

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– FEBRUARY 5, 2020**  
**FREEPORT HIGH SCHOOL - LIBRARY**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

1. Call to Order:  
The meeting was called to order at \_\_\_\_\_ p.m. by Chair Michelle Ritcheson
2. Attendance:

____ Kathryn Brown ____ Jeremy Clough ____ Candace deCsipkes ____ Lindsey Furtney ____ Jennifer Galletta ____ Susana Hancock ____ Elisabeth Munsen	____ Maura Pillsbury ____ Michelle Ritcheson ____ Valeria Steverlynck ____ Madelyn Vertenten ____ Rhea Fitzpatrick – Student Representative ____ Liam Hornschild-Bear – Student Representative
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3. Pledge of Allegiance:
4. Consideration of Minutes:  
A. Consideration and approval of the Minutes of January 22, 2020 as presented barring any errors or omissions.  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
5. Adjustments to the Agenda:
6. Good News & Recognition:  
A. Report from Board's Student Representative (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:  
NA
9. Administrator Reports:  
NA
10. Board Comments and Committee Reports:  
NA
11. Policy Review:  
NA
12. Unfinished Business:  
A. Budget Review:
  1. Budget Update – Becky Foley (10 Minutes)
  2. Durham Community School – Will Pidden (20 Minutes)
  3. Freeport Middle School – Ray Grogan (20 Minutes)
  4. Freeport High School – Jen Gulko (20 Minutes)
  5. Athletics – Craig Sickels (20 Minutes)

13. **New Business:**  
A. 2020-2021 Freeport High School Program of Studies – Jen Gulko (15 Minutes)

14. **Personnel:**  
NA

15. **Public Comments: (10 Minutes)**

16. **Adjournment:**

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

Item # H.A.

**RSU No. 5 Board of Directors Meeting  
Wednesday, January 22, 2020 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the February 5, 2020 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:32 p.m.

**2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Liam Hornschild-Bear, Student Representative

**MEMBERS ABSENT:** None

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the Minutes of January 8, 2020. (Hancock - Steverlynck) (11 – 0) The student representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

None

**6. GOOD NEWS AND RECOGNITION:**

A. Recognition - District 3 Honors Music Festival and All-State Music Festival

B. Report from Board's Student Representative – Liam Hornschild-Bear, Student Representative

**7. PUBLIC COMMENT:**

None

**8. REPORTS FROM SUPERINTENDENT:**

1. District Happenings

2. Retirements (effective at the end of the school year) & Resignations

- Anne Bishop - 2<sup>nd</sup> Grade Teacher at Morse Street School (Retirement)

- Kyle Jackson - District Computer Technician (Resignation)

- Kelli Park - Adult Education Coordinator (Resignation)

-Tammy Johnson - Custodian (Resignation)

**9. ADMINISTRATOR REPORTS:**

A. Finance - Ann Cromer

**10. BOARD COMMENTS AND COMMITTEE REPORTS:**

A. Board Information Exchange and Agenda Requests - Michelle Ritcheson mentioned the 8<sup>th</sup> grade students visited Region Ten.

B. Finance Committee

C. Strategic Communications

D. Policy Committee

**11. POLICY REVIEW:**

**A. VOTED:** To approve the 2<sup>nd</sup> Read of the following Policies. (Pillsbury – Brown) (11 – 0) The student representative voted with the majority.

1. AEC – Accountability – Reporting to the Public
2. BCB – Board of Directors Conflict of Interest
3. BDB – Board of Directors Officers
4. GCG – Teacher and Educational Technician Substitute Policy

**12. UNFINISHED BUSINESS:**

**A. VOTED:** To approve the 2<sup>nd</sup> Read of the 2020-2021 School Calendar.  
(Galletta – Steverlynck) (11 – 0) The student representative voted with the majority.

**13. NEW BUSINESS:**

**A. & B. VOTED:** To appoint Susana Hancock to the Strategic Communications Committee and the Freeport Cable TV Board. (Furtney – Munsen) (11 – 0) The student representative voted with the majority.

**C.** Presentation of Superintendent's 2020-2021 Recommended Budget.

**14. PERSONNEL:**

None

**15. PUBLIC COMMENT:**

None

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 8:10 p.m. (Galletta – Munsen) (11 – 0)

  
Becky J. Foley, Superintendent of Schools

## FY 2021 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Item #12.A.2.

### Building/Program: Durham Community School

What key issues and priorities are you trying to address in your proposed budget?  
(Administrators identified the following four focus areas: maintain class sizes, equity among schools, increased student support, and increase bus fleet.)

We are requesting the addition of a staffing in two roles to address the demands of a PK-8 school, student needs and equity between schools.

- 0.5 guidance position to join our existing counselor in meeting the varied needs of a PK-8 school. We are finding it increasingly difficult to balance the proactive intervention demands of PK-5 students with the responsive demands of 6-8 students. Often the conflict results in either a guidance class being cancelled or small group session being cancelled, thus impacting the proactive intervention efforts.
- 0.4 library support. Currently our librarian teaches classes all day for children from PK-8 and has barely any time to check books into the library and then shelve and organize the collection. This support staff time would allow for some of the shelving and organizing to be done.

### How do these priorities align with the district's four strategic objectives?

- *All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity - Strengthen and align all social/emotional development systems.*
- *All RSU 5 students regularly engage in meaning- ful student centered learning\*.*
  - *Expand curricular and extra-curricular choices that respond to students' interests and needs.*
  - *Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.*

### FY 2021 Projected Enrollment / Class Size Ratio by Grade

Grade	Students	Teachers	Class Size
PK	32	1	16, 16
K	45	3	15,15,15
1	44	3	14,15,15
2	54	3	18,18,18
3	40	2	20,20

4	42	2	21,21
5	48	3	16,16,16
6	49	3	16,16,17
7	50	3	16,17,17
8	39	2	19,20

<b>Staffing Adjustments to Budget in FY 20</b> <ul style="list-style-type: none"> <li>• Add 1.0 to 6th grade to address bubble group of students.</li> <li>• Add three days to admin assistant for additional summer work.</li> </ul>	<b>Staffing Adjustments to Budget in FY 21</b> <ul style="list-style-type: none"> <li>• Add 0.5 guidance counselor</li> </ul>
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**Other significant FY 21 requests in budget and need (Supplies, Equipment, etc).**

**Regular Instruction - Purchased professional - \$1500**

**Strategic goal 2: All RSU5 students regularly engage in meaningful student-centered learning.***(Objective 2.3- Expand curricular and extra-curricular choices that respond to students' interests and needs.)*

We are requesting \$1500 to support an author visit(s) to supplement what PTA offers. This will bring DCS in alignment with other schools who already have this in their budget.

**Regular Instruction - Supplies - \$1500**

**Strategic Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.** *(Objective 1.3 - Maximize student opportunities for physical movement and adequate breaks to elevate learning.)*

We need to supplement the physical education budget to upgrade materials across the grade level span. We have not done this for several years. Targeted equipment includes:

- Beams; balance equipment; tunnels for PK-2 movement
- Plyo boxes; weighted balls for grades 5- 8 fitness & exercise

**Regular Instruction - Software - \$649**

**Strategic goal 2: All RSU5 students regularly engage in meaningful student centered learning.** *(Objective 2.3- Expand curricular and extra-curricular choices that respond to students' interests and needs.)*

There is an additional request in Software to cover the cost of software to support math intervention and progress monitoring. Also a request for funding to continue web access to a site that supports elementary science. Currently we use MysteryDoug for that.

## FY 2021 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Item #12.A.3.

### Building/Program: Freeport Middle School

We are asking to add math intervention support in the 8th grade. We currently have math intervention support for students in 6th and 7th grade. We hope to see an increase in our math scores in 8th grade with this higher level of support. Our 6th and 7th-grade math scores have traditionally been stronger than our 8th-grade math scores. The added bus run to PES will also allow our students to stay after school for added help as needed.

### How do these priorities align with the district's four strategic objectives?

The FMS budget requests focus on RSU5 strategic goals one and two. The additional ed-tech hours to support math intervention will increase our ability to support students to help improve their math skills in 8th grade based on their specific needs (student-centered instruction).

The added bus run from FMS to PES is addressing all of the district goals, but most specifically goals one, two and four. The bus will allow students to have a better opportunity to participate in after school clubs, activities and academic support that will continue to improve FMS's joyful, safe learning environment, which fosters curiosity and make it easier for all students to stay after school for academic support.

### FY 2021 Projected Enrollment / Class Size Ratio by Grade

	Students	Teachers	Class Size
6th Grade	100	5.33	18-22
7th Grade	111	5.33	20-22
8th Grade	110	5.33	20-22

Staffing Adjustments to Budget in FY 20	Staffing Adjustments to Budget in FY 21
<ul style="list-style-type: none"><li>.3 nursing added to allow FMS to have fulltime nursing.</li><li>Added fieldwork money</li></ul>	<ul style="list-style-type: none"><li>Reduction of .5 teacher due to a change in enrollment</li><li>.5 ed tech to support 8th-grade math RTI</li></ul>

### Other significant FY 21 requests in budget and need (Supplies, Equipment, etc).

There is a late bus for Pownal in the transportation budget. Currently, Freeport students can ride a bus from FMS to MLS at 3 pm to ride the k-5 buses home. This allows the students to stay at school from 2:20-3:00 for extra help, clubs or activities. We will now have a 3 pm bus from FMS to PES, allowing students to stay after school and take the Pownal k-5 bus home.

Supply and equipment lines remain similar to last year.

## FY 2021 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION *Item# 12.A.4.*

### **Building/Program: Freeport High School**

What key issues and priorities are you trying to address in your proposed budget? (Administrators identified the following four focus areas: maintain class sizes, equity among schools, increased student support, and increase bus fleet.)

The budget for FHS prioritizes increased support for maintaining class sizes and increasing our academic support as well as social emotional support. As the population of FHS has grown, we have seen the need to expand some of our staffing positions in order to maintain a high level of student support while still maintaining small class sizes. We are requesting the following:

- Full time Math teacher position
- Increase part time (0.5) Ed Tech to full time (1.0) Ed Tech position
- Increase Social Worker from 0.5 Special Education Social Worker to 1.0 Special Education Social Worker (while maintaining the 0.5 General Education Social Worker)

### **How do these priorities align with the district's four strategic objectives?**

We believe that these priorities align closely to maintaining class sizes and increasing student support. Expanding the Math staffing will allow us to continue to maintain class sizes to give targeted support to students as well as staff the math lab for increased math support. This will help our students in reaching high levels of math proficiency.

The increase of our current part time Ed Tech position to a full time position would also allow us to provide more targeted support to students through increasing the number of Learning Lab sections that we offer. The Learning Lab is a proactive intervention that helps students to be successful and stay on track in all of the content areas. In addition to Learning Lab classes, this position would also support Guided Study Halls, which would allow us to increase the number of sections of a course offered in some content areas (i.e. the classroom teacher would take on another section of a course instead of a guided study hall).

Increasing the Social Worker position to full time for special education students and continue to have a half time position for general education students will allow us to support more students with social work services on their IEPs while still continuing to service any student who needs to access the school Social Worker.

The budget requests for instructional supplies as well as professional development will allow us to continue to support teachers in their efforts to provide meaningful learning opportunities for our students.

### **FY 2020 Projected Enrollment / Class Size Ratio by Grade**

9th: 166                      10th: 146                      11th: 168                      12th: 138

<b>Staffing Adjustments to Budget in FY 20</b>	<b>Staffing Adjustments to Budget in FY 21</b>
0.25 Science position	1.0 Math position
0.5 World Language position	0.5 Ed tech position
1.0 Endeavor teacher to expand alternative ed. program	0.5 Special Education Social Worker

### **Other significant FY 21 requests in budget and need (Supplies, Equipment, etc).**

- 10 guitars for new Intro to Guitar class
- AP Environmental Science textbooks & Chemistry in the Community textbooks (new course)
- Additional security cameras (interior and exterior cameras)



## FY 2021 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Item 12.A.5.

**Building/Program:** **Athletics – High School & Middle School**

What key issues and priorities are you trying to address in your proposed budget?  
(Administrators identified the following four focus areas: maintain class sizes, equity among schools, increased student support, and increase bus fleet.)

- Continue to fund and support all sports/teams efficiently and effectively.
- Continue to support and champion the benefits of education-based athletics.
- Increase student support with FHS swim coach.

### **How do these priorities align with the district's four strategic objectives?**

Continued support and funding from the RSU community allows for student athletes to experience joyful learning in a safe and nurturing environment. Student athletes regularly engage in meaningful student centered learning and work together every day towards the attainment of a group goal, fully realizing the need to successfully live up to and fulfill the individual's role and responsibilities within a group/team setting. Partnerships with community youth programs allow our young people to serve as role models for the community and ambassadors for our programs. They serve as volunteers for our youth programs, helping RSU5's younger players develop. As coaches, instructors, and referees, their influence on the district's youth is a powerful educational tool. Coaches and administrators work closely with the numerous booster, parent, and community groups to provide a great environment for education based athletics and school and community pride.

- See attached Sports, Schools, & the Maine Learning Results
- See attached Activities & Athletics

### **FY 2021 Projected Enrollment / Class Size Ratio by Grade**

- See attached participation numbers

<b>Staffing Adjustments to Budget in FY 20</b>	<b>Staffing Adjustments to Budget in FY 21</b>
<b>Added:</b> FMS Indoor Track Asst Coach FMS Outdoor Track Coach	<b>Added:</b> FHS Head Varsity Swim Coach (\$4741) - 20-21 will be 3 <sup>rd</sup> Yr - Actual increase \$2217 (\$2524 Yarm Asst)

### **Other significant FY 21 requests in budget and need (Supplies, Equipment, etc).**

- \$8600 – HS Uniform Rotation: B&G Soccer, B&G Basketball (see attached)
- \$1800 – HS Home Playoffs: police, clock, scorebook, PA (2 Soc, 1 FB, 1 BB, @ Lax)
- \$1600 – HS GIHOC: supports 2 additional skaters (5-7)
- \$1000 – Swim: supports 2 additional Co-Op swimmers (8-10) or Pool Rental for FHS practices (No home swim meets 20-21 – Phase-In Plan 21-22)
- \$1200 – FMS TeamSnap Website

# SPORTS, SCHOOL & THE LEARNING RESULTS

The State of Maine Learning Results has had a tremendous impact on education. The Six Guiding Principles have affected many schools' program of studies, individual and cooperative teaching styles, curricula, testing and assessment, staffing needs, and school budgets. Many connections and strong parallels can be made between the athletic program goals and Maine's Learning Standards aimed to ensure students are prepared for work, higher education and citizenship. The Maine Learning Results provide a ready framework for linking the contributions of education based interscholastic athletics to educational objectives.

## **A collaborative and quality worker:**

Student athletes work together every day towards the attainment of a group goal, fully realizing the need to successfully live up to and fulfill the individual's role and responsibilities within a group / team setting.

## **An integrative and informed thinker - A creative and practical problem solver:**

In the academic setting, the teacher constructs a test so the students can pass. In athletics, the opposing coach devises the questions so the athletes can fail. The athletes don't even know what the questions are going to be until the game begins, and once they figure them out, the opposing coach can change them in the middle of the contest. The changing nature and variables of sports' activities demand that student athletes be creative and integrated thinkers. How student athletes respond, individually and collectively, are important factors when facing uncertain and ever changing obstacles.

## **A responsible and involved citizen:**

No program draws such criticism and praise as student athletic programs. Athletics are a focal point of our community and our sporting events continue to provide a great environment for school and community pride. Our young people serve as role models for the community and ambassadors for our programs. They serve as volunteers for our youth programs helping RSU5's younger players develop. As coaches, instructors, and referees, their influence on the districts' youth is a powerful educational tool.

## **A clear and effective communicator:**

Every coach and every classroom teacher will tell you that effective communication is essential to success. Our athletes are placed in situations where communication and the ability to relate to others are extremely important and vital. Communication skills are strengthened and tested at each practice and game throughout the season.

## **A self-directed and lifelong learner:**

Self-discipline and self-motivation are the cornerstones of success. In no other co-curricular discipline, do you hear words like commitment, dedication, desire, loyalty, and sacrifice spoken so often or meaningfully. Participation in athletics fosters the development of these positive characteristics. The educational concept of "a healthy body - a healthy mind" certainly speaks volumes towards the benefits of physical activity. Student athletes develop an appreciation of the value of exercise, sports and the wise use of leisure time.

# ~ ATHLETICS & ACTIVITIES ~

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**The function of school is not to help kids do well in school.**

**The function of school is to help kids do well in life.**

Elliot Eisner

Professor, School of Education, Stanford University

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Studies conducted by the American College Testing Service, the Educational Testing Service and the College Board attempted to determine whether a student's success later in life could be predicted. The studies looked at the:

- College Entrance Examination Board's Scholastic Aptitude Test (SAT's)
- participation and achievement in school athletics/activities
- high school grades
- college grades
- ACT scores

***They found that the only significant indicator and best predictor of future success was a student's participation and achievement in student athletics/activities.***

***The study goes on to say that teens who were active in school activities were found to be most likely to succeed at their chosen profession and make creative contributions to their communities.*** Not useful as predictors were high grades in high school, high grades in college, high ACT scores, or the educational level of a student's parents.

## Other Benefits and Implications

Studies performed by the National Federation of State High Schools, as well as, independent state associations and organizations have shown that participation in athletics/activities reflect the following benefits:

- lower drop out rates
- fewer discipline problems
- higher school attendance
- higher grade point averages
- attend college more often than non athletes
- greater involvement in community after graduation
- greater parental involvement in student's school life
- tend to focus on long-term accomplishments rather than short-term goals

In a word, participants in school activities are motivated to stay in school, like school and do well in school.

"Nowhere do you find it in education like you find it in activities: That teachers are teaching what they want to teach to students who are learning what they want to learn. Both are willing to work hour upon hour on their own time after school so that everything that can be taught is taught and everything that can be learned is learned."

