

Freeport High School **Program of Studies**

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New England Association of Schools and Colleges

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.

Letter from the Principal

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.

Our ultimate aim is to provide all students with strong preparation for success in any post-secondary pathway he/she chooses. The State of Maine has recently required that high school diplomas are awarded on the basis of demonstrating the skills and knowledge that prepare students for success in our ever-changing 21st century world and workplace. Proficiency based education outlines a system to ensure all students learn and demonstrate those skills and content. These diploma requirements go into effect for the FHS Class of 2019; therefore, elements of the program of studies pertain specifically to those students who will be the first group required to demonstrate understanding of our content standards. Developing a system unique to FHS that builds on the good things already in place while meeting the tenets of this model for education requires understanding, trust, and a willingness to be open to change from every stakeholder for the benefit of every student.

What is proficiency based education? Proficiency-based education, PBE, rests on the belief that all children should have access to challenging curriculum content and that they should be expected to learn that content at a high level of performance. PBE also operates under the belief that "learning is the constant and time is the variable," which means that learning is a fluid endeavor. It isn't a point of time marked on the calendar. Each student is different; each learns at a different rate and in a different manner. Our system is designed to be transparent about what students are expected to learn, the supports available to help them, and how students are progressing towards those learning outcomes. As faculty and students work together to enhance the learning experiences for all students, we continue to investigate ways to engage students more deeply, increase the relevance of content, and make student experiences more authentic.

The teachers, staff and administration are proud of our school and our work with the students of Freeport, Durham, and Pownal. I have great confidence in the energy, creativity and tireless work ethic exhibited by all members of the FHS community, and welcome you to be a part of our exciting endeavor.

Sincerely,
Brian Campbell, Principal

School Profile

Mike Lafortune, Interim Superintendent
Bill Michaud, Interim Superintendent
Brian Campbell, Principal
Assistant Principal, Ann Marie Barter
Craig Sickels, Athletic Director

FREEPORT HIGH SCHOOL
30 Holbrook Street, Freeport, ME 04032
Main Office: 207-865-4706 Fax: 207-865-2900
Web: www.fhs.rsu5.org

Counselors:
Dana L. Clark
James L. Lincoln
Alexis L. Rog

2014-2015

SCHOOL AND COMMUNITY

Freeport High School is an innovative and academically rigorous institution which consistently receives academic, performing arts, and athletic honors/recognition. Taking advantage of its small enrollment, the Freeport High staff has developed a reputation for student-centered instruction. It maintains a strong identity and serves as the traditional community center with large numbers of townspeople attending and participating in sports events, plays, concerts, and community education activities.

Freeport is a diverse and growing community of approximately 8773. Founded in 1683, it is located on the southern coast of Maine, and has had a heritage of quality shipbuilding and shoe manufacturing. Centered around the world famous L.L. Bean store, the town presently has more than 150 retail outlets, as well as tourist services for the 4,000,000 visitors which travel to Freeport each year.

Accreditation: New England Association of Schools and Colleges

Enrollment: Grade 9 - 113 Grade 10 - 124 Grade 11 - 120 Grade 12 - 132

Faculty: 59 professionals, 17 support staff

CURRICULUM

Honors:

English: AP English Language and Composition, AP English Literature and Composition, Honors English 9, Honors Humanities/English 10, Honors English 11 **Mathematics:** AP Calculus AB, AP Calculus BC, AP Statistics, Honors Geometry, Honors Algebra I, Honors Algebra II, Honors Pre-calculus **Science:** AP Biology, AP Environmental Science, AP Physics C:Mechanics, Honors Science and Sustainability, Honors Biology, Honors Chemistry **Social Studies:** AP World History, Honors American History, Honors Humanities/Western Studies, Honors Global Studies, Honors Economics **Visual & Performing Arts:** AP Studio Art, AP Art History, AP Music Theory, Honors Foundation of Art, Honors Wind Ensemble, Honors Chamber Choir

College Prep:

English: 9, Humanities/10, 11*, Journalism 1, Journalism 2, Banned Books 1 & 2, Creative Writing, Public Speaking, Desktop Publishing **Mathematics:** Pre-calculus, Calculus, Algebra I, II, Geometry, Consumer Math, Algebra 1; Pt. 1, Algebra 1; Pt. 2, Pre Algebra, Personal Finance **Science and Technology:** Science and Sustainability, Current Topics in Science, Biology, Chemistry, Physics, Anatomy & Physiology, CSI: Intro to Forensic Science Pt.1 & Pt. 2, Engineering: Structures, Engineering: Electronics, Engineering: Machines, Engineering: Bio/Chem, Environmental Science, Intro to STEM, Advanced Project Design, Robotics I & II, Residential Architecture I, Programming: Software, Programming: Graphics and Gaming **Social Studies:** Global Studies, Humanities/Western Studies, American History*, Balance of Power, 20th Century U.S. History Through Film, Contemporary Global Issues, Topics in Social Sciences **Foreign Language:** French I, II, III, IV, V, Spanish I, II, III, IV, Latin I, II, III, IV **Visual & Performing Arts:** Foundations of Art, Art Appreciation, Advanced Studio Art, 3D Design, 2D Design, Ceramics I & II, Drama I & II, Photography I & II, Videography One, Videography Two, Keyboard Lab, Concert Band, Jazz Class, Concert Chorus, Music Appreciation, What is Music **Physical Education/Health:** Team and Life Sports, Women's Fitness and Self Defense, Foundations of Fitness, Weight Training, EXCITE, Health, Outdoor Fitness and Recreation

Additional courses are offered through: Alternative Ed., Maine Region Ten Technical High School, Morse Street Early Childhood Preapprenticeship, JMG (Jobs for Maine Graduates), PLATO, Virtual High School, Work Study

***Note:** English 11 and American History are combined during junior year to form the American Studies Program.

Rank in Class:

The Freeport Public Schools believe that every student should choose a course of study best suited for their ability and aspirations, should be encouraged to do his or her best work in all courses, and through their effort, should achieve the best learning possible. Beginning with the Class of 2000, Freeport High School has discontinued the practice of using an accumulated grade point average or any other method to determine a rank in class. The reporting of class rank to outside agencies, institutions, and organizations will no longer take place.

Student academic achievements are grouped within numerical bands and utilized to identify, report, and reward individual accomplishments for purposes of graduation. These bands include Honor Bands which identify those graduating seniors who, at the end of the seventh semester, have a grade point average of:

85-88	cum laude
89-92	magna cum laude
93-100	summa cum laude*

*Students who achieve a seven-semester average of 96-100 will be recognized as graduating summa cum laude with distinction.

All courses receive equal value with the exception of those subjects graded on a pass/fail basis which are not included in calculating the grade point average.

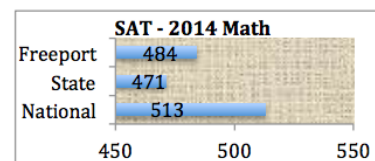
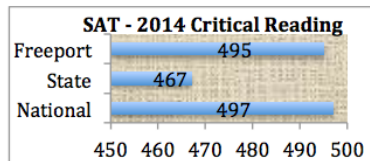
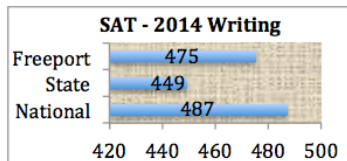
Graduation Requirements: English: 4 Mathematics: 3 Science: 4 Social Studies: 2
 U.S. History: 1 Foreign Language: 1 Fine Arts: 1 Physical Education: 1
 Health: .5 Electives: 4.5

Grading System:	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	Withdraw
	F	0-69	F	Fail
			NC	No Credit

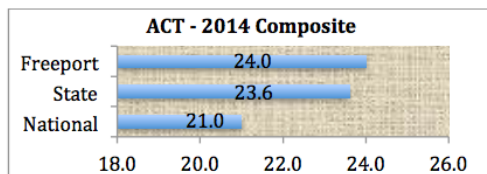
Honor Roll: High Honors = All grades 93 or above Honors = all grades 85 or above

Class of 2014:	Accepted	Enrolled
Number in Class: 128		
Four-year colleges	62%	62%
Two-year colleges/vocational	14%	14%
Armed Services	2%	2%
Employment	22%	22%

Class of 2014 SAT Score Comparison:



Class of 2014 ACT Composite Comparison:



2014 AP Test Data:

Total Students = 79

	Art Hist	Music Theo	Music Aur Subs	Mus Non Subs	Studio Art 2D	Studio Art Draw	Eng Lang Comp	Eng Lit Comp	World History	Calc AB	Calc BC	Phys C: Meh	Stat	Envi Sci	Comp. Sci	Bio
Number of Exams	5	5	5	5	1	1	21	34	24	15	8	14	15	15	1	8
Average Score	4.4	2.6	3.4	2.0	3.0	3.0	3.2	2.9	3.3	1.7	2.9	2.2	2.4	3.4	4.0	3.0

The following is a partial list of the post-secondary institutions at which the graduates of 2014 were accepted:

Hobart College	Bates College	Franklin Pierce University	Endicott College
Muhlenberg College	Elon University	Massachusetts Institute of Technology	Wentworth Institute of Technology
University of Vermont	Wheaton College	Maine College of Art	Bowdoin College
Ithaca College	University of Maine	Suffolk University	University of New Hampshire

Freeport High School's Mission Statement

As a community we promote high levels of academic, civic, and social development. We celebrate and respect individual talents and the diversity of our perspectives. We come together with the belief that as effective communicators we create a safe environment and opportunities for all. We value self-reliance, personal integrity, and social responsibility. We take pride in our achievements, knowledge, and our ability to adapt to change. We are passionate about learning and understand that it is a lifetime process that goes beyond the walls of our school.

21st Century Learning Expectations

Along with meeting all standards in the eight content areas, all Maine students must demonstrate proficiency in the 21st century learning expectations defined by the Guiding Principles of the Maine Learning Results. 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 work and college ready:

- A. Communication: A clear and effective communicator**
- B. Continual Learning: A self-directed and lifelong learner**
- C. Critical Thinking: A creative and practical problem solver**
- D. Collaboration: A responsible and involved citizen**
- E. Creativity: An integrative and informed thinker**

Program of Studies Information

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 Guidance 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, proficiency-based education, and the school's grading practices are fully explained. Each content area has its own section within the catalog with the following information included:

Content Area/Course Information

- Description of the content area
- Description of the content standards and performance indicators
- Table of potential course offerings
- Description of each of the potential courses

Course Levels

- CP - College Prep
- H - Honors
- AP - Advanced Placement

Course Lengths

- Year - these classes meet all year long
- Semester - these classes meet during Semester 1 or Semester 2
(the specific semester is not indicated in the catalog and will be determined at a later date).

Prerequisites

- Some courses have prerequisites, which are typically the preceding courses in a sequence, such as taking Global Studies prior to Western Studies. Other advanced courses, such as Physics, require a specific level of math prior to taking the course. These prerequisites can be found in the content area table and under the course descriptions.
- Students who want to challenge themselves may do so. However, the student's guidance counselor and current teacher will work with the parent and student to encourage appropriate placement.

Credit Information

- Year long courses will receive 1 credit with a passing grade (Class of 2016, 2017, and 2018).
Beginning with the Class of 2019, students will earn a credit for each course in which all standards have been "met" or "exceeded."
- Semester courses will receive .5 credit (see above for an explanation)

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 guidance 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 guidance 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 programs
- 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

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.

