

WASHINGTON ACADEMY

Since 1792

2022 - 2023 PROGRAM OF STUDIES



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This Program of Studies can also be found on our website at <https://www.washingtonacademy.org/>

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Mission Statement

Washington Academy is an independent secondary school committed to the success of each of our local, national and international students. Offering a comprehensive program of academics, athletics, and the arts, we strive to create opportunities that will equip students socially and intellectually for their future endeavors and prepare them to become productive members of society.

Adopted by the Board of Trustees, 2004



HISTORY

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

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

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

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

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

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

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

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

A more detailed record of Washington Academy's history is written in a brochure printed for the 1992 bicentennial. Original Source: Washington Academy, A Historical Overview, by Judd Bragg, Class of 1992

GUIDANCE DEPARTMENT CONTACT INFORMATION

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GRADUATION REQUIREMENTS

To receive a diploma from Washington Academy, students must earn 17 credits in required courses plus 6 elective credits; totaling 23 credits.

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

Required Courses - 23 Credits:

4 English

4 Math

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

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

½ Health

½ Personal Finance

1 Physical Education

1 Fine Arts

6 Electives

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

BLOCK SCHEDULING

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

COURSE SELECTION PROCEDURE FOR NEW STUDENTS

Parents and students are encouraged to take an active role in the course selection process. Students and parents should consult with school counselors whenever there is a question or concern.

Incoming Freshmen

- . Students in area sending middle schools will begin the scheduling process by meeting with Washington Academy guidance counselors in late winter/early spring.
- . Eighth graders from outside the sending communities may schedule a visit with the Washington Academy admissions staff, who will connect interested students with a member of the school counseling staff.
- . All eighth-grade students and families are invited to attend Open House events where they can meet members of the faculty as well as staff from the admissions and guidance departments.

Incoming International Students

- . Prior to arrival, guidance counselors will review the student's transcripts to determine all graduation requirements needed.
- . Upon arrival, guidance counselors will meet individually with international students to choose courses.
- . Every international student will receive a class schedule during orientation and will start classes on the first day of school.

COURSE SELECTION PROCEDURE FOR RETURNING STUDENTS

- . Students and parents are encouraged to consult the four-year plan that each student has developed with his/her guidance counselor.
- . In early spring, students and parents will receive a copy of the Program of Studies and should begin discussions with teachers and guidance counselors regarding their course of study for the following year.
- . Guidance counselors will meet with students to evaluate their current transcripts to review their G.P.A., progress towards graduation requirements, and discuss course options and sequencing for the following year.
- . Students will complete course selection worksheets with the help of school counselors; current teachers make recommendations available to students based on current course performance and prerequisite requirements.
- . Returning students receive completed schedules upon return to school in the fall.

COURSE SELECTION WORKSHEET

Students may choose to use this worksheet to map out possibilities and guide conversations with the school counseling team. The Washington Academy schedule has 8 possible classes (4 in each semester). Not all classes can be accommodated, but are certainly worth listing.

| | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|----------|-----------------------------------|-----------------------|---------------------|--------------------|
| 4 | English | English | English | English |
| 4 | Math | Math | Math | Math |
| 3 | Science – Biology | Science – Biology | Science – Chemistry | Elective |
| 3 | JMG New Student Seminar (q) | History | U.S. History | Elective |
| 1 | Physical Education or Fitness (q) | Elective | Elective | Elective |
| 1 | Fine Art/ Elective | Fine Art/Elective | Elective | Elective |

(q) indicates quarter long course, which meets for half a semester. An elective course is any course above and beyond graduation requirements, which may include exploratory career courses and other college preparatory courses.

ACADEMIC STANDARDS AND PATHWAY TO SUCCESS

Washington Academy, an independent secondary school located on the coast of Maine in the rural community of East Machias believes that all students can excel and benefit intellectually and socially by expanding their knowledge and connections to the academic, social, and emotional journey that high school offers.

By providing a standards-based curriculum aligned with the **Maine Learning Results** and the **Common Core Standards**, Washington Academy students will have the opportunity to thrive as students and grow as individuals. While the majority of our students aspire to excel at a post-secondary institution, those wishing to pursue the workforce or military will be equally prepared to meet those challenges upon graduation from WA.