Al Burr, Principal, Clayton, Missouri

**THERE'S MORE TO BE LEARNED FROM ATHLETICS,  
THAN ATHLETICS ITSELF.**

# RSU No. 5 ATHLETICS

## PARTICIPATION NUMBERS

FHS	YEAR	FALL	WINTER	SPRING	Total	% total enrollment
	00-01	158	145	134	233	57% (408)
	01-02	159	138	154	242	59% (409)
	02-03	190	161	150	264	64% (420)
	03-04	186	151	164	260	60% (440)
	04-05	225	152	170	293	65% (450)
	05-06	222	151	167	296	66% (450)
	06-07	185	124	153	255	60% (440)
	07-08	168	118	125	226	51% (440)
	08-09	141	106	148	220	52% (420)
	09-10	190	125	156	253	59% (427)
	10-11	220	150	185	297	60% (500)
	11-12	226	170	196	312	60% (520)
	12-13	211	155	204	311	60% (520)
	13-14	215	169	177	298	59% (515)
	14-15	196	173	186	281	57% (489)
	15-16	210	190	210	313	61% (511)
	16-17	220	204	215	318	63% (505)
	17-18	226	192	230	334	64% (525)
	18-19	242	180	226	345	59% (580)
	19-20	234	198	???	307	53% (580)

DMS	YEAR	FALL	WINTER	SPRING	Total
	09-10	50	45	44	87
	10-11	69	61	52	99
	11-12	73	64	67	109
	12-13	64	68	63	80
	13-14	59	62	60	89
	14-15	45	56	53	79
	15-16	67	57	52	100
	16-17	72	61	81	88
	17-18	65	59	70	93
	18-19	89	53	57	90
	19-20	57	38	??	?? (*not incl indoor track)

<b>FMS</b>	<b>YEAR</b>	<b>FALL</b>	<b>WINTER</b>	<b>SPRING</b>	<b>Total</b>	
	00-01	140	110	118	191	
	01-02	128	92	130	187	
	02-03	132	107	134	195	
	03-04	138	113	147	211	
	04-05	131	112	138	200	
	05-06	122	109	125	179	
	06-07	121	108	102	185	
	07-08	117	78	110	167	
	08-09	113	92	111	163	
	09-10	129	102	107	186	
	10-11	131	104	113	207	
	11-12	128	115	128	214	
	12-13	151	157*	120	245	(*added indoor track)
	13-14	139	136	121	219	
	14-15	143	126	111	212	
	15-16	182	124	122	246	
	16-17	142	128	116	213	
	17-18	158	117	124	213	
	18-19	147	120	121	199	
	19-20	157	115*	???	???	(*not incl indoor track)

## RSU 5 ATHLETICS - PROPOSED BUDGET PHASE IN

2010-11	\$2500	Stipend - HS Asst. Nordic Ski Coach	
	\$1333	Travel Expenses for Varsity / JV football	
	\$1333	Travel Expenses for Indoor Track Meets	
	\$1333	Travel Expenses for Outdoor Track Meets	\$6500
2011-12	\$4827	* Stipend - Head Varsity Football Coach	
	\$3935	* Stipend - Head Varsity Indoor Track Coach	
	\$3525	* Stipend - Head Varsity Outdoor Track	
	\$2600	50% Travel Costs - Indoor Track to Bowdoin	
	\$2100	50% Travel Costs - Outdoor Track to Bowdoin	\$16,987
2012-13	\$3353	* Stipend - Asst Varsity Football Coach	
	\$2929	* Stipend - JV Football Coach	
	\$2500	* Stipend - Asst Varsity Indoor Track Coach	
	\$2500	* Stipend - Asst Varsity Outdoor Track Coach	
	\$2600	50% Travel Costs - Indoor Track to Bowdoin	
	\$2100	50% Travel Costs - Outdoor Track to Bowdoin	\$15,982
2013-14	\$1500	WMC Indoor Track Assessment	
	\$800	WMC Outdoor Track Assessment	
	\$1500	HS Football Reconditioning	
	\$3090	* Stipend - Varsity Winter Cheering	
	\$2929	* Stipend - Middle School Football	
	\$2500	* Stipend - HS Asst Alpine Coach	\$17,619
2014-15	\$4000	Football Officials HS/MS (3000/1000)(actual \$3400)	
	\$3000	Supplies & Equip - Football HS/MS (2000/1000)	
	\$500	Supplies & Equip - Indoor/Outdoor Track	
	\$2500	* Stipend - Varsity Fall Cheering	\$10,000
2015-16	\$2500	* Stipend - Asst Middle School Football	
	\$1900	* Stipend - FMS Indoor Track	
	\$1900	* Stipend - DCS Indoor Track	
	\$4000	Girls Ice Hockey - Co-op w/ Yarm & GNG	
	\$1500	Supplies & Equipment - HS/MS Football (1000/500)	
	\$250	Supplies & Equipment - HS Cheering	\$12,050
2016-17	\$1900	* Stipend - HS PT Indoor Track Asst	
	\$1900	* Stipend - HS PT Outdoor Track Asst	\$3800
2017-18	\$250	Supplies & Equip - Indoor & Outdoor Track (total \$750)	
	\$250	HS Football Reconditioning (total \$1750)	
	\$4000	Boys Ice Hockey - Co-op w/ S. Port & Waynflete	
	\$1500	* Stipend - Head Coach Unified Basketball	
	\$1000	* Stipend - Asst Coach Unified Basketball	\$7000
2018-19	\$4000	B & G Swimming - Co-Op w/ Yarm	\$4000
2020-21	\$4741	* Stipend - Varsity Swim Coach (3 <sup>rd</sup> yr)	\$2217
	\$1000	Swim Team - pool rental	
2021-22	\$4500	Swim meets: officials, timing, pool rental, scorer	\$4500 (Approx)

**FREEPORT HIGH SCHOOL**  
**Uniform Rotation - Beginning Premise**

# Uniform Sets	Team	Replacement Schedule	Life Cycle		Total # Uniform Sets
<i>H&amp;A - V,JV (FT)</i>		<i>1 set every # yrs</i>			
2	Football Jersey	3 yrs	6 yrs		FB - H
1	Football Pants	4 yrs	4 yrs		FB - A
4 (6)	B Soccer	2 yrs	8 yrs	FT = 12 yrs	BV Soc - H
4 (6)	G Soccer	2 yrs	8 yrs	FT = 12 yrs	BV Soc - A
2	FH/GLax	2 yrs	8 yrs	(16 seasons)	GV Soc - H
1	XC/Track	4 yrs	4 yrs	(12 seasons)	GV Soc - A
1	Golf/Tennis	5 yrs	5 yrs		FH/GLax - H
4 (6)	B Bball	3 yrs	12 yrs	FT = 18 yrs	FH/GLax - A
4 (6)	G Bball	3 yrs	12 yrs	FT = 18 yrs	XC/Track
1	Cheerling	6 yrs	6 yrs		Golf/Tennis
1	Base Pants	3 yrs	6 yrs		BVBB - H
1	Base Jersey	4 yrs	8 yrs		BVBB - A
1	Soft Pants	3 yrs	6 yrs		GVBB - H
1	Soft Jersey	4 yrs	8 yrs		GVBB - A
2	BLax	3 yrs	12 yrs		Cheer
1	Alpine Ski	5 yrs	15 yrs		VBase
1	Nordic Skl	5 yrs	15 yrs		VSoft
					BVLax - H
					BVLax - A
					Alpine
					Nordic
					21
<b>Example</b>	<b>Basketball new set every 3 yrs</b>				
<b>Year 1</b>	<b>HOME</b>	<b>Varsity</b>			
2					
3					
4	<b>AWAY</b>	<b>Varsity</b>			
5					
6					
7	<b>HOME</b>	<b>JV</b>			
8					
9					
10	<b>AWAY</b>	<b>JV</b>			
11					
12			JV/Var full life cycle 12 yrs		
13	<b>HOME</b>	<b>FT</b>			
14					
15					
16	<b>AWAY</b>	<b>FT</b>			
17					
18			Full life cycle now 18 years		
19	<b>Home</b>				
<b>Example</b>	<b>Soccer new set every 2 yrs</b>				
<b>Year 1</b>	<b>HOME</b>	<b>Varsity</b>			
2					
3	<b>AWAY</b>	<b>Varsity</b>			
4					
5	<b>HOME</b>	<b>JV</b>			
6					
7	<b>AWAY</b>	<b>JV</b>			
8			JV & Var full life cycle 8 yrs		
9	<b>HOME</b>	<b>FT</b>			
10					
11	<b>AWAY</b>	<b>FT</b>			
12			Full life cycle now 12 yrs		
13	<b>HOME</b>				

Rotation 20-21	B-SOC B-BB G-BB Alpine
Additional for 20-21	B-SOC B-BB G-BB G-SOC

# **FREEPORT HIGH SCHOOL**

**30 Holbrook Street, Freeport, Maine 04032**  
**Ph: (207) 865-4706      Fax: (207) 865-2900**

*Item # 13A.*

**Jennifer Gulko**  
*Principal*

**Alexis L. Rog**  
*Guidance Counselor*

**Charlie Mellon**  
*Assistant Principal*

**Dana Clark**  
*Guidance Counselor*

**P. Craig Sickels**  
*Director of Athletics*

**Liz Peirce**  
*Guidance Counselor*

**1-27-20**

**RSU5 School Board members:**

We have been working as a staff to revise and enhance the Freeport High School Program of Studies for the 2020-2021 school year. We sought feedback from members of all FHS departments, and the guidance team, along with administration, has been working to make any revisions necessary. In addition to our Program of Studies, we will continue to publish a separate Family Guide for FHS Instructional Practices, which outlines our school processes tied to grading, reporting and instructional feedback practices. In the coming school year, all four grades will be operating under the same grading, reporting and instructional processes, which is reflected in the Program of Studies. We have made some changes to our course offerings as well as some credit and school support information, and these changes are outlined below:

- Page 5: updated phone numbers
- Page 7: updated school profile
- Page 22-23: edited information about the honor roll system and timeframes
- Page 26-27: some changes to course offerings in Math (deleted Applied Algebra and Math Fundamentals, added Foundations of Entrepreneurship) and changed the credit requirements for math (2 elective courses may be taken for 1 of the 4 required graduation credits for math)
- Page 33: Changed Endeavor to NDVR (and changed on all following pages)
- Page 36, PE: removed Unified PE and brought back Adaptive PE; identified which courses are competitive vs. non-competitive
- Page 42, Math: Deleted Applied Algebra and Math Fundamentals, added Foundations of Entrepreneurship, removed fee for Personal Finance
- Page 51, Social Studies: Revised description of AP World to match College Board's description
- Page 53, Performing Arts: Removed Basic Music Theory and added Intro to Guitar; removed Basic Music Theory as a prerequisite for AP Music Theory
- Page 64: Changed name of AP for ALL to AP for Me (program name change)
- Page 65: Changed Early study description to include more options; changed name of Early College to Embark (program name change)
- Page 75-82: Edited the At A Glance pages (changed last column to identify if course is only elective credit)

We look forward to the Class of 2024 joining our FHS community and we are excited about our new course offerings for next year.

Respectfully,

**Jen Gulko**  
**Principal**





Freeport High School  
Program of Studies  
2020-2021



EMMA

# P rogram of Studies Overview

## ***Introduction***

The Freeport High School Program of Studies presents information about the courses offered at the school. Students should use this book as they plan an appropriate academic program. Please recognize that these courses are possible offerings for the coming year. A variety of factors, including the number of students enrolled in a given course, will determine whether it is offered or not.

The Freeport High School Program of Studies also provides information about our Student Services Department, its role in your student's education, and the department's processes associated with course registration. Other support services are described as well. Graduation requirements for current and future Freeport High School students are fully explained.

**DISCLAIMER:** Subsequent to publication of this catalog, Freeport High School reserves the right to make changes in courses, program requirements, policy and regulations as circumstances, funding, and enrollment dictate. There is no guarantee that any course listed in this catalog will be offered in any given semester. The ongoing work of aligning the curriculum with the Maine Standards will, of necessity, result in changes in course content. Students and parents will be informed if changes in course content create a significant difference between the course descriptions as it appears in this Program of Studies and the revised course content.

# Core Values and Beliefs

## **Mission:**

Freeport High School is committed to integrity, community, perseverance, and creativity. We celebrate individuality and empower students to achieve their highest personal aspirations in the pursuit of excellence.

## **Values:**

### **We value Integrity**

- Those with integrity treat others and themselves with respect, honesty, kindness, and fairness.

### **We value Community**

- Those who value community embrace relationships, celebrate diversity, display empathy, and nurture well-being

### **We value Perseverance**

- Those who persevere take ownership of their learning, embrace challenge, and aspire to achieve their potential in the face of difficulties.

### **We value Creativity**

- Those who are creative engage their world with a spirit of curiosity, take risks, and approach problem solving in innovative ways.

## **Beliefs about learning: We are...**

### **Learner-centered**

- We believe that when we take responsibility for our learning, we are empowered to become collaborative learners who are proficient at seeking support and are self-directed.

### **Critical thinkers**

- We believe that when we examine a problem or challenge from multiple perspectives with an open mind and a questioning spirit, we are able to enrich our understanding of the world.

### **Effective communicators**

- We believe that when we articulate our thoughts and listen actively, we are able to effectively engage others, collaborate within our community, and reflect on our strengths and weaknesses.

### **Problem solvers**

- We believe that when we take initiative, use a variety of approaches and strategies, and learn from both our successes and failures, we are able to solve complex and important problems.



# Accreditation

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

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of Freeport High School.

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# C Contact Information

## **SCHOOL & DISTRICT NUMBERS**

Freeport High School Main Office	<b>865-4706</b>
Region 10 Technical High School	<b>729-6622</b>
Freeport High School Instructional Support Services	<b>865-2856</b>
Ms. Becky Foley, Superintendent's Office	<b>865-0928, x221</b>

## **ADMINISTRATION - 865-4706**

Ms. Jen Gulko, Principal	<b>x225</b>
Mr. Charlie Mellon, Assistant Principal	<b>x221</b>
Mr. Craig Sickles, Athletic Director	<b>x222</b>

## **SCHOOL COUNSELING & SUPPORT TEAM - 865-4706**

High School Counseling Office	<b>x614</b>
Ms. Alexis Rog, Counselor	<b>x610</b>
Ms. Dana Clark, Counselor & Chair	<b>x608</b>
Ms. Liz Peirce, Counselor	<b>x606</b>
Ms. Margarete Schnauck, School Social Worker	<b>x628</b>
Ms. Emily Guyer, School Nurse	<b>x210</b>

# Principal's Letter

The Freeport Program of Studies is intended to provide both parents and students an overview of Freeport High School's academic expectations and an understanding of the various other programs and supports available to students to promote success during their high school careers.

Freeport High School is a school community that prides itself on building strong relationships with students and preparing them for high levels of success in college and/or careers after high school. We are dedicated to pushing our students to become critical thinkers, creative problem-solvers, perseverant learners and positive community members.

Our Core Values and Beliefs rest on the foundation that all students should be held to high standards for learning, should be clear about what they are expected to learn, and should be given regular feedback about their progress toward those standards as well as continuous support. We provide opportunities for students to demonstrate the skills and knowledge that will support them in reaching high levels of success in our ever-changing 21st century world and workplace. Our faculty is working diligently to continue to implement, reflect on and refine instructional practices that will support our students in reaching high levels of academic and personal success.

As we move into the 2019-2020 school year, we will continue to work to support the students of Freeport, Durham and Pownal both in and out of the classroom. We will strive to provide a challenging academic experience while encouraging our students to persevere and succeed. We look forward to welcoming new members of our Freeport High School student body and community.

Sincerely,

Jen Gulko, Principal

Charlie Mellon, Assistant Principal



# FREEPORT HIGH SCHOOL



30 Holbrook Street  
Freeport, ME 04032  
Main Office: 207-865-4706  
Fax: 207-865-2900  
[www.fhs.rsu5.org](http://www.fhs.rsu5.org)  
CEEB Code: 200385

Dr. Becky J Foley, Superintendent  
Jennifer Gulko, Principal  
Charlie Mellon, Assistant Principal  
Craig Sickels, Athletic Director

Counselors:  
Dana Clark, Liz Peirce, Alexis Rog

## COMMUNITY

Freeport High School is focused on guiding students to explore and achieve their greatest potential across academics, athletics, and the arts in an environment emphasizing social awareness and compassion. Our graduates reflect this adventurous, inclusive and challenging spirit, and are engaged citizens with a sense of responsibility and community.

Our students benefit from their close-knit community and values. We are fortunate to be in a beautiful area of Maine and the home of L.L. Bean. We are an international tourism and retail powerhouse annually hosting over 400 times our resident population in visitors. Employment is plentiful in the service industry, and many of our students grow up developing the grit and determination that can be built by having a challenging job while also tuning their interpersonal skills with visitors to our community from all over the globe.

## CURRICULUM

Freeport High School is one of Maine's leaders in transitioning to a proficiency-based curriculum. We emphasize engagement and learning over seat-time and encourage students to explore their own directions, but do so in a manner that ensures a student masters the critical concepts outlined in Maine's Learning Results.

Freeport High School offers Advanced Placement (AP), Honors (H), and college preparatory level classes. As a function of the small size of our school and the scheduling challenges that sometimes presents, it is not possible for a student to take all the AP courses offered in any given year. However, all students are provided with laptops and have access to Virtual High School (VHS) and other online courses at all levels, including AP.

\* Additional Courses are offered through: Maine Region Ten Technical High School, Morse Street Early Pre-Apprenticeship, JMG (Jobs for Maine Graduates) PLATO, Virtual High School, Work Study, AP4ALL

## SCHOOL

**Accreditation:** New England Association of Schools and Colleges

**Total enrollment:** 584

**Total Senior class:** 132

**Special Education:** 11%

**Free and Reduced Lunch:** 23%

Our school is built from the communities of Pownal, Durham and Freeport, Maine. Freeport High School regularly scores in the top 10% of all Maine high schools on standardized tests, but we encourage our students to look beyond those numbers and create and embrace their own learning goals.

## GRADUATION REQUIREMENTS

### 24 Credits Total

English	4
Math	4
Social Studies	3
Science and Technology	4
World Language	1
Visual and Performing Arts	1
Health	.5
Physical Education	1
Electives	5.5

## HONORS COURSES

	ENGLISH	MATHEMATICS	SCIENCE	SOCIAL STUDIES	VISUAL + PERFORMING ARTS
<b>AP</b>	Language & Composition Literature & Composition	Calculus AB Calculus BC Statistics	Biology Environ. Science Physics C: Mechanics	American History World History	Art & Design Art History Music Theory
<b>HONORS</b>	English 9 English 10	Geometry Algebra I Algebra II Pre-Calculus	Earth Systems Science Biology Chemistry	Humanities/Western Studies Global Studies Economics	Foundations of Art Chamber Choir

## POST SECONDARY PLANS: CLASS OF 2018

## ASSESSMENT GRADE



**140** Students

Class of 2019 SAT Mean Scores: FHS 11<sup>th</sup> Grade

April 9, 2019 Administration

	FHS	State	National
Reading	528	496	491
Math	507	482	482
Total	1035	978	973



**60%** 4-Year College

## AP DATA

**247**

SCORE 3 OR ABOVE: **62%**

EXAMS

**3** 56 Students

**4** 41 Students

**5** 15 Students

**134**

STUDENTS



**14%** 2-Year College



**18%** Employment



**1%** GAP Year



**1%** Armed Forces

## GRADING SCALE

Grade	Grade Pt. Value	Grade	Value
A	93-100	H	Honors
B	85-92	HP	High Pass
C	77-84	P	Pass
D	70-76	W	Withdrew
F	0-69	F	Fail
		NC	No Credit

## GRADE POINT AVERAGE



### Honor Roll:

High Honors = All grades 93 or above

Honors = All Grades 85 or above

Beginning with the Class of 2000, Freeport High School will not report rank in class. Freeport designates summa cum laude with distinction (96-100), summa cum laude (93-100), magna cum laude (89-92), cum laude (85-88) and rounds to the nearest whole number.

