

## **Washington Academy Program of Studies**

Table of Contents	1
History	2
Contact Information	3
Graduation Requirements	4
Options to Fulfill Graduation Requirements	5

### **Course Descriptions**

English	6
English as a Second Language (ESL)	9
Mathematics	13
Science	18
Social Studies	23
Health	26
Physical Education	26
World Languages	28
Fine Arts	30
Music	32
Career Technology	34
Jobs for Maine’s Graduates (JMG)	36
Health Occupations	37
Marine Vocational Technology	38
Special Education	39
Affirmative Action Statement	40

This program of studies can also be found on our website [www.washingtonacademy.org](http://www.washingtonacademy.org).

## History

Washington Academy was chartered in 1792 under the governorship of John Hancock, Commonwealth of Massachusetts. It has a two hundred-year history of expansion from one building with one teacher and three courses, to nine buildings, 41 teachers, and a multitude of programs, courses, athletics, and other important co-curricular activities.

From 1792-1823 classes were held in a public school house and in Burnham Tavern in Machias, and in the Masonic Hall in East Machias. In 1823 an all boys' school was established in its own building with Reverend Adams teaching geography, English grammar, and chemistry. Not until 1853 did much change occur. At that time, the school attempted to become a Normal School to train teachers. Since no teachers were found, the school closed. In 1853 Washington Academy reopened at its previous status.

By 1876 the school's first diplomas were awarded. Those diplomas required completion of courses in arithmetic, algebra, government, rhetoric, grammar, English literature, mental philosophy, mineralogy, botany, astronomy, declamation, and composition.

A new wing was added to the Academy Building in 1899. This provided an assembly room, a library, and chemistry and physics laboratories. The basement of the school then became the school's first gymnasium. Around 1900, athletic fields were purchased across the street from the Academy. Not until 1932 and 1933 were more land purchases made. These were a football field and tennis courts, respectively. Football proved too expensive and was eliminated after one year.

The 1934 purchase of Disciples Church across from the tennis courts provided classrooms for commercial and business courses. This building was named the Albee-Richardson Building after the 1965 tragic death of two Academy seniors. By then the building was used for art and drama.

The 1958-59 Alumni Building construction gave much new space to the Academy. The upstairs was a gymnasium. Downstairs held home economics, commercial courses and a banquet room. The Alumni Building received a new science laboratory and renovations in 1963. In 1966 a library-classroom addition was accomplished. The year 1973 saw the north wing addition. This placed all classes except band in the Alumni Building. The Edwin Cates house, next to the Alumni Building, was bought in 1975 as a new Headmaster's House. Just behind that house, a new vocational education building was built in 1982-83.

More construction was carried out at the Academy from 1993-95, bringing the number of buildings to six. A complete renovation was done on the Alumni Building. Other new buildings consisted of a separate gymnasium, classroom building, and a vocational technical building.

In 2003-04, a boarding program was established. In 2004 the Headmaster's House was converted into a dormitory for girls, and the Dr. Karl Larson building was purchased and renovated for a dormitory for boys.

A more detailed record of Washington Academy's history is written in a brochure printed for the 1992 bicentennial.

*Original Source: Washington Academy, A Historical Overview, by Judd Bragg, Class of 1992*

## GUIDANCE DEPARTMENT CONTACT INFORMATION

Washington Academy  
66 Cutler Road/P.O. Box 190  
East Machias, ME 04630  
Fax: (207) 255-8303  
[www.washingtonacademy.org](http://www.washingtonacademy.org)

Valerie Renshaw  
Director of Guidance  
Guidance Counselor Grades 11/12  
(207) 255-8301, Extension 227  
[v.renshaw@raider4life.org](mailto:v.renshaw@raider4life.org)

Stephanie Seeley  
Guidance Counselor Grades 9/10  
(207) 255-8301, Extension 222  
[s.seeley@washingtonacademy.org](mailto:s.seeley@washingtonacademy.org)

Joanne Ausprey  
College Counselor  
(207) 255-8301, Extension 206  
[jo.ausprey@raider4life.org](mailto:jo.ausprey@raider4life.org)

Junia Lehman  
Office Manager/ Registrar  
(207) 255-8301, Extension 212  
[j.lehman@raider4life.org](mailto:j.lehman@raider4life.org)

## **GRADUATION REQUIREMENTS**

To receive a diploma from Washington Academy, students must earn 16.5 credits in required courses plus 6.5 elective credits; totaling 23 credits.

Seniors must earn a passing grade in at least two (2) courses in the second semester of their senior year to participate in graduation exercises. All correspondence courses must be completed with final grades reported to the Guidance Office before May 1<sup>st</sup>.

### **Required Courses - 23 Credits:**

4 English

4 Math

3 Science (1 must be Biology **and** 1 credit in Chemistry)

3 Social Studies (1 must be U.S. History, **and** ½ credit in Raider Time - Civics **and** ½ credit in JMG/New Student Seminar)

½ Personal Health & Wellness or Raider Time - Health

1 Physical Education

1 Fine Arts

6.5 Electives

Students must fulfill graduation requirements to receive a Washington Academy diploma, but also need to keep in mind separate college entrance requirements and plan accordingly. Graduation requirements for Washington Academy are not the same as college entrance requirements. For example, most colleges and universities prefer to see 4 years of math, science and social studies. While foreign language is not a WA graduation requirement, some universities require at least 2 years of the same foreign language as a college admission requirement. Please note that many WA students surpass the minimum number of credits required to graduate.

### **Block Scheduling**

The majority of courses meet every day for 80 minutes. Some classes such as Chorus and Band meet for only half of a period (40 minutes). The school year is divided into two semesters. The student begins the year with four classes; these four classes are over at the middle of the school year. At that time, the student will begin four new classes. The student earns credit for each class they pass with a 70 or greater. Students have the potential to earn 4 credits semester one and then another 4 credits semester two, totaling 8 credits for the year. Some courses such as JMG/New Student Seminar, Integrated Science, Physical Education, and Personal Health & Fitness are half-credit courses that meet for only half of a semester (9 weeks).

# SUCCESS Your Four Year Plan

A four-year plan allows students to personalize their high school experience, incorporate classes that will lead to their future college major and career, and – perhaps more importantly – ensure that they graduate from high school on time.

## Grade 9

## Grade 10

Required Subjects	Course Selected	Required Subjects	Course Selected
English		English	
Math		Math	
Science – Integrated Science (q)		Science – Biology	
Physical Education or Fitness (q)		History	
JMG/New Student Seminar (q)		Fine Arts	
Elective/Alternate Course		Elective/Alternate Course	

## Grade 11

## Grade 12

Required Subjects	Course Selected	Required Subjects	Course Selected
English		English	
Math		Math	
Science – Chemistry		Elective	
U.S. History		Elective	
Elective/Alternate Course		Elective	
Elective/Alternate Course		Elective/Alternate Course	

(q) indicates quarter long course, which meets for half a semester. An elective course is any course above and beyond graduation requirements, which may include exploratory career courses and other college preparatory courses that may not be listed below.

<p style="text-align: center;"><b><u>Grade 9 Options to Fulfill Requirements</u></b></p> <p>English 9 or Honors English 9                      JMG New Student Seminar                      Math Foundations, Algebra 1, Accelerated or Honors Algebra 1                      Integrated Science                      Physical Education or Personal Health &amp; Fitness                      Fine Arts</p>	<p style="text-align: center;"><b><u>Grade 10 Options to Fulfill Requirements</u></b></p> <p>English 10 or Honors English 10                      World History or Honors World History                      Algebra 2, Accelerated or Honors Algebra 2                      Geometry or Honors Geometry                      Biology or Honors Biology with Lab                      Fine Arts</p>
<p style="text-align: center;"><b><u>Grade 11 Options to Fulfill Requirements</u></b></p> <p>English 11 or Honors English 11                      AP English Literature &amp; Composition                      Thomas College English Composition                      Thomas College Public Speaking                      US History or Honors US History or AP US History                      Thomas College General Psychology                      Thomas College Principles of Sociology                      Geometry or Honors Geometry                      Functions, Statistics &amp; Trigonometry                      Honors Pre-Calculus                      Chemistry or Honors Chemistry with Lab                      Marine Biology                      Engineering                      AP Biology                      AP Chemistry                      Fine Arts                      Early College Courses – UMM, Academ-e, UMFK, Husson                      AP4ALL</p>	<p style="text-align: center;"><b><u>Grade 12 Options to Fulfill Requirements</u></b></p> <p>English 12 or Honors English 12                      AP English Literature &amp; Composition                      Thomas College English Composition                      Thomas College Public Speaking                      Thomas College General Psychology                      Thomas College Principles of Sociology                      Honors Pre-Calculus                      AP Calculus AB or BC                      Functions, Statistics &amp; Trigonometry                      Physics, AP Physics I and AP Physics II with Lab                      Marine Biology                      AP Biology                      AP Chemistry                      Fine Arts                      Early College Courses – UMM, Academ-e, UMFK, Husson                      AP4ALL</p>

# English

Basic skills in communications are a major goal of the Washington Academy English Department. The skills of reading, listening, speaking, and writing provide the means for understanding one's self and one's environment.

## Recommended Course Sequencing

### Freshmen

English 9

Honors English 9

### Sophomores

English 10

Honors English 10

### Juniors

English 11

Honors English 11

Thomas College English Composition

AP English Literature & Composition

Thomas College Public Speaking

### Seniors

English 12

Honors English 12

Thomas College English Composition

AP English Literature & Composition

Thomas College Public Speaking

## COURSE DESCRIPTIONS

### **English 9** (1 credit)

The focus of English 9 is to build skills in reading and writing across all genres. Students will learn to use writing as one of the main avenues of communication and will write personal essays, literary analyses, and responses to informational text. Grammar and vocabulary studies will be emphasized. Students will read from a variety of fiction and non-fiction sources, including short stories, essays, poetry, novels, and a Shakespearean play. Students will also complete a research project by learning the steps necessary to write a formal research paper, using the accepted MLA (Modern Language Association) format.

