
Advanced Placement Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

*Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.*

*Prerequisite: A- or better in Spanish 4 or Spanish 5.*

**PERFORMING ARTS**

Providing authentic education in the performing arts with an understanding that music is an essential, core educational component for ALL students. By meeting their requirement for music, students will leave with a foundation on which they can build for a lifetime. They can also further develop musical skills and understandings to their highest potential through additional performance and nonperformance elective offerings. Entertainment is not a goal of any legitimate Music Education program, but rather a desired byproduct of an educational agenda that has been successfully achieved. We are proud that all York High School students graduate with a foundational understanding of music which creates insights and opportunities for them which will last the rest of their lives.

**Acoustic Guitar Class CP****Half Year, Half Credit****MUS262****Acoustic Guitar Class HON****Half Year, Half Credit****MUS263****9, 10, 11, 12**

Acoustic Guitar Class is an instrumental course in music, designed to address the standards and performance indicators prescribed in the Maine Learning Results through the instruction of guitar performance skills. Guitar class is intended for students who either have no prior experience playing the guitar, or who have playing skills but would like to refine their music reading skills further. Students will learn proper guitar performance techniques from selected textbooks as well as other selected resources. Additional focus will be centered around learning and applying basic music theory skills. Guitars will be provided. Students wishing the honors option should enroll in Acoustic Guitar Class and discuss the honors option with the teacher in the fall.

**Prerequisite:** *Prior fulfillment of YHS Music requirement.*

**Chorus CP****Half Year option: Half credit****MUS102S****9, 10, 11, 12**

Chorus is *the vocal performance entry-level (and ongoing) course in music*, designed to address the standards and performance indicators prescribed in the Maine Learning Results. Chorus is offered to develop students' musical aptitude and vocal ability. Curriculum will be centered on carefully selected choral literature, composed specifically for that genre. ***This course is only open to YHS students willing and able to commit to the singing assessments as well as the two required performances each semester.***



<b>Concert Band HON</b> <b>9, 10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>MUS133</b>
<p>Concert Band is the <i>instrumental ensemble entry-level (and ongoing) course in music</i> designed to address the standards and performance indicators prescribed in the Maine Learning Results. This course is open to any student by audition, or who has been a member of the Middle School Band for a minimum of two years. Emphasis will be placed on the performance of quality concert band literature used as the fundamental material for teaching/learning. Students will participate in mandatory school concerts, exchange concerts, festivals, and parades in order to apply/reinforce skills developed in rehearsals.</p>		
<b>Foundations Of Music CP</b> <b>9, 10, 11, 12</b>	<b>Half Year, Half Credit</b>	<b>MUS122</b>
<p>Foundations Of Music is the <i>general music entry-level course in music</i>, designed to address the standards and performance indicators prescribed in the Maine Learning Results. This is a course in which students will learn about the “basics” of music through the three foundational components of: Performing, Creating and Responding. Students will be “performing” through instruction on the Music Department’s electronic pianos. “Creating” will be introduced as students are exposed to high school level music theory concepts. “Responding” to music will be taught through units in music history.</p>		
<b>Vocal Workshop CP (Vocal)</b>	<b>Half Year, Quarter Credit</b>	<b>MUS250</b>
<b>Band Workshop CP (Instrumental)</b> <b>9, 10, 11, 12</b>	<b>Half Year, Quarter Credit</b>	<b>MUS240</b>
<p>Vocal/Band (Instrumental) Auditions is a modified independent study style course to which the <i>instructor will assign students</i> under one of two scenarios: #1. students choose to audition for either the District 1 Music Festival or Maine All-State, or #2. students choose to begin instruction on a new band instrument. Students in MUS250 are expected to rehearse with their teacher on a regular basis during a portion of their lunch blocks, and log hours spent outside of school on their practice/rehearsal work. Semester 2 Vocal Auditions will focus on performance techniques across a variety of genres, and will include a year-end recital.</p>		
<b><u>American Music History</u> CP</b>	<b>Half Year, Half Credit</b>	<b><u>MUS212</u></b>
<b>American Music History HON</b> <b>10, 11, 12</b>	<b>Half Year, Half Credit</b>	<b>MUS213</b>
<p>American Music History examines historically significant music in the United States, primarily of the late 1900’s through the 20th Century. Focal points will be music unique to America, primarily Folk music, Blues, Jazz, Broadway and Popular music. This course will simultaneously explore the connections to the cultural, social, political, and economic influences of each genre. Upon completion, students will have a deep understanding of these historically important genres, representative examples of corresponding artists, songwriters and composers, and connections to American life. Students taking this course at the honors level will be required to assimilate content at greater depth and breadth through alternate assignments and assessments where applicable.</p> <p><b><i>Prerequisite: Prior fulfillment of YHS Music requirement.</i></b></p>		
<b>Chamber Singers HON</b> <b>9, 10, 11, 12</b>	<b>Full Year, One Credit</b>	<b>MUS203</b>
<p>Chamber Singers offers vocally/musically-advanced students the opportunity to perform at an emerging collegiate level. The curriculum is an extension of the concepts developed in the YHS choirs and is therefore open only to sophomores, juniors and seniors by audition. Performance opportunities will be extensive, as will the demands on each student.</p> <p><b><i>Prerequisite: Teacher selection through a prior Winter audition or teacher recommendation.</i></b></p>		