## COLLEGES

The following is a partial list of the colleges at which the graduates of 2019 were accepted:

Bates College	Connecticut College	U. of Manchester, UK	Pace University	Texas Lonestar
Boston University	Dalhousie University	U. Mass. Amherst	U. of Puget Sound	Community College
Bowdoin College	Drexel University	U. of ME Augusta	Reed College	Thomas College
Brown University	Endicott College	U. of ME	Roger Williams U.	Union College
Bryn Mawr College	Gettysburg College	Farmington	Sacred Heart U.	Unity College
Canisius College	Husson University	U. of ME Orono	Saint Joseph's	Utah State University
Carleton College	Jacksonville University	University of Michigan	College	U. of Vermont
Carnegie Mellon U.	John Hopkins U.	Mississippi State U.	Salve Regina U.	Vassar College
Case Western Reserve	Kenyon College	Montana State U.	San Diego State U.	Wheaton College
Clark University	Lehigh University	Mount Allison U.	SMCC	
CMCC	Maine College of Art	U. of New England	U. of Southern ME	
Coker College	Maine Maritime	U. of New Hampshire	St. Lawrence U.	
Colby College	Academy	Northeastern U.	St. Thomas U.	

# Graduation Requirements

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook and Program of Studies.

The School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.

The School Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

## **DIPLOMA REQUIREMENTS FOR STUDENTS**

As a minimum for graduation from high school, must have completed successfully a total of 24 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

### *High School Graduation Requirements for Freeport High School*

Graduation Requirements: 24 required credits to earn diploma

1. **English Language Arts (4 credits)**
2. **Math (4 credits)**
3. **Science and Technology (4 credits)**
4. **Social Studies (3 credits)**
5. **Physical Education (1 credit) and Health (.5 credit)**
6. **Visual and Performing Arts (1 credit)**
7. **World Languages (1 credit)**
8. **Electives (5.5 credits)**

Twelve and one-half (12 1/2) required credits are specified by the State of Maine. They are:

- A. English - 4 credits;
- B. Social Studies and History, including one year of American History and Government - 2 credits;
- C. Mathematics - 2 credits;
- D. Science, including at least one year of laboratory science- 2 credits
- E. Visual & Performing Arts, which may include art, music, or drama - 1 credit;
- F. Health - 1/2 credit; and
- G. Physical Education - 1 credit.

In addition, the Board requires the following eleven and one-half (11 1/2) credits:

- A. Five and one half elective credits – 5.5 credits
- B. An additional one year of social studies – 1 credit;
- C. Two additional years of math – 2 credits;
- D. Two additional years of science – 2 credits;
- E. Level 1 & Level 2 PE Class
- F. One year of a world language – 1 credit;

Elective credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

#### **Minimum Enrollment for All Students**

Each Freeport High School student is required to enroll in an academic program which totals a minimum of 6 credits each year. However, it is recommended that each student enrolls in 7 classes per year.

#### **Alternative Means of Earning Credits**

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning for credit recovery and/or courses not offered at FHS
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming
- Adult education
- Summer school courses

- Other academic program approved by the High School Guidance and Administration.

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own course offerings.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a postgraduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college coursework for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Students following a traditional pathway must be enrolled in the equivalent of at least 6 full year courses in each of their high school years unless redefined through a personal learning plan, PLP, approved by both the high school guidance department and administration.

#### **STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as required in 20-A MRSA §4722-A(1), as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma.

#### **INFORMING STUDENTS AND PARENTS**

The Superintendent/designee will inform students and parents as soon as practicable of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma, but prior to the start of the class cohort's 9th grade school year.

#### **ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM FREEPORT HIGH SCHOOL**

This section applies to all students, in all graduation classes.

##### **A. Transfer Students**

For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards and Guiding Principles of the system of Learning Results, the Freeport High School Principal and Guidance Department shall determine the value of the student's prior educational experience towards meeting graduation requirements.



**B. Home-schooled Students**

For previously home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal and Guidance Department shall determine the value of the student's prior educational experience toward meeting graduation requirements.

**C. Delayed Awarding of Diplomas**

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

**D. Early Awarding of Diplomas**

A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

**E. Extended Study**

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

**F. Certificate of Completion**

The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.

**G. Participation in Graduation Ceremony**

A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

**H. Honors and Awards at Graduation**

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

Summa Cum Laude (with highest honors): a minimum GPA of 92.5

Magna Cum Laude (with great honors): a minimum GPA of 88.5

Cum Laude (with honors): a minimum GPA of 84.5

# Guiding Principles

The Guiding Principles are a set of “cross curricular skills” that must be taught and demonstrated by all students to best ensure that *ALL* students are career and college ready. We fundamentally believe that these principles should be the foundation of our educational program and, therefore, these principles will be introduced and incorporated in various learning experiences.

The Guiding Principles state that each Maine student must leave school as:

**A. A clear and effective communicator who:**

- Demonstrates organized and purposeful communication in English and at least one other language
- Uses evidence and logic appropriately in communication
- Adjusts communication based on the audience
- Uses a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions)

**B. A self-directed and lifelong learner who:**

- Recognizes the need for information and locates and evaluates resources
- Applies knowledge to set goals and make informed decisions
- Applies knowledge in new contexts
- Demonstrates initiative and independence
- Demonstrates flexibility including the ability to learn, unlearn and relearn
- Demonstrates reliability and concern for quality
- Uses interpersonal skills to learn and work with individuals from diverse backgrounds

**C. A creative and practical problem solver who:**

- Observes and evaluates situations to define problems
- Frames questions, makes predictions and designs data/information collection and analysis strategies
- Identifies patterns, trends and relationships that apply to solutions
- Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response
- Sees opportunities, finds resources and seeks results
- Uses information and technology to solve problems
- Perseveres in challenging situations



**D. A responsible and involved citizen who:**

- Participates positively in the community and designs creative solutions to meet human needs and wants
- Accepts responsibility for personal decisions and actions
- Demonstrates ethical behavior and the moral courage to sustain it
- Understands and respects diversity
- Displays global awareness and economic and civic literacy
- Demonstrates awareness of personal and community health and wellness

**E. An integrative and informed thinker who:**

- Gains and applies knowledge across disciplines and learning contexts and to real-life situations with and without technology
- Evaluates and synthesizes information from multiple sources
- Applies ideas across disciplines
- Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes

# Guidance Department

## ***Office of Student Services***

The purpose of the Student Services Program is to actively promote the academic, emotional, and social development of all students in ninth through twelfth grades. As an integral part of the total educational program, developmental student services builds on the resources of an excellent faculty, positive parent-school relationships, and a supportive community. The Office of Student Services provides direction for positive academic, extracurricular, and vocational outcomes for all students.

A developmental and preventive approach that enhances personal well-being and self-esteem has been designed with the understanding that it is both a process and a program. Learning experiences are provided which foster lifelong skills and attitudes necessary for high achievement, personal self-worth, and respect for the earth and its inhabitants.

## ***Student Service Goals***

- To provide students with services responsive to their academic, social, and emotional needs
- To enable students to learn about themselves and their relationships with others
- To coordinate with the overall school program
- To develop career awareness, academic options, and life-planning skills
- To form relationships with community agencies
- To promote early intervention and continued services for identified at-risk students
- To prepare students to apply to college, technical/vocational school, or other program

## ***Guidance Counselor Assignments***

Students in grades 9-12 are assigned to guidance counselors by last name:

**A-F: Mrs. Dana Clark**  
**G-M: Mrs. Liz Peirce**  
**N-Z: Mrs. Alexis Rog**

# Post-secondary planning

If post-secondary education is desired, admission recommendations should be strongly considered when planning the high school program. Since these recommendations vary greatly among post-secondary schools, the best source of information is the individual college or university website. Students should view the websites of a broad range of colleges they are considering to make sure that they are covering the requirements. Additional references are available online and at local bookstores.

Serious consideration is given by college admission representatives and by employers to character, personality, work experience, and extracurricular activities. Most colleges prefer that students pursue more challenging courses during their senior year.

<b>FOUR-YEAR SCHOOLS</b> 4 years of English 3 years of Mathematics 2-3 years of Laboratory Science 2-3 years of Social Studies 2 years of World Language	<b>HIGHLY SELECTIVE SCHOOLS</b> 4 years of English 4 years of Mathematics 3-4 years of Laboratory Science 3-4 years of Social Studies 3-4 years of World Language *Honors and Advanced Placement Courses are strongly encouraged for most schools
<b>TWO-YEAR PUBLIC AND PRIVATE SCHOOLS</b> Associate degree program recommendations vary widely, from needing a high school diploma to satisfying recommendations similar to four-year schools. Transfer programs usually require the same subjects as four-year schools.	
<b>VOCATIONAL SCHOOLS</b> 4 years of English 2-4 years of Mathematics 1-2 years of Laboratory Science	<b>TECHNICAL SCHOOLS</b> Recommendations differ widely. Some may include a high school diploma and physics plus four years of mathematics.

# Academic Support

## ***Interventions***

FHS has instituted interventions designed to ensure all students can meet increasingly rigorous academic standards and feel supported in doing so. Some interventions are designed to increase the basic skills necessary to succeed in a range of courses, while others are set up to create additional time and instruction so that lessons are reinforced and extra practice moves all students toward meeting all standards.

## ***Math and Writing Centers***

The Math and Writing Centers works with students at all levels of ability. Students are assisted individually in various writing and math tasks. Teachers assigned to the Writing Center work with students on assignments from all disciplines and keep copies of running assignments to maintain clarity in directives to students. Similarly, teachers assigned to the Math Center work with students on problem sets assigned by the students' classroom teachers as well as remediate skills and help students prepare for upcoming assessments. Students can schedule appointments in the Writing and Math Centers and are also able to come in on an impromptu, drop-in basis if time is available. Students may also be assigned by a classroom teacher or school counselor when it has been deemed that the student requires extra support.

## ***Callback System***

The Freeport High School Callback System takes place during our advisory period on one, two or three days of the week (depending on other scheduled events during advisory). The purpose of this program is to ensure that all students have time built into their schedules to receive targeted support in all content areas as well as enrichment opportunities. We have developed a system where each teacher is able to "call back" students that they need to see during this period. A teacher may call back a student for a number of reasons, such as:

- Additional and targeted academic instruction
- Review of work with student
- Opportunity for making up missing/absent work
- Work on/complete an assignment

Teachers select students online at the start of the week and students receive an email from the teacher that states the day they are to meet with the teacher and the reason the student has been called back. Attending a callback session is not optional; students are required to meet with this teacher. In addition to working with a particular teacher, we offer enrichment opportunities for students. These may include participating in a Student Summit to discuss a school policy, working with guidance counselors to build skills in using the Naviance program, or attending a presentation about a particular program such as City Term or the Peace Corps. Students who are not called back on a particular day remain in their advisory with their advisor and have an opportunity to work on school assignments.

### ***Guided Study Halls***

**Purpose:** To create a more focused, supportive and personal environment for students during the study hall period.

### **Placement/Enrollment:**

- 9th grade students are almost always placed in guided study halls. Placement of students in grades 10-12 depends on space availability and grades.
- Any student (or parent of a student) in a general study hall can request to be placed in a guided study hall if there is space and the student is looking for a more structured study hall environment.
- Students are placed in the guided study hall for a minimum of one semester.
- Students are placed in a guided study hall for either a half period or a full period, depending on their schedules

### ***Response to Intervention (RTI) and SAT (Student Assistance Team)***

Utilizing a variety of strategies and approaches, FHS strives to meet the needs of all learners. It is essential that FHS has an approach that employs a system of supports that provides each student an opportunity for both behavioral and academic success. The development of personalized academic plans for struggling students is pivotal. These services vary in complexity based on need. The goal is to support students in reaching academic and personal success including their grades, attendance and behavior. Students are referred to the SAT team and to administration for potential implementation of individualized interventions based on current academic and personal progress.

### ***Gifted and Talented Services***

Identified Gifted and Talented students at the High School level are on a consultation basis. Students will meet with the GT teacher to determine level of services needed to ensure for academic success. Students may opt to meet with the GT teacher to discuss college exploration, other outside opportunities, ways to advocate for their education, etc. The GT teacher is available for appointments via email. The GT teacher also consults with classroom teachers to help assist in differentiating for the GT learner's needs.

# **A**dditional Support Services

## ***Advisor/Advisee Program***

Although FHS is a small school, it has a diverse student body with a great variety of needs: intellectual, emotional, and social. The school offers a strong curriculum and many co-curricular activities. To complement these aspects of school life and to ensure all students' growth and learning, the faculty and administration want to provide a strong support network for each individual student to help develop interpersonal skills. Each student will benefit from having a contact person, an advisor, who is responsible for helping him or her manage the multiple demands on time and energy.

The FHS Advisor/Advisee Program provides communication and support among students, staff and parents through individual and group meetings. All advisors in the program are committed to helping students:

- Understand themselves and others better
- Identify their interests and abilities
- Participate effectively in academic and co-curricular offerings
- Develop skills for lifelong learning
- Accept responsibility for their academic and personal growth in order to have a positive influence on the school and community.

In addition to working to increase aspirations and build strong relationships with students, advisory will be used for academic support and enrichment with their core teachers. Students will use this time for homework, for remediation, or for extra help.

## ***School Nurse/Health Services***

The primary goal of the student health service is to promote optimal health in order to maximize each student's ability to learn. Services include consultation and education regarding adolescent health concerns, health appraisal and referral, disease and injury prevention and first aid. The health office is responsible for maintaining individual student health records and often serves as a liaison between school personnel, families and community resources. The school nurse welcomes students to drop in at any time with questions or concerns. We ask that you notify us of any changes in your health status or emergency contacts in order for us to provide you with appropriate service.

***Social Service Worker***

Social work services are provided at Freeport High School by a Licensed Clinical Social Worker, who provides confidential counseling, referral, advocacy and facilitated family mediation and support. The Social Worker serves as a liaison between teachers, students, and family or community providers. Families or students in need of mental health support can access the social worker by appointment. The School Social Worker is also involved in several initiatives to include Casco Bay Can, Natural Helpers, Psycho-education related to substance use, and crisis support.

***Special Education***

Special Education programming is offered in all areas leading to graduation with a Freeport High School diploma. Educational programs are specifically designed for students with appropriate support as determined by the Individual Education Plan (I.E.P.) process.

***Crisis Team***

It is unfortunate, but always possible, that a crisis will occur that impacts the high school community. Recognizing this, a team of school and community members has been formed and trained to respond to such emergencies. The goal of the team is to facilitate a smooth and caring response in the event of a crisis, realizing the importance of maintaining a normal school atmosphere while providing help for those students and adults who need support. A crisis response plan includes management guidelines and specific intervention strategies for responding to personal, school, or community emergencies that impact the emotional and physical well-being of our students, staff, and community.

# G

# Grading System

***NOTE: Freeport High School's instructional practices and policies that are implemented school-wide are outlined in detail in a separate document which can be found on the Freeport High School website.***

Students are graded using a 0-100 point system, and Freeport High School does not use an accumulated grade point average or any other method to determine a rank in class. Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify those graduating seniors who, at the end of the 7th semester, have a grade point average of 84.5 to 88.4 cum laude, 88.5 to 92.5 magna cum laude, and 92.5 to 100 summa cum laude. Students may also see additional designations on a transcript if it applies:

<b>H</b>	<b>Honors</b>
<b>HP</b>	<b>High Pass</b>
<b>M</b>	<b>Merit</b>
<b>P</b>	<b>Pass</b>
<b>NC</b>	<b>No Credit</b>
<b>W</b>	<b>Withdraw</b>

Students will earn two grades per course: one overall academic course grade based on content area standards and a separate course grade for Habits of Work. Course scores for both academic and habits of work scores will be determined by the average of all standards for that particular course. Scoring categories and point values are as follows:

<b>Insufficient or no evidence</b>	<b>Beginning</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>0 - 59</b>	<b>60 - 69</b>	<b>70 - 82</b>	<b>83 - 92</b>	<b>93 - 100</b>



Overall academic course scores at the end of the year (or at the end of the semester for semester-only courses) will determine promotion to the next course and the number of FHS credits earned.

- If students demonstrate an achievement level of “Beginning” or below, they cannot move on without some kind of intervention or by repeating the course:

Below 60 (Below “Beginning”):	<i>must repeat course (no FHS credit earned)</i>
60-69 (Beginning):	<i>eligible for summer school (no FHS credit earned)</i>
70-75 (Low Developing):	<i>move on with support, i.e. math or writing lab (earn FHS credit)</i>
76 and higher (Developing & Beyond):	<i>move on (earn FHS credit)</i>

### **Honor Roll:**

The Freeport High School Honor Roll is published two times a year to recognize the accomplishments of students who meet high academic standards.

1. Students will be recognized for their achievements in academic standards and Habits of Work standards separately.
2. Students qualify in one of two categories:
  - High Honors: “Distinguished” (93-100) in each and every course
  - Honors: “Proficient” (83-92) in each and every course
3. You must be enrolled in a minimum of six courses for each ranking period or 480 minutes per quarter to qualify for the Honor Roll. No more than one class may be on a P/F grading system.
4. You are not eligible for the Honor Roll if you receive an incomplete in any course.  
Once the incomplete is made up, you may receive Honor Roll distinction.

# Registration Process

The Freeport High School Program of Studies serves as a guide to all the courses that are available and states the requirements for taking each course. Students may use this guide to plan an appropriate academic program.

## ***Course Registration Requirements and Information***

All students must be scheduled into a minimum of six classes each semester, earning six credits per year, that will include classes required for graduation as well as elective courses. Study halls do not earn credit.

Students registering for classes must meet the requirements specified in the subject description outlined in the Program of Studies or receive permission from the department chairperson in consultation with the teacher.

## ***Pre-registration Procedure for Next Year's Courses***

The development of a student's educational program is accomplished through close teamwork with parents, teachers, and counselors. Course requests help the high school to meet the educational needs of the entire student body by determining which classes are offered and how many sections are needed. It is important to take the pre-registration process very seriously. Failure to do so may hinder students from getting the courses needed for graduation or for future career and educational goals.

We expect to have students register for courses they would like to take next year, in late February and March. Juniors will register first, then Sophomores, then Freshmen. Each grade level will have an assigned week that the powerschool portal opens to allow for course requests. Students will receive their Course Registration Form during their assigned week, and will meet with their current teachers for their recommendations. Teachers and Parents will need to sign off on the student's Course Registration Form requests. Students will be able to register online in powerschool, and are encouraged to meet with their guidance counselor during their registration week, for support with course selection.

Please note that as you request elective courses, you are asked to identify "alternative choices." FHS may not run some electives due to a low number of requests or due to budgetary constraints.

After the Master Schedule is developed, students will be given a copy of their schedule over the summer. In instances where a course was requested but will not be offered, or a conflict exists, the counselor will assist the student in making an alternative selection before the student's schedule is finalized.