### **Honors English 9** (1 credit)

This course covers the same topics as English 9, but offers a more rigorous workload, with more opportunities for the student to engage in reading and writing outside the classroom. The expectations are that the student will be self-motivated to read and write more frequently and with more skill. Students enrolled in Honors courses are expected to show consistent improvement in their ability to analyze and discuss literature, culture, and history. Students will also complete a research-based project, which will cover all steps of the process and result in a formal research paper.

**English 10 (1 credit)**

A literacy based climate is created as students read and write in numerous genres. Students participate in peer-conferences, one-to-one teacher conferences, group reading projects, and inquiry-based projects, including an inquiry-based research project, along with reading essays, poems, short stories, plays, and novels from world literature. Lessons pertaining to vocabulary acquisition and grammar are incorporated into units of study.

**Honors English 10 (1 credit)**

This course covers the same topics as the English 10 course, with a more challenging workload and more emphasis on analytical writing. Familiarity with the formal use of grammar is assumed. Honors-level students are expected to show consistent improvement in their ability to analyze and discuss world literature, culture, and history.

**English 11 (1 credit)**

This course provides students with an opportunity to improve their written expression, reading and listening skills, and communication. While receiving regular instruction in vocabulary, grammar and writing style, students will implement what they learn through compositions and long term writing projects. American Literature, with emphasis on novels, short stories, drama, poetry and essays will be required reading as students become aware of their literary heritage.

**Honors English 11 (1 credit)**

An introduction to American Literature, this course is designed to foster in students an appreciation of the cultural and social significance of America's literary history. The scope of the course is broad, and emphasis will be placed on gaining both a basic knowledge of the representative works of major American authors and an ability to analyze literature through many critical lenses. Students will receive instruction in grammar, writing style, and vocabulary, and be expected to implement this instruction throughout all types of written assessment for this course, including notes, written assignments and tests, and a variety of formal essays.

**English 12 (1 credit)**

This course is an introduction to the major works of British and World literature. Emphasis is placed on gaining basic knowledge of the representative works of major authors and the critical issues that shaped them and their works. The primary goal of the course is for students to increase their learning efficiency and the transfer of problem-solving skills to other content areas and their own life experiences to interpret the value and significance of a work. To support this endeavor, students will broaden and refine their writing skills by completing both formal and informal writing assignments. Note taking techniques are introduced and the use of notebooks is allowed when taking tests. Video presentations are presented in class to aid in the overall comprehension of some of the major works that are studied.

**Honors English 12 (1 credit)**

Students in a college preparatory program will study the major works of British and World literature in depth. Students must be above average readers and writers who can decipher and comprehend literary works and have the ability to identify the literary devices from poetry that spans time from the Anglo-Saxon era through the Twentieth century. Students will engage in critical reading and use their own experiences and knowledge of the world to interpret the value and significance of a featured piece of literature. Students will broaden and refine their writing skills to enable them to make the transition from high school to college. These involve both informal and formal writing assignments that include a variety of essays. A final research paper and presentation are required in lieu of a final exam.

**Thomas College English Composition (EH111 English Composition at Thomas College)**

(1 WA credit) (3 Thomas College credits)

*Prerequisites: Junior or Senior Standing, successful completion of previous Honors English course(s).* Students will be introduced to the rigors of college writing through exploring both topics of interest and assigned readings. Writing assignments will include various types of essays, critical analysis of literature (both fiction and non-fiction), and journaling. The goal, being that students work on organization and development of solid essays containing strong sentences, appropriate diction, and no errors in grammar and usage. This will be accomplished through extensive in-class activities within a workshop environment and through formal reading and written assignments. How to conduct an audience analysis to determine the needs of the audience will also be introduced. Students will engage in all phases of the writing process with emphasis placed on peer feedback and revision techniques. Students must achieve at least a 70 average to receive both Thomas and WA credit for this course.

**Advanced Placement English Literature and Composition (1 credit)**

*Prerequisites: Junior or Senior Standing, successful completion of previous Honors English course(s).*

*Advanced Placement Senior English requires students to take the College Board AP Examination.*

***Students are responsible for the AP testing fee.***

This is an intensive course, designed to prepare students to take the rigorous AP English Literature and Composition test held in May. The course is structured and run like a college literature course, and develop skills that will enable them to succeed in future college work. Students will read a wide-ranging and large volume of British, American, and some European works considered to be classics in preparation for the exam. Students are expected to complete much of the reading and writing outside of class time. Students analyze all texts in-depth and write up their findings in detailed essays and practice exams. Students also participate in class discussions about the readings, helping peers to discover additional levels of meaning and identify literary devices. Maintaining reading logs for each work read, detailing themes, characters, motifs, and key points, among other details, creates an excellent review journal for the AP exam.

**Public Speaking (CO245 Public Speaking at Thomas College)**

(1 WA credit) (3 Thomas College credits)

This course is designed to help the student develop the ability to prepare and deliver effective speeches and presentations. The course covers both the knowledge required to plan and organize a speech and the interpersonal delivery techniques necessary to overcome nervousness and achieve maximum impact. Informative, persuasive, and commemorative or entertaining speeches are given.



## English As A Second Language (ESL)

Our international students are a vital part of our community and add to Washington Academy's distinctive international character. We welcome the diversity that students with international backgrounds bring to our campus.

The ESL program of studies is designed to provide sequential instruction in order for our ELL's to communicate more effectively and improve their performance in academic and social environments. We offer courses in intensive English study at basic and intermediate levels. Coursework will include concentrated practice of the basic language skills of listening, speaking, reading, and writing. Students with more advanced English skills are offered TOEFL Test Preparation and other advanced courses. The program is designed to move students into mainstream classes as soon as possible in order to prepare for college. There are classes for students at all levels of language proficiency, as well as Summer English courses for basic and intermediate learners.

Students are placed into courses based on their Standardized Test of English, SLATE exam scores, reading and writing samples and teacher recommendation. At the satisfactory completion of a course, they will be reevaluated for placement into subsequent courses.

### **Individualized Immersion Program**

*Students in the Immersion Program will have a SLATE score between 2.0-3.0*

#### **ESL LEVEL 1:**

##### **ESL Conversational English (1 credit)**

The purpose for Conversational English is to facilitate the development of proficiency in speaking, listening and responding to others, and is intended for beginning or low intermediate speakers of English. Students will participate in a variety of informal dialogues that simulate exchanges and scenarios they are likely to encounter in everyday life. They will be introduced to a variety of common English idioms and collocations through the use of relevant and contemporary materials and activities. They will also receive instruction regarding effective communication and self-advocacy, local cultural norms, and “survival language.”

##### **ESL Academic English (1 credit)**

Academic language is the language of instruction in content-area subjects. Although a student may speak English well when socially interacting with others, often ELLs exhibit difficulty understanding the spoken and written language used in textbooks, in classrooms, and on tests. The purpose of this course is to support students in developing strategies for improving this scenario. Students will learn techniques to specifically address the academic language that poses the greatest difficulty. Students will read graded selections daily to ensure the recycling of familiar vocabulary and the introduction of subject-specific words and/or technical vocabulary. Various word lists will be reviewed and introduced, including the 2000 Most Frequently Used Words and The Academic Word Lists, for the purpose of vocabulary development. Intensive instruction in word families and Greek/Latin roots will allow students to “figure out” words based upon acquired knowledge of word parts. They will develop personal strategies for comprehending the complex grammatical structures encountered in grade-level texts. They will also continue to learn how to navigate the frequently-confusing text features of content-area print materials.

**ESL/Reading & Writing 1** (1 credit) *May be taken concurrently with Conversational English.* This course provides students with a solid foundation in reading and writing skills. The focus is to integrate listening and speaking while emphasizing reading and writing. Students are exposed to the full-blown process approach to writing, learning to work through a five-step composing process. Writing with clarity and clear purpose is a skill essential for students if they wish to be successful in the academic world. Students learn the process of writing effectively using *correct English conventions such as grammar, usage, spelling, and punctuation. Students learn essential skills which include practicing organizing their ideas in a logical order, and creating well-organized paragraphs with topic sentences, supporting details, and conclusions. Students become engaged in the writing process through assignments that focus on various rhetorical modes.* They learn to use technology to facilitate the writing process, and how to access various websites to help them practice their writing in a more engaging way. Recognizing that developing reading skills and strategies are linked to effective writing, this course also provides exposure to a variety of genres along with authentic materials. The course provides a purposeful integration of critical thinking with enhanced focus on academic skills such as inferencing, synthesizing, and note taking. Students are also given a plethora of opportunities to improve their speaking and listening skills through exercises and activities throughout the semester. Students receive personalized instruction and practice in all four skills.

**Language & Literature 1** (previously Basic ESL) (1 credit)

This course provides systematic language development and literacy instruction for low beginning ELLs. It is the first course in a series of three courses. As preparation for reading, comprehending, discussing and writing about literature written in English, instruction will focus on building reading fluency, identifying and discussing elements of literature, and composing personal written responses which demonstrate understanding of the featured genre. Further development of writing mechanics and conventions will take place within the context of each literary excerpt. Genres will include poetry, personal narratives, diaries, fables, legends, folktales, informational texts, and biographies.