Developing Your Schedule

Most of the questions you have about the classes to take next year are answered in this catalog. Use it as you would any reference book to get the specific information you need. Read through the introductory material and pay particular attention to graduation requirements and specific statements about course prerequisites. Consult the written descriptions in this guide and the course pre-registration sheet you developed in your individual session with your guidance counselor and discuss your choices with your parents.

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.

Once you have completed this process, have your parents sign your form or schedule a conference with a guidance counselor (865-4706) to discuss your schedule. Return your signed plan to the Guidance Office.

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.

GRADE 9 PLACEMENT

The selection criteria for each subject is based on your child's 8th grade teacher's recommendation; Spring Grade 8 NWEA report that indicates your child's achievement level; and end-of-year grades in each course. We believe this process gives the most accurate information and will result in a smooth and successful transition to high school.

Course Changes & the ADD/DROP Period

Students will be issued schedules based on their selections as reflected on their course selection 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 guidance 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. The conclusion of the first two weeks at the beginning of each semester will mark the end of the add-drop period. After that date, 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.

Academic and 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. In addition, this advisor will provide a first connection for parents with regard to academic and social issues.

The FHS Advisor/Advisee Program provides communication and support among students, staff and parents through individual and group meetings. In addition, the advisor/advisee program provides a concrete link between the school and home. 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, for extra help, or for assistance with honors challenges.

Math and Writing Centers

The Writing and Math Center works with students at all levels of ability. Students are assisted individually in various writing and math tasks. Teachers assigned to the Writing Centers work with students on assignments from all disciplines and keeps 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 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 guidance when it has been deemed that the student requires extra support.

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 Individuals 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

School Intervention and Support Processes

Interventions

FHS has instituted interventions designed to ensure all students can meet increasingly rigorous academic standards and feel supported emotionally. 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.

Academic Support

Students who need additional instruction on particular homework and concepts introduced in class should meet with the teacher for academic support. The length of time of these sessions will be decided on by the grade level team and/or the individual teacher.

Response to Intervention (RTI)

Utilizing a variety of strategies and approaches, FHS strives to meet the needs of all learners, irrespective of their abilities or disabilities. 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. A well coordinated discipline process that is more restorative versus punitive is one strategy to encourage personal accountability and develop a positive mindset toward school. The development of personalized academic plans for struggling students is pivotal. These services vary in complexity based on need.

At Freeport High School, grade level teams work together to promote the early identification, intervention, and if necessary, referral to supportive services for students experiencing academic and/or

social problems. The primary focus of team discussions is to help identify each student's struggles and to identify solutions. Initial steps in the RTI process begin with the grade level team of teachers. However, other educators, including the School Nurse, Special Educators, School Counselors, Substance Abuse Counselor, and Social Workers, may be asked to collaborate with the grade level team to generate potential solutions.

Graduation Requirements

This section explains the graduation requirements for the Classes of 2016, 2017, and 2018 and then the new proficiency-based requirements for the Class of 2019 and beyond.

Number of credits

For graduation from Freeport High School, a student in the **Class of 2016, 2017, or 2018** must have earned 22 credits.

Minimum enrollment

Each Freeport High School student is required to enroll in an academic program which totals a minimum of 6 credits each year.

Graduation Requirements: 22 required to earn diploma

- 4 English credits
- 3 Mathematics credits
- 4 Science and Technology
- 3 Social Studies credits, including 1 credit in United States History
- 1 Visual and Performing Arts credit
- 1 World Language credit
- 1 Physical education credit, including .50 credit in Foundation of Fitness
- 0.50 Health credit
- 4.50 Elective credits

Grading System

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	P	Pass
F	0-69	NC	No Credit
		W	Withdraw

High School Graduation Requirements for Freeport High School 2019

Beginning with the class of 2019, graduation requirements will increase. Students will be required to demonstrate proficiency in all eight content areas as well as the Guiding Principles of the Maine Learning Results. Students will also be required to participate in four learning experiences in English, Mathematics, Science and Technology.

A. Course Requirements: Every student will demonstrate proficiency in meeting core standards that represent the eight content areas as well as the state's Guiding Principles. *Meeting the core standards means earning a 3.0 or higher for each standard through required experiences listed below*, which will indicate the successful demonstration of the content standards in the Maine Learning Results as specified in units of study.

* *A credit is attained through course offerings and/or an approved multiple pathway (see B. below)*

It is recommended that each student enrolls in 7 classes per year but may enroll in a minimum of 6 classes each year.

1. **English Language Arts** (4 credits)
2. **Math** (4 credits)
3. **Science and Technology** (4 credits)
4. **Social Studies** (3.5 credits)
5. **Physical Education** (1 credit) **and Health** (.5 credit)
6. **Visual and Performing Arts** (1 credit)
7. **World Languages** (2 credits)
8. **Career and Education Development** (standards addressed through guidance and/or school advisory program)
9. **Guiding Principles** (assessed and tracked yearly with evidence maintained in student's e-portfolio)

**A core credit cannot be replaced with an online course unless the student has either:*
-previously failed an offered FHS experience at the high school
-developed a plan with the Student Assistance Team, an IEP, or a GT plan
-developed a plan with a Guidance Counselor

Beginning with the Class of 2019, every student will successfully complete a full credit over 4 years (.25 per year) through the guidance career and education program, and a minimum of 4 electives beyond the 20 core credits. The total credits for graduation are 25.

B. Multiple Pathways: In order to create a personalized pathway to graduation, a student must have approved documentation detailing how the student will demonstrate competency when a Pathway is in lieu of core academic experiences. A Pathway may be used to replace an elective or core credit based on the nature of the learning experience and its opportunity to address graduation standards.

Pathway options include the following (described on pp 62: Additional Academic Opportunities):

1. Career and Technical Education Programming (Region 10)
2. Online / Virtual Learning
3. Alternative / At-Risk Programming
4. Adult Education
5. Apprenticeships / Internships & Additional Field Work and/or Exchange Experiences
6. College and/or Dual Enrollment Courses

English

As a department, our goal is to help students become life-long learners who have the knowledge, skills and attitudes to function thoughtfully, actively, and effectively in their personal, academic, social, and work lives. We use a variety of materials and strategies for accomplishing this goal including interdisciplinary work with other subject areas.

In English classes, students collect evidence of their increasing skills and knowledge in a portfolio, which will contain exemplary pieces of writing of many types in order to demonstrate proficiency. The portfolio serves as a record of an individual's development, highlights areas for improvement over the course of time, and provides a demonstration of writing competency by the time a student graduates.

The following descriptions provide a brief overview of each course and the type of work expected in the specific skill areas of reading , writing, researching and speaking.

Beginning with the **Class of 2019**, all FHS students will need to demonstrate proficiency in each of the following standards yearly in order to earn a Freeport High School diploma. Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students “**need to know and be able to do.**”

1. READING COMPREHENSION

Students will be able to read and comprehend appropriately complex literary and informational texts independently and proficiently.

2. READING INTERPRETATION

Students will be able to interpret, analyze, and evaluate appropriately complex literary and informational texts.

3. WRITING PRODUCTION

Students will be able to produce clear and coherent writing for a range of tasks, purposes and audiences.

4. RESEARCH SKILLS

Students will be able to apply research skills for a range of tasks.

5. SPEAKING, LISTENING, DISCUSSION & PRESENTATION

Students will be able to participate in a range of discussions and present knowledge and ideas through appropriate media/formats.

ENGLISH POTENTIAL COURSE OFFERINGS

All courses meet graduation standards unless noted as an elective.

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
English 9	F/CP/H	Year	Determined from Spring Grade 8 NWEA and academic achievement
English 10	CP/H	Year	English 9
English 11	CP	Year	English 10
AP Language and Composition (Jrs & Srs)	AP	Year	English 10 or English 11
AP Literature and Composition (Jrs & Srs)	AP	Year	English 10 or English 11
Banned Books I	CP or Elective	Semester	
Banned Books II	CP or Elective	Semester	
Journalism I	CP or Elective	Semester	
Journalism II	CP or Elective	Semester	
Creative Writing	CP or Elective	Semester	
Public Speaking	CP or Elective	Semester	
Desktop Publishing	Elective	Semester	

<p><i>FHS's Language Arts Department:</i></p> <ul style="list-style-type: none"> ● Lisa Blier (Dept. Chair) ● Margie Chalmers ● Michelle Leavitt ● Chris Nolan ● Becky Peterson ● Rich Robinson ● John Stivers ● Keirsten Trefsgger 	
<p>English 9 (Focus & CP)</p> <ul style="list-style-type: none"> ● Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>The ninth grade English course provides an introduction to high school reading and writing, and requirements of the portfolio. The course focuses on composition, vocabulary, and study skills through the study of world literature. Frequent writing assignments include journals,</p>

	discussion questions, short and long essays, as well as creative pieces, all in response to the reading. Students extend their understanding of the poetry, short stories, and dramatic texts by presenting projects which require interdisciplinary work with Global Studies.
English 9 (Honors) <ul style="list-style-type: none"> Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Honors English 9 offers students enrichment and challenge in the study of English. Participants will demonstrate a commitment to go beyond the English 9 curriculum and reach a higher level of achievement in all work. 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>
Literacy I <ul style="list-style-type: none"> <i>Students placed in Focus 9 will be enrolled in this course by guidance.</i> 	<p><u><i>Description:</i></u></p> <p>Students take this course in addition to their regular English 9 course. 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>
English 10 (CP) <ul style="list-style-type: none"> Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <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 including mental illness, authority, and discrimination.</p>

<p>English 10 (Honors)</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <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 persuasive, creative, and narrative writing, while also developing skills of oral expression through performance, debate and discussion. Works studied may include <i>One Flew Over the Cuckoo's Nest</i>, <i>Macbeth</i>, <i>Antigone</i>, contemporary short fiction and poetry.</p>
<p>English 11: American Studies</p> <ul style="list-style-type: none"> • Graduation Requirement Honors Option associated with the course 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Eleventh graders take a double-period course that fulfills both their English and U.S. History requirements. American Studies is a humanities-oriented, chronological study of American literature, history, and culture. Through the interdisciplinary approach, students learn a method for examining and discussing issues in an analytical, yet holistic way; students study the issues and ideas of a given period through the lens of a larger picture of universal themes and concepts relevant to the essential question of what it is to be an American.</p>
<p>AP English Language & Composition</p> <ul style="list-style-type: none"> • Open to any student who desires a fast-paced, rigorous experience • Course fulfills a graduation experience 	<p><u><i>Description and Major Units of Study:</i></u></p> <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. Students also learn to interpret and analyze visual prompts. 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.</p> <p>The course reading list includes non-fiction (such as memoirs, speeches, essays, and editorials), and literature of various genres and time periods. Students taking this course are required to take the AP exam in the spring.</p>