### ***Planning for College or Technical School***

If you intend to continue your education in college or vocational-technical school, you must plan your program accordingly. Most colleges and technical schools require at least Algebra 1 and Geometry (Algebra 2 and Advanced Math are needed for many programs). Many colleges require at least 2 years of the same Foreign Language. Two (preferably three) years of lab science are required for most colleges and vocational programs. Refer to the recommended sequence of courses for post-secondary education in the next section.

### ***9th Grade Placement***

The following criteria is considered when recommending students for an honors course:

- Recommendations from a students 8th grade teachers
- NWEA and MEA scores
- End-of-year grades in each 8th grade course
- Habits of Work scores in each 8th grade course

We believe this process gives the most accurate information and will result in a smooth and successful transition to high school.

### ***Honors and/or AP Course Placement Policy***

A student seeking placement in an honors level or AP course should have a solid academic standing and demonstrate a high level of consistent effort and motivation. Prerequisites are utilized in the recommendation process to ensure that students have acquired sufficient mastery of material that will be needed in the next level course. Students who do not receive the grade necessary to meet the prerequisite may still be recommended for the next level course if the teacher, in consultation with the department chair, feels that, regardless of the grade, the student has the skills and commitment to be successful in the next course.

The following criteria is considered when recommending students for an honors or AP course:

- High scores in academic standards
- High scores in Habits of Work
- NWEA and/or MEA scores if applicable
- An agreement by the student to complete additional work (if needed) to get caught up to the honors curriculum.
- Teacher recommendation required

Enrollment in Honors or Advanced Placement (AP) courses will be limited to students who meet the specified department criteria. The expectations in these courses are high in terms of quality of work, time and participation. Some Honors or Advanced Placement courses may also require summer work. Taking the AP Exam is mandatory for any student taking an AP course. Students taking an AP course will be expected to pay the AP Exam registration fee. There is a registration fee per AP course, so students taking multiple exams must register and pay for multiple exams. Scholarships are available for those with financial need. If for some reason a student does not take the AP Exam, the AP designation will be removed from the course title.

# Course Planning & Sequencing

We suggest that each family, working closely with their child and their child's guidance counselor, develop a tentative four year program that will meet the graduation requirements, challenge the student, and accommodate his/her interests. This program should be reviewed prior to preliminary course registration for the following year, in order to determine if it is still appropriate. Beginning with the 9th grade, progress toward graduation depends upon the accumulation of credits. Students' programs are reviewed to make certain that each student will have adequate credits to progress with his/her class. Meeting Requirements is the Responsibility of Each Student and His/Her Parent(s)/Guardian(s). Students should know their credit total to date and be certain that they have sufficient credits for graduation. A student may request to graduate early if he/she has met the graduation requirements.

Below is a guideline for the general sequencing of a four-year plan in most core academic areas. Your customized four-year plan may vary from the examples below, as there are many potential course sequence pathways. These are just some examples of typical pathways.

English - 4 minimum credits for graduation				
Grade	9th	10th	11th	12th
Option 1	English - 9	English - 10	English-11 OR AP Language OR AP Literature	2 English 12 semester courses OR AP Language OR AP Literature

Mathematics - 4 minimum credits for graduation				
Grade	9th	10th	11th	12th
Option 1	Pre-Algebra	Algebra	Geometry	Algebra 2 OR Quantitative Reasoning OR 2 Math Electives
Option 2	Algebra 1	Geometry	Algebra 2	Pre-Calculus OR Quantitative Reasoning OR 2 Math Electives
Option 3	Geometry	Algebra 2	Pre-Calculus OR Quantitative Reasoning	Calculus OR AP Calculus OR AP Statistics OR Quantitative Reasoning OR 2 Math Electives
Option 4	Algebra 2	Pre-Calculus	Calculus OR AP Calculus OR AP Statistics	Advanced, college-level math course such as Differential Equations, Linear Algebra, Multivariable Calculus

<b>Science - 4 minimum credits for graduation</b>				
<b>Grade</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>Option 1</b>	<b>Earth Systems Science (CP or honors)</b>	<b>Biology (CP or honors)</b>	<b>Chemistry (CP or Honors) OR Physics OR AP Biology OR AP Physics OR Chemistry in the Community</b>	<b>Chemistry (CP or Honors) OR Physics OR AP Biology OR AP Physics OR Chemistry in the Community OR Environmental Science OR Anatomy and Physiology OR Forensics I/ II OR AP Environmental Science</b>

\*Courses in 11th and 12th grade will depend on teacher recommendation, course prerequisite completion and fulfillment of graduation requirements.

\*STEM electives available for grades 9-12

<b>Social Studies - 3 minimum credits for graduation</b>				
<b>Grade</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>	<b>12th</b>
<b>Option 1</b>	<b>Global Studies</b>	<b>Modern World Conflict AND American Government and Economics</b>	<b>American History</b>	<b>Elective OR AP US History OR AP World History</b>
<b>Option 2</b>	<b>Global Studies</b>	<b>Modern World Conflict AND American Government and Economics</b>	<b>AP US History</b>	<b>Elective OR AP World History</b>

# C Course Add/Drop Process

## ***Request for Schedule Change/Course Changes & the ADD/DROP Period***

Students will be issued schedules based on their selections as reflected on their course registration sheets. Every effort will be made to satisfy student requests, student needs, and parent and teacher recommendations. Students will be encouraged and given every opportunity to discuss their choices with teachers, advisors, parents, and school counselors before they leave for the summer.

There are two add/drop periods per school year; one at the beginning of the first semester, and one at the beginning of the second semester. Students will be required to obtain an add/drop form in the Guidance Office in order to request a course change. Students must then conference with the current course teacher, the new course teacher, and a parent/guardian, and receive signatures of approval from all parties. Then the Guidance Office will issue final approval and make the course change in powerschool.

The conclusion of the first two (2) weeks at the beginning of semester one and the conclusion of the first (1) week of semester two will mark the end of the add-drop period. After these dates, each schedule change request initiated by students or parents will require discussion among all parties and will be judged on its own merits with the best interest of the student in mind. In some cases, a student, teacher, parent and counselor conference may be required. If all parties make a concerted effort to choose appropriate classes at the recommended level, most schedule changes, which can be disruptive, will be avoided.

### **Appropriate Reasons for a Schedule Change:**

- To strengthen the program by adding a subject or moving to a different program
- Failure of a preceding course in a sequence
- Successful completion of a course during summer school
- Recommendation from either the IEP Team or Administration
- Teacher recommendation
- Student request with approval of teacher, counselor, and parent

### **Inappropriate Reasons for a Schedule Change:**

- To change from one teacher to another in the same subject
- To be with friends
- To free up either the afternoon or the morning

# Course Catalog



# English Department

<b>English 9 (CP)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b>Prerequisite: None</b>
<p>The ninth grade English course provides an introduction to high school reading, writing, speaking, listening, and language usage. The course focuses on composition, vocabulary, and study skills through the study of world literature. Frequent writing assignments include prompts, , discussion questions, short and long essays, creative pieces, and responses to reading. Students extend their understanding of poetry, short stories, novels, graphic novels, and dramatic texts to learn and refine skills for their high school career and beyond.</p>			
<b>English 9 (Honors)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b>Prerequisite: Determined from Spring Grade 8 NWEA, academic achievement, and teacher recommendation</b>
<p>Honors English 9 offers students enrichment and challenge in the study of English language arts. Participants will demonstrate a commitment to go beyond the English 9 curriculum, reach a higher level of achievement in all work, and prepare for future courses of study. Honors English 9 will cover the regular course assignments in more depth and breadth. Students will read additional literary works, write more extensively developed essays, engage in extended vocabulary study, and complete supplemental individual and/or group projects.</p>			
<b>Literacy 9 &amp; 10</b> • <b>Elective credit</b>	<b>Year or Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Grade 8 and/or Grade 9 test data and academic achievement identifies a student as struggling with grade level literacy skills</b>
<p>Students take this course in addition to their regular English 9 and 10 courses. Students will receive direct instruction in reading strategies and writing skills. Multiple opportunities to write and analyze texts will allow students to explore topics of interest while building literacy skills for success across the high school curriculum.</p>			
<b>Humanities Skills 9 &amp; 10</b> • <b>Elective credit</b>	<b>Year or Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Grade 8 and/or Grade 9 test data and academic achievement identifies a student as struggling with grade level executive functioning skills</b>
<p>Students take this course in addition to their regular English 9 and 10 courses. Students will receive direct instruction in organizational skills that will support their English and Global Studies classes. Skills include how to organize materials, how to organize an essay or long-term project, how to read a textbook or support document, how to track and plan for assignments, and how to study for an exam.</p>			

<b>English 10 (CP)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: English 9</i></b>
<p>Tenth grade English provides an integrated balance of traditional and standards-based content, instruction, and assessment. Classes promote the practice and demonstration of skills and knowledge found in the Common Core English/Language Arts standards as well as additional instruction in general reading, writing, research, listening, and speaking skills. When appropriate, students have choices related to content and assessment while retaining full academic rigor. Units are designed based on essential questions that connect learning with larger societal issues: deviation from social norms, the relationship between knowledge and happiness, and if our choices define who we are.</p>			
<b>English 10 (Honors)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Determined from Spring Grade 8 NWEA, academic achievement, and teacher recommendation</i></b>
<p>This course focuses on developing the skills of literary and rhetorical analysis through close readings of literary fiction and informational texts. Students regularly produce pieces of analytical, persuasive, and expository writing, while also developing skills of oral expression through performance, debate and discussion. Works studied may include <i>The Catcher in the Rye</i>, <i>Macbeth</i>, <i>Brave New World</i>, and <i>Lord of the Flies</i>, as well as various pieces of contemporary short fiction and poetry.</p>			
<b>English 11: American Literature</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: English 10</i></b>
<p>In this year-long, one credit course, students will read a variety of texts (novels, non-fiction, poetry, and journalism) that define or shed light on the "American experience." These texts will illuminate America's achievements, its controversies, and its contradictions, and may include works (in whole or in part) such as Arthur Miller's, <i>The Crucible</i>, F Scott Fitzgerald's <i>The Great Gatsby</i>, choice novels, and various short stories, essays and poems.. Students will write in a variety of genres in response to literature and to events in American society. The year's major writing emphasis will feature argumentation supported by research, but students will also write expository essays, narratives, and a variety of pieces in different genres.</p>			
<b>AP English Language &amp; Composition</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: English 10 or English 11</i></b>
<p>The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose arguments for a number of purposes. Through their reading and writing in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects that contribute to effective composition. Writing assignments will include informal writing such as journal entries and creative pieces, but will focus more fully on students' critical and interpretive responses to, and composition of, rhetoric. The course reading list includes non-fiction (such as memoirs, speeches, essays, and editorials), Summer work is required for entry into the class in September. <i>Students taking this course are required to take the AP exam in the spring.</i></p>			

<b>AP English Literature &amp; Composition</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b>Prerequisite: English 10 or English 11</b>
<p>This course is devoted to in-depth analysis and interpretation of complex literary works. Students produce analytical writing of various sorts including close reading, poetry explications, and character analyses. Personal narratives and creative responses are also a component of the written expression required in this class. Works studied may include <i>Beowulf</i>, <i>Hamlet</i>, <i>Beloved</i>, <i>Heart of Darkness</i>, <i>The Stranger</i>, <i>A Streetcar Named Desire</i>, <i>The Awakening</i>, and more. Summer work is required for entry into the class in September. <i>Students taking this course are required to take the AP exam in the spring.</i></p>			
<b>English 12: Literature</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b>Prerequisite: English 11 or an AP Class</b>
<p>This semester long comprehensive English class combines traditional content with standards-based teaching practices. The class places a special emphasis on literary analysis by applying analysis skills to novels, short stories, and a wide variety of poems including Cormac McCarthy's <i>The Road</i> and Lawrence Sargent Hall's <i>The Ledge</i>. Students will write narrative and analysis essays, and will be exposed to a variety of 20th and 21st century literary voices.</p>			
<b>English 12: Composition</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b>Prerequisite: English 11 or an AP Class</b>
<p>In this semester long course, students will learn about and apply writing related to a wide variety of genres and purposes. Students will improve their argumentative writing in preparation for post-secondary education, but students will also focus on self-reflection and their participation in the wider world through personal narrative. Students who are applying to college will have the opportunity to workshop and polish their personal narratives for the Common App. Students will also read and respond to a variety of texts such as editorials, reviews, memoirs, and essays to learn genre elements, consider style elements, and explore literary themes and trends in culture.</p>			
<b>English 12: Creative Writing</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b>Prerequisite: English 11 or an AP Class</b>
<p>This semester-long course is designed for students who wish to expand upon writing already done in the regular English classroom. Students will produce works of fiction and nonfiction. The process of writing will be a focus with students working through a series of drafts to produce polished, publishable pieces. Techniques in topic generation, revision, editing and responding to the works of others will be covered. As a community of writers, students will be expected to share work and contribute to <i>The Clarion</i>.</p>			

<b>English 12: Public Speaking</b> • <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: English 11 or an AP Class</i>
<p>This course provides instruction and practice in the preparation and delivery of speeches within a welcoming and lively classroom setting. Students will learn how to research, outline, and deliver short, informal presentations, as well as longer speeches. Students will also sharpen their skills in critical listening. Upon completion, students will be able to prepare and deliver well-organized speeches and demonstrate the speaking skills necessary to be effective communicators in academic settings, in the workplace, and in the community. Although some (many) might find the thought of public speaking terrifying, the rewards for acquiring these skills are enormous.</p>			
<b>Media and Social Media Studies</b> • <b>Elective Credit</b>	Semester	.5 credit	<i>Prerequisite: Open to 9th-12th graders</i>
<p>This class will examine current trends in “the media.” We will look at how information from the “media” is delivered differently than in the past and how social media plays a role in informing the public. We will look at such mediums as film (documentaries), podcasts, blogs, and both electronic and print sources. In addition, we will examine how social media has changed what it means to be a “journalist.” Do we all have the potential to be “journalists” in today’s age of technology? After taking this class, students will be better consumers of media. We may also re-create what we study by producing media for the Freeport High School community in <i>The Falcon Outlet</i>. This could include the creation of blogs, podcasts, and even the production of live-streaming Freeport High School events (such as sports, performances, meetings, etc.).</p>			
<b>Desktop Publishing/Yearbook</b> • <b>Elective Credit</b>	Year	1 credit	<i>Prerequisite: Open to 11th-12th graders</i>
<p>This course is designed to give motivated and deadline-oriented students an opportunity to work on the publication of the yearbook. They will be involved in every aspect of the page layout, editing, advertising, sales, and distribution of the school’s yearbook. Students will take photos of and interview the student body, as well as attend photographic opportunities during and after school. This course allows students to work independently and in small groups. It gives students a chance to use their creative and organizational skills to produce a record of their school life that will be seen by their community. Students will develop a strong working knowledge of a web-based design and publishing program.</p>			
<b>NDVR Program</b> • <b>Fulfills a Graduation Requirement</b>	Year	Variable	<i>Prerequisite: Teacher Recommendation &amp; Counselor Approval only</i>
<p>This program provides 11th graders with an integrated experience for their English, science, and social studies classes focusing on contemporary issues of relevance to students. For those needing it, it also serves as credit recovery for a science, ELA and/or social studies credit or individual learning plans for enrichment purposes. Students are also provided social emotional support and engage in project-based learning experiences. Students are selected based on previous academic, attendance and behavior records.</p>			

# Health & Physical Education Department

## Physical Education Courses

<b>Team Sports - Level 1</b> • <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: None</i>
This introductory course provides supportive opportunities for a variety of competitive physical activities that enhance the physical, mental, social, and emotional health of the student. Curriculum addresses motor skill development, physical fitness concepts and responsible and social interactions. The activity component includes lifelong recreational activities as well as competitive activities. Examples of offerings are: tennis, archery, Frisbee, badminton, basketball, volleyball, soccer, and pickleball.			
<b>EXCITE - Level 1</b> • <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: None</i>
This introductory course provides supportive opportunities for a variety of non-competitive physical activities that enhance the physical, mental, social, and emotional health of the student. The activities are non-sport oriented and non-competitive. Curriculum addresses motor skill development, physical fitness concepts and responsible and social interactions. Activity components may include yoga, circuit training, weight training, cooperative and team building games and a variety of outdoor activities.			
<b>Individual Sports-Level 1</b> • <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: None</i>
This introductory course provides supportive opportunities for a variety of individual and partner physical activities that enhance the physical, mental, social, and emotional health of the student. Curriculum addresses motor skill development, physical fitness concepts and responsible and social interactions. Examples of offerings are: tennis, archery, disc golf, badminton, track and field and pickleball, orienteering and lawn games.			
<b>Fitness - Level 2</b> • <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: Successful completion of a Level 1</i>
Students gain knowledge of personal fitness concepts through class work and participation in a variety of fitness-based activities. Students develop and implement an individual fitness program including a cardiovascular, flexibility and weight training component. Principles of exercise, nutrition, and the areas of fitness will be explored. This course encourages each student to develop a fit and healthy lifestyle.			