**Integrated Transitional Language Program**

*Students in the Transitional Program will have a SLATE score ranging from 3.0-4.0*

*Prerequisite: Successful completion of coursework in the Individualized Immersion Program and/or Slate score of 3.0-4.0*

**ESL LEVEL 2:**

**ESL Reading and Writing 2** (1 credit)

*Prerequisite: Reading & Writing 1.*

This course correlates with Reading & Writing 1, and provides the next sequential level for speaking, listening, reading and writing within the intermediate range of second language acquisition. The purposeful integration of critical thinking and an enhanced focus on academic skills such as inferencing, synthesizing, note taking, and test taking help students develop strategies for success in the classroom and on standardized tests, such as the TOEFL iBT. *Students are encouraged to express complex thoughts using a higher level of language. By building skills and exploring ideas, students participate in discussions and write essays of an increasingly more complex and sophisticated nature. Students will be exposed to authentic and engaging content, linking them to language use outside of the classroom, and encouraging personal expression. Grammar, vocabulary and culture are inextricably woven into the content of the course. Students are provided opportunity to work together practicing language and participating in classroom tasks. Students are also provided with individualized instruction during language labs. A culminating productive task integrates content, language and critical thinking skills.*

### **Language & Literature 2 (1 credit)**

*Prerequisites: New Student Seminar.*

This course is an intermediate level class for studying English across the curriculum in content areas. Listening, speaking, reading and writing are taught in context of a variety of genres of literature. Students study the text features and elements of literature of realistic fiction, historical narratives, diaries, short stories, plays, poetry, memoirs, folktales, informational texts, biographies and speeches. Students learn new vocabulary and reading strategies to improve comprehension while learning grammar in context. Grammar rules are practiced in memoir writings, demonstrating their understanding of text structures learned, in three to five paragraph essays.

### **Preparation for TOEFL (2 credits)**

*Prerequisite: Language and Literature 2.*

This year-long course is an innovative approach to developing the skills assessed in the new TOEFL Internet-based test (iBT). The test is a measure of acquired English proficiency, and is recognized throughout the world by universities and businesses. It is a **sequential course** which links learning and assessment with a skill-building curriculum that incorporates authentic test materials from the makers of the TOEFL iBT. The course integrates skill practice in the four domains of listening, speaking, writing and reading to develop critical thinking and communicative competence. Students gain proficiency while becoming familiar with the content, questions and tasks on the TOEFL iBT. Practice and mastery of these skills will help students build confidence to be successful in an academic environment. This is an intensive course. Students use the latest in materials and computer-based programs. Practice tests from ETS ensure that students have gained experience for the actual TOEFL test.

### **TOEFL iBT Preparation Course/Block 5 (½ credit)**

*Prerequisite: Language and Literature 2 Level: 3.0-4.0*

This is an intensive course designed to give students the support and confidence they need to be well-prepared when taking the Internet-based TOEFL (iBT). This course will be of interest to the student who would like to take any version of the TOEFL in the future, and the iBT in particular. In this course, students will develop the language and computer skills needed for the exam, improving their test-taking skills in English. The course moves from an introduction to the iBT format to focus on helping students learn the types of questions in the reading, listening, speaking, and writing parts of the test. Test-taking strategies are covered for each section. Diagnostic pre-tests, post-tests, and full-length practice tests are given. Students will have the opportunity to take ETS based TOEFLiBT tests in all four skill areas. This course is recommended for students who have an intermediate or advanced level of English language proficiency, both oral and written. Instruction is individualized and the course may be repeated as needed.

## **University Preparation Program**

***Students in the University Preparation Program will have a SLATE score of 4.0-5.0 or higher***

*Prerequisite: Successful completion of coursework in the Integrated Transitional Language Program and/or Slate score of 4.0-5.0*

### **ESL LEVEL 3:**

#### **ESL Language and Literature 3 (1 credit)**

*Prerequisite: Civics.*

This course provides English Language Learners with a challenging opportunity to exercise critical thinking and creativity. This class explores English across the curriculum to help students succeed in

content area classes. Reading strategies are taught along with text structures, elements of literature, word study, and intensive vocabulary study in context of readings covered. Complex English grammar and figurative language are also taught in context in preparation for mainstream English classes and SAT and TOEFL exams. Students demonstrate understanding of different genres of literature in creative and expository writing samples. Students learn to create outlines, and edit and revise initial drafts of typed compositions 400~800 words in length.

**College Prep Transitional** (formerly College Writing) (1 credit)

*Prerequisite: Language and Literature 3.*

This course focuses on using English at the most advanced level. The class is designed to help students attain the level of English necessary to operate successfully in their mainstream classes here as well as to prepare them for the rigors of studying in English at the university level. Students will focus on the writing process, and the study of common organizational patterns for essays. Students will be given the opportunity to improve their foundational skills to develop essays that are cohesive, concise and rich in content. In the classroom, they learn to use various writing tools and resources independently to help them write across the curriculum. In addition, students will also be required to use technology to facilitate the writing process. As part of the writing process, students practice peer and self-editing strategies to help them communicate their ideas and arguments clearly, accurately, and with grammatical and syntactical correctness. Students will be exposed to a variety of literary genres to form the basis for their class assignments, as well as to increase comprehension and hone analytical skills. They maintain an electronic writing portfolio that will help them to evaluate their own progress and to display their strengths and growth to prospective teachers and colleges. Another key component is developing a working academic vocabulary. In addition there will be outside reading and listening activities assigned throughout the semester.

# Mathematics

Notes:

Use of calculators in Washington Academy's math program: Students are expected to learn how to work problems without calculators first and then will be permitted to use calculators for more complicated problems. All of our higher-level math classes (except for Geometry) require students to have a graphing calculator. These can be expensive, so we recommend the purchase of one graphing calculator early on. We recommend either the TI-83 or TI-84 models.

## Recommended Course Sequencing

### Freshmen

Math Foundations  
Algebra I  
Accelerated Algebra I  
Honors Algebra I

### Sophomores

Geometry  
Honors Geometry  
Algebra II  
Accelerated Algebra II  
Honors Algebra II

### Juniors

Algebra II  
Accelerated Algebra II  
Business Math  
Personal Finance  
Honors Algebra II  
Functions, Statistics, and Trigonometry (FST)  
Honors Pre-Calculus

### Seniors

Business Math  
Personal Finance  
Functions, Statistics, and Trigonometry (FST)  
Honors Pre-Calculus  
AP Calculus AB & BC

## COURSE DESCRIPTIONS

### **Math Foundations** (1 credit)

This course is designed to review critical middle school math concepts which must be mastered to succeed in higher-level courses such as algebra and geometry. The course focuses on the following areas: computation and arithmetic operations, in particular: order of operations, negative signed numbers, fractions, proportions, ratios and percentages, solving word problems, working with

exponents, and basic geometry/trigonometry concepts (shapes like squares, triangles, rectangles, and circles). Students who are successful in this course will progress into Algebra I.

### **Algebra I** (1 credit)

This is a freshman course that is organized around families of functions, with special emphasis on linear functions. Functions will be represented as verbal descriptions, equations, tables, graphs, and real-world models. In addition to linear algebra, this course includes graphing quadratic functions, probability, basic statistics, and right triangle trigonometry. Students are assessed based on quizzes, tests, in-class activities, and homework.

### **Accelerated Algebra I** (1 credit)

This is a freshman course that moves at a faster pace and in more detail than Algebra I. The course encompasses the material in Algebra I and includes solving quadratic equations and basic trigonometry. This course is designed to challenge students to make connections between the functions that they learn and solving real-world problems. Students are assessed based on quizzes, tests, in-class activities and homework.

### **Honors Algebra I** (1 credit)

This is the most advanced introductory algebra course offered for first year students whose intent is to take Advanced Placement Calculus during their high school career. The pace of the course will allow students to tackle both introductory algebra topics such as linear equations and inequalities, but also the time and support to discuss higher-level algebra topics such as exponential functions, polynomials, and quadratic equations. The course is assessed based on homework, frequent in-class mini quizzes, formal quizzes, tests, and projects where applicable. Students in this course should expect no less than 30 minutes of homework nightly. A graphing calculator is NOT required for the course, but is recommended, especially if a student intends to take Honors Algebra II in the same school year as Honors Algebra I. Students who receive a C or better in this course are readily prepared for Honors Algebra II.

### **Geometry** (1 credit)

*Prerequisite: Algebra I.*

This course deals with several forms of geometry. The major emphasis of the first quarter is on triangles, then branching into polygons, circles, trigonometry, coordinate geometry, and an introduction to circular geometry. Students are required to bring a protractor, compass, and a scientific calculator (TI-30, TI-83, or TI-84) to class and also for study use. Students are assessed based on homework, quizzes, tests and projects.

### **Honors Geometry** (1 credit)

*Prerequisite: Accelerated or Honors Algebra I.*

This course goes into much greater depth than the basic geometry course, including all the topics in regular geometry, as well as full coverage of circular geometry and the introduction of formal proofs.

Students are required to bring protractor, compass, and scientific calculator (TI-30, TI-83, or TI-84) to class daily, and to use these tools when working outside class assignments. Students are assessed based on homework quizzes, tests, and projects.

### **Algebra II** (1 credit)

*Prerequisite: Algebra I and Geometry.*

This course covers basic algebraic concepts that build on what students learned in previous math courses, with the focus being on applying math concepts to solve problems. Algebraic functions

covered in Algebra I will be reviewed in greater depth, and new functions such as logarithms are introduced, and basic trigonometry is reviewed. Concepts in exponents, the number system, and functions are extended beyond Algebra I. Students are required to be proficient in handling algebraic concepts and skills, complete daily homework assignments, use deductive reasoning, and show an understanding of concepts and skills by successful completion of quizzes and tests.

### **Accelerated Algebra II (1 credit)**

*Prerequisite: Accelerated Algebra I and Geometry.*

This course picks up from Accelerated Algebra I and provides much more in-depth coverage of algebraic concepts than the Algebra II course. The focus remains on problem solving, and new functions and functional notation are introduced, including logarithmic, and trigonometric and inverse functions. Other concepts, such as fractional exponents, analytic geometry, conic sections, and trigonometric identities are covered. A graphing calculator is required for this course (recommended is one of the following: TI-83 or TI-84 series). Students are assessed based on homework, quizzes, and tests.