**Jazz Band HON** **Full Year, One Credit** **MUS233****9, 10, 11, 12**

Jazz Band offers instrumentally advanced students the opportunity to perform literature based in the Jazz idiom. Performance opportunities will be extensive, as will the demands on each student. Jazz Band is open to any student in the Concert Band via audition. Students selected to join Jazz Band are required to be members in good standing in the Concert Band unless a school-created schedule conflict will not allow this to happen. The Jazz Band performs at several mandatory festivals throughout the year.

*This course will meet Monday and Wednesday evenings; students choosing to enroll are required to keep these time slots open throughout the entire school year.*

**Music Theory 1 HON** **Half Year, Half Credit** **MUS303****10, 11, 12**

Music Theory 1 is designed to acquaint the student with the major principles behind music and music writing. Emphasis will be placed upon theoretical applications of the learned skills. Lessons will include learning theory fundamentals, ear training and chord analysis. Significant time will be spent working with the Music Department's piano ab.

*Prerequisite: Grade of "C" or better in any of the entry-level music courses.*

**Music Theory 2 HON** **Half Year, Half Credit** **MUS313****10, 11, 12**

Music Theory 2 is designed to explore the world of music theory through the study of advanced concepts with application through composition and analysis. Students will focus on ear training, composition, and music analysis.

*Prerequisite: Grade of "C" or better in Music Theory I or teacher approval.*

**Treble Choir HON** **Full Year, One Credit** **MUS202****9, 10, 11, 12**

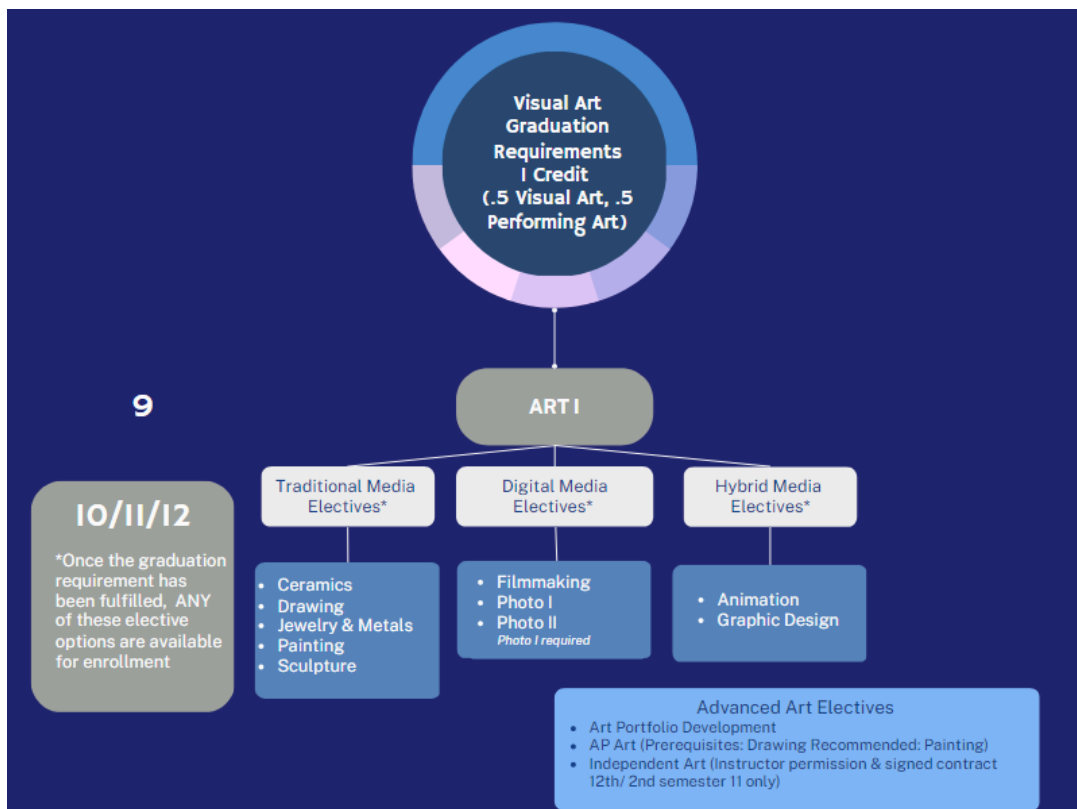
Treble Choir offers vocally/musically-advanced sopranos and altos the opportunity to perform at an emerging collegiate level. The curriculum is an extension of the concepts developed in the YHS choirs and is therefore open only to students identified by the instructor as being prepared for this level. Performance opportunities will be extensive, as will the demands on each student.