<b>Weight Training - Level 2</b> ♦ <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: Successful completion of a Level 1</i>
<p>This course is designed for individuals who are interested in improving their own level of fitness. Students will acquire the knowledge needed to design and implement a personal weight training program. Cardiovascular exercise, plyometrics and other fitness enhancing activities are incorporated. This course is recommended for students who are self-motivated and eager to improve their level of fitness. Students will self-assess throughout the semester and exercise programs will be adjusted for optimal success.</p>			
<b>Tone and Sculpt - Level 2</b> ♦ <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: Successful completion of a Level 1</i>
<p>This course is designed for students who are interested in improving their own level of fitness in a supportive environment. Students in this course may not be familiar or comfortable with the weight room equipment. Students will acquire the knowledge needed to design and implement a personal weight training program. Cardiovascular exercise, plyometrics and other fitness enhancing activities are incorporated. This course is recommended for students who are looking to improve their level of fitness in a supportive environment. Students will self-assess throughout the semester and exercise programs will be adjusted for optimal success.</p>			
<b>Women's Fitness &amp; Self Defense - Level 2</b> ♦ <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: Successful completion of a Level 1 and Grades 11-12</i>
<p>This course will include self-defense technique training important to the safety of all women. Students will actualize their own physical power and dependence on themselves for protection. This will be accompanied with the ability to recognize and reduce risk in everyday situations. This class will also include a component targeted to improve fitness in a challenging and supportive environment. Students will participate in a variety of fitness-based activities and gain knowledge of the impact on their health.</p>			
<b>Outdoor Fitness - Level 2</b> ♦ <b>Fulfills a Graduation Requirement</b>	Semester	.5 credit	<i>Prerequisite: Successful completion of a Level 1</i>
<p>This course will introduce students to the advanced skills needed to ensure that outdoor adventures remain fun, challenging and safe. Outdoor activities include hiking, snowshoeing, camping, orienteering, and basic first aid. The course will also stress environmental awareness. This course requires 2 full day field trips, which include a winter and a fall/spring hike. *Hiking and winter boots are required. *If this is a hardship. Boots can be supplied by the department with advanced notice. This class can be taken as an Independent Study.</p>			

<b>Adaptive PE</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: By recommendation ONLY</i></b>
<p>This class supports students with specific learning needs and/or physical challenges. This course will include a variety of physical activities including sports and games and non-competitive activities. The focus will be to have a positive and enjoyable experience being physically active. Students will also develop cooperative team building skills.</p>			
<b>Physical Education Leadership</b> • <b>Elective Credit</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Teacher Approval</i></b>
<p>Through the physical education leadership program, students have the opportunity to develop leadership skills by direct assistance to the physical education staff. Student Leaders will be expected to become familiar with equipment, safety procedures, learn rules and officiate with each activity. Student Leaders will be able to assist with or conduct large group games and warm up activities to develop voice and leadership qualities essential to working with large groups of people.</p>			
<b>Fitness Lab</b> • <b>Elective Credit</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
<p>The fitness lab is an opportunity for students to advance their personal health and fitness. The Fitness Lab will help students develop individualized personal training programs to meet health and fitness goals. Students will work with the Lab Instructor to select daily and weekly cardiovascular and muscular activities to meet these goals. The Fitness Lab has cardio and weight training equipment for all levels and abilities, including treadmill, elliptical machines, spin bikes, free weights and weight machines.</p>			
<b>After School Fitness Lab</b> • <b>Elective Credit</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
<p>Students will earn elective credit for attending 45 hours (approximately 2-3 days per week) of the Fitness Lab after school. Students will sign in each day to track hours. The fitness lab is an opportunity for students to advance their personal health and fitness. The Fitness Lab will help students develop individualized personal training programs to meet health and fitness goals. Students will work with the Lab Instructor to select daily and weekly cardiovascular and muscular activities to meet these goals. The Fitness Lab has cardio and weight training equipment for all levels and abilities, including treadmill, elliptical machines, spin bikes, free weights and weight machines.</p>			



# Health Courses

<b>Health</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Grade 10 or above</i></b>
Students are provided with current, accurate information on health topics. Students assess their lifestyles and develop strategies to help them cope with contemporary health issues. Topics include stress management, mental health, suicide intervention, sexuality, global health and chemical dependency.			
<b>Advanced Health</b> • <b>Elective Credit</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Health</i></b>
The purpose of this course is to explore in greater depth current health issues surrounding nutrition, public and global health, epidemiology, and disease prevention. The course will also involve investigating health related career choices and health education.			

# Mathematics Department

<b>Pre-Algebra</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation</i>
This course is designed to develop those skills and concepts necessary to the transition from basic math to Algebra. Pre-Algebra includes the study of whole numbers, decimals, fractions, percents, integers, variable expressions and equations. Followed by Applied Algebra or Algebra 1.			
<b>Math Support</b> • Elective Credit	Year or Semester	.5 credit per year	<i>Prerequisite: Student placed based on grade 8 or grade 9 test data, academic achievement, teacher recommendation based on student need</i>
Students take this course in addition to their regular FHS mathematics course. Students will receive executive functioning support tied directly to mathematics as well as additional practice and support for their current math course.			
<b>Algebra 1 (CP)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation</i>
This course is the foundation for Freeport High School mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. This course emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, polynomials and factoring, algebraic fractions and real world applications. This course should be followed by a full-year Geometry course.			
<b>Algebra I (Honors)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation</i>
This rigorous course covers all Algebra 1 CP topics in greater depth and with more problem solving. Includes the study of quadratic functions and rational expressions and equations. This course should be followed by a full-year Geometry course.			

<b>Geometry (CP)</b> <ul style="list-style-type: none"> <li>● Fulfills a Graduation Requirement</li> <li>● May be taken concurrently with Algebra 2 or Honors Algebra 2</li> </ul>	Year	1 credit	<i>Prerequisite: Algebra 1</i>
<p>This is a course examining two- and three-dimensional geometric figures and their properties. Students explore concepts that develop logical thinking through deductive as well as inductive reasoning. Topics include the geometry of points, lines, planes, angles, polygons, circles, as well as coordinate geometry, properties of congruence, area, volume, and trigonometry. This course should be followed by an Algebra 2 course, or, if being taken concurrently with an Algebra 2 course, by Pre-Calculus and/or AP Stats.</p>			
<b>Geometry (Honors)</b> <ul style="list-style-type: none"> <li>● Fulfills a Graduation Requirement</li> <li>● May be taken concurrently with Algebra 2 Or Honor Algebra 2</li> </ul>	Year	1 credit	<i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation OR Algebra 1 Test score and teacher recommendation</i>
<p>This course covers the same topics as the Geometry course, with the addition of: formal logic and proof, an emphasis on developing problem solving and communication skills, and this course requires a strong Algebra 1 background. This course should be followed by an Algebra 2 course, or, if taken concurrently with an Algebra 2 course, by a Pre-Calculus course or AP Stats.</p>			
<b>Algebra 2 (CP)</b> <ul style="list-style-type: none"> <li>● Fulfills a Graduation Requirement</li> <li>● May be taken concurrently with Geometry or Honors Geometry</li> </ul>	Year	1 credit	<i>Prerequisite: Algebra 1</i>
<p>This course reviews the properties and operations of the real number system and extends them to the complex system. Students learn concepts and skills to enable them to find relationships among sets of data and represent those relationships graphically and algebraically. They examine a variety of functions including linear, quadratic, and absolute value. Problem solving and critical thinking skills are emphasized. Should be followed by Pre-Calculus and/or AP Stats.</p>			
<b>Algebra 2 (Honors)</b> <ul style="list-style-type: none"> <li>● Fulfills a Graduation Requirement</li> <li>● May be taken concurrently with Geometry or Honors Geometry</li> </ul>	Year	1 credit	<i>Prerequisite: Student placed based on 8th grade spring NWEA score and teacher recommendation OR Algebra 1 &amp; Teacher Recommendation</i>
<p>This course stresses problem solving techniques, critical thinking skills, and an in-depth study of functions and their graphs, matrices and determinants, sequences and series including the Binomial Theorem. Exposure to advanced topics and applications is emphasized. Computer applications and scientific graphing calculators are used extensively. Should be followed by either Honors Precalculus and/or AP Statistics.</p>			

<b>Pre-Calculus (CP)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Algebra II</i>
This course studies the functions introduced in Algebra 1 and Algebra 2 in greater depth and scope. It emphasizes real world applications, connections to college courses and majors, with particular emphasis on Trigonometry and Logarithmic & Exponential functions. There is an emphasis on a variety of note taking, problem-solving, and critical thinking strategies relevant to continuing on to higher education. It is an excellent preparation for higher-level mathematics. Should be followed by a Calculus course and/or AP Statistics.			
<b>Pre-Calculus (Honors)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Algebra II and Teacher Recommendation</i>
This course provides a strong background for further studies in Math and related areas. The function is the underlying and unifying concept of most of the topics in this course. First semester is devoted to the study of Trigonometry. The second semester offers a review of functions covered in Algebra 2, including polynomials, rational functions, exponential functions and logarithms. A study of analytic geometry is also covered. First semester is devoted to the study of Trigonometry. Should be followed by a Calculus course and/or AP Statistics.			
<b>Quantitative Reasoning</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Algebra I</i> • Can be taken for college credit if student meets acceptance criteria
This course explores connections between mathematics and various facets of modern life. Quantitative reasoning enables both understanding and decision-making about aspects of work, money management, civic participation, and recreation. Topics in this course include unit analysis, percentages, personal finance, statistics, probability, linear and exponential growth, mathematical modeling, and geometry.			
<b>Calculus (CP)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Pre-Calculus</i>
This course offers students the option to take a rigorous course of calculus with a more flexible breadth and depth of coverage than the advanced placement curriculum. It will prepare students for taking calculus in college as well as any calculus-based science classes they may take in college. Topics covered include: Functions, Graphs and Limits, Derivatives, and Integrals.			
<b>AP Calculus AB</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Pre-Calculus and Teacher Recommendation</i>
This course follows the Advanced Placement Calculus AB curriculum put out by the College Board in conjunction with the advanced placement examination. It prepares students for all topics on the AP test including: functions, graphs and limits, derivatives, and integrals. All students will be required to take AP exams.			

<b>AP Calculus BC</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: AP Calculus AB and Teacher Recommendation</i></b>
This course follows the Advanced Placement Calculus BC curriculum put out by the College Board in conjunction with the advanced placement examination. The outline for Calculus BC includes all Calculus AB topics, with additional study of limits involving infinity, sequences and series and vectors. All students will be required to take AP exams.			
<b>Online Differential Equations</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Taken after completing AP Calculus BC, teacher recommendation only</i></b>
An advanced math course and the first course in differential equations. Topics generally include separable, homogeneous, exact, and linear first order differential equations; variations of parameters, differential operators, systems of differential equations, and applications.			
<b>Online Linear Algebra</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Taken after completing AP Calculus BC, teacher recommendation only</i></b>
An advanced math course, linear algebra is a branch of mathematics that studies systems of linear equations and the properties of matrices. Topics in this course generally include the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors.			
<b>AP Statistics</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Algebra II AND Pre-Calculus (can be taken concurrently with Pre-Calculus)</i></b>
This course follows the Advanced Placement Statistics curriculum put out by the College Board in conjunction with the advanced placement examination. It prepares students for all topics on the AP test including: exploratory analysis, planning a study, probability, and statistical inferences. All students will be required to take the AP exam.			
<b>Personal Finance</b> • <b>Math Elective</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Algebra I</i></b>
This course helps students understand the world of money management in the modern world. It will emphasize knowledge and skills necessary for successfully negotiating our American financial system: forms of pay; banking; investing; credit cards and other credit issues; budgets; federal, state, and city taxes; and home and apartment ownership and rental.			

<b>Foundations in Entrepreneurship</b> • <b>Math Elective</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Algebra I</i></b>
Learn the ins and outs of creating and building any business. This class introduces the topic of entrepreneurship and innovation through examples of leaders and models of companies. You will study business finances, macroeconomics, marketing, branding, and growing a business. Other elements of the course include: managing a company and employees, keeping business records, leadership, funding, government, research, cash flow, and technology.			
<b>Residential Architecture</b> • <b>Math Elective</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
In this course, students will learn about the different architectural styles that can be found across the United States and be able to recognize their identifying characteristics. They will explore the concept of form and function and analyze the purposes of different design features. This course will also have students deal with the basics of architectural drafting while designing a residential home of their choice. Students will develop an understanding of what an efficient and workable house design is through this hands-on activity.			

# Science and Technology Department

<b>Earth Systems Science (CP)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: None</i></b>
In this course students will explore topics in astronomy, earth science, and ecology with an emphasis on human interaction with our Earth's systems. This course(CP or Honors) is required for all 9th grade students.			
<b>Earth Systems Science (Honors)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Algebra I or higher, teacher/counselor recommendation</i></b>
In this course students will explore topics in astronomy, earth science, and ecology with an emphasis on human interaction with our Earth's systems. Students should be prepared for a demanding course at an accelerated pace. This course (CP or Honors) is required for all 9th grade students and goes deeper into concepts related to earth systems.			
<b>Biology (CP)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Earth Systems Science</i></b>
This required course provides a foundation in biological concepts. Topics of study include cell structure and physiology, biochemistry, DNA structure, protein synthesis, cell division, genetics and evolution.			
<b>Biology (Honors)</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1.5 credits</b>	<b><i>Prerequisite: Earth Systems Science (CP or honors) and teacher recommendation.</i></b>
Honors Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This is a rigorous course that provides a strong foundation in fundamental biological concepts. The course uses a college level AP Biology text and moves at an accelerated pace with greater depth and coverage of material. Topics of study include cell structure and physiology, biochemistry, DNA structure, protein synthesis, cell division, genetics and evolution. This is the first course of a two year sequence that includes AP Biology. Students are not required to take both courses and may choose to end their biology studies with Honors Biology. Students who wish to sit for the College Board AP Biology exam must take AP Biology after completion of Honors Biology. <u>This course meets every day.</u>			



<b>Chemistry in the Community</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Earth Systems Science, Biology, and by recommendation only.</i>
This course teaches chemistry concepts through the lens of societal issues and is designed to teach basic chemistry concepts and their application to everyday life. Basic concepts and applications of physical science are surveyed with an emphasis on the role of chemistry in the real world. Topics include measurement skills, atomic theory, periodic laws, chemical equations and reactions, nuclear chemistry, and organic chemistry.			
<b>Chemistry (CP)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Biology (or taken concurrently)</i>
This course is designed to build upon the concepts learned in Science and Sustainability or Earth Systems Science, and Biology (CP or Honors). The course emphasizes the conceptual study of chemistry. Topics include measurement skills, atomic theory, periodic laws, chemical equations and reactions, nuclear chemistry, and organic chemistry. Good calculator and laboratory skills are important.			
<b>Chemistry (Honors)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Biology (or taken concurrently)</i>
This advanced course is designed to build upon the concepts covered in Science and Sustainability or Earth Systems Science, and Biology (CP or Honors). Students should be prepared for a demanding laboratory course at an accelerated pace. Topics include measurement skills, atomic theory, periodic laws, chemical equations, reactions and stoichiometry, gas laws, acid and base theory, oxidation-reduction, nuclear chemistry and organic chemistry. Good calculator and math skills are essential.			
<b>Physics (CP)</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Biology &amp; Algebra I</i>
This course covers Newtonian mechanics emphasizing the conceptual study of physical phenomena such as force, motion, momentum and energy and their application to everyday life. There is a strong emphasis on laboratory-based activities with an emphasis on mathematical relationships.			



<b>AP Physics C: Mechanics</b> • Fulfills a Graduation Requirement	Year	1.5 credits	<i>Prerequisite: Biology &amp; Calculus (may be taken concurrently)</i>
<p>This course covers Newtonian mechanics in depth and provides instruction in each of the following content areas: kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion, oscillations and gravitation, as dictated by the College Board.</p> <p>The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. Introductory differential and integral calculus is used throughout the course. Strong laboratory and experimental design skills are a must.</p> <p>This course includes topics typically taught in a first-semester calculus-based physics course taken by science and engineering students at most colleges and universities. Students taking this course should expect a rigorous, fast-paced course of study that will prepare them for the College Board's "AP Physics C: Mechanics" exam in the spring. <b><u>This course meets every day.</u></b></p>			
<b>AP Environmental Science</b> • Fulfills a Graduation Requirement	Year	1.5 credits	<i>Prerequisite: Earth Systems Science, Biology. Chemistry is also recommended.</i>
<p>AP Environmental Science is the equivalent of an introductory college course in environmental science. The goal of the course is to provide students with the conceptual foundation necessary to understand complex relationships in the natural world, to develop the skills required to identify and analyze environmental problems, and to examine alternate solutions for resolving and/or preventing them.</p> <p>Environmental science is an interdisciplinary study that draws from the biological, physical, chemical and earth sciences, as well as social sciences such as economics, politics and sociology. Critical thinking and problem solving application are emphasized. <b><u>This course meets every day.</u></b></p>			
<b>AP Biology</b> • Fulfills a Graduation Requirement	Year	1.5 credits	<i>Prerequisite: Honors Biology, CP Biology with Teacher Permission.</i>
<p>AP Biology is the second course in a two year sequence that includes Honors Biology.</p> <p>AP Biology includes those topics regularly covered in a college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students. The course is organized around the four "big ideas" of biology that include evolution, cellular processes, genetics and information transfer, and the interactions of biological systems. <b><u>This course meets every day.</u></b></p>			
<b>Anatomy &amp; Physiology</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Earth Systems Science &amp; Biology</i>
<p>The course is designed to build on the concepts learned in Earth Systems Science and Biology or Honors Biology classes. This full year course covers all the main systems of the human body with units on stem cell research and an investigation of smallpox eradication at the end of the year. This is a laboratory course with a required extensive fetal pig dissection and lab practicum.</p>			

<b>Environmental Science</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Earth Systems Science &amp; Biology</i></b>
This course is designed to build on the concepts learned in Earth Systems Science and Biology or Honors Biology. Topics include ecology, population growth, climate change, water quality, renewable energy, and environmental ethics. There are numerous lab activities and field studies.			
<b>Forensic Science</b> • <b>Divided into Semester 1 and 2 course</b> • <b>Fulfills a Graduation Requirement</b>	<b>Semester (can be taken Full Year)</b>	<b>.5 credit</b>	<b><i>Prerequisite: Earth Systems Science &amp; Biology</i></b>
This two semester elective course has been divided into two separate parts with the requirement that semester 1 is taken prior to taking semester 2. Students will be introduced to the basic principles and processes of crime scene analysis and forensic science. Building on many of the concepts learned in the first two years of the FHS science sequence, this course will apply skills and techniques to investigate difference examples of evidence. Topics include crime scene analysis, evidence collection, fingerprints, hair and fiber analysis, blood and blood spatter evidence and forensic anthropology. Course work will include laboratory exploration, case studies of real crimes and individual projects.			