### **Honors Algebra II (1 credit)**

*Prerequisite: Honors Algebra I. [NOTE: Honors Geometry is NOT required prior to Honors Algebra II, but IS required to take prior to enrolling in Honors Pre-Calculus.] [NOTE: A TI83 or TI84 graphing calculator is required for this course].*

Honors Algebra II is an intermediate algebra course that builds upon the material covered in previous courses. Although taking a Geometry course is not required beforehand, some basic knowledge of geometry (most specifically, properties of triangles) is required to be successful. This course will review and sharpen introductory algebra skills (such as linear equations and inequalities), but also explore logarithmic, exponential, rational, and trigonometric functions as algebraic constructs, as well as topics such as numerical trigonometry and series and sequences, both required for Advanced Placement Calculus. In order to be successful, students should expect no less than 30 minutes a night of homework. The course is assessed based on homework, frequent in-class mini quizzes, formal quizzes, tests, and projects where applicable. Students receiving a C or better in this course are well prepared to take Honors Pre-Calculus.

### **Introduction to Personal Finance (1 credit)**

This course will be focused on the financial literacy of the individual, preparing people for basic life events such as maintaining a budget, managing debt, understanding credit, and investing in stocks and bonds. Through practical projects, students will gain confidence in handling the various aspects of personal finance. Students will create budgets for imaginary vacations, play the stock market game, and research banks and credit unions. This course is open to sophomores, juniors, and seniors and will only require very basic math skills.

### **Business Math (1 credit)**

Business Math is an exploration into the numerical side of having a business. The class starts by looking at employee pay and taxes, banking and credit cards. Next, it moves into loans, investments and budgeting money. The last portion of the class deals with business costs, sales and marketing, managing people/inventory and profit/loss. In addition to these topics, the class looks at trading on the stock market and simulates running a business.

### **Functions, Statistics, and Trigonometry (FST) (1 credit)**

*Prerequisite: Algebra II or Accelerated Algebra II and geometry.*

This course is a continuation of Algebra II and covers the following topics: polynomials and polynomial functions, exponential and logarithmic functions, rational, periodic, and radical functions, trigonometry, conics, probability and statistics and sequences and series. A graphing calculator is required for this course (recommended is one of the following: TI-83 or TI-84 series). Students are assessed based on homework, quizzes and tests.

### **Honors Pre-Calculus (1 credit)**

*Prerequisite: Honors Algebra II OR Functions/Statistics/Trigonometry AND Honors Geometry.*

*[NOTE: A TI83 or TI84 graphing calculator is required for this course].*

This is the final high school math course taken prior to Advanced Placement Calculus. This course has 3 foci in its curriculum: Sharpening algebra skills such as linear, quadratic and polynomial equations; Transcendental functions including exponential and logarithmic functions; and Trigonometry covered from a geometric, numerical, and algebraic/analytical sense. Additional topics that may be included are Conics, Series and Sequences, Polar Coordinate Systems, and Parametric Equations. Mastery of these topics is essential for success in either a college calculus course or in Advanced Placement Calculus. The course is assessed based on homework, frequent in-class mini quizzes, formal quizzes, tests, and projects where applicable. Students who complete this course with a high degree of success are encouraged to take Advanced Placement Calculus if they have the opportunity to do so.

### **Advanced Placement Calculus, AB (1 credit)**

*Prerequisites: Honors Pre-calculus.*

***Students are responsible for the AP testing fee.***

*Note: Given that many students enroll during their sophomore or junior year and may not have had the opportunity to take Honors Pre-calculus, students who want to take this course may elect to take an entry exam (available through the Guidance office) that tests precocious concepts. Students enrolling between the first and second semesters are not permitted to take this course, as they will have missed more than half of the course requirement. This is a college-level course, essentially equivalent to the first semester of a four year university's entry level calculus course. It follows an Educational Testing Service (ETS) approved syllabus that addresses all Advanced Placement course objectives, including limits, differentiation, integral calculus, differential equations, and determining areas and volumes using integral calculus. This is a very fast-paced course, requiring an excellent understanding of various algebraic and transcendental functions and good command of algebra and geometry. Students should expect to spend a minimum of one hour per day on homework. A graphing calculator is required for this course (recommended is one of the following: TI-83 or TI-84 series). Assessments are quizzes, pop quizzes, and chapter tests. Homework is not graded, but is checked periodically to ensure students make an honest effort completing their assignments. Course objectives are completed by mid-April, followed by an intensive review prior to the Advanced Placement test, administered in early May. A grade of 3 or higher earns college credit at most four-year universities. The last month of the course is focused on topics of interest to students that apply the concepts learned during the course.*

### **Advanced Placement Calculus, BC (1 credit)**

*Prerequisites: Honors Pre-calculus.*

***Students are responsible for the AP testing fee.***

*Note: Given that many students enroll during their sophomore or junior year and may not have had the opportunity to take Honors Pre-calculus, students who want to take this course may elect to take an entry exam (available through the Guidance office) that tests precocious concepts. Students enrolling between the first and second semesters are not permitted to take this course, as they will have missed more than half of the course requirement. This is a college-level course, essentially equivalent to the first and second semesters of a four year engineering university's calculus curriculum. It follows an*



Educational Testing Service (ETS) approved syllabus that addresses all Advanced Placement course objectives, including limits, differentiation, integral calculus, differential equations, applications of integral calculus, advanced integration techniques, improper integrals, series and Taylor Polynomials, calculus using parametric and polar functions, and vector analysis. This is an extremely fast-paced course, and only students with exceptional math abilities should consider enrolling. Students should expect to spend a minimum of 90 minutes per day on homework. A graphing calculator is required for this course (recommended is one of the following: TI-83 or TI-84 series). Assessments are quizzes, pop quizzes, and chapter tests. Homework is not graded, but is checked periodically to ensure students make an honest effort completing their assignments. Course objectives are completed by mid-April, followed by an intensive review prior to the Advanced Placement test, administered in early May. A grade of 3 or higher earns college credit at most four-year universities. The last month of the course is focused on topics of interest to students that apply the concepts learned during the course.

# Science

Washington Academy seeks to acquaint students with the important concepts of science and to guide them toward independent thought in the subjects they study. We further believe in a great deal of emphasis in the area of conservation, energy resources, environment, and new scientific technology. With this knowledge and the ability to think analytically students may pursue formal education, scientifically related hobbies, and productive careers.

## Recommended Course Sequencing

### Freshmen

Integrated Science  
Biology with lab  
Honors Biology with lab  
Robotics

### Sophomores

Biology with lab  
Honors Biology with lab  
Chemistry with lab  
Honors Chemistry with lab  
Robotics

### Juniors

Chemistry with lab	AP Biology
Honors Chemistry with lab	AP Chemistry
Physics with lab	AP Physics I & II
Coastal Ecology	
Marine Biology	
Engineering	
Robotics	
Outdoor Leadership I & II	

### Seniors

Physics with lab	AP Biology
Coastal Ecology	AP Chemistry
Marine Biology	AP Physics I & II
Engineering	
Robotics	
Outdoor Leadership I & II	

## COURSE DESCRIPTIONS

### **Integrated Science** (½ credit)

This 9-week course will aid students in the development of foundational skills necessary for studying higher levels of science and will include lessons in Physical Science, Chemistry, Biology, and Ecology.

In addition, students will develop skills using the metric system, units of measurement, unit conversions, data analysis, and use of introductory laboratory equipment. Students will develop critical thinking skills, understand the integrated nature of scientific inquiry, and be encouraged to think creatively about the natural world. Students will learn by engaging in group hands-on activities and scientific investigations. Students will learn to maintain a well-organized laboratory/class notebook, a course requirement.

### **Biology with Lab (1 credit)**

*Prerequisite: Integrated Science.*

This introductory course in biology helps students build upon vocabulary and develop critical skills with regard to life science. Students will also be introduced to laboratory work and model building. Emphasis is placed on the process of learning science by doing science. Students will often work in groups with class discussion of topics. Maintaining a notebook of written class work is a major requirement.

### **Honors Biology with Lab (1 credit)**

*Prerequisite: Integrated Science.*

This is a challenging course where students study major topics of biology such as genetics, evolution, biochemistry, ecology, and metabolism by completing a variety of activities including laboratory work, oral presentations, group projects, and model building. Emphasis is placed on the process of learning science by doing science. Students often work in groups with class discussion of biological topics as the norm. Maintaining a notebook of written class work is a major course requirement.

### **Advanced Placement Biology (1 credit)**

*Prerequisites: Junior or Senior Standing, Honors Chemistry and/or Biology and Algebra II.*

***Students are responsible for the AP testing fee.***

AP Biology is equivalent to a first year college biology course. Major topics of biology such as biochemistry, cell biology, evolution, genetics, organismal and population biology are covered emphasizing the four “Big Ideas” and seven “Science Practices” as dictated by the AP biology curriculum. After completion, students must take the AP Biology exam. College credits can be earned with a score of 3 or greater. This is a demanding course requiring much independent work outside of class, as well as much preparation for class. Prior lab experience is assumed with students acquainted with proper laboratory technique before beginning the course.

### **Marine Biology (1 credit)**

This is a course designed to engage students in marine biology outside of the traditional classroom setting. Students will learn by hands on research, the research of others, and by interacting with each other and marine biologists working in the field. Students will be growing algae and soft-shelled clams in the classroom, working at the Down East Institute in a wet laboratory, doing research in the intertidal zone of our local coast line, completing prescribed writing & reading assignments and learning through group discussions and presentations.

### **Chemistry with Lab (1 credit)**

*Prerequisite: Junior or Senior Standing, Algebra I.*

Chemistry is the study of matter, its composition, properties, and interactions involving energy transfer. This course integrates chemistry with concepts and events that students use and experience in their everyday lives. The course is designed to give students an understanding of how chemistry affects virtually every aspect of their life. In the laboratory component of this course, students will learn how to perform laboratory experiments and how to write formal lab reports. Topics of study include atomic

structure, chemical reactions, the basis of physical and chemical properties, bonding theory, the periodic table, acid-base theories, as well as, environmental issues that arise from the use of chemicals in our daily lives. Problem solving and real-life applications are emphasized. The subject matter is often cumulative with key concepts being revisited throughout the semester. Maintaining a notebook of written class work is a major course requirement.