*Prerequisite: Teacher selection through a prior Winter audition or teacher recommendation.*

**VISUAL ARTS**

The Visual Arts curriculum is designed to meet the following objectives:

- Involve students in a variety of art experiences that provide the opportunity for personal creative expression and achievement in art.
- Help students develop an awareness of design Elements and Principles fundamental to all art forms and expressions.
- Help students acquire a vocabulary of terms related to visual art.
- Provide students general instruction in the use of media, tools, materials, and techniques used in art.
- Help students develop an increased interest in the visual arts and a desire to create art.
- Help students develop aesthetic preference, i.e., acquire a capacity for visual discrimination in their own social and cultural environment.
- Provide opportunities for students to develop an appreciation of how the visual arts reflect and contribute to various cultures, and cultivate an aesthetic sensitivity so that one is open to a deeper and broader understanding of human nature.
- Help students to develop a deeper appreciation of the arts in an historical context.



**Art I CP**

**9, 10, 11, 12**

**Half Year, Half Credit**

**FA102**

Art I students explore the basic Elements and Principles of Design, including line, shape, form, color theory, unity, contrast, balance, and movement. Emphasis will be on developing perceptual skills and examining the relationships between the artist, the artist's ideas, and the expression of ideas. Relevant topics in art history are also covered. Art I serves as an introduction and foundation to all other art courses at York High School.

***This course is a required course for graduation from York HS and is designed to address the Standards and Performance Indicators for High School Visual Arts in the Maine Learning Results.***

**Art I HON****Half Year, Half Credit****FA103****9, 10, 11, 12**

Art I Honors students are highly motivated art students who would like an honors level experience in their introductory art class at YHS. Art I serves as an introduction and foundation to all other art courses at York High School. An exploration of the basic Elements and Principles of Design will be covered, including line, shape, form, color theory, unity, contrast, balance, and movement. Emphasis will be on developing perceptual skills and examining the relationships between the artist, the artist's ideas, and the expression of ideas. Relevant topics in art history are also covered. There will be additional expectations for art making and art community engagement inside and outside of class time at YHS and beyond

*Art I Honors also meets the Visual Art graduation requirement from YHS. It is designed to address the Standards and Performance Indicators for High School Visual Art prescribed in the Maine Learning Results.*

*Prerequisite: YMS teacher recommendation required and YMS Advanced Art encouraged.*

**Art Portfolio Development CP****Half Year, Half Credit****FA372****10, 11, 12**

Art Portfolio Development students may experiment with a variety of visual art mediums, or do an in-depth exploration of a single medium. Possible media includes but is not limited to: drawing, painting, collage, design, sculpture, and mixed-media. Through various prompts and independent work, students will develop a personal portfolio.

*\*This class is recommended for any student who is planning to apply to an Art or Design school and needs to create and assemble a portfolio of their work to submit with their application.*

*Prerequisite: Art I*

**Ceramics I CP****Half Year, Half Credit****FA382****10, 11, 12**

Ceramics students will explore hand-building as a way of creating both functional and sculptural art using clay. This is a highly hands-on introductory course. Craftsmanship will be emphasized as students explore the foundational construction methods of pinching, coils, slabs, and molds, as well as a variety of decorative and finishing techniques using low-fire clay and glazes. Throwing on a potter's wheel will also be introduced. Art appreciation, ceramic art history, and visual literacy will be incorporated throughout the curriculum. Ceramics is an ancient art form with many contemporary applications and uses.

*Limit 20 Students*

*Prerequisite: Art I*

**Drawing CP****Half Year, Half Credit****FA322****Drawing HON****Half Year, Half Credit****FA423****10, 11, 12**

Drawing students will develop a better understanding of various tools and techniques used in the drawing process. A wide variety of media and creative techniques will be introduced in this class. The course will place a major emphasis on working from observation. For those considering art school, there will also be an emphasis on developing works of art that may be used in a college application portfolio.

The Honors level of this course is for interested Juniors and Seniors who choose to take this class for concurrent enrollment credit with SMCC. Upon successful completion of the course they will receive three college credits, at no cost to the student. There will be additional work expectations outside of class for these students.