## Pre-Engineering Courses

<b>Introduction to Engineering &amp; Design</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: None</i></b>
The goal of this course is to familiarize students with a variety of hands-on projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics (STEM). Students will complete quarterly projects that incorporate both creativity, scientific principles and a formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession and including postsecondary and career planning. Projects will be drawn from the fields of biochemical, civil, environmental, electrical and aerospace engineering. <b>Lab Fee \$20.</b>			
<b>Computer Programming</b> • <b>Fulfills a Graduation Requirement</b> • <b>May be taken more than once</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
This course provides both beginners and experienced coders an opportunity to increase their knowledge and understanding of computer science topics such as programming, hardware architecture, graphics, game design, and logic systems at any level of complexity. The course provides a chance to learn a new computer language, write computer programs and apps, and investigate the inner workings of computers, tablets and mobile phones. Possible languages include industry standards such as JavaScript, C, XCode, Codea, Java, HTML, and Python. Programming may be done on any combination of laptop, desktop, or tablet computers or on dedicated microprocessor boards such as Arduino, Raspberry-Pi, or BeagleBone. <b>No programming experience is required! This course may be taken more than once for credit.</b>			

<b>Engineering &amp; Design Lab</b> • Fulfills a Graduation Requirement • May be taken more than once	Semester	.5 credit	<b>Prerequisite:</b> <i>Introduction to Engineering &amp; Design</i>
<p>This project-based class is designed to inspire students to embrace the “Maker” mentality and work independently or in small groups to complete projects following quarterly themes with the guidance and instruction of the teacher. Students work through the engineering design process to research, develop, construct and evaluate their projects. Emphasis is placed on digital design (CAD), digital fabrication (3-D printing and CNC), and manufacturing. Many of the projects will have an entrepreneurial or competition aspect. This class may be taken more than once for credit as projects and themes vary throughout the year. Examples of past projects are sign making, adirondack chairs, garden gnomes, robots, catapults, and audio systems. <b>Lab Fee \$10.</b></p>			
<b>Advanced Engineering &amp; Design</b> • Fulfills a Graduation Requirement	Year	1 credit	<b>Prerequisite:</b> <i>1.5 STEM Credits, Project Proposal &amp; Teacher recommendation</i>
<p>This is a project-based class where students work independently or in teams and are responsible for large-scale design projects. Students work through the engineering design process to research, develop, construct and evaluate their projects. Students will be expected to participate in one or more state or national competitions such as VEX Robotics, Maine Windblade Challenge, or Science Olympiad. Past student projects have included a wind tunnel, high-temperature kiln, wind turbine blades, robots, and a quadcopter. Final projects may be tied to a Senior Project or community service project.</p> <p><b>NOTE:</b> <i>Students must prepare and present at least one project proposal prior to being admitted to this class. Proposal forms are available from FHS STEM teachers. Lab Fee \$10.</i></p>			

# Social Studies Department

<b>Global Studies</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: None</i>
<p>This course provides students with global awareness that is the foundation for their future work in Social Studies. Students expand their geography skills, gaining a deeper understanding of physical and political geography while exploring the cultures and history of several major world areas. The course begins with an introduction to the concept of culture and an analysis of several specific culture groups. Students then review and reinforce their basic geography skills. The bulk of the course will be spent on in-depth studies of the Middle East, Africa, India, and China. Students use a variety of study and presentation methods. An understanding of current events will be a major focus. Ultimately, Global Studies is a course in which a student can gain a foundation in world issues and become active observers of, and potential participants in the events of our evolving global environment.</p>			
<b>Modern World Conflict</b> • Fulfills a Graduation Requirement	Semester	.5 credit	<i>Prerequisite: Global Studies</i>
<p>This course will examine significant global conflicts of the 20th Century, including the First World War, World War II and the Holocaust, the Cold War, and other conflicts related to political, geopolitical, or religious ideologies. This course will provide students with a wider lens through which they can examine contemporary politics and world events. This course will emphasize the use of primary sources in historical analysis.</p>			
<b>American Government &amp; Economics</b> • Fulfills a Graduation Requirement	Semester	.5 credit	<i>Prerequisite: Global Studies</i>
<p>This course will examine the roots, framework and purposes of American government. Students will analyze the United States Constitution and the role of a citizen within a democracy, as well as the essential elements of each branch of government. Students will be expected to keep up with current events throughout the semester. Additionally, the curriculum will ask students to identify and explore a variety of topics connected to personal finance. This course will help to prepare students in processing and understanding the dynamic nature of the American political and economic spectrum.</p>			
<b>American History</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Modern World Conflict &amp; American Government &amp; Economics</i>
<p>This course is a survey of American History from the Pre-Columbian era to the present. Students will learn some of the key people, places, concepts and issues that have contributed to the development of America's story. Particular emphasis will be placed on developing content knowledge and understanding, document analysis and historical reasoning skills, application of research skills, and using evidence to support claims. Students will have the opportunity to demonstrate their knowledge and understanding in a variety of ways.</p>			

<b>Economics/Finance</b> • Elective	<b>Spring Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Open to 11th-12th grade</b>
<p>In this course, students learn about the challenges of having limited resources and unlimited wants and needs. Students develop an understanding of macroeconomic and microeconomic concepts such as supply and demand, opportunity cost, risk management, competition, market structures, production and consumption, fiscal and monetary policy, inflation, unemployment, and international trade. Upon successful completion of the course, students will understand the ways in which economic decisions affect individuals, groups, market systems, and countries. Students will also learn about money management, financial planning, credit, and other personal finance topics.</p>			
<b>20th Century U.S. History Through Film</b> • This cannot be used as a U.S. History requirement - Elective Credit	<b>Spring Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Open to 11th-12th grade</b>
<p>This course is intended to give students an in-depth understanding of 20th Century American History from the Progressive Era through the end of the century. While the framework of the course will be chronological and will require students to master a timeline of the century, the methodology used for understanding will be a series of historical films and documentaries. Students will do the background research necessary to prepare for these films, and then will analyze them based upon how each presented the major issues of the time period/event.</p>			
<b>Mock Trial and Social Science</b> • Elective Credit	<b>Fall Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Open to 10th-12th grades</b>
<p>The first quarter will be devoted to participation in the interscholastic Mock Trial competition. Participating high schools from around the state create prosecution and defense teams which try a fictional case before active Maine judges and lawyers in Portland, Maine. This is a very intensive simulation activity that requires out of class commitments, including practice sessions outside of regular school hours, scrimmages with local teams, and two or more graded trials. It is recommended that if you want to enroll in this course that you take into consideration your Fall schedule. This course may be taken more than once as Mock Trial topics and course units change.</p>			
<b>Balance of Power</b> • Elective Credit	<b>Fall Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Open to 11th-12th grades</b>
<p>This Social Studies course explores the nature, influence, and balance of power in American government from local to state to national contexts. Students will identify and examine the structures of government at all levels in the American political system, as well as how they interact. Students will study the influence of the media, polls, opinions, political parties, economics, lobbies, and grassroots organizations on public policy. Current events are used as topical case studies in order to discuss and analyze the state of American democracy. B.o.P. students run the Mock Election in the High School each fall.</p>			

<b>Contemporary Global Issues</b> • Elective Credit	Semester	.5 credit	<i>Prerequisite: Open to 11th-12th grades</i>
<p>This course focuses on major issues affecting the world today. The goal is to further develop themes studied through the social studies sequence and to look at a variety of issues such as national self-determination, international institutions, globalization, resource depletion, and international conflicts. Students are asked to put the current status of these issues into context to better understand how America affects, and how Americans are affected by, global events. Students complete in-depth research, writing, and a presentation on an issue of their choice.</p>			
<b>Psychology</b> • Elective Credit	Semester	.5 credit	<i>Prerequisite: Open to 11th-12th grades</i>
<p>Psychology is the study of the relationship between the mind and behavior. As a result, acquiring an understanding of human psychology is useful in a variety of career fields. This course focuses on:</p> <ul style="list-style-type: none"> <li>- The Brain &amp; Behavior</li> <li>- Conditioning, Learning, and Memory</li> <li>- Psychological Disorders</li> <li>- Human Development</li> <li>- Social Behavior and Interaction</li> <li>- And more</li> </ul> <p>The course runs as a balance between traditional academic study &amp; lecture, hands-on learning, case study analysis, practical application, and project-based learning. It will be important to keep an open mind, and be willing to look into your own perceptions of yourself in order to fully grasp the material.</p>			
<b>Sociology</b> • Elective Credit	Semester	.5 credit	<i>Prerequisite: Open 10th-12th grades</i>
<p>Sociology is a research and activity based course which introduces students to the study of Sociology. Sociology focuses upon group behavior and its effect upon individuals, as well as the effect that individuals have upon groups. Students will study how we are socialized into the various groups that we are all a part of, as well as the basic structure of our main socializing agencies: family, peer groups, schools, communities, etc... Students will also be introduced to the basic elements of sociological research, and explore such topics as: race, gender, class, deviance, and significant sociological theories.</p>			



<b>AP World History: Modern</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Open to 11th &amp; 12th grade</i>
<p>This is a college level history course designed to meet the needs of students who have a strong interest in history. The student is expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources in essay form. Students will take the Advanced Placement World History: Modern exam in May, as preparation for this exam is a major goal of this course. Therefore, the course is content-driven with heavy emphasis on written critical analysis. Extensive reading, writing, and class discussions are integral components of the program. The AP program in World History is designed to develop a greater understanding of human societies. The course covers world history from circa 1200 CE to the present. <i>Students taking this course are required to take the AP exam in the spring.</i></p>			
<b>AP U.S. History</b> • Fulfills a Graduation Requirement	Year	1 credit	<i>Prerequisite: Open to 11th &amp; 12th grade, completion of American History strongly recommended.</i>
<p>This is a college level history course designed to meet the needs of students who have a strong interest in American history. The course covers American history from the pre-Columbian era to the present. Extensive reading, writing, and class discussions are integral components of the program and students are expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources. <i>Students taking this course are required to take the AP exam in the spring, as preparation for this exam is a major goal of this course.</i> Therefore, the course is content-driven with heavy emphasis on written critical analysis. AP U.S. History is recommended for seniors who have completed the American History course, but is open to juniors upon teacher recommendation and with the understanding that the difficulty of the course increases for those without a working knowledge of American history. <i>Completion of summer work prior to the beginning of the course is a critical component to success in this course.</i></p>			

# V isual and Performing Arts Department

## Musical Arts Course Offerings

<b>Concert Band</b> • Fulfills Graduation Requirement	Year	1 credit	<i>Prerequisite: None</i>
<p>Concert Band is open to any student at Freeport High School, regardless of prior experience in music. This course requires a combination of scheduled class time and after-school rehearsals and/or performances. Attendance at all concerts and scheduled performances is mandatory. Students are highly encouraged to take this course for more than one year.</p> <p>Public performances include (but may not be limited to): the fall homecoming football game, a winter concert, a spring concert, a concert band festival performance, and the Memorial Day Parade.</p>			
<b>Percussion Ensemble</b> • Fulfills half of the VPA Graduation Requirement	Semester	.5 credit	<i>Prerequisite: None</i>
<p>This course involves the study and performance of percussion literature for a variable ensemble (from duos, trios, and quartets to large ensembles). This course will explore the fundamentals of percussion performance. Exploration into the performance techniques and literature for all instruments of the percussion family will be the focus of the course, including snare drum, timpani, mallet percussion, drum set, and African and Latin percussion instruments. The design of the course and ensemble will be subject to performance abilities of available personnel.</p>			
<b>Concert Choir</b> • Fulfills Graduation Requirement	Year	1 credit	<i>Prerequisite: None</i>
<p>Concert Choir is open to anyone who likes to sing, grades 9-12. Members will participate in two major performances during the year which include our winter and spring concerts. This class meets every other day for 80 minutes, and rehearsals include sight singing, music theory, and the study of proper vocal technique as well as contemporary literature. Attendance at all concerts and scheduled performances is compulsory. Many of our students audition successfully for our District III Honors Chorus, in addition to All-State. This course may be taken for more than one year.</p>			



<b>Beginning Guitar Class</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
<p>This course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation and performing experiences. A brief history of the guitar along with a study of its respective musical styles will also be covered in this course. Guitars will be provided at school (no requirement to purchase a guitar).</p>			
<b>Music Technology (Level 1 &amp; 2)</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
<p>Music Technology is open to any student at Freeport High School, regardless of prior experience in music. In this class, students will discover their own creative process and how to overcome musical challenges that come with creating music. Students work on an individual basis, which will allow for frequent personal feedback by the course instructor. Students will learn how to write music using traditional music notation in 'Flat.io,' and will also learn how to record music and MIDI tracks using 'GarageBand. Must complete Level 1 to enroll in Level 2.</p> <p>In this class, students will explore the creative process and how to overcome musical challenges that come with making music.</p> <p>Music Technology 1 will teach you how to:</p> <ul style="list-style-type: none"> <li>• Work With Pre-Recorded Audio Samples.</li> <li>• Structure Music</li> <li>• Write Music for Drum Set, Bass, and other various instruments</li> <li>• Use Chords &amp; Chord Progressions</li> <li>• Create a Cover Song</li> <li>• Create an Entire Original Song From Scratch</li> </ul> <p>Music Technology 2 will teach you how to:</p> <ul style="list-style-type: none"> <li>• Create your own podcast</li> <li>• Create Your own Soundtrack to a film/movie</li> <li>• Continue learning how to create original music</li> <li>• Learn how to create and/or use samples within GarageBand.</li> <li>• And More</li> </ul> <p>Students MUST pass Music Technology 1 to be eligible to enroll in Music Technology 2.</p>			

<b>Introduction to Piano</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	<b>Semester</b> <b>(half period)</b>	<b>.5 credit</b>	<b>Prerequisite: None</b>
<p>Introduction to Piano is open to any 9th-12th grade student with no prior piano experience. This course is designed specifically for beginners where they will be taught basic music theory skills, hand position and fingerings, and proper practicing techniques. We will use the “Alfred’s Basic Adult All-in-One Course” methods book along with other resources in order to teach and refine these skills. The students will perform in a recital at the end of the year, during finals week, showcasing one or two pieces of music that demonstrates their proficiency as a beginning piano student. This course is designed to meet the needs of a high school student who wants to experience music through self-directed learning and have fun with the instruments.</p>			
<b>Intermediate Piano</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b>Prerequisite: Introduction to Piano</b>
<p>Intermediate Piano provides continuing instruction for students who have completed Introduction to Piano. This class allows for placement of other students who have had some previous piano experience. Content includes basic keyboard theory (scales, chords, etc.), solo repertoire, and performance skills. Assessment of content knowledge and mastery of piano skills will take the form of benchmark pieces, music theory and scale assessments, and other special projects as assigned.</p>			
<b>Honors Chamber Choir</b> • <b>Fulfills Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b>Prerequisite: Audition</b>
<p>Chamber Choir is open to students grades 9-12. Skilled singers will be auditioned for this ensemble. This class allows students to demonstrate a growing understanding of musical concepts that include tone, rhythm, harmony, tonality, texture, form, melody, and music in a historical and contemporary context. It provides students with the opportunity to experience varied ensemble groupings and to develop and understand relationships between music, the other arts, and disciplines outside of the arts. Attendance at all concerts and scheduled performances is mandatory. All Chamber Choir students are required to audition for either District III Honors Chorus or All-State, or if they choose to do so they can audition for both. Chamber Choir may be taken for more than one year, and students must audition every year.</p>			

<b>AP Music Theory</b> • <b>Fulfills Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b>Prerequisites:</b> <i>Teacher recommendation required and/or prior music performance ensemble performance</i>
<p>AP Music Theory is an advanced level course designed to engage students in learning activities that will help them to achieve the outcomes assessed by the College Board's Advanced Placement Music Theory Examination. It is equivalent to a first-year college-level theory class.</p> <p>The AP Music Theory course is designed to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score, as well as further student's study of musicianship. These abilities will be developed through various aural, performance, written, creative, and analytical exercises. The curriculum aims to enrich students' musical experiences both in and out of their performance ensemble classes. It integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing and keyboard harmony are considered an important part of the theory course. Although this course focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied. This course is designed to provide students with the skills necessary to create and analyze music using an AP/college level approved text. The content will focus on the. It is essential that a student have performance skills on any instrument. This course is strongly recommended for the student considering music as a college major, minor or career. All students will take the AP Music Theory exam in the spring.</p>			

## **T**heatre Arts Course Offerings

<b>Unified Theatre Arts</b> • <b>Fulfills half of VPA Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b>Prerequisite:</b> <i>None</i>
<p>Unified Theatre Arts is a unique opportunity for students with and without disabilities to come together through ongoing dramatic games, readings and writing exercises to create an original piece of theatre. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. May be repeated for additional elective credit.</p>			

<b>Theatre I</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None</i></b>
Theatre I is designed to give students a deeper understanding, and appreciation for the fine art of theatre through exploration of its basic elements. Theatre I students engage in ensemble building, vocabulary, acting skills, introduction to technical theatre and creative processes. These activities facilitate artistic growth through storytelling, character development, improvisation, creative movement and scripted scenes.			
<b>Theatre II</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Theatre I</i></b>
Theatre II students will take their knowledge of performance and build upon it. The focus of this course is acting and directing. Students will be required to direct short scenes and perform in both their classmates' scenes and alone. Students will study a wide variety of acting and directing styles to apply to specific projects. All students are required to perform in a public final performance of 10-minute plays as either an actor or director.			
<b>Production Design</b> • <b>Fulfills half of the VPA Graduation Requirement</b> • <b>Students wanting to fulfill the graduation requirement by taking Production Design AND Advanced Theatre Production must receive teacher permission</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: None, May be repeated for credit with teacher permission</i></b>
A project-based class that focuses on understanding the design process, especially as it relates to the theater, and works on tackling the tasks set before the students in a particular play. This class is run in tandem to the extra-curricular drama program because the students will use creative-thinking and problem-solving skills in the classroom to assist the play being staged. Students will develop a basic understanding of set construction, lighting design, sound design, hair and make-up design, costume design and prop design.			

<b>Advanced Theatre</b> • Elective Credit • With <b>TEACHER PERMISSION</b> may fulfill Graduation Requirement <b>ONLY</b> if taken with Production Design	Semester	.5 credit	<i><b>Prerequisite:</b> Prerequisite Theatre I, Theatre II, or Teacher Permission, may be repeated for credit</i>
<p>Students will participate in all elements of a full theatrical production. From acting to technical design, students will facilitate all aspects of the Spring Play (TBD year to year based on enrollment). Students will be required to meet outside of class during the week prior to performance dates for technical rehearsals. This course may be taken more than once.</p>			

## Visual Arts Course Offerings

<b>Foundations of Art</b> • Fulfills Graduation Requirement	Year	1 credit	<i><b>Prerequisite:</b> None</i>
<p>This course explores the basic elements of visual design through introductory exercises in drawing, painting, sculpture, and printmaking. Art is presented as a visual language mastered through the development of the student's perceptual skills and creative problem-solving techniques. Artistic production, art history, and aesthetics will be essential components throughout. Reading, critiquing, presenting, and writing about art and artists are an essential course component. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments. Foundations of Art has an honors option.</p>			
<b>Ceramics I</b> • Elective Credit	Semester	.5 credit	<i><b>Prerequisite:</b> Foundations of Art</i>
<p>In this class, students may make both functional and sculptural clay work using basic hand-building techniques. Through focusing on the integration of form and surface, as well as the study of both historical and contemporary clay work, students understand the importance of good design and quality craftsmanship. Individual and group critiques help students continuously improve their work and make informed artistic decisions.</p>			

<b>Ceramics II</b> • Elective Credit	Semester	.5 credit	<i>Prerequisite: Foundations of Art &amp; Ceramics I</i>
This class builds on the skills and techniques acquired in Ceramics I. Students are challenged towards greater personal expression in ceramic media. Students broaden their knowledge of construction and finishing techniques through consideration of both historic and contemporary ceramic artists and an increased understanding of the elements of art as they pertain to three-dimensional art.			
<b>3D Design</b> • Elective Credit	Semester	.5 credit	<i>Prerequisite: Foundations of Art</i>
This course focuses on developing fluency, understanding, and personal expression in sculpture. Reading and writing about art and artists are essential course components. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. Students get to choose from a variety of materials including: clay, plaster, alginate, wire, paper, trash, etc.. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments.			
<b>2D Design</b> • Elective Credit	Semester	.5 credit	<i>Prerequisite: Foundations of Art</i>
This course focuses on the two-dimensional techniques of drawing and painting. Students are challenged to develop their visual thinking skills and visual expression through a variety of assignments and media. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. Students are required to enter specific art competitions throughout the semester. Towards the end of the semester, students design a sustained investigation (in the model of AP Art & Design). This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments.			
<b>Advanced Art &amp; Design</b> • Elective Credit	Year	1 credit	<i>Prerequisites: Foundations of Art &amp; A Design Course</i>
This is a course for the student who has strong visual skills and a passion for creating. The students survey art through a series of themes. This class section is usually combined with the students taking their fourth year of art (AP Studio Art). All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. Students develop an inquiry question and create a sustained investigation while developing their own style. Students are required to enter specific art competitions throughout the year. All students create a digital portfolio including images of their projects, written reflections, and process reflections. In May, all advanced/AP students exhibit their art portfolio in a large group show. The National Visual Art Standards are used for all assessments.			