### **Honors Chemistry with Lab (1 credit)**

*Prerequisites: Junior or Senior Standing, Algebra I.*

Chemistry is the study of matter, its composition, properties, and interaction with energy. This course will delve into the basic concepts of modern chemistry; including atomic structure, chemical reactions, basis of physical and chemical properties, bonding theory, quantum theory, the periodic table, acid-base theories, and others. Problem solving and real-life applications are emphasized. Subject matter is often cumulative with key concepts being utilized throughout the course. Students will be required to take class notes, fulfill homework assignments, write formal lab reports, and show competence in the laboratory. Students are required to keep a course notebook of assignments, lab reports, notes and evaluations. Assessment of student progress may take the form of tests, quizzes, homework, labs and projects.

### **Advanced Placement Chemistry (1 credit)**

*Prerequisites: Junior or Senior Standing, Honors Chemistry (85% or above), Honors Algebra II.*

***Students are responsible for the AP testing fee.***

AP chemistry is designed to be taken after successfully completing WA's Honors Chemistry I course with an 85% or better and successfully completed an algebra II course. AP chemistry is an overview of, and a continuation of, WA's Honors Chemistry I course. The class meets daily for one 80 minute block per day. Laboratory investigations are an integral part of the course and will be held weekly unless there is a test scheduled for that week. Students will collect and evaluate experimental data using graphical analysis and will report their findings at the end of each lab period prior to completing a formal, typed-written lab report. Class time will be used to discuss and question chemical concepts as they relate to a comprehensive general chemistry curriculum with a focus on problem solving. The atmosphere of the classroom requires students to work collaboratively and strengthen one another's approach to problem solving. As we progress through the course students will gain confidence in their ability to think logically and analytically. The AP Chemistry curriculum involves the following six (6) Big Ideas: (1) Elements as building blocks of matter, (2) Physical and chemical properties arise from the structure and arrangement of atoms, (3) Chemical changes involve the rearrangement of atoms and/or transfer of electrons, (4) Reaction rates are explained by the kinetic molecular theory, (5) The laws of thermodynamics explains the role of energy in chemical changes, (6) Dynamic chemical equilibria form between opposing forces of attraction and influenced by external perturbations. The advanced placement (AP) chemistry course is comparable to a first year general chemistry course taken at the college level. To receive college credit for this course a student must score a 4 or 5 on the AP Chemistry Exam (administered in May) and meet the requirements of the college where he/she plans to attend.

### **Physics with Lab (1 credit)**

*Prerequisites: Junior or Senior Standing. Successful completion of Algebra II.*

This is a rigorous college preparatory course designed to insure that students will develop a solid understanding of foundational physics concepts. Topics covered will focus on Newtonian physics: mechanics, kinematics, properties of matter. In addition, this course will introduce topics such as energy forms and transfer, heat and thermodynamics. Students will learn that mathematics is an essential tool for expressing ideas, concepts, and the realities of physics. The primary focus for this

course is to build a comprehension of physics concepts through lab projects, reports, and presentations of student generated works.

### **Advanced Placement Physics I (1 credit)**

*Prerequisites: Successful completion of Honors Chemistry.*

***Students are responsible for the AP testing fee.***

This is a college-level algebra-based exploration of physics, with primary emphasis given to concepts of mechanics (kinematics and dynamics), followed by a survey of thermodynamics, waves, electricity and magnetism, light, optics, special relativity, and quantum theory. It is a quantitative course, and requires students to have a working knowledge of algebra and geometry. Laboratory work is a major component of the course, especially during the study of mechanics (Newton's Laws, principles of motion, systems in equilibrium and non-equilibrium). Assessments are based on quizzes, chapter tests, lab work, and homework problems. Students should expect to spend approximately 60 minutes per day on homework.

### **Advanced Placement Physics II (1 credit)**

*Prerequisites: Successful completion of AP Physics I.*

***Students are responsible for the AP testing fee.***

This is a college-level algebra-based exploration of physics (second semester) with primary emphasis given to concepts such as, waves, electricity and magnetism, light, optics, and fluids. AP Physics II is quantitative and designed to be an individual or cohort group independent course. Students will meet with the instructor once to twice per week, either after school or during the instructor's preparatory period. All work will be posted by the instructor and by the student in Google Classroom. A student taking this course must be a self-starter, willing to complete a heavy workload, ensuring his or her success on the AP II Physics exam.

### **Coastal Ecology (1 credit)**

*Prerequisite: Junior or Senior Standing.*

This course involves environmental research and restoration activities in a number of ecosystems. Students will be exposed to forest ecology and management, river and lake water quality assessment, soils and geology, wetland surveys, and wildlife management. Students will have the opportunity to work with (job shadow) professionals in these fields. Major emphasis will focus on Atlantic salmon restoration efforts. Salmon habitat restoration and assessment will allow students to work with local, state, and federal personnel working towards this common goal. Projects may include alternative energies, bioremediation, water quality monitoring, community gardens, and greenhouse operations.

### **Engineering (1 credit)**

*Prerequisite: Junior or Senior Standing.*

This course will serve as an introduction to Engineering and Design. Students will be actively engaged in both improvement of everyday objects and technologies and the development of new prototypes through the systematic application of the “**Engineering and Design Process**”. A goal for this course is to develop each student's constructive instinct and understanding of physics principles into the habits and operations of an engineer. Emphasis will be placed on student's documenting and formal reporting of their design project results. Students will be required to keep a course notebook and journal, work as a member of a team, and fulfill homework assignments. Off campus enrichment trips are planned as well as collaboration with local engineering projects. Topics of study will include cost analysis, design loops, efficiency and energy transfer, form and function analysis, green energy, material science and structural design principles, thermodynamics and more.

**Robotics (1 credit)**

The course is designed so that students can explore the interaction between science and technology. Students will work in small groups to research, design, program, and construct robotic devices that perform a certain task, or tasks. Students will discover applications for robotic devices in industry, exploration, search and rescue, among others, as they design robots to perform tasks that simulate these applications. They will learn about some of the history of robotic devices, current uses, and be encouraged to think of ways to improve their designs, as well as create designs with new applications. Throughout the process of design and construction, students will need to work through the engineering cycle while applying the scientific method and knowledge from other subjects, for example, mathematics, physics, as well as art. Robotics will expose the student to applications in mechanical engineering, electrical engineering, and computer programming. It is hoped that some will be inspired to pursue engineering beyond high school.

**Outdoor Leadership I (2 credits)**

*Prerequisite: Junior or Senior standing.*

This double block full semester class meets 160 minutes per day. The vast majority of the class time is spent outdoors in all types of weather. This course is designed as an introduction to outdoor career fields. Instructional units include; Forests and Forestry, Flatwater Canoeing, White Water Canoeing, Camping Technique, Survival Priorities, Navigation, and Basic First Aid. The course involves both overnight camping and full day field trips.

*This semester course meets the requirement for 1 physical education credit & 1 science credit.*

**Outdoor Leadership II (2 credits)**

*Prerequisite: Successful Completion of Outdoor Leadership I, Age 17 (minimum age for the Maine Guide exam is 18).*

***Students are responsible for the testing fee.***

This class runs concurrently with Outdoor Leadership I. Here, second semester students have the responsibility of helping/aiding the teaching of Outdoor Leadership I skills and concepts to first year students. Instructional units include; Forests and Forestry, Flatwater Canoeing, White Water Canoeing, Camping Technique, Survival Priorities, Navigation, and Basic First Aid. This course involves both overnight camping and full day field trips.

Students are not required to take a guide exam, but they will be prepared if they choose to do so.

*This semester course meets the requirement for 1 physical education credit & 1 science credit.*

# Social Studies

Social studies offers students opportunities to develop knowledge of the physical features of the world and how such physical factors affect the lives of the people in the world; how groups of people have developed social institutions; the social, political, and economic problems Americans have faced in the past; and certain skills and attitudes essential for responsible citizenship.

## Recommended Course Sequencing

### Freshmen

JMG New Student Seminar  
Raider - Time Civics

### Sophomores

World History  
Honors World History

### Juniors

AP European History  
United States History  
Honors United States History  
AP United States History

### Juniors/Seniors (Electives)

International Business & Economics  
Holocaust and Genocide Studies  
Thomas College General Psychology  
Thomas College Principles of Sociology

## COURSE DESCRIPTIONS

### **JMG New Student Seminar** (½ credit)

*This course is designed for freshmen and new students. Delivered by the Jobs for Maine's Graduates Program.*

The course assists students in developing their skills in the following areas: note taking, organization skills, correct writing format/citing sources, reading comprehension, study skills and career planning. Through this program, students are taught pertinent background knowledge from each of the content areas, as well as a number of additional techniques and tools that will enhance their skills, and create a positive outcome within future classes. Students will use a career interest based program, current events, marketing resources, and citizenship to successfully implement the skills acquired from the content areas. Students who participate in all aspects of this program will leave the course with a clear understanding of how to manage their time, write effectively, and set goals for their future aspirations.

**Raider Time - Civics (½ credit)**

This is a half semester class in which pupils study the privileges and responsibilities of citizenship, and the purpose, history, and function of government. Performance tasks as well as traditional assessment methods are used in grading students.

**World History (1 credit)**

This world history course will help students make clear connections of how events of the past have contributed to the global statuses of humans today. Students will explore the Greeks, Romans, the civilizations of the Fertile Crescent and relate these to present day civilizations. Current events will be an important aspect of this class. Students will undertake exploration, analysis, and evaluation of the world and its' history.

**Honors World History (1 credit)**

This course will provide students who have a special interest in history with a broader and more challenging reading and writing experience than World History. The course centers on the important events and themes of world history. Geography is incorporated into this course in order that students may learn the significant role it plays in all history; particularly the effect the physical world has had on the world's cultures. Performance tasks and traditional assessment methods are used in grading.

**United States History and Honors United States History (1 credit)**

*Prerequisites: Successful completion of New Student Seminar and Raider Time Civics.*

These courses cover a range of American History from the American Revolution to the Vietnam War. The focus is on events of the twentieth century. Students learn to identify and analyze major figures, events, and themes from specific eras. Emphasis is placed on cause-and-effect relationships with a connection to local history whenever possible. Students are required to evaluate primary sources and analyze historical documents. The class encourages pupils to look through the eyes of many Americans, from various backgrounds and cultures. Native American, African-American, Asian-Pacific History months are all celebrated. Finally, projects are centered around the philosophy of Differentiated Instruction, giving students a sense of choice and ownership in their endeavors.