<p>AP English Literature & Composition</p> <ul style="list-style-type: none"> • Open to any student who desires a fast-paced, rigorous experience • Course fulfills a graduation experience 	<p><u>Description and Major Units of Study:</u></p> <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, character analyses, and blog entries. Personal narratives and creative responses are also a component of the written expression required in this class. Works studied include <u>Beowulf</u>, <u>Hamlet</u>, <u>Beloved</u>, <u>Heart of Darkness</u>, <u>The Stranger</u>, <u>A Streetcar Named Desire</u>, <u>The Awakening</u>, and more. Summer work is required for entry into the class in September. All students must take the AP examination in May.</p>
<p>Banned Books 1</p> <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>In Norwood, Colorado in 2005 a high school English teacher assigned her students to read the book <u>Bless Me Ultima</u>. A parent flipped through a few pages of the award winning book, and called the superintendent of schools. The books were recalled, and burned. Publicly. What kinds of ideas are so frightening to people that they would go out of their way to ensure that they were never voiced? What images come to mind when you think of banned books? Nazi Germany? Harry Potter? <u>The Catcher in the Rye</u>? This class will examine the power, importance, and complexity of bearing witness in all forms of media. Students who take this class should be prepared to read and speak about topics such as religion, race, politics, ethics, morals, and conflict.</p>
<p>Banned Books 2</p> <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>Banned Books 1 is not a pre-requisite for this course. This course continues to explore fiction and non-fiction books and media that have been banned or challenged by parents, school boards, and local libraries. We will focus on the cases and issues that inform the evolution of our First Amendment rights. An example of a representative essential question this course seeks to answer is: why does the First Amendment protect the Westboro Baptist church's freedom of speech, but not that of your local 11th grade English teacher? People ban or challenge books that address issues that they feel passionate about. Students who take this class should be prepared to read and speak about sensitive topics in society.</p>

Journalism 1 <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course will involve a study of many contemporary magazines and newspapers as well as production of pieces for our own literary/news magazine. Students develop skill in all print journalism formats as well as desktop publishing and news web design skills.</p>
Journalism 2 <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course will explore the technological expansion of Journalism into the 21st century. Study will include such formats as broadcast journalism, web-casts, pod-casts, and web-blog journals, or blogs. Continuing with writing and research skills established first semester, Journalism 2 students will investigate the best of the web and create their own communication vehicles using today's technological tools.</p>
Creative Writing <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <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, nonfiction and poetry. 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 The Clarion.</p>
Public Speaking <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course focuses on the elements of effective communication and on training students to use effective communication techniques in both oral interpretation and public speaking. This study and the students' presentations may include impromptus, classic stories, stand-up comedy, interpretive readings of well-known speeches, and a student written speech/presentation.</p>
Desktop Publishing <ul style="list-style-type: none"> • 1 Semester Course • Elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <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</p>

	<p>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 good working knowledge of a web-based design and publishing program.</p>
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Health and Physical Education

Philosophy

The Physical Education program is intended to develop a higher standard of physical fitness, to learn new skills, to develop character and good sportsmanship, to improve overall social and emotional development, to learn activities of carry-over value for worthy use of leisure time, to provide an atmosphere of enjoyment and recreation, and to improve health and skill components of physical fitness.

Beginning with the **Class of 2019**, all FHS students will need to demonstrate proficiency in each of the following standards yearly in order to earn a Freeport High School diploma. Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students **“need to know and be able to do.”**

1. PHYSICAL EDUCATION

Students will be able to demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance.

2. PHYSICAL EDUCATION

Students will be able to demonstrate and apply fitness concepts.

3. PHYSICAL EDUCATION

Students will be able to demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

1. HEALTH

Students will be able to comprehend concepts related to health promotion and disease prevention to enhance health.

2. HEALTH

Students will be able to demonstrate the ability to access valid health information, services and products to enhance health.

3. HEALTH

Students will be able to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

4. HEALTH

Students will be able to analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

5. HEALTH

Students will be able to demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

HEALTH AND PHYSICAL EDUCATION POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
Foundations of Fitness	Graduation Option	Semester	Team and Life, Outdoor, or Excite
Team and Life Sports	Graduation Option	Semester	Level I option
Women's Fitness and Self Defense	Graduation Option	Semester	Team and Life, Outdoor, or Excite
Weight Training	Graduation Option	Semester	Team and Life, Outdoor, or Excite
Outdoor Fitness	Graduation Option	Semester	Level I option
EXCITE	Graduation Option	Semester	Level I option
Physical Education Leadership	Elective	Semester	
Exercise Physiology	Elective	Semester	
Health	Graduation Requirement	Semester	

<i>FHS's PE/Health Department:</i> <ul style="list-style-type: none">● Deb Draper (Dept. Chair)● Nancy Drolet● Matt Greear	
Foundations of Fitness <ul style="list-style-type: none">● Graduation Requirement Option	<i>Description and Major Units of Study:</i> <p>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 and</p>

	<p>weight training component. A notebook containing notes, handouts and student-generated work will be required. Principles of exercise, nutrition, and the areas of fitness will be explored. This course encourages each student to develop a fit and healthy lifestyle.</p> <ul style="list-style-type: none"> • How do fitness levels enhance physical/mental/emotional and social health? • How can individual differences enhance and contribute to lifelong fitness? • How will you pursue a physically active lifestyle and why is it important?
<p>Team and Life Sports</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>This course provides opportunities within a favorable environment for a variety of physical activities that nurture the physical, mental, social, and emotional health of the student. The curriculum is broken into two components: 1) the physical fitness component includes cardiovascular fitness, muscular strength, muscular endurance, and flexibility 2) the activity component includes life-long recreational activities as well as competitive activities.</p> <p>Examples of offerings are: tennis, archery, Frisbee, badminton, basketball, volleyball, soccer, and pickle ball.</p> <ul style="list-style-type: none"> • How can working together in team sports improve self esteem and cooperation in life? • How is sportsmanship vital to team and life success?
<p>Women's Fitness and Self Defense</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This class is designed for girls who would like to improve upon fitness in a challenging, but supportive environment. Students will participate in a variety of fitness-based activities and gain knowledge of the impact on their health. The course will also include self-defense technique training important to the safety of all women. Students will realize their own physical power and depend on themselves for protection. This will be accompanied with the ability to recognize and reduce risk in everyday situations.</p>
<p>Weight Training</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course is designed for individuals who are interested in improving their own level of fitness. Class time will be spent participating in a student-designed 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</p>

	<p>to improve their level of fitness. Progress will be assessed throughout the semester and exercise programs will be adjusted for optimal success.</p> <ul style="list-style-type: none"> • How are the basic functions of the body affected when beginning a weight training program? • How are the components of the FITT principle essential to lifelong muscle development? • How do overload principles impact your quality of life?
<p>Outdoor Fitness</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p><u>Description and Major Units of Study:</u></p> <p>This course will introduce students to the fun, adventure and challenge of outdoor activities including hiking, mountain biking, snowshoeing, camping, orienteering, and basic first aid. This course includes adventure-based field trips. The course will also stress environmental awareness.</p> <ul style="list-style-type: none"> • How can we use the outdoors for recreational and fitness activities while minimally impacting the environment? • How can activities in a non-traditional setting enhance your health and fitness experience?
<p>EXCITE</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p><u>Description and Major Units of Study:</u></p> <p>This course will incorporate a variety of health enhancing physical activities. Class time will be spent participating in activities such as weight lifting and plyometrics as well as cardiovascular exercise such as snowshoeing and walking. Exercise workouts may include yoga, step aerobics and Tae Bo. The activities will be non-sport oriented and non-competitive.</p> <ul style="list-style-type: none"> • How can you pursue a physically active lifestyle? • How do my choices affect my long-term health? • How can physical activity enhance your TOTAL well-being?
<p>Physical Education Leadership</p> <ul style="list-style-type: none"> • 1 Semester • Elective 	<p><u>Description and Major Units of Study:</u></p> <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>

Exercise Physiology <ul style="list-style-type: none"> • 1 Semester • Elective 	<p><u>Description and Major Units of Study:</u></p> <p>The main emphasis of this course will be the study of fitness and how the body makes physiological adjustments (heart rate, respiration, muscle) and performance improvements as the result of increasing exercise. In addition the class will consider the impact of food on exercise performance. Students will also be invited to explore how the body adapts to other lifestyle changes such as obesity, chronic disease and other body stressors. This class will require student participation in physical activity.</p>
Health <ul style="list-style-type: none"> • Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>Students are provided with timely, 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.</p> <ul style="list-style-type: none"> • What is healthful living and who is responsible for your health? • How do communication skills impact wellness? • How does technology impact health?

Mathematics

The study of mathematics will emphasize the importance of this subject as a tool for interpreting, describing, modeling, and analyzing real life situations. Students will investigate the theoretical and logical structure of mathematics through an emphasis on skill development and problem-solving. Students will recognize, through application, the interrelationships among topics in mathematics, other curriculum areas, and their daily lives. Students will develop the ability to communicate mathematically as well as interpret mathematical expressions and results.

Beginning with the **Class of 2019**, all FHS students will need to demonstrate proficiency in each of the math standards to earn a Freeport High School diploma. Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students “**need to know and be able to do.**”

1. NUMBER AND QUANTITY

Students will be able to reason and model quantitatively, using units and number systems to solve problems.

2. ALGEBRA

Students will be able to interpret, represent, create and solve algebraic expressions.

3. FUNCTIONS

Students will be able to interpret, analyze, construct, and solve linear, quadratic, and trigonometric functions.

4. GEOMETRY

Students will be able to prove, understand, and model geometric concepts, theorems, and constructions to solve problems.

5. STATISTICS & PROBABILITY

Students will be able to interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions.

MATHEMATICS POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
Pre-Algebra	F/CP	Year	Based on 8th grade spring NWEA score
Algebra I	CP/H	Year	Based on 8th grade spring NWEA score
Algebra I (Part 1)	CP	Year	HS Pre-Algebra
Algebra I (Part 2)	CP	Year	Algebra I (Part 1)
Geometry	CP/H	Year	Algebra I
Algebra II	CP/H	Year	Algebra I
Pre-Calculus	CP/H	Year	Algebra II
AP Statistics	AP	Year	Algebra II
Calculus	CP	Year	Pre-Calculus
AP Calculus AB	AP	Year	H Pre-Calculus
AP Calculus BC	AP	Year	H Pre-Calculus
Differential Equations		Semester	Calculus BC
Linear Algebra		Semester	Calculus BC
Consumer Math	CP	Year	Algebra I
Personal Finance	CP	Year	Algebra I
Geometry in the Real World	CP	Year	Algebra I