*SMCC Concurrent Enrollment students must complete a registration form.*

*Prerequisite: Art I*

**Graphic Design CP****Half Year, Half Credit****FA212****10, 11, 12**

Graphic Design students will develop and hone skills in working with text and image as they create solutions to a series of design problems. Graphic Design is the interaction of text and images to visually communicate an idea or solve a problem. Visual literacy will be increased through exposure to contemporary design issues and graphic design history. Students will expand their proficiency in all aspects of the design process, including the use of sketchbooks, formal design principles, type as image, creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. This course will explore a combination of traditional and digital media.

***Limit 18 Students******Prerequisite: Art I*****Jewelry & Metalsmithing I CP****Half Year, Half Credit****FA202****10, 11, 12**

Jewelry & Metalsmithing I students learn traditional silversmithing skills and explore basic methods of working with copper, nickel silver, brass and silver sheet metal and wire in order to create designs for jewelry or small sculptures and objects. Methods covered will include forging, sawing, soldering, stone setting and surface treatments.

***Limit 16 Students******Prerequisite: Art I*****Jewelry & Metalsmithing II****Half Year, Half Credit****FA242****10, 11, 12**

Jewelry & Metalsmithing II students will have successfully completed the Jewelry & Metalsmithing I class and want to advance their skill level. Students will further develop their traditional silversmithing skills of forging, sawing, soldering and casting. Additional topics may include chasing, repousse, riveting, alternative stone settings and surface treatments of metals. 3D printing is also included, since 3D printing is used in today's jewelry industry.

***Limit 16 Students******Prerequisite: Art I and Jewelry & Metalsmithing I*****Painting CP****Half Year, Half Credit****FA332****Painting HON****Half Year, Half Credit****FA383****10, 11, 12**

Painting students will develop a better understanding of color, composition and design in relation to painting. Emphasis of the course is on studying color theory, painting techniques and styles, and artists who helped promote various styles. Students will work predominantly in acrylics from observation. If time permits students may explore painting with gouache and watercolors.

The Honors level of this course is for interested Juniors and Seniors who choose to take this class for concurrent enrollment credit with SMCC. Upon successful completion of the course they will receive three college credits, at no cost to the student. There will be additional work expectations outside of class for these students.

***SMCC Concurrent Enrollment students must complete a registration form.******Students are strongly encouraged to take Drawing prior to this class. Drawing is usually offered during the Fall semester and Painting follows in the Spring semester.******Prerequisite: Art I***

**Photography I CP****Half Year, Half Credit****FA302****10, 11, 12**

Photography I students are introduced to digital photography techniques, camera controls, composition, and design. This course will cover the evolution of photography from the Camera Obscura to the present digital age. Students will develop a photography portfolio using both point-and-shoot, cell phone, and DSLR cameras. Cell Phone cameras and DSLRs are encouraged but not required.

***Prerequisite: Art I***

**Photography II CP****Half Year, Half Credit****FA312****10, 11, 12**

Photography II students have successfully completed the Photography I class and will take part in a more advanced study of digital and analog photography. The course will cover techniques and skills needed to create a suite of prints and digital images. Students will begin to explore their unique interests as photographers and create a more cohesive portfolio of their work.

***Prerequisite: Art I and Photography I***

**Sculpture CP****Half Year, Half Credit****FA262****10, 11, 12**

Sculpture students will develop a better understanding of working in 3D. Emphasis of the course is on sculpture techniques and styles, artists and works of significance, and the manipulation of form and space. Students will carve, model, cast and assemble and work with clay, wood, plaster and soft stone.

***Students are strongly encouraged to take Drawing prior to this class.***

***Prerequisite: Art I Limit 20 Students***

**AP Drawing ADV****Full Year, One Credit****FA434****11, 12**

Advanced Placement Drawing students have the talent, discipline and perseverance to follow a demanding but rewarding program of study. The primary focus of the class is on drawing, painting, and other methods of mark-making. Students will need to demonstrate their abilities, creativity, and problem solving in a variety of media and subject matter. Summer work will be required, and students will also be expected to complete work over school vacations. In addition, students must develop an individual “sustained investigation” that they will explore with their artwork for the majority of the course. A course requirement is submission of a portfolio of 15 digital slides of artwork they’ve created as well as 5 actual pieces that are shipped to the College Board. The portfolio must be submitted to the College Board in early May for scoring in order to receive Advanced credit for this course at York High School.