**Advanced Placement United States History (1 credit)**

*Prerequisites: Junior or Senior Standing. Successful completion of US or Honors US History.*

***Students are responsible for the AP testing fee.***

The Advanced Placement United States History course is designed to provide students with the necessary skills to be successful on the National AP Examination in May. In a fast paced manner, the course covers from the Age of Exploration to the Vietnam War. Assessments include multiple choice tests, essays, and document analysis. The class encourages pupils to look through the eyes of many Americans, from various backgrounds and cultures. Native American, African-American, and Asian-Pacific History Months are all celebrated. Projects are centered on the philosophy of differentiated instruction, giving students a sense of choice and ownership in their endeavors.

**Holocaust and Genocide Studies (1 credit)**

*Prerequisites: Junior or Senior Standing.*

This class is a comprehensive study of the events leading up to the Holocaust, the Holocaust itself and genocide today. The class covers topics of anti-Semitism, the “final solution”, resistance, bystanders, survivors and liberators and many examples of genocide in the world currently. The curriculum is multi-media, incorporating many web resources, a CD-Rom, many film clips and through the use of Moodle.



**International Business & Economics (1 credit)**

*Prerequisite: Junior or Senior Standing.*

The study of International Business & Economics introduces students to a basic framework including supply and demand, inflation, various currencies, and the function of money. They become familiar with business practices from some of the world's largest and most successful companies. The course will encourage students to think critically about the world's current economic systems, and what role they may play within these systems. Students study the various world markets and identify macro and micro economic trends coming from different regions. This class will complement other classes at Washington Academy such as United States History, World History, Modern European History, Sociology, Geography, and International Business.

**General Psychology (PY111 General Psychology at Thomas College)**

(1 credit) (3 Thomas College credits)

*Prerequisites: Junior or Senior Standing.*

This course introduces the scientific study of behavior. It deals with such topics as learning, memory, motivation, consciousness, emotions, perceptions and experience, personality, interpersonal relations, conflict, and research methods.

**Principles of Sociology (SY113 Principles of Sociology at Thomas College)**

(1 credit) (3 Thomas College credits)

*Prerequisites: Junior or Senior Standing.*

This course introduces the principles and concepts necessary for understanding the nature of society and culture. Special emphasis is placed upon the structure of economic, political, familial, religious, and other societal organizations.

## Health

Washington Academy shares the natural concern of parents for the health and well being of their children. We believe that through Health Education we can produce better-informed students with a sound knowledge of social, physical, and mental health issues, with a focus on topics including drug, alcohol and tobacco prevention and more.

### **Raider Time - Health** (½ credit)

Health class is designed to assist students in developing lifelong positive attitudes and behaviors and in making wise decisions related to their personal health and wellness. Students will learn that their decisions can affect their health status in both positive and negative ways. Students will also learn to protect their health by acquiring accurate information, by seeking good advice and by taking responsibility for their own wellness, which will help them to live a healthy, active life. A few of the topics covered in this class include personal and community health; mental, emotional, social and physical health; injury prevention and safety; nutrition, substance abuse prevention; human growth and development, and substance abuse awareness and prevention.

## Physical Education

Washington Academy believes that an integral part of general education is a sound body and training to use that same body in meaningful recreational activities. We further believe that a sound physical education program will give a student conditioning, correct personal behavior through team games and sports, interest and desire to participate in lifetime activities for personal health and wellbeing.

### **Physical Education** (½ credit)

It is the goal of Washington Academy's Physical Education Program to provide students with developmentally appropriate learning opportunities with meaningful content and instruction. All students will develop health related fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promotes a healthy and physically active lifestyle. The physical education program provides opportunities for students to attain the skills, knowledge and attitudes essential for a healthy lifestyle.

### **Personal Health & Fitness** (½ credit)

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio-respiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Students who successfully complete the personal fitness class will develop a comprehensive fitness plan involving anaerobic and aerobic exercises, nutrition, and diet. During the course students will develop the skills needed to become a knowledgeable, physically competent and healthy individual.

### **Contemporary Dance & Creative Movement** (1 credit)

*This course meets the requirement for 1 credit of a physical education credit OR 1 credit of fine arts.*

Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance. Infused in the study of dance is the recognition and realization that dance contributes to a healthy lifestyle, as well as the development of individual and social skills. In this course dancers of all levels have the opportunity to grow in their creative movement and dance vocabulary. Dancers will be exploring self-creation as well as mastering the skills to pick up given choreography. In this course dancers are introduced to the various styles of dance and dance history while gaining an appreciation and understanding for the art form. Kinesthetic awareness, musicality, and creativity are key elements in this semester long course. Dancers are additionally introduced to various social dances including the Rhumba, Salsa, Cha-Cha, Swing, Waltz and Tango. The dancers use Pilates as a form of cross training with an entire day dedicated each week to this practice. The class is tailored to the dancers within it. This dance curriculum provides unique opportunities for cross-curricular connections, an inherent benefit of studying dance.

# World Languages

Learning another language is personally enriching, and it can be a valuable tool in a student's chosen career. Students not only learn how to communicate in another language, they also learn about another culture as well. Students' eyes are opened to other ways of looking at and reacting to the world around them; being aware of cultural differences can help them become more accepting of other people. In addition, as students see how another language functions, they learn about the nature of language in general and in turn understand their own language better.

## Course Sequencing

### Freshmen

Chinese 1

Spanish 1 \* Only after successful completion of Honors English 9

### Sophomores

Chinese 2

Spanish 2

### Juniors

Chinese 3

Spanish 3

### Seniors

AP Spanish

## COURSE DESCRIPTIONS

### **Spanish 1** (1 credit)

*Prerequisite: Must be enrolled in Honors English or be an Upperclassman.*

This course is an introduction to the Spanish language. Students will learn basic vocabulary that is relevant to their own lives (family members, school subjects, clothing, food, objects found at home and at school, pastimes, etc). Throughout the semester students will be communicating in both spoken and written Spanish. By the end of the semester, the students will be able to communicate in the present-tense in situations related to the topics from the curriculum. They will be able to engage in short conversations with one another, answer questions and write short paragraphs. Additionally, the students will be able to listen and read short samples of Spanish and understand the general meaning.

### **Spanish 2** (1 credit)

*Prerequisite: Successful completion of Spanish 1 with a C or better.*

This course continues and expands the skills developed in Spanish 1. Students taking this course need to feel fairly comfortable with Spanish 1 material. Students will learn to communicate in the past, use commands, and work extensively with object pronouns -- indirect, direct, and reflexive object pronouns. The communicational topics covered include: extracurricular activities, shopping, health and fitness, what we were like as children, etc. By the end of the course, students will be able to communicate in the past, present, and future in situations related to the topics covered in the course.

### **Spanish 3 (1 credit)**

*Prerequisite: Successful completion of Spanish 2 with a C or better.*

This course continues and expands the skills developed in Spanish 1 and 2. Students taking this course need to feel fairly comfortable with Spanish 2 material. After a review some of the concepts from Spanish 2, students will study the tenses and grammar topics not covered in Spanish 1 and 2 (present perfect, pluperfect, subjunctive, conditional, etc.) By the end of the course, students will have a basic understanding of all the different tenses in Spanish and how they interact. They will be able to engage in interpersonal and presentational communication on a wide range of topics: health, careers, environmental and global challenges, personal relationships, etc. In addition, they will be familiar with some Spanish-speaking artists and musicians as well as some aspects of Spanish and Latin American history.

### **Advanced Placement Spanish (1 credit)**

*Prerequisite: Successful completion of Spanish 3 with a C or better.*

***Students are responsible for the AP testing fee.***

***Note: This course may be taught online through Maine's AP4ALL program.***

The AP Spanish Language & Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication (interpersonal, presentational, and interpretative). The course focuses on integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. In May, students will take the AP Spanish exam.

### **Chinese 1 (1 credit)**

This course is designed for beginners of Chinese with an emphasis on developing basic communicative competence in Chinese. It covers two aspects (1) Chinese Language: including four basic skills (listening, speaking, reading and writing) in Chinese, Hanyu pinyin (an alphabetic means to express Chinese phonetic sounds) and about 300 characters; (2) Chinese Culture: developing basic awareness of Chinese Culture. By the end of school year, students will be able to carry out simple conversations in Chinese on a limited range of topics. Students will write in simplified characters.

### **Chinese 2 (1 credit)**

*Prerequisite: Successful completion of Chinese 1 with a C or higher.*

This Chinese 2 continues to build and expand upon the language skills acquired in the Chinese 1 course. Students will review the basics and take on further steps to apply what they have learned in Chinese 2. Grammatical concepts and vocabulary will be studied in the context of the themes introduced throughout the course. Students will also continue to develop their communicative skills in Chinese and have a deeper awareness of Chinese culture. By the end of the course, students will be able to plan a trip to China and have necessary communication strategies and skills for communication with Chinese people during their traveling in China.

### **Chinese 3 (1 credit)**

*Prerequisite: Successful completion of Chinese 2 with a C or higher.*

This third semester course continues to build and expand upon the language skills acquired in Chinese 2. Grammatical concepts and vocabulary will be studied in the context of the themes introduced throughout the course. Students will also continue to develop their communicative skills in Chinese and have a deeper awareness of Chinese culture.

## Fine Arts

The goal of the Art courses is to challenge the intellectual, creative and expressive powers of each student, while furthering the student's aesthetic sense and awareness of beauty. All are given opportunity and encouragement to pursue independent art interests. All courses give project based learning as well as teacher led demonstrations. Self and teacher evaluation in each class will be ongoing.