<p><i>FHS's Mathematics Department:</i></p> <ul style="list-style-type: none"> • Madeleine Soule (Dept. Chair) • Brian Berkemeyer • Joe Heathco • Karin Kurry • Debra Pizzuto • Lillian Stiles • Jay Thomas • Marcia Wood 	
<p>Pre-Algebra (Focus)</p> <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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 Algebra 1.</p>
<p>Numeracy I</p> <ul style="list-style-type: none"> • <i>Students placed in 9th grade pre-algebra will be enrolled in this course by guidance.</i> 	<p><u><i>Description:</i></u></p> <p>Students take this course in addition to their regular FHS mathematics course. Students will receive direct instruction and work through personalized computer-based skills plan to strengthen any areas of weakness.</p>
<p>Algebra 1 – Part 1</p> <ul style="list-style-type: none"> • Course will no longer be offered post 2015-2016 • Offered for students completing High School Pre-Algebra 	<p>This is the first part of a two - year Algebra 1 sequence. This two-year program shares the same curriculum as Algebra 1. This course should be followed by either Algebra 1 Part 2, or by Algebra 1.</p>
<p>Algebra 1 – Part 2</p> <ul style="list-style-type: none"> • Course will no longer be offered post 2016-2017 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This is the second part of a two - year Algebra 1 sequence. This two-year program shares the same curriculum as Algebra 1. This course should be followed by a Geometry course.</p>
<p>Algebra 1 (CP)</p> <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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</p>

	and inequalities, polynomials and factoring, algebraic fractions and real world applications. This course should be followed by a full-year Geometry course.
Algebra I (Honors) <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score and teacher recommendation 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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.</p>
Geometry (CP) <ul style="list-style-type: none"> • Graduation Experience 	<p><u><i>Description and Major Units of Study:</i></u></p> <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>
Geometry (Honors) <ul style="list-style-type: none"> • Graduation Experience • Algebra 1 Test score and teacher recommendation 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Students continue their study of math with a course in geometry which includes the development of logical reasoning skills and the fundamentals of formal logic and proof as students make a thorough investigation of geometric figures, both plane and solid. A review of Algebra 1 topics will be integrated throughout the course. Problem solving and critical thinking skills are emphasized. Independent as well as cooperative learning activities allow the students to be active participants in the study of the properties and relationships of the geometric figures. Topics include the geometry of points, lines, planes, angles, polygons, circles, as well as coordinate geometry, properties of congruence, similarity, area, volume, and trigonometry. 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>

<p>Algebra 2 (CP)</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May be taken concurrently with Geometry 	<p><u>Description and Major Units of Study:</u></p> <p>Algebra 2 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, polynomial, exponential, and absolute value. The course also includes an introduction to probability and statistics as it relates to standardized tests. Problem solving and critical thinking skills are emphasized. Should be followed by Pre-Calculus and/or AP Stats.</p>
<p>Algebra 2 (Honors)</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May be taken concurrently with Honors Geometry 	<p><u>Description and Major Units of Study:</u></p> <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>
<p>Pre-Calculus (CP)</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences 	<p><u>Description and Major Units of Study:</u></p> <p>Pre-Calculus 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.</p>
<p>Pre-Calculus (Honors)</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences 	<p><u>Description and Major Units of Study:</u></p> <p>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. The first semester offers a review of functions covered in Algebra 2, as well as a study of Probability and Data Analysis. Arithmetic and geometric sequence and series will lead to a study of limits and iterations. Mathematical modeling is used extensively. Second semester is devoted to the study of Trigonometry. Should be followed by a Calculus course and/or AP Statistics.</p>

<p>Calculus (CP)</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences 	<p><u>Description and Major Units of Study:</u></p> <p>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.</p>
<p>Advanced Placement Calculus AB</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences 	<p><u>Description and Major Units of Study:</u></p> <p>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.</p>
<p>Advanced Placement Calculus BC</p> <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences • The Calculus BC option may be available upon consultation with the teacher 	<p><u>Description and Major Units of Study:</u></p> <p>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, extends these topics to different equations, and introduces sequences and series. All students will be required to take AP exams.</p>
<p>Differential Equations</p> <ul style="list-style-type: none"> • Taken after completing Calculus BC • Semester Course 	<p><u>Description and Major Units of Study:</u></p> <p>A first course in differential equations. Topics generally include separable, homogeneous, exact, and linear first order differential equations; variations of parameters, differential operators, the Laplace transform, inverse transforms, systems of differential equations, power series solutions, Fourier series, and applications.</p>
<p>Linear Algebra</p> <ul style="list-style-type: none"> • Taken after completing Calculus BC • Semester Course 	<p><u>Description and Major Units of Study:</u></p> <p>System of linear equations, Gaussian elimination, matrices and their algebra, inverse of a matrix, determinants, cofactor expansion, Cramer's rule, vectors in and their algebra, abstract vector spaces, subspaces, linear independence, basis and dimension, linear transformations, isomorphism of vector spaces, rank and nullity, matrix of a linear transformation, inner product</p>

	spaces, angle and orthogonality, eigenvalues and eigenvectors of a linear transformation, characteristic equation, Cayley-Hamilton theorem, diagonalization.
Advanced Placement Statistics <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences 	<u><i>Description and Major Units of Study:</i></u> 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.
Consumer Math <ul style="list-style-type: none"> • May be a graduation experience depending on the student's 4-year math sequence • May fulfill an elective if student has 4 math experiences 	<u><i>Description and Major Units of Study:</i></u> This course stresses the use of the essentials of mathematics necessary for day-to-day living. It covers topics such as figuring paychecks, borrowing (mortgages, installment loans, car loans), saving and investing money, buying insurance, filing income taxes, and other areas that the typical consumer deals with on a regular basis. Google tools, with primary emphasis on Google Spreadsheets, are integrated into the course on a daily basis.
Math Electives: Not included as a graduation experience	
Personal Finance <ul style="list-style-type: none"> • Semester course • Fulfills an elective requirement 	<u><i>Description and Major Units of Study:</i></u> 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.
Geometry in the Real World <ul style="list-style-type: none"> • Semester course • Fulfills an elective requirement 	<u><i>Description and Major Units of Study:</i></u> This course is project-based emphasizing hands-on work. Class may include aeronautical applications (kites, hot-air balloons, and gliders), origami and other paper folding, balsa wood structure building to optimize a certain property (strength, size, movement). Math skills developed are measurement, estimation, fraction and decimal work, and geometry construction and spatial skills.
Residential Architecture <ul style="list-style-type: none"> • Semester course • Fulfills an elective requirement 	<u><i>Description and Major Units of Study:</i></u> 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.
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Social Studies

The Social Studies department offers a required three-year sequence of courses: Global Studies, Western Studies, American Studies. **An additional .5 experience of Economics/Personal Finance will be required for all students beginning with the Class of 2019.** The department also offers elective courses that focus on specific sub-disciplines. The department's aim is to develop the skills, attitude, and knowledge necessary for the student to understand and participate in the complex modern world.

The Social Studies department offers students an **Honors Option** requiring demonstration of understanding that exceeds standard expectations. The Honors Option exists for those students seeking to explore the course concepts and skills in greater depth. A variety of activities may be used to satisfy the Honors Option. Students may be required to do extra readings, increase the length of a writing assignment, create a model or an experiment, research and present findings to the class, or connect the topic to the community. The variety and complexity of the unit's Honors Option assignment is limitless and should include opportunity for student voice. The Honors Option IS NOT simply extra work. The purpose is for the student to extend the curriculum and deepen understanding of the content, skill, and standard(s). Students may be required to share their experiences and work with their class so as to promote the value of the honor experience as well as enhance their presentation and communication skills.

Beginning with the Class of 2019, all FHS students will need to demonstrate proficiency in each of the following standards yearly in order to earn a Freeport High School diploma. Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students **"need to know and be able to do."**

1. SOCIAL STUDIES APPLICATIONS

Students will be able to collaboratively and independently research, demonstrate, and defend discipline-based applications in authentic contexts.

2. CIVIC ENGAGEMENT

Students will be able to apply the attributes of a responsible and involved citizen to address real world issues.

3. CIVICS AND GOVERNMENT

Students will be able to apply understanding of the ideals and purposes of founding documents, the

principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.

4. ECONOMICS

Students will be able to demonstrate an understanding of economic concepts, systems, and structures as well as understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world.

5. GEOGRAPHY

Students will be able to demonstrate an understanding of physical, human and environmental geography that evaluates interdependent relationships and challenges facing human societies.

6. HISTORY

Students will be able to apply and/or demonstrate knowledge of major eras, enduring themes, turning points and historic influences to explain the relevance and importance of history.

SOCIAL STUDIES POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
<i>FIRST YEAR COURSES</i>			
Global Studies	F/CP	Year	
<i>SECOND YEAR COURSES</i>			
Western Studies	CP	Year	Global Studies
<i>THIRD YEAR COURSES</i>			
American Studies (Humanities)	CP	Year	Global & Western Studies
<i>FOURTH YEAR COURSES</i>			
Economics/Finance	CP	Semester	Global & Western Studies
<i>SOCIAL STUDIES ELECTIVES</i>			
20th Century US History Through Film	CP	Semester	Open to grades 11 and 12
Topics in the Social Sciences	CP	Semester	Open to grades 10, 11, and 12
Balance of Power	CP	Semester	
Contemporary Global Issues	CP	Semester	
AP World History	CP	Semester	
Economics	CP	Semester	This class will combine with Finance to be a graduation requirement beginning with the Class of 2019

<p><i>FHS's Social Studies Department:</i></p> <ul style="list-style-type: none"> ● Charlie Mellon (Dept. Chair) ● Diane Atwood ● Geoff Dyhrberg ● Tim Grivois ● Hank Ogilby 	
<p>Global Studies</p> <ul style="list-style-type: none"> ● Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <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, China and Latin America. 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> <ul style="list-style-type: none"> ● How does studying geography and history, as well as the concepts of unity and diversity, help us better understand the world today? ● How do you explain historical and cultural events in a way that supports a thesis and provides the essential facts to understand a specific event? ● Why is quality research necessary to the understanding of a subject and its broader implications? ● What is the value and challenge of documenting and sharing experiences and understandings?
<p>Western Studies</p> <ul style="list-style-type: none"> ● Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>This course is a study of western civilization with an emphasis on history, culture, art, literature, and geography. Topics will follow a historical/thematic structure to move sequentially from Classical Greece to the twentieth century. One course objective is for students to gain the vocabulary, knowledge, concepts, and understanding for basic visual and cultural literacy. The connections between past and</p>

	<p>present and the historical implications of events are important aspects of class discussions and written assignments.</p> <ul style="list-style-type: none"> • How does developing an ability to read and comprehend historical texts enhance your understanding of history? • How does studying geography help you better understand the development of ancient and modern Europe? • Why is it important to understand concepts, themes and patterns chronologically in European history? How does this knowledge help you understand how European society has developed over time?
<p>American History: American Studies</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>American Studies is a team-taught, humanities-oriented, thematic study of American literature, history, art, culture, and society that fulfills English and U.S. History requirements. Through an interdisciplinary approach, students immerse themselves in a time period, learning to examine and discuss issues in an analytical, yet holistic way, and to synthesize information from a variety of sources. Each historical period is studied through their lens of a larger picture of universal themes and concepts relevant to the essential question of what it is to be an American.</p> <ul style="list-style-type: none"> • What is progress? • Who wields power? • What is your responsibility as an American? • What shapes identity? • How do culture and history shape people's interpretation of the purpose of government? • How can eras, themes, and influences from history help me better understand the U.S. and the world today?
<p>Economics/Finance</p> <ul style="list-style-type: none"> • Currently a Social Studies elective but will become a graduation requirement for the Class of 2019 	<p><u>Description and Major Units of Study:</u></p> <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, 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,</p>

	market systems, and countries. Students will also learn about money management, credit, and other personal finance topics. Prerequisite: open to Juniors and Seniors only.
20th Century U.S. History Through Film <ul style="list-style-type: none"> • Social Studies elective 	<p><u>Description and Major Units of Study:</u></p> <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. Prerequisite: open to Juniors and Seniors only</p>
Topics in the Social Sciences <ul style="list-style-type: none"> • Social Studies elective 	<p><u>Description and Major Units of Study:</u></p> <p>This course may be taken more than once as Mock Trial topics and course units change.</p> <p>Units may include:</p> <ul style="list-style-type: none"> · Appellate Law · Psychology · Comparative Political Systems · Anthropology · Sociology <p>Students will study the key thinkers and major issues in each discipline and the inter-relationships between them. Research, discussion, reading and writing assignments will require the analysis and application of ideas from each discipline</p> <p><u>Mock Trial:</u> The first quarter will be devoted to participation in the interscholastic Mock Trial competition. This is a very intensive simulation activity that requires out of class commitments including at least two evening/weekend practices, two graded evening scrimmages and one or more graded trials, which require students to miss most of a day of school.</p>
Balance of Power <ul style="list-style-type: none"> • Social Studies elective 	<p><u>Description and Major Units of Study:</u></p> <p>This Social Studies course explores the nature, influence, and balance of power in American society from local to international contexts. Students identify and examine the structures of government at all levels in the American political system, as well as their interactions. Students study</p>