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

***Prerequisite: Art I and Drawing are required and Painting is strongly recommended. Teacher’s approval is required for admission to the class.***

**AP 3-D Art and Design Portfolio****Full Year, One Credit****FA424****11, 12**

Advanced Placement 3-D Art students have the talent, discipline and perseverance to follow a demanding but rewarding program of study. The primary focus of the class is on manipulating space, thinking and planning dimensionally and developing skills in a variety of media. Students will need to demonstrate their abilities, creativity, and problem solving in a variety of media and subject matter. Summer work will be required, and students will also be expected to complete work over school vacations. In addition, students must develop an individual “sustained investigation” that they will explore with their artwork for the majority of the course. A course requirement is submission of a portfolio of 15 digital slides of artwork they’ve created as well as a portfolio of their 5 best pieces. The portfolios are submitted to the College Board in early May for scoring in order to receive Advanced credit for this course at York High School

***Please note: AP classes may require additional time commitments outside of scheduled class time. Specific expectations will be shared to students with advanced notice. Attendance may be required. The AP Exam in May is a course requirement to receive Advanced Level credit.***

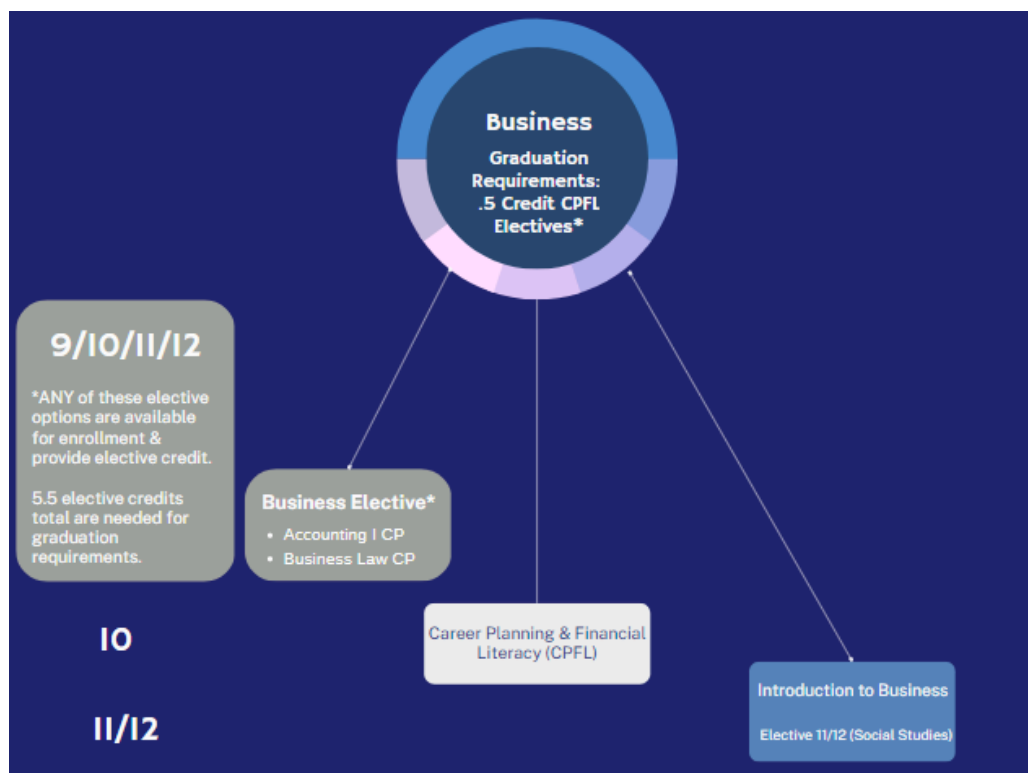
***Prerequisite: Some class experience in 3-D work recommended (Sculpture, Ceramics, Jewelry). Teacher’s approval is required for admission to the class.***

**Independent Art CP****Half Year, Half Credit****FA252****11, 12**

Independent Art students are self-motivated and demonstrate a strong ability to work independently. They choose an area of visual art they would like to further study and explore, ranging from ceramics to filmmaking to painting. Offered only to second semester Grade 11 and first or second semester Grade 12 students who have already taken a variety of other art courses. This course may only be taken once.

***Permission from the instructor is required. Students must fill out a course proposal form and confer with their instructor at course signup time outlining what types of artwork they plan to explore and create during the semester.***

***Prerequisite: Art I and a variety of other art classes.***

**BUSINESS****Career Planning and Financial Literacy CP****Half Year, Half Credit****TEC152****10**

Career Planning and Financial Literacy students will demonstrate proficiency in Maine’s Career and Educational Development and Financial Literacy standards. This half-year required course focuses on career planning, decision-making, and financial literacy. This course is designed to give students the knowledge and skills to make informed career and financial decisions that will lead to success in personal life, education, work, and citizenship roles. Students will enhance self-awareness by assessing their interests, skills, and personality, and align these traits to various career options. Financial literacy topics will include money management, budgeting, buying a car, funding college, savings, banking, credit, renting an apartment, making wise consumer choices, taxes, and insurance.