### **Art 1 (1 credit)**

This is a one semester foundation studio class which will help students to develop and improve their artistic skills and to practice self-expression. Students will learn and apply the fundamentals and principles of art and design. Focus will be on developing skills and techniques in each medium used throughout the course. Students will be required to develop good habits, relate well with others, and use facilities appropriately. They will participate in class, complete projects and develop a portfolio that reflects their individual progress. All are given opportunity and encouragement to pursue independent art interests. Students will have the opportunity to work in 2D, 3D, film and digital design and media. Students will keep a visual journal of their work using digital programs. Students will also learn some of the Great Master Artists from the Gothic Proto-Renaissance to the High Renaissance.

### **Art 2 (1 credit)**

*Prerequisite: Art 1*

This course is designed for the highly motivated art students who have completed Art 1 and want to attain refined techniques in media expertise, expression and craftsmanship and expand the overall breadth of their work. This course will consist of more in-depth study of art criticism, aesthetics, and art history. Students will develop an ability to talk about their work and the work of others in classroom critiques. Students will be given the chance to express their own style within their art work. Students will also be given the chance to work with 2D, 3D, film and digital design and media. Students will keep a visual journal of their work using digital programs. Students will be required to develop good work habits, relate well with others, and use facilities appropriately. They will participate in class, complete projects and develop a portfolio that reflects their individual progress. Students will continue to learn Art History and the Masters of the arts.

### **Honors Art (1 credit)**

*Prerequisite: Art 2*

This advanced course is designed for experienced student artists who are preparing for a career in the arts or those who want the challenge of complex and in depth creative thinking. Focus is on 2-D and/or 3-D design. Students must demonstrate sustained personal initiative and involvement to see problems to resolution. Concern for excellence distinguishes honors students from novice learners. Students will be required to develop good work habits, relate well with others, and use facilities appropriately. They will participate in class, complete projects and develop a portfolio that reflects their individual progress. Students will keep a digital portfolio on their work to turn in at the end of the semester. Students will also study the periods and movements of art.

### **Advanced Placement Studio Art (1 credit)**

*Prerequisite: Art 2 – Students must see instructor before registering for this course.*

***Students are responsible for the AP testing fee.***

AP Studio Art is offered for highly motivated and independent students planning to attend college, whether as an art major or not. This course will require students to compile a portfolio in Drawing, 2-D

design or 3-D design demonstrating quality, breadth and in depth engagement in the process of making art. This work may be done over a single year or longer and must demonstrate strong technical skills and a clear understanding of the elements and principles of art and design. The AP Studio art portfolio is a performance-based exam rather than a written exam. The portfolio should be viewed as the culminating experience in a student's visual arts training and will be assessed by the College Board as if it had been completed by the end of the freshman year of college.

### **Digital Design and Animation (1 credit)**

*Prerequisite: Art 1*

While surveying a variety of digital design and Animation including creating art in a Virtual Reality environment, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas.

### **Advanced Digital Design and Animation (1 credit)**

*Prerequisite: Digital Design and Animation*

Advanced Digital Design and Animation will continue where Digital Design and Animation left off. We will explore the programs Maya and Sketchbook further and create an animated short film.

### **Computer Aided Drafting (CAD) (1 credit)**

Students interested in architecture, building construction, engineering or 3D rendering will have the opportunity to train for beginning design positions or obtain a solid footing for post-secondary education in a technical design field. The student will explore the art, culture, history and science of architecture. Practice industry standard elements for developing technical drawings. Create renderings with texture, shadowing, lighting and reflections. Draft 2D orthographic and 3D perspective prints with Computer Aided Design software. Establish topographic maps with elevation contours and landscaping.

### **Contemporary Dance & Creative Movement (1 credit)**

*This course meets the requirement for 1 credit of a physical education credit OR 1 credit of fine arts.*

Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance. Infused in the study of dance is the recognition and realization that dance contributes to a healthy lifestyle, as well as the development of individual and social skills. In this course dancers of all levels have the opportunity to grow in their creative movement and dance vocabulary. Dancers will be exploring self-creation as well as mastering the skills to pick up given choreography. In this course dancers are introduced to the various styles of dance and dance history while gaining an appreciation and understanding for the art form. Kinesthetic awareness, musicality, and creativity are key elements in this semester long course. Dancers are additionally introduced to various social dances including the Rhumba, Salsa, Cha-Cha, Swing, Waltz and Tango. The dancers use Pilates as a form of cross training with an entire day dedicated each week to this practice. The class is tailored to the dancers within it. This dance curriculum provides unique opportunities for cross-curricular connections, an inherent benefit of studying dance.

## Music/Fine Arts

The Washington Academy Music Department believes that music should be placed side by side with other academic subjects. Our music program focuses on helping each student develop aesthetic potential, providing an outlet for creativity and self-expression, giving students a lifelong source of enjoyment, transmitting our musical heritage to succeeding generations, and helping students become acquainted with other cultures and periods of history.

### **Band** (½ credit)

\*\*Fine arts credit

Band involves rehearsals and performances of a wide variety of band literature, as well as developing skills on your individual instrument. A historical perspective of music being performed will be presented along with discussion of the musical aspects of the pieces. Student's requirements include: class participation, performance at two concerts per semester, home practice, and playing exams. Students who demonstrate strong performance may have the opportunity to participate in District and State Honors Festivals as well as extra-curricular ensembles such as Jazz Band and A Cappella.

### **Chorus** (½ credit)

\*\*Fine arts credit

Chorus involves rehearsals and performances of a wide variety of choral literature, as well as developing the basic skills of musicianship. Emphasis will be placed on the development of each individual's voice as well as harmony, balance, and blend of the group as a whole. Student requirements include: class participation, performances at two concerts per semester as well as baccalaureate and graduation, home practice, and singing exams. Students who demonstrate strong performance may have the opportunity to participate in District and State Honors Festivals as well as extra-curricular ensembles such as Jazz Band and A Cappella.

### **Music Theory** (1 credit)

*Prerequisites: Junior or Senior standing and have taken a music class at WA.*

\*\* Fine arts credit

Students will study various aspects of music including melody, harmony, texture, rhythm, form, analysis, composition, history and style. Additionally students will study musicianship skills such as dictation, sight-singing, and keyboard harmony. The class will be taught using the following components: Composition skills, analytical skills, aural skills and performance skills. Students will learn basic music theory that is equivalent to a freshman music theory class. Topics to be covered include, pitch identification in all clefs, scales, key signatures, intervals, transpositions, chords, meter, rhythm, realization and identification of a roman numeral progression, melodic, harmonic and rhythmic dictation, common practice tonality, compositional techniques, score analysis according to all topics presented, error detection, and sight singing. Offered alternating years with Composition.

### **Music Composition/AP Music Theory** (1 Credit)

\*\*Fine Arts Credit

*Prerequisite: Music Theory*

This class is designed to give students an opportunity to create their own music using the concepts and techniques they have learned from music theory and their other courses at WA. Students will learn to compose in different styles and through different mediums. They will receive individual instruction and critique regarding each of their pieces and may have an opportunity for their works to be performed publicly. Potential projects include composing a four part choral, composing a song using a piece of



poetry for the text, composing a score to a short film, and composing a piece based off a piece of visual art. Students who are interested in taking the AP Music Theory test may allocate some of their time in this course to preparing for it, but this is not a requirement of the course.

**Music Technology** (1 credit)

\*\*Fine arts credit

Music Technology will introduce students to the software and equipment commonly used in the production, recording, and editing of music. Students will have the opportunity to compose electronic music using a computer and to record and edit music played on live instruments. Specific topics will include music fundamentals such as pitch and rhythm, basic song structure, how to use a digital audio workstation, how to use a synthesizer, and how to use microphones to record live instruments. Throughout the course, students will produce MP3 tracks containing original material and will learn the skills necessary to continue producing music on their own. Prior knowledge of music theory or the ability to play an instrument are not required for the course.

**Guitar** (1 credit)

\*\*Fine arts credit

This course is designed to present the fundamentals of guitar playing. Basic chords, scales, and playing techniques will be the primary focus. Students will learn to read tablature as well as standard musical notation. Traditional folk tunes, blues progressions, improvisation, and other basic styles will be covered (this is not a rock band experience). Student requirements include: class participation, home practice, in-class performances, performance at a concert, and written and playing exams. A limited number of guitars are available for student use. Students are encouraged to bring their own instruments.

**Steel Drums** (1 credit)

\*\*Fine arts credit

This course is designed for students with an interest in music who have little or no background in music. Students will learn how to play the notes on a steel drum, an instrument originating in the Caribbean. Basic music reading and theory skills will also be covered. Steel drums are provided. Requirements include: Class participation, in-class performances, performance at two concerts, and written and playing exams.

## **Career Technology**

The Career and Technical Education Department will develop desirable work habits in business and technology activities; as well as contribute to the objectives of self-realization, human relationships, economic efficiency, and civic responsibility. Students will have an opportunity to become entry-level job proficient as well as, have a good background for furthering their post-secondary education.

### **Advanced Computer Programming for Entrepreneurs and Engineers (1 credit)**

*Prerequisite: Introduction to Computer Programming Recommended.*

This course is designed in response to the growing demand for students who are both business- and tech-savvy, our Computer Programming & Entrepreneurship program gives students the computing and entrepreneurial skills to succeed in today's start-up and high-tech environments. Students will learn the computer science theories to build a strong technical foundation, and apply those theories through real-world experience with our network of local businesses and national businesses. Students in this course, will use [Java](#), [PHP](#), [JavaScript](#) ([jQuery](#), [AngularJS](#), [React.js](#)), [Ruby](#), [SQL](#), SASS, Visual Studio 2017, HTML, C++, Data Analytics and Machine Learning with TensorFlow, scikit, Python, R, Matlab, Adam,sklearn, numpy, pandas, Anaconda, scipy in real world business applications.

### **Applied Media Production (1 credit)**

The goal of the Applied Media Production course is to bring together students of various talents and have them produce a wide range of dynamic multimedia content with the aim of disseminating this content on Washington Academy's website and social media sites. Students will have the opportunity to learn about and use videography, photography, blogging, vlogging, and various forms of social media.