<b>AP Art History</b> • Elective Credit	Year	1 credit	<i>Prerequisites: None</i>
AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. We learn about the cultures of our world through analyzing objects. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. This class is lecture and discussion based (not studio art based). All students are required to take the AP exam in May.			
<b>AP Art &amp; Design</b> • Elective Credit	Year	1 credit	<i>Prerequisite: Foundations of Art, A Design Course &amp; Advanced Studio Art</i>
AP Art and Design portfolios are designed for students who are seriously interested in the practical experience of art. Students develop an inquiry question and create a sustained investigation of 15 works while exploring their own artistic style. AP Art and Design is not based on a written exam; instead, students submit digital portfolios of their art for evaluation by the AP College Board in May. The AP Art and Design Curriculum consists of three portfolios exam options — 2-D Design, 3-D Design, and Drawing — corresponding to the most common college foundation courses. Students are required to enter specific art competitions throughout the semester. This class section is usually combined with the students taking their third year of art (Advanced Studio Art). The National Visual Art Standards are used for all assessments. All students are required to take the AP exam in May.			
<b>Photography I</b> • Fulfills half of the VPA Graduation Requirement	Semester	.5 credit	<i>Prerequisite: Digital and 35mm film camera required (either point or shoot or DSLR/SLR). Students should have a basic understanding of how to operate their own camera devices. *Scholarships available</i>
This semester-long course introduces students to photography as an art form. Students learn compositional skills through the study of the elements of art. Students explore the history of traditional photography as well as techniques and methods used by contemporary digital photographers. This course includes lessons in photo editing/manipulation using Photoshop software (first half) as well as traditional black and white film photography and basic darkroom techniques (second half). Researching and writing about photographers is an essential course component. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments.			



<b>Photography II</b> • <b>Fulfills half of the VPA Graduation Requirement</b>	Semester	.5 credit	<i><b>Prerequisite: Photography I; Digital and 35mm film camera required (either point or shoot or DSLR/SLR). Students should understand how to operate their own camera devices. *Scholarships available</b></i>
<p>This course introduces the creative manipulation of alternative photographic materials and processes such as toning, hand coloring, and multiple exposures using both darkroom and digital technology (Photoshop). Emphasis is placed on personal vision and modes of seeing. Upon completion, students should be able to create properly exposed images using a variety of photographic materials and processes. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. The National Visual Art Standards are used for all assessments.</p>			

## Media Arts Course Offerings

<b>Video Production I</b> • <b>Elective Credit</b>	Semester	.5 credit	<i><b>Prerequisite: none</b></i>
<p>This course is a hands-on approach to video technology with the use of the digital video camera and using basic field production techniques. Students train on equipment and learn non-linear editing techniques using iMovie editing software. Students are required to film two outside events (i.e. sports contest, concert or school musical). The class will get an introduction to Channel 14 and its operation. Students will do a variety of projects to gain experience in basic video skills.</p>			
<b>Video Production II</b> • <b>Elective Credit</b>	Semester	.5 credit	<i><b>Prerequisite: Video Production I</b></i>
<p>This class expands on the principles taught in Video One. Students continue to develop their camera and editing techniques and delve deeper into various video projects to produce longer and more complex videos. Students are required to film two outside events (i.e. sports contest, concert or school musical). Students work with voice over techniques in video storytelling as well as learn basic principles used in live on-location news stories.</p>			
<b>Advanced Videography</b> • <b>Elective Credit</b>	Semester	.5 credit	<i><b>Prerequisite: Teacher Recommendation/Approval</b></i>
<p>Advanced students who wish to elect a challenging self-directed study of videography may choose Advanced Videography with permission of the teacher. The Advanced Videography teacher serves as an advisor to guide the student in the definition and pursuit of learning outcomes, research and troubleshooting, and the completion of goals. Students will define an area of focus for the semester. Acceptance into the class will be based upon a written proposal to the instructor, approved prior to the beginning of the semester.</p>			

# World Languages Department

<b>French I</b> • <b>Fulfills a Graduation Requirement</b> • <b>May be completed through Middle School experience</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: None</i></b>
<p>This course teaches the four language skills: speaking, listening, reading, and writing, with an emphasis on dialogue. Role-playing and skits are used as tools to increase oral competency. Writing practice includes short-answer responses and short descriptive pieces. Students will work on a compilation of literary sources as well as a variety of online resources.</p>			
<b>French II</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: French I</i></b>
<p>Students build on the foundations of French I and enhance their corpus of vocabulary and grammatical form while developing the four primary linguistic skills. Written work includes students' original narratives. Students work from a compilation of literary sources as well as a variety of online resources.</p>			
<b>French III</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: French II</i></b>
<p>In this course, students continue to develop and hone their four primary linguistic skills through in-depth grammar study, vocabulary acquisition, and extensive speaking and writing practice.</p>			
<b>French IV</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: French III</i></b>
<p>This full-year course offers an approach to fluency through all four of the linguistic skill areas: listening, speaking, reading, and writing. Students broaden and deepen their current understanding of grammatical structures while learning new structures that allow them to add complexity and abstract thought to their verbal and written expression. Each unit introduces an aspect of cultural life along with thematic vocabulary, giving students the opportunity to practice and play. They read and analyze literature, write and edit short compositions, participate in debates and roundtable discussions, and engage in various forms of creative expression. Through online and in-class collaboration, students are exposed to authentic contemporary language and culture in context.</p>			

<b>French V</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: French IV</i></b>
In this course, students explore a selection of French and francophone literature through readings, discussions, and films. Students expand their French skills through analysis, critique, and discussion. Films are used to reinforce and support each piece of literature, to develop students' listening comprehension, and to foster and heighten in-class discussion. Grammar and structure work are also emphasized throughout the year to help students review, refine, and develop their writing and speaking skills. Oral activities emphasize proficiency in spontaneous speech and thought.			
<b>Latin I</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: None</i></b>
In this course, students acquire basic Latin vocabulary and grammar. Students read and interpret short stories in Latin while learning about the culture and history of the Romans in the city of Pompeii.			
<b>Latin II</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Latin I</i></b>
This course continues the vocabulary and grammar acquisition from Latin I, but at a higher level of complexity. The culture and history focus is the colonization of Britain and Egypt by the Romans.			
<b>Latin III</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Latin II</i></b>
Students continue their study of advanced Latin grammar, vocabulary, and syntax while learning about the Roman army and military organization before moving on to historical events in the city of Rome.			
<b>Latin IV</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Latin III</i></b>
This course continues and expands upon the work begun in Latin III, stressing the development of fluency and depth in translation skills and literary analysis. Students are encouraged to hone their skills in translation, paying close attention to structure and meaning. Students will complete their study of Latin with exposure to unadapted literary Latin by authors such as Ovid, Catullus, Pliny, Martial, and Vergil.			
<b>Spanish I</b> • <b>Fulfills a Graduation Requirement</b> • <b>May be completed through Middle School experience</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: None</i></b>
This course provides an introduction to the language, culture, and geography of the Hispanic world. Students acquire language skills sufficient to describe themselves and their world and to inquire about others through listening, speaking, reading, and writing activities.			

<b>Spanish II</b> • <b>Fulfills a Graduation Requirement</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Spanish I</i></b>
Spanish II builds on the grammar introduced in Spanish I, but greatly expands knowledge of vocabulary. Cultural knowledge continues to develop through readings, pictures (videos), and projects. Listening comprehension is further enhanced. Students are expected to make every effort to communicate in Spanish in class. Role-playing and skits are used as tools to increase oral competency.			
<b>Spanish III</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Spanish II</i></b>
This course focuses on oral and written proficiency in the language. Exercises include vocabulary development, reading and discussion of literature. Topics from Spain and Latin America are used to develop not only a linguistic, but also a cultural fluency. A review of basic and advanced grammar is included, especially verb mastery. New tenses this year include the progressives, the perfects, and the subjunctive. Oral presentations are integral to the course to evaluate the student's growing ability in the language.			
<b>Spanish IV</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Spanish III</i></b>
Spanish IV focuses more intensely on the four skill areas of reading, writing, listening, and speaking, and on developing proficiency in each area. Student activities center on reading short stories and abridged novels, writing short essays, and speaking in both formal and informal situations. Class discussions of current events/news stories take place each quarter. Students continue to explore, in more depth, the many facets of Spanish culture.			
<b>Spanish V</b> • <b>Elective Credit</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Spanish IV</i></b>
Spanish V is intended to help students prepare for a college level class. Work is more independent, so student motivation is key to success. The history, literature, and art of Spain are covered simultaneously in three or four major units. Texts include, "El Cid", "Fuenteovejuna", and "El burlador de Sevilla". Class discussions on current events occur every other week throughout the year. Movies in Spanish may be shown, including "Volver", and "Casi Casi". The rest of the verb tenses (future perfect, conditional perfect, present perfect subjunctive, and the past perfect of subjunctive) are covered, as are the sequence of tenses, idiomatic expressions, and a more challenging verb list. Sometimes this class is simultaneously taught with Spanish IV.			

Additional language courses are available online through Virtual High School. See their current offerings at: <http://www.govhs.org/Pages/Academics-Catalog>

# Additional Academic Opportunities

<b>Virtual High School</b>	<b>Semester or Year</b>	<b>Variabl e</b>	<b><i>Prerequisite: Counselor &amp; Parent Rec.</i></b>
<p>Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with others from a wide variety of ethnicities, backgrounds and geographic locations. What you are beginning to imagine is the reality of the Virtual High School, a non-profit organization that offers content-rich, credit-bearing high school courses to students across the country and around the world. Check out the course catalog at: <a href="http://www.govhs.org">http://www.govhs.org</a></p>			
<b>PLATO</b>	<b>Semester</b>	<b>Variabl e</b>	<b><i>Prerequisite: Counselor Rec.</i></b>
<p>PLATO (<i>Programmed Learning Automated Teaching Operations</i>) is a computer-based curriculum that can be used for academic remediation or for credit recovery. The PLATO program is aligned to the Common Core State Standards and uses research-based techniques for program delivery and assessments. Students are placed into the PLATO lab through the student services department based on prerequisite fulfillment and individual circumstances. PLATO is a non-graded curriculum at FHS, which will not influence a student's GPA, but will serve as a means for students to gain credit for graduation by demonstrating proficiency of FHS standards and indicators on a Pass/Fail basis. PLATO courses are not to be used instead of taking the course at FHS.</p>			
<b>AP4ME</b>	<b>Year</b>	<b>1 credit</b>	<b><i>Prerequisite: Counselor &amp; Parent Approval</i></b>
<p>AP4ME offers over 20 online Advanced Placement courses to any student residing in a Maine school administrative unit who is educated at the public expense. Students who participate in AP4ME are taught by Maine certified teachers who receive extensive training. AP4ME classes are year-long online courses that run from the day after Labor Day through one week after the scheduled date of the AP Exam for the course. All AP4ME courses follow the same calendar, regardless of a student's own school calendar, and each course satisfies all College Board Advanced Placement course requirements. All Students enrolled in AP4ME are required to take &amp; pay the fee for the AP Exam in the Spring.</p>			
<b>NDVR</b>	<b>Year</b>	<b>Variabl e</b>	<b><i>Prerequisite: Teacher Recommendation &amp; Counselor Approval only</i></b>
<p>This program serves as credit recovery for a science and ELA and social studies credit as well as providing individual learning plans for 11th and 12th grade, credit-deficient students. Students are also provided social</p>			

emotional support and engage in project-based learning experiences. Students are selected based on previous academic, attendance and behavior records.

#### **Work Study Opportunities**

**Semester  
or Year**

**Variabl  
e**

***Prerequisite: None***

Several options are available for students to have community-based work experiences in conjunction with their academic classroom work. All student programs are designed according to individual student needs (academic requirements and career and personal goals). Please speak to your counselor for more details.

#### **Service Learning and Community Service**

**Semester  
or Year**

**Variabl  
e**

***Prerequisite: None***

Service learning provides an opportunity for students to be actively involved in the learning process and is a way to develop personal and leadership skills through service to others. As students participate in meeting community needs, they can explore educational and career choices. Service learning creates the opportunity for students to build positive community connections and integrates academic objectives with service experience to facilitate student learning, personal and social growth, and civic responsibility. The Service Learning Coordinator encourages and supports student participation in community service and acts as a clearinghouse for information about community service opportunities.

#### **Early College Credit Opportunities**

**Semester**

**1 credit**

***Prerequisite: 11th-12 grades; Application***

Through partnerships with Maine colleges, it is possible for high school students to take university courses both in the classroom and online for credit. More information is available from the Guidance Office.

#### **Embark**

**Year**

**None**

***Prerequisite: Application***

Embark is a college transition program offered in 74 Maine high schools. It is designed for students who are undecided about college, yet have the potential to succeed in college. Embark offers a combination of support, advising, college courses, and scholarships to help students prepare for and be successful in college. Students are selected by their high school during their junior year. All participating students receive support services during high school, and many receive an Embark scholarship to continue their education at a community college after graduating from high school. If you are interested, check with the Guidance Office.

#### **Dual Enrollment**

**Year**

**Variabl  
e**

***Prerequisite: Application***

Through a partnership with Southern Maine Community College, FHS students can apply to earn college credits for select FHS courses, such as Quantitative Reasoning, while simultaneously earning FHS credit. Courses are



taught at FHS by FHS teachers who have been endorsed by SMCC to teach a college-level course. More information is available from the Guidance Office.

<b>Morse Street Pre-Apprenticeship</b>	<b>Semester</b>	<b>.5 credit</b>	<b><i>Prerequisite: Application</i></b>
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This program works in conjunction with the Morse Street School and students are paired up with a teacher to work with students in grades K-2 and provide instructional support. These students will apply to the program through our service learning coordinator.

<b>Correspondence Study</b>	<b>Semester</b>	<b>Variable</b>	<b><i>Prerequisite: Counselor &amp; Parent Rec.</i></b>
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Correspondence Study involves an independent study program, which is contracted between a student, and the approved correspondence program (Brigham and Young Independent Study and the Johns Hopkins Program, for examples). Although correspondence study is strongly discouraged, graduation credit may be earned through the approved Correspondence Program if:

- Due to a scheduling conflict, an individual cannot enroll in a course that is required for graduation
- The IEP team has recommended a correspondence course as part of an individual's IEP
- An individual has previously failed a course and correspondence study represents the only reasonable means by which this course may be successfully completed.

<b>Independent Study</b>	<b>Semester</b>	<b>Variable</b>	<b><i>Prerequisite: Teacher, Parent &amp; Counselor approval</i></b>
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Independent study is designed to offer an opportunity for self-motivated students to research or study a selected topic on an independent basis. The topic and its study must be approved, supervised, and coordinated by a teacher on the staff of Freeport High School. The purpose of this course is to allow students greater flexibility and freedom in pursuing individual educational goals. Independent study also fosters the student's self-reliance as s/he assumes personal responsibility for an area of study. This course allows application of creative effort in areas **not presently available in the curriculum**. The teacher must verify the completion of the work. A parent, the appropriate curriculum teacher, and the Guidance Office must approve the formal proposal.

<b>Abroad Programs</b>	<b>Variable</b>	<b>Variable</b>	<b><i>Prerequisite: Application for Credit</i></b>
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Offered to any Freeport High School student who wants to master another language and/or enjoy the benefits of living and studying abroad without sacrificing high school graduation credits or preparation for top U. S. colleges. Students and their families are responsible for researching and funding the cost of these programs. Please see the Guidance Office for credit approval prior to going abroad.

**Jobs for Maine's Graduates (JMG)**

**Year**

**1 credit**

***Prerequisite: JMG Teacher Recommendation***

The school-to-work program is a 9-12 class that will focus on having a concrete plan for the student upon graduation. In-class activities focus on work-related preparation: job applications, cover letters, resumés, job interviewing, public speaking, and telephone/personal communication skills. Students will be members of a career association that helps to plan classroom activities and will require some time spent outside of school hours. Student, parent, and teacher will sign a contract at the start of the year that sets expectations for all parties. Instructor will be in contact with seniors on a monthly basis following graduation to provide assistance and guidance as needed.

**Senior Projects**

**3 weeks**

**None**

***Prerequisite: Application & Approval***

Through Senior Projects, students at Freeport High School have the opportunity to create and realize a learning experience during four weeks of the last quarter of their senior year. The culmination of this learning experience is a presentation of the project given before students, faculty, administration, parents, and community. While the presentation is the most visible record of the student's accomplishment, it is also supported by a solid foundation of documented planning and progress. Freeport High School believes a successful final product can only be achieved through careful planning, time management, reflection, analysis, and active professional guidance.

# Region 10 Technical High School

[www.r10tech.org](http://www.r10tech.org)

## ***General Information***

Technical Education offers hands-on learning designed to prepare students for college and the working world. A unique combination of classroom instruction, laboratory work, community-based volunteer and live work programs, and on-the-job-training becomes the springboard for future success. Strong attendance, self-discipline, and a desire to work in technical education are important for a successful experience at Region Ten. We offer knowledge and skills for a lifetime.

## ***Articulation Agreements***

Region Ten Technical High School has developed dual enrollment and articulation agreements with Maine post-secondary community colleges. These colleges will award credit for work completed at Region Ten Technical High School. For example, students in Food Trades have training in Sanitation. This certified course is required for ServSafe Manager certification and qualifies for community college credit. Similar opportunities are available for students in Metal Fabrication and Welding, Automotive Technology, Early Childhood Development, Health Occupations, Auto Collision Repair, EMT-Basic, Outdoor Powersports, and Commercial Art.

## ***Region Ten Credit Options***

Region Ten students earn 3 credits for each successful year completing a program. A Freeport student has the option to earn core academic credits at Region Ten.

# Region 10 Courses

<b>Auto Collision Repair</b>	<b>2 Years</b>	<b>3 credits per year</b>	<b><i>Integrated Credit: Math &amp; Science</i></b>
Students in this course learn to safely and productively perform all phases of collision repair and refinishing. This program is divided into four sections: painting and refinishing, non-structural analysis and damage repair, structural analysis and damage repair, and mechanical and electrical components. Automotive refinishing is a major component of this program. Color mixing, matching, tinting and			

blending techniques are explored with plenty of hands-on experience. Upon completion of this course, the student should be able to enter the workforce at an entry-level position or move on to a technical college for advanced skills.