*This is a graduation requirement course taken in sophomore year.*

**Accounting I CP****Half Year, Half Credit****TEC322****9, 10, 11, 12**

Accounting I students will learn the basic accounting model step by step, from the fundamental accounting equation to the entire accounting cycle. Students will analyze business transactions and how they impact the “bottom line.” Students will use spreadsheets to create and then analyze common financial statements throughout this course.

**Business & Personal Law CP****Half Year, Half Credit****TEC332****9, 10, 11, 12**

Business and Personal Law students will gain a better understanding of the law and how it impacts their personal and professional lives. This class allows students to connect content with a potential career path, such as business, law, politics, and law enforcement. However, the course is not limited to just those career areas because the law influences all of us as citizens and employees every day of our lives. Students will explore crimes, landmark cases, torts, employment law, and contracts through the lens of true movies, such as "A Civil Action," "On The Basis of Sex," and "Bezos."



**TECHNOLOGY****Digital Savvy CP****Half Year, Half Credit****TEC162****9, 10, 11, 12**

Digital Savvy will teach students about computers and the applications that run on them. Students will learn to use Office-style applications, explore social media, and build computer programs with digital logic. Students should have minimal computer usage skills (e.g. keyboarding, mouse, and operating system navigation) prior to starting this course. The course material is designed to appeal to a variety of students, from traditional learners who thrive on written text to audio-visual students who enjoy a multimedia format. Every chapter contains one or more hands-on activities that allow students to practice and demonstrate understanding of the lesson topics. A Windows or Mac OS computer is required for completion of the hands-on activities.

***Prerequisite: completion of or concurrent enrollment in Algebra I CP or Honors***

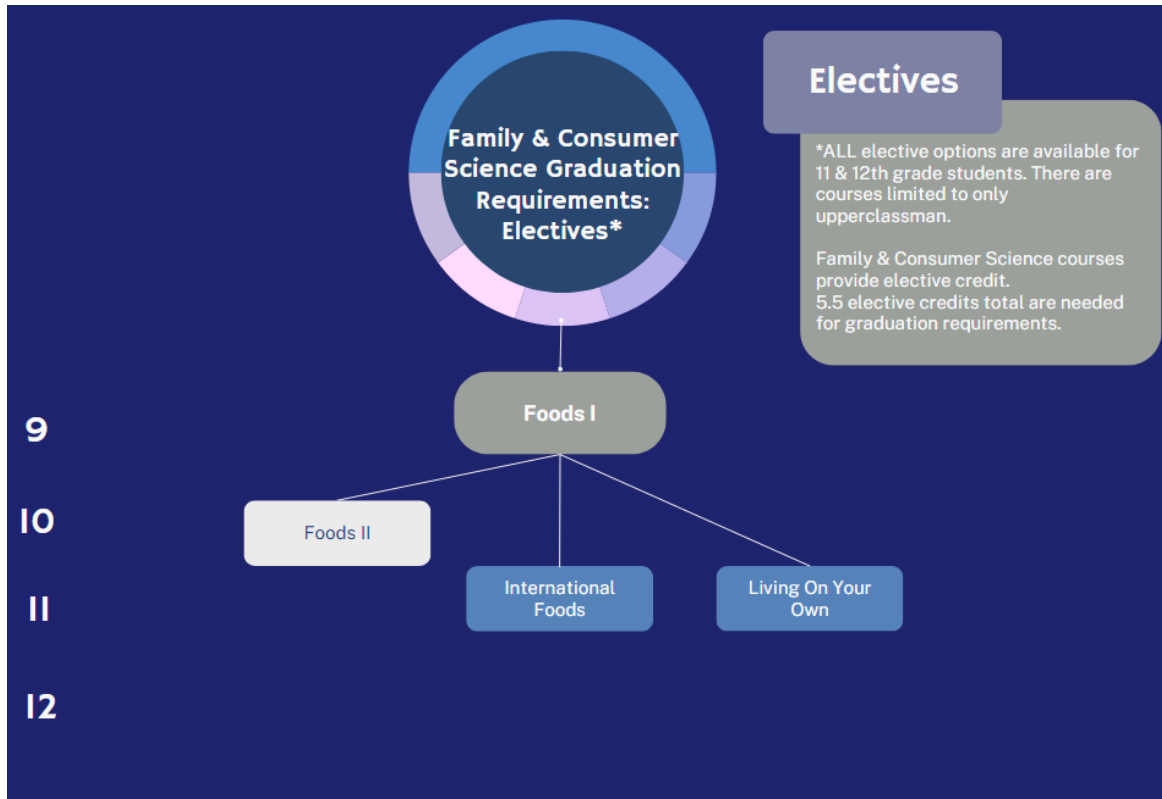
**Web Design CP****Half Year, Half Credit****TEC232****10, 11, 12**

Web Design teaches students to create their own web pages using HTML5, CSS3, and JavaScript. The course material is designed to appeal to a variety of students, from traditional learners who thrive on written text to audio-visual students who enjoy a multimedia format. Every chapter contains one or more hands-on programming labs where students will design or implement programs to demonstrate understanding of the lesson topics. Students will get the opportunity to work on individual and group projects and will experience all phases of a project lifecycle, including requirements, design, implementation, and testing. The hands-on labs will be completed using simple text editors (e.g. Notepad or TextEdit) built into their Windows or Mac OS operating systems.