	<p>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. Students will address current issues by participating in government, by writing to elected representatives, and by attending local political forums.</p>
<p>Contemporary Global Issues</p> <ul style="list-style-type: none"> • Social Studies elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <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>
<p>AP World History</p> <ul style="list-style-type: none"> • Social Studies elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This is a college level history course designed to meet the needs of students who have a strong interest in history. The course is open to sophomores, juniors, and seniors, but sophomores and juniors must also take Western Studies (sophomores) and American Studies (juniors). 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 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 approximately 8,000 B.C.E. to the present.</p> <p>As a student in this course you will be required to develop skills that encourage you to:</p> <ul style="list-style-type: none"> • Construct and evaluate arguments: Use evidence to make arguments • Use documents and other primary data in order to develop the skills necessary to analyze point of view and context, and understand and interpret information • Assess continuity and change over time and over different world regions

	<ul style="list-style-type: none"> • Understand diversity of interpretations through analysis of context, point of view and frame of reference
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Science and Technology

The world around us continues to change at a rapid rate. Science and technology provides us with tools to understand the changes as well as the knowledge and processes to address the challenges they provide. To be successful in this global society, students must access, understand and evaluate current information and tools related to science and technology.

The study of science includes processes and a body of knowledge. Processes are the way that scientists investigate and communicate about the natural world. The body of knowledge includes concepts, principles, facts, laws and theories about the way the world around us works. In a world shaped by science and technology, it is important for students to learn how science and technology connect with the demands of society and the knowledge of all content areas.

Beginning with the **Class of 2019**, all FHS students will need to demonstrate proficiency in each of the following standards yearly in order to earn a Freeport High School diploma. Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students **“need to know and be able to do.”**

1. PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS

Students will be able to understand how physical systems interact with one another as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

2. PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION

Students will be able to understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

3. LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING

Students will be able to understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

4. LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS

Students will be able to understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

5. LIFE SCIENCES: GROWTH, DEVELOPMENT, AND REPRODUCTION OF ORGANISMS, NATURAL SELECTION, AND ADAPTATIONS

Students will be able to understand and analyze genetics, adaptation, and biodiversity as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

6. EARTH AND SPACE SCIENCES: EARTH, SPACE, AND THE UNIVERSE

Students will be able to understand and analyze the origins, interactions and relationships between and among the earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

7. EARTH AND SPACE SCIENCES: EARTH SYSTEMS

Students will be able to understand and analyze earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

SCIENCE AND TECHNOLOGY POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
<i>FIRST YEAR COURSES</i>			
Science & Sustainability	F/CP/H	Year	
<i>SECOND YEAR COURSES</i>			
Biology	CP/H	Year	Science & Sustainability
<i>THIRD YEAR COURSES</i>			<i>Students may decide to take one or more courses during their junior year.</i>
Chemistry	CP/H	Year	2-year science sequence
Conceptual Chemistry/Physics	CP	Year	2-year science sequence
<i>FOURTH YEAR COURSES</i>	<i>All students must take 4 science courses for graduation. Students will have met all graduation standards by the end of their junior year, so they have flexibility to take one of a variety of courses to complete the 4 course requirement.</i> <i>Students may decide to take one or more courses during their senior year.</i>		
Physics	CP	Year	3-year science sequence including Chemistry
AP Physics	AP	Year	3-year science sequence including Chemistry
AP Biology	AP	Year	
AP Environmental Studies	AP	Year	
Anatomy & Physiology	CP	Year	
Forensics I	CP	Year	

Forensics II	CP	Year	
Environmental Studies	CP	Year	
Outdoor Ecology	CP	Year	
Current Topics in Science	CP	Year	
STEM COURSES			<i>There is a recommended sequence for FHS's STEM courses as the concepts and skills build upon each other. All STEM courses are considered electives and may be taken concurrently with other Science courses.</i>
Engineering: Structures	9-12	Semester	
Engineering: Machines	9-12	Semester	
Engineering: Electronics	9-12	Semester	
Engineering: Bio/Chem	9-12	Semester	
Advanced Project Design	11-12	Year	Two STEM experiences are required
Programming	9-12	Semester	
Robotics I	9-12	Semester	
Robotics II	9-12	Semester	Robotics I

<i>FHS's Science Department:</i> <ul style="list-style-type: none"> • Amy Hunter (Dept. Chair) • Jamie Cass • Victor DiSilvestro • Elayna Girardin • Karin Kurry • Halie Lyons • David Smail 	
Science & Sustainability (CP) <ul style="list-style-type: none"> • Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course has a strong emphasis on hands-on investigations. Topics of study include physics, chemistry, biology and earth science. Each unit presents basic science content involving local and global issues related to sustainability</p> <ul style="list-style-type: none"> • How do humans impact the environment? • How can humans survive sustainability?

	<ul style="list-style-type: none"> How can scientific information help guide in decision-making at the individual, community, and global levels?
Science & Sustainability (Honors) <ul style="list-style-type: none"> Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>This is a integrated high school science course with a strong emphasis on hands-on investigations. The course also has a strong engineering design component. Topics of study include physics, chemistry, biology and earth science. Each unit presents science content involving local and global issues related to sustainability.</p> <ul style="list-style-type: none"> How do humans impact the environment? How can humans survive sustainability? How can scientific information help guide in decision-making at the individual, community, and global levels?
Biology (CP) <ul style="list-style-type: none"> Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>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, classification, evolution, and invertebrate taxonomy.</p> <ul style="list-style-type: none"> How does energy flow through living systems? How do organisms change over time? How will a basic knowledge of chemistry help you understand biological processes?
Biology (Honors) <ul style="list-style-type: none"> Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>This is a rigorous course that provides a foundation in biological concepts. The course uses a college level 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, classification, and evolution. <u>This course meets every day.</u></p> <ul style="list-style-type: none"> How does energy flow through living systems? How do organisms change over time? How will a basic knowledge of chemistry help you understand biological processes?
Chemistry (CP) <ul style="list-style-type: none"> May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>This course is designed to build upon the concepts learned in Science and Sustainability and Biology or Honors</p>

	<p>Biology. 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.</p> <ul style="list-style-type: none"> • How do humans know that the universe is predictable, organized and explainable? • Why are mathematical models essential to the study of science?
<p>Chemistry (Honors)</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>This advanced course is designed to build upon the concepts covered in Freshmen Science and Biology or Honors Biology. Students should be prepared for a demanding laboratory course at an accelerated pace. Topics include measurements in chemistry, atomic theory, periodic laws, chemical equations, reactions and stoichiometry, gas laws, acids and base theory, oxidation-reduction, nuclear chemistry and organic chemistry. Good calculator and math skills are essential.</p> <ul style="list-style-type: none"> • How do humans know that the universe is predictable, organized and explainable? • Why are mathematical models essential to the study of science?
<p>Physics (CP)</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Descriptions and Major Units of Study:</u></p> <p>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.</p> <ul style="list-style-type: none"> • What patterns exist in the physical world? • How can models be used to describe and predict physical phenomena?
<p>AP Physics</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <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. <u>This course meets every day.</u></p>
<p>AP Environmental Studies</p> <ul style="list-style-type: none"> May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <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. <u>This course meets every day.</u></p> <ul style="list-style-type: none"> How do humans interact with and influence the Earth's ecosystems? How do we know if data is relevant? Why should we refine and critique scientific evidence?
<p>AP Biology</p> <ul style="list-style-type: none"> May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year.</p> <p>AP Biology includes those topics regularly covered in a college biology course for majors. The college course in</p>

	<p>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. <u>This course meets every day.</u></p>
<p>Anatomy & Physiology</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>The course is designed to build on the concepts learned in the Science and Sustainability 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, guest speakers, and an investigation of smallpox eradication. This is a laboratory course with an extensive fetal pig dissection, lab practicum and extensive reading from a college-level text.</p> <ul style="list-style-type: none"> • How do lifestyle choices affect the proper functioning of human body systems? • How is anatomy related to physiology in terms of the body’s ability to function in changing environments?
<p>Current Topics in Science</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>This year-long course focuses on how scientists work and how they pursue understanding. Central to all our science courses is lab technique, the collection of data, interpretation of the data, handling of errors in the labs, and deciding upon what can be concluded from the data. Students will explore how science is part of their everyday life.</p> <ul style="list-style-type: none"> • How do we go about answering questions we have about our world? • How do the decisions we make as individuals affect our environment at local and global levels? • How can we use scientific information and skills to explain modern issues and challenges on a daily basis?
<p>Environmental Science</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>This course is designed to build on the concepts learned in Science and Sustainability and Biology or Honors Biology. Topics include ecology, population growth climate change, water quality, renewable energy, and environmental ethics.</p>

	<p>There are numerous lab activities, field studies and field trips to Ecomaine and the Waste Water Treatment plant.</p> <ul style="list-style-type: none"> • How do humans interact with and influence the Earth's ecosystems? • How do we know if data is relevant? Why should we refine and critique scientific evidence?
<p>CSI 101: Introduction to Forensics Science, Parts I & II</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>This two semester elective course has been divided into two separate parts which may be taken independent of each other. 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 knowledge in real world situations to solve crimes. Topics under investigation may include crime scene analysis, evidence collection, fingerprints, hair and fiber analysis, blood and DNA evidence, handwriting analysis, and other trace evidence. Course work will include case studies of real crimes, individual projects, team investigation of a crime scene, and possible field trips and/or guest speakers.</p>
<p>Outdoor Ecology</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p><u>Description and Major Units of Study:</u></p> <p>This is an activity-based course for students who enjoy being outdoors and want to learn more about the natural history and science of Maine. Topics may include bird watching and bird ecology, foraging, water ecology, animal behavior, fly-fishing and winter tracking. Students will investigate issues such as salmon restoration, fishing in the Gulf of Maine, hunting and wildlife management, and wolf restoration.</p>

<i>STEM Courses</i>	
Engineering: Structures <ul style="list-style-type: none"> Fulfills an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on structures such as bridges, trusses, and towers. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
Engineering: Machines <ul style="list-style-type: none"> Fulfills an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on machines and mechanical devices such as motors, vehicles, and simple machines. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
Engineering: Electronics <ul style="list-style-type: none"> Fulfills an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on electrical and power systems such as circuits, distribution systems, and alternative/green energy. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
Engineering: Bio/Chem <ul style="list-style-type: none"> Fulfills an elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering</p>