<b>Automotive Technology</b>	<b>2 Years</b>	<b>3 credits per year</b>	<b><i>Integrated Credit: Math &amp; Science</i></b>
<p>Automotive Technology provides students with learning experiences in a wide variety of vehicle components and their repair including engine, transmission and drivetrain, steering, brakes, and electrical systems. Students will gain knowledge of computerized diagnoses and testing equipment. Instruction and practice are provided in the diagnoses of malfunctions, disassembly of engines, and examination of major systems. Students learn to inspect, lubricate, adjust, repair, and replace parts, engines, and other automotive components. Students who enroll in Automotive Technology become familiar with a wide variety of tools such as hand and power tools, pneumatic wrenches, lathes, jacks, and hoists. Students have the opportunity to earn ASE student certification and dual enrollment credits with SMCC and CMCC.</p>			
<b>Building Trades</b>	<b>2 Years</b>	<b>3 credits per year</b>	<b><i>Integrated Credit: Math</i></b>
<p>This course of study is divided into two main areas: Masonry and Carpentry. Together they offer a wide range of classroom and hands-on work experiences in the construction trade. Carpentry areas of concentration include: rough and finish carpentry, floor, wall, and roof framing, exterior trim, insulation, drywall installation, construction planning and drafting. Post and beam construction, basic electrical, plumbing, and cabinet making are covered if time permits. Masonry areas of concentration include: forms and foundation, brick and block work, stone, tile, masonry materials and mortars, scaffolding, chimneys, fireplace construction, arches and steps. Working offsite on community projects is an important component of building trades.</p>			
<b>Graphic Design &amp; Illustration</b>	<b>2 Years</b>	<b>3 credits per year</b>	<b><i>Integrated Credit: VPA</i></b>
<p>The Commercial Art program was designed to introduce students to careers associated with digital design, including but not limited to: graphic design, illustration, animation and video game design. Students are introduced to the basic principles and elements of design and gain software experience required to solve visual communication problems. Using industry standard Adobe software and related programs, students develop the ability and confidence to determine appropriate and successful designs to industry standards for a variety of applications. Students will have the opportunity to become Adobe Certified Associates upon successful completion of the Adobe exam and are eligible to earn 3 CMCC dual enrollment credits.</p> <p>The main areas of focus are:</p>			

- Solve graphic design problems with principles and elements of design
- Learn industry standard Adobe software; Photoshop, Illustrator, InDesign and Flash
- Prepare portfolio for professional presentation, evaluation, and college entry
- Develop analytical thinking and problem solving skills for the digital design industry

### **Early Childhood Development**

**2 Years**

**3 credits  
per year**

***Integrated Credit: Science***

The Early Childhood Development Program prepares individuals to provide care and guidance of infants and young children under the supervision of professional personnel. Students plan, organize and conduct activities for children which promote physical, interpersonal, motor, mental, and social growth and development of acceptable behavior: cleanliness, eating, playing, resting, and toilet habits. Supervised students operate a daycare three days per week. Second year students are eligible to earn 3 dual enrollment credits in child development from SMCC.

### **E.M.T. – Basic**

**1 Year**

**3 credits**

***Integrated Credit: Science***

The EMT Basic course of study includes trauma emergencies, pediatrics, special patient populations, and spinal assessment. Training includes clinical time in a hospital emergency facility and “ride along” training with a licensed Emergency Medical Service. Training includes vital signs, CPR/AED, oxygen administration, diabetic emergency treatment, spinal immobilization, and use of airway devices, along with other important life support training including bleeding control. Students learn the technical terms for life-saving medicines and emergency application. Students must be prepared for a serious, rigorous course of study, and must possess a maturity commensurate with treating life-threatening incidents. Students may opt for Health Occupations curriculum to interface with EMT Basic. Students who enroll in the 5 credit dual enrollment with SMCC are eligible to sit for the national EMT certification exam.

### **Culinary Arts**

**2 Years**

**3 credits**

***Integrated Credit: Science & VPA***

Food Trades prepares students for careers that support Maine’s Hospitality Industry. Students learn concepts in food preparation and restaurant management. Emphasis is placed on maintaining a healthy environment through sanitation training and workplace wellness. Knowledge is applied through catering school and public functions. Participation in our public restaurant continues to develop competencies. Students are encouraged to participate in one certified course in sanitation worth three community college credits if successfully completed. Food Trades students may join Skills USA to enhance their leadership opportunities and compete at both state and national levels.

### **General Trades**

**1-2  
Years**

**3 credits  
per year**

***Integrated Credit: Elective***

The General Trades Program is a one to four year vocational training program designed to prepare students for employment or future placement in another of the Region Ten programs. Emphasis is placed on the development of attitudes, behaviors, and work readiness skills common to all trades. The

Cooperative Learning approach is utilized in both the classroom and workshop areas. Students in this program may, but do not need to be, students with an IEP. The student must be able to work at a community job experience independently, be self-motivated, understand the concept of work, and be able to follow directions.

<b>Health Occupations (CNA)</b>	<b>1 Year</b>	<b>3 credits</b>	<b><i>Integrated Credit: Science</i></b>
Health Occupations (CNA) prepares students to sit for the Maine State Certification Exam to earn CNA certification. This class for juniors and seniors includes academic study, skills lab, and clinical time in long term and hospital settings. Students must be 16 years of age, able to read and write at the high school level, have no criminal convictions, abstain from drug and alcohol use, maintain excellent attendance, and have a genuine interest and compassion for all types of people. Student costs will include uniforms and white sneakers/shoes.			
<b>Pre-Engineering</b>	<b>2 years</b>	<b>3 credits</b>	<b><i>Integrated Credit: Math &amp; Science</i></b>
Region 10 Technical High School's Pre-Engineering program provides students the engineering fundamentals to prepare for a post-secondary engineering or technical related field of study. Courses use Project Lead the Way (PLTW) curriculum which is nationally recognized in academia and industry. Course offerings currently include: Introduction to Engineering Design, Principles of Engineering, and Mechatronics, with more course offerings to come. . Classes are taught by a registered professional engineer with a degree in Mechanical Engineering from the University of Maine Orono. Successful students have the opportunity to earn college credits through PLTW partnerships			
<b>Metal Fabrication and Welding</b>	<b>2 Years</b>	<b>3 credits</b>	<b><i>Integrated Credit: Math &amp; Science</i></b>
Metal Fabrication and Welding program combines several trades. Topics covered include safety, measurement, general metallurgy, bench work, layout, blueprint reading, grinders, drilling machines, oxyacetylene welding, shielded metal arc welding, metal inert gas (MIG) welding, tungsten inert gas (TIG) welding, flame cutting, brazing and braze welding, electrode differences, use and selection, soldering and sheet metal tools, equipment, layout, and fabrication. Introduction to basic drafting and AutoCAD is included. Technical/Community college credits may be awarded for blueprint reading. Some students may choose to take the state welding certification examination after successfully completing this program.			
<b>Outdoor Powersports</b>	<b>2 Years</b>	<b>3 credits</b>	<b><i>Integrated Credit: Math &amp; Science</i></b>
Outdoor powersports technicians inspect, service, and repair small engines, recreational vehicles, and motorcycles. Students in this course learn to use hand and power tools, sophisticated measurement tools, and various precision measuring instruments. Topics covered include basic engine theory, two and four cycle engine overhaul, lubrication, cooling engine systems, fuel and exhaust systems, carburetor function, ignition systems, clutches, transmissions, wheels and suspensions.			

Equipment students will work on includes garden tractors, outboard motors, snowmobiles, ATVs, and motorcycles.

**Pre-Apprenticeship Program**

**1 Year**

**3 credits**

***Integrated Credit: Elective***

This course provides students who possess the academic background and technical aptitude with on-the-job work experience and a related work skills class. Pre-apprenticeships allow students to explore career possibilities and receive credit for career focused experiences. In addition to time at the job site, all students are required to attend regular classes three afternoons a week at Region 10 exploring career opportunities and pathways, work readiness skills, and financial literacy. This class can lead to a full Maine State Apprenticeship, post-secondary education, and/or permanent employment with the participating employer. Through Pre-apprenticeship, students will have access to professional skill level positions with area employers. All students must be at least 16 years of age (preferably a senior in high school) and be attending regular academic classes required for graduation.

**Technical English Program**

**1 Year**

**1 credit**

***Integrated Credit: English***

This course is designed to mix English standards (as outlined by the Common Core) with life applicable reading and writing. The primary focus (beyond enhancing reading and writing fundamental skills) is the ability to recognize and understand the intended audience, and how to match style and voice to the various written genres that students will operate in. Real life relevancy and technical writing is an important aspect in all of our subject units. Students will also receive Accuplacer prep in order to prepare for the community college system. Most of the writing is research based and includes topics such as: financial concepts, career exploration and pathways, on demand and informational writing.

# **E**xtracurricular Clubs and Activities

<b>Clubs/Activities</b>	
<p> <b>Model United Nations</b>  <b>Drama Club</b>  <b>Math Team</b>  <b>One Act Play</b>  <b>Musical</b>  <b>National Honor Society</b>  <b>9th Grade Mentors</b>  <b>Earth Club</b>  <b>Jazz Band</b>  <b>Science Olympiad</b>  <b>Tabletop Gaming</b>  <b>Men's Ensemble</b>  <b>Women's Ensemble</b>  <b>Knitting Club</b>  <b>GEMS</b>  <b>Outdoors Club</b> </p>	<p> <b>Fishing Club</b>  <b>Student Council</b>  <b>GSTA</b>  <b>RSVP</b>  <b>Tech Club</b>  <b>Art Club</b>  <b>Latin Club</b>  <b>Falcon Outlet</b>  <b>Clarion</b>  <b>Yearbook</b>  <b>Class Officers</b>  <b>Interact</b>  <b>FPAC Club</b>  <b>Book Bites</b>  <b>SEEDS Mentors</b>  <b>Peace Garden Club</b> </p>



# Athletics

<b>Boys' Sports</b>	<b>Girls' Sports</b>	<b>Season</b>
Boys' Soccer	Girls' Soccer	Fall
Boys' Cross Country	Girls' Cross Country	Fall
Football	Girls' Field Hockey	Fall
Golf	Golf	Fall
Cheering	Cheering	Fall/Winter
Boys' Basketball	Girls' Basketball	Winter
Boys' Unified Basketball	Girls' Unified Basketball	Winter
Alpine Skiing	Alpine Skiing	Winter
Nordic Skiing	Nordic Skiing	Winter
Indoor Track	Indoor Track	Winter
Swimming (individuals)	Swimming (individuals)	Winter
Ice Hockey (cooperative)	Ice Hockey (cooperative)	Winter
Baseball	Softball	Spring
Boys' Lacrosse	Girls' Lacrosse	Spring
Outdoor Track	Outdoor Track	Spring
Tennis	Tennis	Spring
Ultimate Frisbee	Ultimate Frisbee	Spring

# At-A-Glance Course Offerings Index

## ENGLISH COURSES

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
English-9 (CP)	1	Y			9	
English-9 Honors	1	Y	Y	H	9	
Literacy	.5	Y	Y		9-10	Y
English-10 (CP)	1	Y	Y		10	
English-10 Honors	1	Y	Y	H	10	
English-11: American Literature	1	Y	Y		11	
AP English Language & Composition	1	Y	Y	AP	11-12	
AP Literature & Composition	1	Y	Y	AP	11-12	
English 12: Literature	1	S	Y		12	
English 12: Composition	.5	S	Y		12	
English 12: Creative Writing	.5	S	Y		12	
English 12: Public Speaking	.5	S	Y		12	
Media Studies	.5	S			9-12	Y
Desktop Publishing	1	Y	Y		11-12	Y
Humanities Skills	.5	Y	Y		9-10	Y

### HEALTH & PHYSICAL EDUCATION

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Excite - L1	.5	S			9-12	
Individual Sport - L1	.5	S			9-12	
Team & Life Sports - L1	.5	S			9-12	
Foundations of Fitness - L2	.5	S	Y		9-12	
Weight Training - L2	.5	S	Y		9-12	
Women's Fitness & Self Defense - L2	.5	S	Y		11-12	
Physical Education Leadership	.5	S	Y		11-12	Y
Tone and Sculpt - L2	.5	S	Y		9-12	
Unified Physical Education	.5	S	Y		9-12	
Health	.5	S			10-12	
Advanced Health	.5	S	Y		10-12	Y
Outdoor Fitness - L2	.5	S	Y		9-12	

### MATHEMATICS DEPARTMENT

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Math Support	.5	Y	Y		9-12	Y
Pre-Algebra	1	Y			9-12	
Algebra 1 (CP)	1	Y			9-12	
Algebra 1 - Honors	1	Y	Y		9-12	

Geometry (CP)	1	Y	Y		9-12	
Geometry - Honors	1	Y	Y	H	9-12	
Algebra 2 (CP)	1	Y	Y		9-12	
Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Algebra 2 - Honors	1	Y	Y	H	9-12	
Pre-Calculus (CP)	1	Y	Y		10-12	
Pre-Calculus - Honors	1	Y	Y	H	10-12	
Calculus (CP)	1	Y	Y		11-12	
AP Calculus AB	1	Y	Y	AP	11-12	
AP Calculus BC	1	Y	Y	AP	11-12	
Online Differential Equations	.5	S	Y		11-12	
Online Linear Algebra	.5	S	Y		11-12	
AP Statistics	1	Y	Y	AP	10-12	
Quantitative Reasoning	1	Y	Y		11-12	
Personal Finance	.5	S	Y		10-12	
Residential Architecture	.5	S			9-12	

#### SCIENCE & TECHNOLOGY DEPARTMENT

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Earth Systems (CP)	1	Y	Y		9-12	
Earth Systems - Honors	1	Y	Y	H	9-12	
Biology (CP)	1	Y	Y		10-12	
Biology - Honors	1.5	Y	Y	H	10-12	

Chemistry (CP)	1	Y	Y		10-12	
Chemistry - Honors	1	Y	Y	H	10-12	
Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Chemistry In The Community	1	Y	Y		11-12	
Physics (CP)	1	Y	Y		11-12	
AP Physics C: Mechanics	1.5	Y	Y	AP	11-12	
AP Environmental Science	1.5	Y	Y	AP	11-12	
AP Biology	1.5	Y	Y	AP	11-12	
Anatomy & Physiology	1	Y	Y		11-12	
Forensic Science - Parts I/II	.5	S	Y		11-12	
Environmental Science	1	Y	Y		11-12	
Introduction to Engineering & Design	1	Y			9-12	
Engineering & Design	.5	S	Y		10-12	
Advanced Engineering & Design	1	Y	Y		11-12	
Computer Programming	.5	S			9-12	

#### SOCIAL STUDIES DEPARTMENT

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Global Studies	1	Y	Y		9	
American Gov't & Economics	.5	S	Y		10	
Modern World Conflict	.5	S	Y		10	
American History	1	Y			11	
Economics/Finance	.5	S			11-12	Y
AP World History	1	Y	Y	AP	11-12	



AP US History	1	Y	Y	AP	11-12	
Mock Trial & Social Science	.5	S			10-12	Y
Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Balance of Power	.5	S			11-12	Y
Contemporary Global Issues	.5	S			11-12	Y
Psychology	.5	S			11-12	Y
Sociology	.5	S			10-12	Y
20th Century US History	.5	S			11-12	Y

### VISUAL & PERFORMING ARTS DEPARTMENT

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Concert Band	1	Y			9-12	
Concert Choir	1	Y			9-12	
Introduction to Piano	.5	S			9-12	
Intermediate Piano	.5	S	Y		10-12	
Basic Music Theory	.5	S			9-12	
AP Music Theory	1	Y	Y	AP	10-12	
Music Technology I & II	.5	S			9-12	
Percussion Ensemble	.5	S			9-12	
Honors Chamber Choir	1	Y	Y	H	10-12	
Theatre I	.5	S			9-12	
Theatre II	.5	S	Y		9-12	
Unified Theater Arts	.5	S			9-12	
Production Design	.5	S			9-12	

Advanced Theatre Production	.5	S	Y		10-12	
Foundations of Art	1	Y			9-12	
Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Ceramics I	.5	S	Y		10-12	
Ceramics II	.5	S	Y		10-12	
3D Design	.5	S	Y		10-12	
2D Design	.5	S	Y		10-12	
Advanced Studio Art	1	Y	Y		11-12	
AP Art History	1	Y	Y	AP	10-12	
AP Studio Art	1	Y	Y	AP	11-12	
Photography I	.5	S			9-12	
Photography II	.5	S			9-12	
Video Production I	.5	S			9-12	Y
Video Production II	.5	S	Y		9-12	Y
Advanced Videography	.5	S	Y		10-12	Y

### WORLD LANGUAGES DEPARTMENT

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
French I	1	Y			9-12	
French II	1	Y	Y		9-12	
French III	1	Y	Y		10-12	
French IV	1	Y	Y		11-12	
French V	1	Y	Y		12	
Latin I	1	Y			9-12	



Latin II	1	Y	Y		10-12	
Latin III	1	Y	Y		11-12	
Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Latin IV	1	Y	Y		12	
Spanish I	1	Y			9-12	
Spanish II	1	Y	Y		9-12	
Spanish III	1	Y	Y		10-12	
Spanish IV	1	Y	Y		11-12	
Spanish V	1	Y	Y		12	

#### ADDITIONAL OFFERINGS

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Jobs for Maine Graduates (JMG)	1	Y	Y		9-12	Y
Virtual High School	1	S	Y		9-12	
PLATO	1	S/Y	Y		9-12	
AP4ALL	1	Y	Y	AP	11-12	
NDVR	1	Y	Y		11-12	
Work Study	.5/1	S/Y	Y		11-12	Y
Service Learning	.5/1	S/Y			9-12	
Early Study USM	1	S	Y		11-12	
On Course at SMCC	1	S	Y		11-12	
Embark	0	Y	Y		11-12	
Morse Street Pre apprenticeship	.5	S			9-12	Y
Correspondence Study	1	S	Y		9-12	

Independent Study	.5/1	S/Y	Y	9-12	Y
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### REGION 10 COURSE OFFERINGS

Class	Credits	Sem/ Year	Prereq?	AP or Honors	Grades Offered	Elective Only
Auto Collision & Repair	3	1-2Y	Y		11-12	
Automotive Technology	3	1-2Y	Y		11-12	
Building Trades	3	1-2Y	Y		11-12	
Graphic Design & Illustration	3	1-2Y	Y		11-12	
Early Childhood Development	3	1-2Y	Y		11-12	
E.M.T. Basic	3	1-2Y	Y		11-12	
Culinary Arts	3	1-2Y	Y		11-12	
General Trades	3	1-2Y	Y		10-12	
Health Occupations - CNA	3	1-2Y	Y		11-12	
Metal Fabrication & Welding	3	1-2Y	Y		11-12	
Outdoor Powersports	3	1-2Y	Y		11-12	
Pre-Apprenticeship Program	3	1Y	Y		12	Y
Technical English Program	1	1Y			10-12	
Pre-Engineering	3	1-2Y			9-12	