***Prerequisite: Completion of Computer Science I or AP Computer Science Principles.***

**FAMILY AND CONSUMER SCIENCE**

The Family and Consumer Science Program has many offerings that allow students to show their creativity while learning skills that are essential in our complex society. The Family and Consumer Science courses are elective and broad in scope including instruction in, foods and nutrition, consumer education and management, personal finance and skills to survive on your own. Everyone can benefit from taking a course in Family and Consumer Science!

**Foods I CP****Half Year, Half Credit****LS102****9, 10, 11, 12**

Are you interested in learning about food and cooking? You'll have a chance to learn about planning, preparing and serving healthy food choices for yourself and others. In addition, you will gain skills in kitchen safety, use of culinary tools, and techniques on how to prepare food from scratch. Thoughtful planning and preparation of healthy foods is important and this course will introduce this concept and provide you with introductory skills in this area.

**Foods II CP****Half Year, Half Credit****LS112****9,10, 11, 12**

This class builds upon the cooking techniques and skills learned in the Foods I course. In this class, you will move beyond the basics of cooking to more challenging cooking techniques. Each unit will introduce a new area of food concentration (for example: desserts, breads, soups, etc) and examine your final product and performance in the kitchen. You will have a chance to hone skills and gain experience that you can take with you everywhere you go for your own use or to put to use in the food industry job.

***Prerequisite: Foods I or teacher recommendation.***

**Living on Your Own CP  
11, 12****Half Year, Half Credit****LS412**

This course is designed to help students understand the importance of developing skills they will use as they navigate life with increasing independence. Students examine their value systems as they relate to personal financial literacy skills, relationships, and career success basics. This course is for students looking to have more hands-on experience in the kitchen to fix nutritious meals for yourself, take care of your clothing, rent an apartment, and other adult skills.

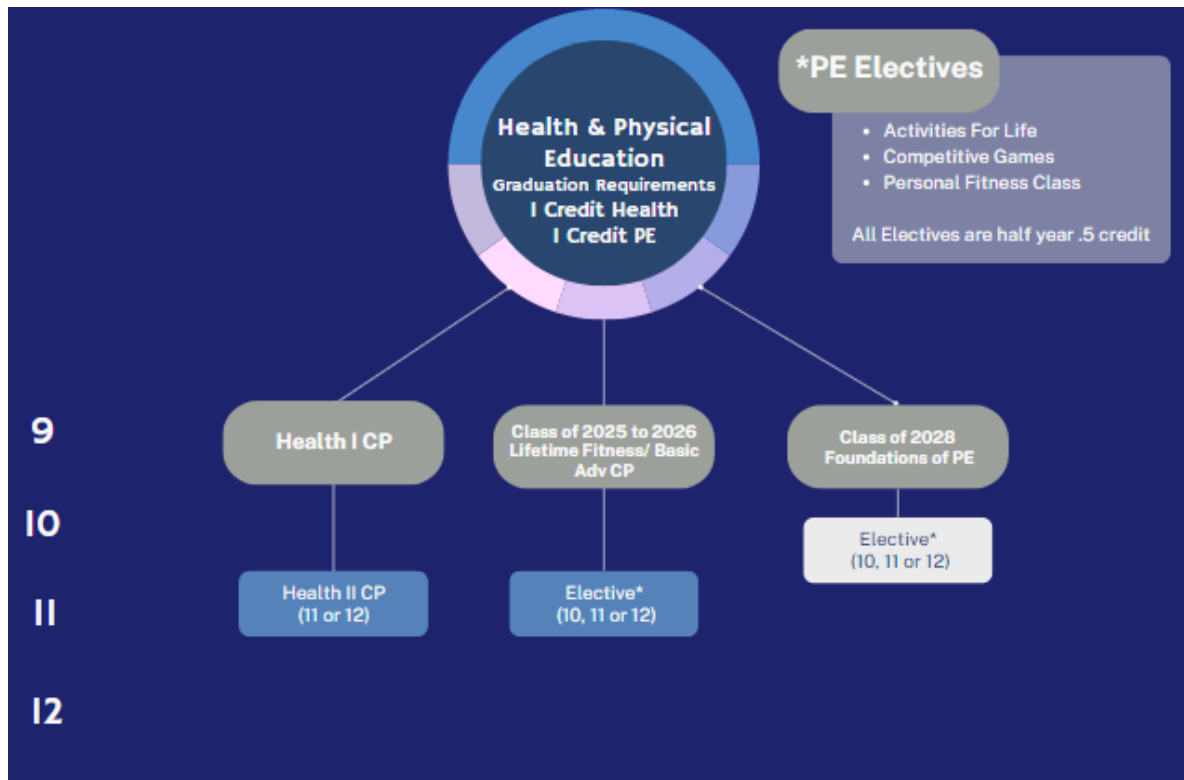
**International Foods CP  
10, 11, 12****Half Year, Half Credit****LS202**