	<p>and mathematics with a focus on chemical and biological systems such as foods, fuels, polymers, and biomedical devices. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
<p>Advanced Project Design</p> <ul style="list-style-type: none"> Fulfills an elective requirement To enroll in this course, students must have had 2 semesters of STEM “experiences” 	<p><u><i>Description and Major Units of Study:</i></u></p> <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. Past projects have included a wind tunnel, high-temperature kiln, competition wind turbine blades, and a quadcopter. APD projects may be tied to a Senior Project or community service project.</p> <p><i>NOTE: 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.</i></p>
<p>Computer Programming</p> <ul style="list-style-type: none"> Fulfills an elective requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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.</p> <p>No programming experience is required! This course may be taken more than once for credit.</p>
<p>Robotics I</p> <ul style="list-style-type: none"> Fulfills an elective requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This class covers introductory robotic design and programming using Lego NXT robotics components. Students learn both mechanical design and computer programming while building their own robot to solve</p>

	assigned and independent problems. Emphasis is placed on the engineering design process. No prior experience in robotics is required.
Robotics II <ul style="list-style-type: none"> Fulfills an elective requirement 	<p><u>Description and Major Units of Study:</u></p> <p>This class covers advanced robotic design and programming using a variety of robotics platforms. Students will investigate, build, and program autonomous robots employing microprocessors such as Nxt, Arduino and RaspberryPi Additional projects may include the design and construction of R/C and ROV devices. Emphasis is placed on the engineering design process. Prior experience in robotic design and computer programming is required.</p>

World Languages

Each level of Freeport High School's language program helps students to communicate at increasing levels of sophistication and on topics of increasing complexity. In addition to our strong focus on communicating in the target language, we also strive to increase our students' intercultural competence as they progress through each level of the World Language program.

Beginning with the **Class of 2019**, all FHS students will need to demonstrate proficiency in a language other than their own in order to earn a Freeport High School diploma. All students must complete Level II in a chosen language in order to meet the graduation requirement.

Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students **"need to know and be able to do."**

1. INTERPERSONAL COMMUNICATION

Students will be able to engage in conversations and informal written correspondence on a variety of topics.

2. INTERPRETIVE COMMUNICATION

Students will be able to understand and interpret written and spoken language on a variety of topics.

3. PRESENTATIONAL COMMUNICATION

Students will be able to present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.

4. COMPARISON of Practices, Products and Perspectives

Students will be able to compare the nature of language and the culture(s) of the target language with one's own.

5. COMMUNITIES

Students will be able to communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

WORLD LANGUAGES POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
French I, II, III, IV, V		Year	Previous Level Classes
Latin I, II, III, IV		Year	Previous Level Classes
Spanish I, II, III, IV, V		Year	Previous Level Classes

<p><i>FHS's World Language Department:</i></p> <ul style="list-style-type: none"> • Diane Whitmore (Dept. Chair) • Amber Jensen • Erin Taylor • Cathy Varela 	
<p>French I</p> <ul style="list-style-type: none"> • Graduation Requirement • May be completed through middle school experience 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>French I provides an introduction to the language, culture, and geography of the international French-speaking world. Students acquire language skills sufficient to describe themselves and their world and to inquire about others through listening, speaking, reading, and writing activities. Current events in the French-speaking world will be studied as they occur.</p> <ul style="list-style-type: none"> • What impact do geography, culture and language have on every person? • What can I learn about my own language and culture from the study of other languages and cultures?
<p>French II</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>In French II, students continue to develop the four skills of listening, reading, speaking, and writing. Students master more vocabulary and more complex grammar in French II than in French I. Students are expected to make every effort to communicate in French in class. Cultures of the international French-speaking world, including differences</p>

	<p>in vocabulary between countries, are examined. Current events in the French-speaking world will be studied as they occur.</p> <ul style="list-style-type: none"> • How do I demonstrate and communicate my understanding in French? • How do I maintain and build on prior learning to achieve language proficiency in French?
French III	<p><u>Description and Major Units of Study:</u></p> <p>This course stresses the Oral Proficiency Interview as a way to assess competency. Conversations in French are used to challenge students. Reading and writing are reinforced through journals and comprehension checks according to various criteria. Vocabulary development, verb mastery, and use of idiomatic expressions are an integral part of learning. A variety of subjects are pursued and may include plays, stories, and audiovisual material, which reflect French culture, history, and life. Presentations are used to review grammar rules while still further expanding the student's reading, listening, and comprehension abilities.</p>
French IV	<p><u>Description and Major Units of Study:</u></p> <p>Oral proficiency is stressed through advanced conversations, readings from literature, reading a detective story, and writing journals. Various materials are used to continue vocabulary acquisition and proficiency. Oral presentations and projects give students a chance to be creative with language. Grammar study is ongoing to expand the student's reading and comprehension abilities.</p>
French V	<p><u>Description and Major Units of Study:</u></p> <p>This course is designed to stress flexibility in speaking, listening, reading, and writing. Oral activities emphasize proficiency in spontaneous speech and thought. Coursework includes reading works in their entirety, teaching units if possible, writing essays, writing a sequential narrative from a series of pictures, studying French culture from the Middle Ages to the present, and using idiomatic expressions.</p>
Latin I <ul style="list-style-type: none"> • Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>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.</p> <ul style="list-style-type: none"> • Who are the Romans?

	<ul style="list-style-type: none"> How is Latin similar to English? How is it different?
Latin II <ul style="list-style-type: none"> Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>This course continues the vocabulary/grammar acquisition from Latin I, but at a higher level of complexity. Students read and interpret short stories. The culture and history focus is the colonization of Alexandria and Britain by the Romans.</p> <ul style="list-style-type: none"> How did the Romans expand their empire and spread their culture?
Latin III	<p><u>Description and Major Units of Study:</u></p> <p>This course begins to develop true fluency in translation and further deepens a student's grammatical knowledge.</p>
Latin IV	<p><u>Description and Major Units of Study:</u></p> <p>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. Literary analysis reflects careful attention to the text and increased knowledge of literary devices, techniques, style and reference to other works. Texts used include: Petronius' Trimalchio's Dinner Party, Virgil's Aeneid, and Jenney's grammar text. There are regular readings and discussions of Roman authors in translation and three required presentations each year. Appreciation and understanding of literary techniques, style, and the powerful themes inherent in these works is woven through the course work. Nero's time period, world myths, and how they compare to ancient Greek and Roman myths will be covered. Famous Latin phrases and common daily expressions are practiced in spoken Latin.</p>
Spanish I <ul style="list-style-type: none"> Graduation Requirement May be completed through middle school experience 	<p><u>Description and Major Units of Study:</u></p> <p>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.</p> <ul style="list-style-type: none"> What impact do geography, culture and language have on every person? What can I learn about my own language and culture from the study of other languages and cultures?

Spanish II <ul style="list-style-type: none"> • Graduation Requirement 	<p><u>Description and Major Units of Study:</u></p> <p>Spanish II builds on the grammar introduced in Spanish I, but greatly expands knowledge of vocabulary. Cultural knowledge continues to develop through readings, pictures, and projects. Listening comprehension is further enhanced. Students are expected to make every effort to communicate in Spanish in class.</p> <ul style="list-style-type: none"> • How do I demonstrate and communicate my understanding in Spanish? • How do I maintain and build on prior learning to better understand Spanish?
Spanish III	<p><u>Description and Major Units of Study:</u></p> <p>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. Oral presentations are integral to the course to evaluate the student's growing ability in the language. The goal is for the course to be taught mostly in Spanish.</p>
Spanish IV	<p><u>Description and Major Units of Study:</u></p> <p>This course 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. Students continue to explore, in more depth, the many facets of Spanish culture. Course is taught mostly in Spanish.</p>
Spanish V	<p><u>Description and Major Units of Study:</u></p> <p>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 "Debajo la misma luna", "Volver", and "Casi Casi". The rest of the verb tenses (future perfect, conditional perfect, present perfect subjunctive, and the past perfect of subjunctive) are</p>

	covered, as are the sequence of tenses, idiomatic expressions, and a more challenging verb list.
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Additional language courses are available online through Virtual High School. See their current offerings at: <http://www.govhs.org/Pages/Academics-Catalog>

Visual and Performing Arts

Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities and perform better on standardized tests. Engagement in the visual and performing arts deepens students' overall knowledge as well as their social and emotional development. At FHS, Visual and Performing Arts (VPA) history, VPA criticism, and VPA production are required components of any class which offers a Visual and Performing Arts credit.

In FHS visual art classes, all lessons are defined by technical and formal parameters; choice of subject matter and material choices are almost always left entirely open to the students. This helps students develop conceptually while learning techniques and vocabulary to support their visions. It also helps motivate students over the period of the projects.

Beginning with the **Class of 2019**, all FHS students will need to demonstrate proficiency in content related standards in order to earn a Freeport High School diploma. Students will meet standards by demonstrating proficiency through performance indicators linked to the standards that define what students **“need to know and be able to do.”**

1. DISCIPLINARY LITERACY

Students will be able to evidence literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

2. CREATION, PERFORMANCE, AND EXPRESSION

Students will be able to create, perform, and express through the art discipline.

3. CREATIVE PROBLEM SOLVING

Students will be able to approach artistic problem-solving using multiple solutions and the creative process.

4. AESTHETICS AND CRITICISM

Students will be able to approach artistic problem-solving using multiple solutions and the creative process.

5. CONNECTIONS

Students will be able to understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

VISUAL & PERFORMING ARTS POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
<i>MUSICAL ARTS</i>			
Band	CP	Year	
Chorus	CP	Year	
Music Appreciation	CP	Semester	
Keyboarding Lab	CP	Semester	
Intermediate Piano	CP	Semester	Keyboarding Lab or previous experience
History of Western Music	CP	Semester	
Honors Wind Ensemble	H	Year	Audition
Jazz Class	CP	Year	
AP Music Theory	AP	Year	
Honors Chamber Choir	H	Year	Audition
Women's Ensemble	H	Year	Audition
Men's Ensemble	H	Year	Audition
<i>THEATER ARTS</i>			
Drama I: Introduction	CP	Semester	
Drama II: Playwrights and Scene Crafts	CP	Semester	Drama I
Playwriting: Following Fools & Fools	CP	Semester or Full Year	Grades 10-12
Production Design	CP	Semester	Grades 10-12
<i>VISUAL ARTS</i>			
Foundations of Art	CP	Year	
Art Appreciation	CP	Semester	
Portfolio Development	CP	Semester	
Ceramics I	CP	Semester	Foundations of Art
Ceramics II	CP	Semester	Foundations of Art & Ceramics I
3D Design	CP	Semester	Foundations of Art

2D Design	CP	Semester	Foundations of Art
Advanced Studio Art	CP	Year	Foundations of Art & a Design course
AP Art History	AP	Year	
AP Studio Art Exam Portfolio Options: <ul style="list-style-type: none"> • 3D Design • 2D Design • Drawing 	AP	Year	Foundations, both Design courses, and Advanced Studio
Photography I	CP	Semester	
Photography II	CP	Semester	Photography I
Other VPA Electives			
Video Production I	CP	Semester	
Video Production II	CP	Semester	Video Production I
Advanced Videography	H	Semester	Teacher permission; self-directed course

<i>FHS's Musical Arts Department:</i> <ul style="list-style-type: none"> • David Watts (Dept. Chair) • Jessica Kenlan 	
Concert Band <ul style="list-style-type: none"> • Graduation Requirement • Students must complete at least 2 years of Band in order to fulfill graduation requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Concert band is open to any wind or percussion instrumentalist with at least a minimum proficiency level. The offering is a combination of scheduled class time and after-school performances. Extra rehearsals are scheduled to combine the different sections of band, wind ensemble and jazz class to prepare for performances. Attendance at all concerts and scheduled performances is compulsory as is attendance at weekly in-school Falcon band rehearsals. Major performances throughout the year include the Holiday Concert, Spring Concert, Graduation and Memorial Day Parade. This course may be taken for more than one year.</p> <ul style="list-style-type: none"> • When is sound considered music? • Why learn to read and notate music? Why not? • How does music communicate? • How does the concept of quality relate to musical performance?