### **Culinary Arts (1 credit)**

This program is designed for students to work in the Washington Academy kitchen. These students will learn the basics of food preparation, nutrition, and meal planning. They will be under the supervision of the head cook.

### **International Business & Economics (1 credit)**

*Prerequisite: Junior or Senior standing.*

This course will allow students to demonstrate an understanding that a nation has a competitive advantage when it can produce a product at a lower cost than its trading partner. Students will be able to evaluate the effect on international trade of domestic policies which either encourage or discourage exchange of goods and services (e.g., quotas, tariffs, skilled labor, and stable government). Students will also learn the skills to be able to demonstrate an understanding of fundamental economic theories and be able to apply that knowledge in relations to a global market. Students will also be able to demonstrate an understanding of the influence of a nation's culture, geography, economic conditions, and political culture have on multi-national corporations' ability to succeed.

### **Introduction to Computer Programming (1 credit)**

Introduction to Computer Programming allows students to become familiar with twelve different programming languages including Python, Java, PHP, JavaScript (jQuery, AngularJS, React.js), Ruby, SQL, and Sass, as well as markup languages HTML and CSS. Students also learn game and app design with Unity, Unreal Engine and App Inventor 2. This course is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can

play in solving problems. It also aims to help students, regardless of their career interests, to feel confident of their ability to write small programs that allow them to accomplish goals.

### **Introduction to Personal Finance (1 credit)**

This course will be focused on the financial literacy of the individual, preparing people for basic life events such as maintaining a budget, managing debt, understanding credit, and investing in stocks and bonds. Through practical projects, students will gain confidence in handling the various aspects of personal finance. Students will create budgets for imaginary vacations, play the stock market game, and research banks and credit unions. This course is open to sophomores, juniors, and seniors and will only require very basic math skills.

### **Law: Law & Order (1 credit)**

*Prerequisite: Civics.*

In this course, students will be able to examine the legal and criminal justice system in the United States. Students will examine the constitution of the United States including the historical context and evolution of constitutional principles, along with basic doctrine concerning the structure of government and the protection of individual rights. Topics covered will be the examination of criminal law, including theories of punishment, basic stages of the criminal process, culpability, defenses, parties to crime, conspiracy, sentencing, homicide and other selected offenses. Members of the class will be taking part in “mock” cases, assuming the roles of lawyers, jurors, judges, defendants, and/or victims, in order to gain a fuller understanding of the US criminal justice system.

### **Marketing/Entrepreneurship (1 credit)**

Through the Marketing & Entrepreneurship course, students will learn the foundational concepts of marketing. With no prior business knowledge needed, students will explore the classic four P’s: Product, Place, Price, and Promotion and discover that customers are the essential part for a successful marketing plan. Students will also have an opportunity to explore a variety of marketing careers throughout the course, as well as, the importance of marketing themselves through professional development and planning for success through communication and goal setting. Through the successful completion of the course, students will be provided with a strong foundation of knowledge that will give them the opportunity to further their study in marketing and entrepreneurship, as well as, preparing them for their future success.

### **Yearbook (1 credit)**

Yearbook is an elective course that gives students marketable experience in print media publishing. Students work toward the completion and selling of Washington Academy's yearbook *The Washington Record*. Students compose, construct, and edit all elements of computerized text layout, graphic art, and digital photography. Students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year including: develop a theme, design cover, create a workable ladder, determine photo ideas, organize sale and distribution of book, sell advertising, finalize completed computer pages, and establish and meet publication deadlines.

## **Jobs for Maine's Graduates**

### **JMG (1 credit)**

The Jobs for Maine's Graduates Program (JMG), seeks to identify and encourage the most successful approaches in career preparation among all students. Through research, interest inventories, and opportunities to interact with different businesses and post-secondary schools, students are able to explore many options to prepare them for their future career goals. Components of employability skills, personal development, financial security, and leadership training will be the focus of the curriculum. JMG commits, not only to successfully leading students to their chosen aspirations, but also to an extended guidance program with a twelve month follow up process after graduation from high school. Students who participate in all aspects of this program will leave with a clear understanding of how to set goals and work to achieve those goals. Students are able to participate in the JMG program all four years of high school, earning a credit for each year.

### **JMG New Student Seminar (½ credit - Social Studies)**

*This course is designed for freshmen and new students. Delivered by the Jobs for Maine's Graduates Program.*

The course assists students in developing their skills in the following areas: note taking, organization skills, correct writing format/citing sources, reading comprehension, study skills, career planning, and entrepreneurship. Through this program, students are taught pertinent background knowledge from each of the content areas, as well as a number of additional techniques and tools that will enhance their skills, and create a positive outcome within future classes. Students will use a career interest based program, current events, marketing resources, and citizenship to successfully implement the skills acquired from the content areas. Students who participate in all aspects of this program will leave the course with a clear understanding of how to manage their time, write effectively, and set goals for their future aspirations.

## Health Occupations

### **Certified Nurse Assistant** (2 credits) (1 credit of Health and 1 credit of Science)

*Prerequisite: Must be 16 years of age by the start of the school year.*

Nursing care is concerned with the basic needs of individuals who have physical, mental, social, and cultural dysfunctions. The C.N.A. with appropriate education and training is capable of giving nursing care under the supervision and delegation of the registered professional nurse in tasks, which support nursing practice. The objective of this course is to provide a means of acquiring basic nursing techniques and skills designed to furnish the graduate with entry-level skills in the health field. The experience gained as a Certified Nurse Assistant also enables the individual to consider and pursue upward mobility in health services as opportunities arise. This course meets the minimum standards set forth by the State of Maine C.N.A. curriculum.

At the completion of this course, the student will be able to:

- a. Maintain a proper physical and emotional patient environment.
- b. Report and record observations.
- c. Provide assistance in personal hygiene.
- d. Assist with body movement and ambulation.
- e. Assist with nutrition and elimination.
- f. Assist in emergency situations.
- g. Communicate in an effective, positive manner.
- h. Assist the registered professional nurse to provide general patient care.

### **Down East Community Hospital Internship** (1 credit)

This course is designed to allow students to experience firsthand, the inner-workings of various aspects of the medical field. Participants will spend time weekly at the Down East Community Hospital. While there they will shadow and interact with medical professionals and gain pertinent experience and knowledge. Students are required to comply with all hospital rules and regulations for interns. Assessment and credit will be determined on an individual basis according to time spent and work produced. This course may be done during the school day or after school hours.

## **Marine Vocational Technology**

This program intends to develop the attitude, knowledge, and skills necessary for employment in a marine industry, preparation for higher education and to connect students with Maine maritime traditions, boat building and watercraft operation. The goal is to develop skilled craftsmen and responsible mariners.

### **Marine Technology (1 credit)**

Students will complete units in general workshop safety and proper operations of industry related equipment, including hand tools, portable power tools, stationary machines and watercraft. Shop work will concentrate on introductory level composite boatbuilding using the contact mold method. The opportunity to build a traditional wooden boat will also be available. Classroom study will include lessons in personal health and safety, environmental issues, nautical terminology, regulations, legal requirements, ownership issues, marine nomenclature and marlinspike seamanship. The internet will be used for comprehensive research of boat builders, marine businesses, post secondary schools and marine museums. Outdoor activities will include field trips to marine businesses, post secondary marine trade schools, powerboat handling activities and small powerboat handling.

## Special Education

Students who are identified with special needs have individualized programs agreed upon by a team of professionals to meet their needs and concerns. It is therefore necessary to develop programming on an individual basis for students with Individualized Education Plans (IEPs) and 504 accommodation plans to help them to make measurable progress in the academic year. Programs include individual, small group, or support services for all special education students. There is also a combination of all three types of support used to help our students meet their annual goals and succeed academically.

The following is a list of courses/services offered through the Special Services Department:

- A. Remedial English 4 courses
- B. Remedial Math 4 courses
- C. Life Skills Program
- D. Support Study Hall (504)

### **English 1, 2, 3 & 4 (1 credit)**

Remedial English courses are based on the individual needs of the student. The goal is to assist the student with making progress in all areas of communication, reading, writing, and oral expression. Students receive direct instruction through reading programs, grammar, the writing process, and oral communication.

### **Math 1, 2, 3 & 4 (1 credit)**

Remedial Math courses are based on the individual needs of the student. The goal is to help the student become more proficient in all areas of mathematics with a focus on independent living skills. The goal is to acquire the needed math skills to successfully return to the general curriculum. Students will receive direct instruction for the fundamentals in basic math skills such as fractions, decimals, percentages, checkbook use, budget planning, basic algebra and measurement. In conjunction with direct instruction, we utilize an online tutorial program.

### **Independent Life Skills Program**

The Life Skills program is interwoven into the Special Education Departments Math and English courses, based upon the specific identified needs of the individual student. The content of the Math and English instruction is individualized to include more direct instruction in social skills topics and development, vocation and career development, personal finance and communication skills. Programming can also include job shadowing and work study possibilities, matched to the specific interests identified by students through transition assessments and the transition planning process. The goal of the program is to support student interests and development as they prepare to enter the real world beyond high school graduation.

### **Support Study Hall**

Support Study Hall is provided for all identified students for the purpose of teaching the self-study skills they will need in order to successfully complete regular education courses. The support study hall is an integral component of the special education program. The study hall monitor(s) provide communication between students, parents, staff, and administration. A major component of this communication is monitoring student grades. This allows our staff to proactively work to consult and provide direct and indirect support(s).

## **Affirmative Action Statement**

Washington Academy does not discriminate in the educational and employment policies, programs, and practices which it operates and will honor all appropriate laws relating to discrimination in regard to: race/color, sex, sexual orientation, religion, ancestry or national origin, age, physical/mental handicap, marital status, whistleblower activity, previous assertion of a claim or right under the Maine Worker's Compensation Act or genetic information. The state and federal laws affecting this policy are: 5 M.R.S.A. #4451, and #65, Civil Rights Act of 1964, Title VI, Rehabilitation Act of 1973, Section 504; and Educational Amendments, 1972, Title IX.