Are you interested in cooking styles and foods from many countries? The International Foods course will present students with the opportunity to explore the foods associated with the different regions of the United States and numerous countries around the world. Students will apply various cooking techniques and skills to help create various recipes and a complete meal from the regions and countries selected. Sign up to continue your culinary exploration through US and international cultures and cuisines. presentations!

***Prerequisite: Foods I***

**HEALTH & PHYSICAL EDUCATION**

Starting with the class of 2027 students will complete Foundations of PE and then enroll in any half year PE Electives course. One of the three elective courses described below must be taken to complete your Physical Education credit required for graduation. *The class of 2024 and 2025 can elect to take Foundations of PE with an elective OR two electives to meet the graduation requirements.*

**Health I CP****Half Year, Half Credit****PE103****9**

This required course is information based and serves as the foundation of our health education program. The course includes the content areas of: community health, consumer health, environmental health, growth and development, personal health, nutrition, disease prevention, sexual health, safety, and substance use. Critical issues current to students' everyday living are addressed. Students will learn to access valid health information, products and services, advocate for personal, family and community health, use communication skills, use decision-making skills, set goals, acquire conflict resolution skills, refusal skills, and learn to manage stress and develop an appreciation for the diversity of our student body. This is a project-based and skill building course.

***This course is a graduation requirement.***

**Health II CP****Half Year, Half Credit****PE301****11,12**

This required course is designed for students to revisit and build off previous health concepts, allowing for greater exploration, application and depth of content knowledge. Health II covers the content including substance use, decision making, mental health issues, environmental health, sexual education, personal, family and community health. Students develop skills and apply their learning to effectively interact within their community, with the goal of maintaining a healthy lifestyle, and avoiding, managing, and eliminating risk factors they encounter within their environment. This course is largely based around advocacy and community projects.

***This course is a graduation requirement.***

**Foundations of PE** **Half Year, Half Credit** **PE121**

**9**

This is an introductory course for students to experience all different aspects of wellness and our elective courses. Students will engage in team building exercises and challenges, learn about aspects of fitness throughout the lifetime and be introduced to both competitive and lifetime activities. Course outline would include: fitness, project adventure/team building, introductions to individual and team activities, yoga, etc.

*This course is a graduation requirement.*

**Activities For Life** **Half Year, Half Credit** **PE201**

**10, 11, 12**

In this course the students will actively participate in recreational games and activities that could be played throughout a lifetime. This is a course for all fitness and ability levels. Lifetime activity examples: tennis, pickleball, badminton, walking, disc golf, archery, yard games, golf, nitroball and other recreational activities and games.

*Prerequisite: Foundations of PE*

**Competitive Games** **Half Year, Half Credit** **PE211**

**10, 11, 12**

This activity course focuses on the use of previously mastered skills, strategies and rules of play. Students will participate in a variety of highly engaging sports and activities such as ultimate frisbee, indoor/outdoor soccer, broomball, flag football, volleyball, handball, speedball and Nitroball.

*Prerequisite: Foundations of PE*

**Personal Fitness** **Half Year, Half Credit** **PE221**

**10, 11, 12**

This course is designed for students who have an interest in creating and participating in an individualized fitness workout that can be used in any setting (home, gym, outdoors, etc.). Students will design and participate in a fitness routine that best meets their personal training needs, and review of exercise technique and safety, workout.. Students will learn cardiac and muscle anatomy and how to strengthen each muscle group. Each class will participate in a teacher or student led warm up, review of exercise technique, safety, workout and a cool down.

*Prerequisite: Foundations of PE*

**P.E. Student Leader** **Half Year, Half Credit** **PE402**

**12**

The Student Leader Program is designed to give seniors the opportunity to work with a Foundations of PE class in the capacity of a peer leader. Students will facilitate and provide instruction during challenges and activities, complete reflections, and create and facilitate their own challenge or lesson. Student Leaders are expected to assist the teacher with equipment and activity setup and take down and general class management. Student Leaders are role models and exemplify the core values in every school setting.

*This course is an elective course and does not count toward the physical education graduation requirement.*

*Prerequisite: Successful completion of Foundations of PE, one elective and Health/PE Teacher recommendation*