	<ul style="list-style-type: none"> • How is the historical context important to performing, listening to and/or analyzing music? When does playing an instrument move from mere repetition or imitation to creative and artful performance? • How does the structure of a musical piece create its order and clarity? • How is it that, when listening to music, it seems like all of life's cares go away?
Concert Chorus <ul style="list-style-type: none"> • Graduation Requirement • Students must complete at least 2 years of Chorus in order to fulfill graduation requirement 	<p><u>Description and Major Units of Study:</u></p> <p>Concert Chorus is open to anyone who likes to sing. Members will participate in three major performances during the year and at graduation. Chorus meets daily and includes sight singing, theory and the study of master composers as well as contemporary literature. Attendance at all concerts and scheduled performances is compulsory as is attendance at weekly in-school Falcon Chorus rehearsals. Many of our students audition successfully for our District III Honors Chorus, in addition to All-State. Concert Chorus may be taken for more than one year.</p> <ul style="list-style-type: none"> • When is sound considered music? • Why learn to read and notate music? Why not? • When does singing move from mere repetition or imitation to creative and artful performance? • How does the concept of quality relate to musical performance? • Is the historical context important to performing, listening to and/or analyzing music? • How does music communicate?
Music Appreciation <ul style="list-style-type: none"> • Elective 	<p><u>Description and Major Units of Study:</u></p> <p>The goal of this course is to combine an appreciation and awareness of music with an exposure to the business and culture of music. Students explore music of the 1960's through the present using the music to bring about an understanding of the elements of music – rhythm, melody, harmony, texture, tone color and form. In addition, the music will be used to study contemporary instrumentation, arranging techniques, songwriting, industry-related careers, and college music programs. Students will conduct numerous activities which may include researching musicians and industry players. listening to, analyzing, and describing music; exploring contemporary musical instruments; exploring historical and cultural ties of American pop music, jazz and rock; composing songs; researching college music programs and offerings; reading and discussing periodicals, texts and reference materials;</p>

	attending concerts; and meeting with indie players such as teachers, directors, musicians, recording techs, music attorneys, producers, and managers. The idea of this course is to open new doors to students in Freeport High School and spark interest in a growing and lucrative career path.
Keyboarding Lab <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Keyboard Lab introduces the study of basic keyboarding skills that will help students to experience music in a meaningful way. In addition, students learn to use the concepts and techniques of music theory and relate those to their keyboard training. Students will also learn harmonic, melodic, and rhythmic concepts, as well as the fundamentals at the piano. 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 instrument.</p>
Intermediate Piano <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Intermediate Piano provides continuing instruction for students who have completed beginning Keyboard Lab. 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, introduction to music history, and performance skills. Assessment of content knowledge and mastery of keyboard skills will take the form of keyboard assignments, written and oral exams, and other special projects as assigned.</p>
History of Western Music <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This class focuses on Western Music, which is music from Europe and North America. Music will be presented in historical order beginning with the Medieval/Renaissance and moving through Baroque, Classical, Romantic, Impressionistic, and Twentieth-Century music, including the quintessential American art form known as Jazz. This course will discuss the Elements of Music as they relate to the music of various eras, noting changes in compositional style that reflect the culture of the period. Connections will be made to the history, art, and literature of the various periods. Students will engage in reading, writing, reflection, listening and analysis.</p>
Honors Wind Ensemble <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This performance-based class is for students wishing to experience grade 3 through 5 music through the study of a combination of large group, small ensemble, and solo literature. Students must be proficient on their instrument</p>

	<p>and/or be taking private lessons for the duration of the class. There will be no time for individual instruction on the student's chosen instrument within the regular class period. The wind ensemble will perform in the Holiday Concert, Spring Concert, Senior Recital and community events.</p> <p>All students who are accepted into the Wind Ensemble are required to play in the Concert Band for performances including Graduation and Memorial Day. Students will also be encouraged, but not required, to audition for District Band and All-State Band. Some extra rehearsals may be scheduled in preparation for performances. Attendance at all performances and rehearsals is required. This course may be taken for more than one year.</p>
<p>Jazz Class</p> <ul style="list-style-type: none"> • Music elective 	<p><u>Description and Major Units of Study:</u></p> <p>Jazz Class is open to all students who wish to expand their knowledge of jazz music and performance. Students should play at least one of the following instruments – alto sax, tenor sax, baritone sax, trumpet, trombone, guitar, bass guitar, piano, drum set and be able to read traditional music notation, and/or (in the case of the rhythm section) chord symbols. Students who wish to be in the Jazz Class but play another instrument must seek teacher approval prior to signing up for the class. The class time includes the study of jazz theory and improvisation through the analysis and performance of jazz combo and standard charts, as well as playing big band charts. Jazz Class students are required to play in the Concert Band, and attend/perform in all requisite rehearsals and performances. All students who sign up for Jazz Class will also audition for the Freeport High School Jazz Band that rehearses primarily after school or in the evening. This course may be taken for more than one year.</p>
<p>AP Music Theory</p> <ul style="list-style-type: none"> • Music elective 	<p><u>Description and Major Units of Study:</u></p> <p>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 a combination of ear training, writing, music history, and analysis of music. 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. Students will be encouraged to study for and take the AP Music Theory exam in the spring.</p>

<p>Honors Chamber Choir</p> <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Chamber Choir is open to students grades 9-12. Skilled singers will be auditioned for this ensemble. This course provides exposure to Latin, Hebrew, Italian, French, German, and Spanish. It allows students to demonstrate a growing understanding of musical concepts that include tone, rhythm, harmony, tonality, texture, form, melody, and music in a historical context. This course provides students with the opportunity to experience varied ensemble groupings. This course helps students to develop and understand relationships between music, the other arts, and disciplines outside of the arts. Attendance at all concerts and scheduled performances is expected. Many Chamber Choir students will be encouraged to audition for District III Honors Chorus, All-State, and All-Eastern Honors Chorus. Chamber Choir may be taken for more than one year.</p>
<p>Women's Ensemble</p> <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Females in grades 9-12 are eligible to audition for this ensemble. The primary focus of this group is a capella singing (singing without instrumental accompaniment). Literature will range from classic to contemporary styles. Students must have a strong sense of pitch and confidence singing in a small group. There will be three major performances during the year that are required. Students will be expected to attend additional concerts as determined in the beginning of the year. All students in this course will also sing with the full chorus in concert.</p>
<p>Men's Ensemble</p> <ul style="list-style-type: none"> • Music elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Boys in grades 9-12 are eligible to audition for this ensemble. The primary focus of this group is a capella singing (singing without instrumental accompaniment). Literature will range from classic to contemporary styles. Students must have a strong sense of pitch and confidence singing in a small group. There will be three major performances during the year that are required. Students will be expected to attend additional concerts as determined in the beginning of the year. All students in this course will also sing with the full chorus in concert.</p>

<p><i>FHS's Theater Arts Department:</i></p> <ul style="list-style-type: none"> • Simon Skold 	
<p>Drama I: Introduction to Theatre</p> <ul style="list-style-type: none"> • Graduation Requirement • In order to fulfill graduation requirement, student must also take the course, Drama II 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Theatre I is an introduction to the performing arts and theatre. While using the highlights of the historical theatre as a guideline, students will read plays, develop skills in textual analysis, utilize their voice and body through acting games, activities, improvisation, character study and role performances, and study the basics in the technical arena as well. Time will also be taken to touch on public speaking and effective presentation skills.</p>
<p>Drama II: Playwrights and Scene Crafts</p> <ul style="list-style-type: none"> • Graduation Requirement • In order to fulfill graduation requirement, student must also take the course, Drama I 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>More than a continuation of Theatre I, this course will build upon the skills and information gained in Theatre I. Students in this course will take their knowledge of the theatre and apply it to directing, design and writing. Students will be required to design costumes or sets for chosen plays, direct short scenes, perform in their classmates' scenes, and write one of their own while continuing to discover and read plays from the historical and world canon, with a heightened focus on the non-western theatrical traditions.</p>
<p>Playwriting: Following Fools & Fouls</p> <ul style="list-style-type: none"> • Grades 10-12 • VPA elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>Fools are the creatures of comedy; fouls, the triggers to tragedy. In this advanced theatre class students will be expected to write at an honors level, workshop each others' work effectively, study and retain information regarding the history of the theatre and be comfortable performing. Theatre or creative writing experience encouraged. Students in this course will track the presence of fools and fouls throughout the history of the theatre, reading and performing classic works of drama and focusing their own energy in the creation of fools and fouls of their own. Original work will be read aloud, refined and brought to life through workshop-style classes. Students will finish this course with an in-depth understanding of the studied literary works, their historical context and with a completed one-act play of their own creation.</p>
<p>Production Design</p> <ul style="list-style-type: none"> • VPA elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>A project-based class that focuses on understanding the design process, especially as it relates to the stage, and works on tackling the tasks set before the students in a particular play. More than just creating for display, their</p>

	products will need both beauty and function. This class is run parallel to the extra-curricular drama program because the students will use creative-thinking and problem-solving skills in the classroom to bring the play to life through props, set and costume. Their work will be featured in the play as an authentic design
<i>FHS's Visual Arts Department:</i> <ul style="list-style-type: none"> ● Charles Andreson ● Kimberly Medsker-Mehalic 	
Foundations of Art <ul style="list-style-type: none"> ● Fulfills Graduation Requirement 	<p><u><i>Description and Major Units of Study:</i></u></p> <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 helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. Foundations of Art has an honors option.</p>
Art Appreciation <ul style="list-style-type: none"> ● Visual Art elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course introduces the origins and historical development of art. Emphasis is placed on the relationship of art elements and design principles to various art forms including, but not limited to: sculpture, painting, and architecture. Upon completion, students are able to identify and analyze a variety of artistic styles, periods, and media.</p> <ul style="list-style-type: none"> ● What is art? ● Why do artists create? ● How does cultural context influence the creation of art?
Portfolio Development <ul style="list-style-type: none"> ● Visual Art elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This is a class in which students will develop a personal plan to produce portfolio quality artwork as they seek to find their own voice as an artist. Emphasis is placed on the</p>

	<p>preparation of a portfolio of original artwork focusing on observational drawings and paintings. This course encourages critical thinking and creative problem solving. Students will also learn how to prepare works for inclusion in a portfolio- i.e. matting and framing work, taking slides or digital pictures, writing an artist statement, etc. This course is intended for mature and motivated students who may pursue art in the future. Students should also have taken other art courses and already have a body of work to build upon. Upon completion, students are able to mount original art for portfolio presentation and create a professional digital/web-based portfolio.</p> <ul style="list-style-type: none"> • How do you create artwork that is meaningful? • What constitutes strong artwork?
Ceramics I <ul style="list-style-type: none"> • Visual Art elective • <i>This course has a \$20 lab fee.</i> 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>In this class, students 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>
Ceramics II <ul style="list-style-type: none"> • Visual Art elective • <i>This course has a \$20 lab fee.</i> 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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.</p>
3D Design <ul style="list-style-type: none"> • Visual Art elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This course is for serious visual arts students who are interested in further developing their fluency, understanding, and personal expression in sculpture. Reading 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 helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections.</p>

2D Design <ul style="list-style-type: none"> • Visual Art elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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 creative assignments and media. Reading and reviewing about other art forms 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 helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections</p>
Advanced Studio Art <ul style="list-style-type: none"> • Visual Art elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>This is a course for the student who has strong visual skills. The students survey art through a series of themes. Reading 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 helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. All advanced students will exhibit their art portfolio in a large group show at the end of the year.</p> <ul style="list-style-type: none"> • What inspires art? • What makes a project successful?
AP Art History <ul style="list-style-type: none"> • Visual Art elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. All students are required to take the AP exam.</p>
AP Studio Art <ul style="list-style-type: none"> • Visual Art elective • 3 portfolio exam options: 3D Design, 2D Design, and Drawing 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students choose one portfolio to focus on and then demonstrate mastery through any two or three dimensional</p>

	<p>medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation by the AP College Board at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses.</p>
<p>Photography I</p> <ul style="list-style-type: none"> • Graduation Requirement • In order to fulfill graduation requirement, student must also take the course Photography II • <i>This course has a \$35 lab fee.</i> 	<p><u><i>Description and Major Units of Study:</i></u></p> <p>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.</p>
<p>Photography II</p> <ul style="list-style-type: none"> • Graduation Requirement • <i>This course has a \$35 lab fee.</i> 	<p><u><i>Description and Major Units of Study:</i></u></p> <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.</p>
<p>Other VPA Electives</p> <ul style="list-style-type: none"> • Jay Harper 	
<p>Video Production I</p> <ul style="list-style-type: none"> • VPA elective 	<p><u><i>Description and Major Units of Study:</i></u></p> <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 I-Movie</p>

	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.
Video Production II <ul style="list-style-type: none"> • VPA elective 	<u>Description and Major Units of Study:</u> 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.
Advanced Videography <ul style="list-style-type: none"> • VPA elective 	<u>Description and Major Units of Study:</u> 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.

Additional Academic Opportunities

Virtual High School

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: <http://www.govhs.org>

PLATO

PLATO (*Programmed Learning Automated Teaching Operations*) 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 guidance 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.

Apprenticeship and Work Study Opportunities

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).

The Pre-Apprenticeship Program is offered through Region 10 as paid on-the-job work experience available to seniors who possess the required academic background and vocational aptitude. The Office of Student Services, based on individual need, may arrange other apprenticeship or work-study programs.

Service Learning and Community Service

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 Study at USM & On Course for College at SMCC

Through a partnership with the University of Southern Maine, Southern Maine Community College and other local colleges, it is possible for high school students to take university courses for credit. More information is available from the Guidance Office.

Early College for ME

Early College for ME 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. Early College for ME 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 ECforME scholarship to continue their education at a community college after graduating from high school. If you are interested, check with the Guidance Office.

Morse Street Apprenticeship

This program works in conjunction with the Morse Street School where students are paired up with a teacher to work with students in grades K-2. These students will work out a program with their guidance counselor to provide instructional supports to students at Morse Street.

Correspondence Study

Correspondence Study involves an independent study program, which is contracted between a student, and the approved correspondence program (Brigham and Young Independent Study or the

Johns Hopkins Program). 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 Pupil Education Team has recommended a correspondence course as part of an individual's I.E.P.
- An individual has previously failed a course and correspondence study represents the only reasonable means by which this course may be successfully completed.

Independent Study

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 teacher must verify the completion of the work. A parent, the appropriate curriculum area, Office of Student Services, and the Curriculum Council must approve the formal proposal.

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.

Procedure

- Independent study cannot replace a regularly scheduled course required for graduation at Freeport High School.
- Independent study for a regularly scheduled elective course may be undertaken if criteria for granting credit is the same and the proposal is approved.
- A student may not be enrolled in more than one independent study at a time.
- Independent study must be taken for credit and will appear on the transcript.
- The grading procedure for an independent study is Pass/Fail.
- The amount of credit agreed upon may not be changed, however, the time span may be altered with teacher approval.

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 a minimum of twice a year 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.

School Year Abroad

Offered to 11th and 12th graders who want to master another language and enjoy the benefits of living and studying abroad without sacrificing high school graduation credits or preparation for top U. S. colleges. These programs run for either a semester or a full year abroad.

Work Study

This credit option assists students in career development and job training for those juniors and seniors who have attained gainful employment.

Jobs for Maine's Graduates

School-to-Work

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, resumé, 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

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 Ten Technical High School

68 Church Rd. Brunswick 729-6622

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 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 A.C.F. 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, and Commercial Art.

Region Ten Credit Options

Region Ten students earn 3 elective credits for each successful year completing a program.

A Freeport student has the option to earn core academic credits for a two-year sequence at Region Ten. The credits are calculated on the basis of the completion of academic outcomes identified in Maine's Learning Results. If a student completes one year of a vocational course, s/he is eligible to receive .50 academic credits and 2.5 elective credits. The credits available in individual strands are as follows:

Science: Auto Technology, Auto Collision Repair, Outdoor Power, Early Childhood Development, Metal Fabrication /Welding, Fire Fighting I and II, Health Occupations CNA, Health Occupations Health Science Careers

Math: Building Construction, Outdoor Power, and Metal Fabrication/ Welding

Fine Arts: Culinary Arts and Commercial Arts


As FHS moves forward with its proficiency-based system, Freeport High School administration and guidance will work with Region Ten administrators to develop an integrated program through which students earn two separate core experiences over the two-year technical program.

For example, a student enrolled in Auto Technology can earn a math and science experience through his/her program. Working with the Auto Technology teacher, FHS guidance staff will determine which standards and performance indicators will be assessed for the math and science experience through the technical program. Once this has been determined, integrated credit can be rewarded.

REGION TEN COURSES

COURSE TITLE	LENGTH	PREREQUISITE	INTEGRATED EXPERIENCE
Auto Collision Repair	2 Years	No	Science
Automotive Technology	2 Years	No	Science
Building Trades	2 Years	No	Math
Commercial Art	2 Years	No	VPA
Early Childhood Development	2 Years	No	Science
E.M.T. – Basic	2 Years	No	Science
Firefighting I and II	2 Years	No	Science
Food Trades	2 Years	No	VPA
General Trades	2 Years	No	Science
Health Occupations (CNA)	2 Years	No	Science
Health Occupations/Health Science Careers	2 Years	No	Science
Metal Fabrication and Welding	2 Years	No	Math

Outdoor Power Equipment	2 Years	No	Math
Pre-Apprenticeship Program	2 Years	No	

 Maine Region Ten Technical High School 68 Church Rd. Brunswick 729-6622 www.r10tech.org	
Auto Collision Repair	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>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, nonstructural 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.</p>
Automotive Technology	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>Automotive Technology provides students with learning experiences in a wide variety of vehicle components and their repair including engine, transmission and drive train, 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 a Maine State Inspection license that will enhance employment options.</p>

Building Trades	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <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>
Commercial Art	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <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.</p> <p>The main areas of focus are:</p> <ul style="list-style-type: none"> ● 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	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>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 day care three days per week.</p>
E.M.T. – Basic	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>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 the Firefighting curriculum or Health Occupations curriculum to interface with EMT Basic.</p>
Firefighting I and II	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>Firefighting I and II provides students with the potential to become employable as firefighters at the age of 18, dependent on passing the State examination. The program includes training with local fire departments to gain essential understandings of combustibility and the use of fire apparatus designed to avoid loss of life and property. Instruction in firefighting protocol and team building are essential elements of the curriculum. Physical fitness is stressed, along with the ability to communicate as a team member in a firefighting unit. Students learn the history of firefighting and the evolution of building codes. Case studies focus on the Great Maine Fire of 1947 and the fire/rescue operations during the tragedy of September 11, 2001. This is a one-year class offered in the afternoon.</p>
Food Trades	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>Food Trades prepares students for careers that support Maine’s Hospitality Industry. Students learn concepts in</p>

	<p>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.</p>
General Trades	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>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.</p>
Health Occupations (CNA)	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>Health Occupations (CNA), which is in the morning only, 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.</p>
Health Occupations/Health Science Careers	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>Health Occupations/Health Science Careers, an afternoon class only, is for juniors and seniors interested in pursuing a healthcare career. The class covers medical terminology, disease process, anatomy and physiology, infection control, nutrition, safety, medical law and ethics, communication, and human growth and development. Through research projects, guest speakers, field trips, class work, and job site placements, students explore a wide range of health careers. Students must have high school</p>

	reading and writing skills, no criminal convictions or school suspensions for violence, good interpersonal and communication skills, and a sincere desire to explore the complex offerings in the healthcare field.
Metal Fabrication and Welding	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>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 blue print reading. Some students may choose to take the state welding certification examination after successfully completing this program.</p>
Outdoor Power Equipment	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>Outdoor power equipment 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.</p> <p>Equipment students will work on includes lawn mowers, garden tractors, rototillers, snow blowers, chain saws, outboard motors, snowmobiles, ATVs, and motorcycles.</p>
Pre-Apprenticeship Program	<p><u><i>Descriptions and Major Units of Study:</i></u></p> <p>This course provides students who possess the academic background and technical aptitude an on-the-job work experience. Pre-apprenticeships allow students to explore career possibilities and receive credit for community-based experiences. In addition to time at the job site, all students are required to attend classes two afternoons a week at Region Ten exploring work readiness skills and discussing on-the-job experiences. 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</p>

	students must be at least 16, have already arranged a job or volunteer experience, and be attending regular academic classes required for graduation.
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Extracurricular Clubs and Activities

Sports		Clubs/Activities	
Boys' Soccer	Girls' Soccer	Model United Nations	Fishing Club
Boys' Cross Country	Girls' Field Hockey	Drama Club	Student Council
Golf	Girls' Cross Country	Service Club	GSA
Football	Golf	Math Team	Tech Club
Boys' Basketball	Girls' Basketball	One Act Play	Art Club
Alpine Skiing	Alpine Skiing	Musical	Latin Club
Nordic Skiing	Nordic Skiing	National Honor Society	Falcon Outlet
Baseball	Softball	Student Mentorship	Clarion
Boys' Lacrosse	Girls' Lacrosse	Environmental Club	Yearbook
Indoor/Outdoor Track	Indoor/Outdoor Track	Jazz Band	Class Officers
Tennis	Cheering	Science Olympiad	Interact
			FPAC Club