The **Guiding Principles** outlined in the Maine Learning Results are used to steer education in Maine. These principles are used as a pathway for students to navigate core standards and to create a connection to their learning. Students attending Washington Academy will become:

- A. Clear and Effective Communicators:** Effective communication coupled with the exchange of ideas and information creates the opportunity for intellectual growth in a variety of settings.
- B. Self-Directed and Lifelong Learners:** Taking responsibility for one's own education and discovery of information and applying it to real-world scenarios will instill a passion for learning and a self-directed path to success.
- C. Creative and Practical Problem Solvers:** Individual creativity with the ability to think outside the box while applying new and existing knowledge will provide opportunities for intellectual, emotional, and social growth.
- D. Responsible and Involved Citizens:** Civic responsibility is fostered through a myriad of opportunities that involve understanding the rights of self and others while actively engaging in civic duties.
- E. A Collaborative and Quality Worker:** By applying positive interpersonal and communication skills while incorporating problem-solving strategies, citizens can become effective and productive members of the workforce.
- F. An Integrative and Informed Thinker:** Using a variety of skills and knowledge will lead to analyzing and synthesizing information to support growth and change in individuals to meet the demands and needs of the 21st century.

The **Standards** and their **Performance Expectations** are intended to give direction and validation to specific **Core Requirements** that incorporate reviewed and approved National, State, and Local expectations for student learning.

Teacher planning and execution of lessons along with a myriad of assessments used to track and code student progress are the heart and soul of a student's academic and social growth. Teachers of these courses outlined in the **Program of Studies** will use the **Standards and Performance Expectations** to guide and direct learning down a path recommended by the State of Maine. Many of the **Standards and Performance Expectations** are locally crafted to the uniqueness of rural education in Maine while still preparing the student to be globally proficient, to live, work, and compete in the world today.

ENGLISH LANGUAGE ARTS

The Washington Academy student will earn credits in English 9, English 10, English 11, and English 12 or some other combination of approved English courses offered by the school or a University.

COURSE STANDARDS

READING

Standard: Read and comprehend appropriately complex literary and informational texts independently and proficiently.

- Determine what each text says and make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.
- Review a summary of various texts in order to determine the central idea(s) or theme(s) and analyze its development throughout each text.
- Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Study the features and components related to each other and the whole of a text and assess how the point of view and characters impact the style, content, and meaning of the text.
- Demonstrate understanding of different cultures and diversity of texts and how they impact the characters, storyline, and concepts within the text.
- Analyze texts for accuracy and fluency to support comprehension of the text and its content.

WRITING

Standard: Write clear and coherent arguments with a purpose for a range of tasks and audiences.

- Gather relevant, credible information and evidence from a variety of sources, (print, digital, discussions), that build an understanding of and lead to conclusions about a subject while avoiding plagiarism.
- Develop, strengthen, and produce refined writing pieces by using a variety of processes to include collaboration, research, investigation, and interviews while including technology and digital means
- Recognize the diversity and cultural tone of authors of written pieces and transfer one's own ideas for deeper meaning and understanding
- Produce clear and coherent writing that demonstrates an understanding of the material, ideas, and point of view, clearly and articulately on a regular basis

LANGUAGE

Standard: Develop and strengthen writing through practice and feedback

- Show through written and oral expression the standard use of grammar when speaking and writing and recognize cultural differences in tone and expression
- Demonstrate conventions of standard English grammar and usage when writing and/or speaking to include spelling, punctuation, capitalization, and spelling
- Apply knowledge, new and old to understand how language functions in different contexts to help facilitate choices, meaning, and style of speaking and writing
- Acquire a range of academic and culturally distinct words and phrases in reading, writing, listening, and speaking while demonstrating independence in selecting vocabulary knowledge in familiar and unfamiliar writing experiences
- Consult reference materials, authors, and media resources to make appropriate choices regarding written and spoken language while making connections to one's own life and experiences

SPEAKING & LISTENING

Standard: Participate effectively in discussions with thoughtful responses and present information with supportive evidence

- Build on ideas from self and others, to express and formulate their own understanding of conversations, speeches, oral presentations, and ideas
- Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence.
- Analyze live, recorded and spoken speech for cultural differences and understanding while making comparisons and contrasts.

CREATIVE WRITING

Standard: Promote self-expression through various writing styles, and strive for variety in sentence structure, format, and diction

- Explore various styles, settings, characters, and plot elements of the literary genre
- Create writing samples about literary genres to promote new learning and understanding.
- Write for a preselected audience, recognizing that ethics is important in gathering and reporting information.
- Consider visual effects by incorporating graphic and digital designs to enhance the writer's selection of work.

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

RECOMMENDED COURSE SEQUENCING

Freshmen

English 9

Honors English 9

Sophomores

English 10

Honors English 10

Juniors

English 11

Honors English 11

Thomas College English Composition

AP English Literature & Composition

Thomas College Public Speaking

Seniors

English 12

Honors English 12

Thomas College English Composition

AP English Literature & Composition

Thomas College Public Speaking

COURSE DESCRIPTIONS

English 9 (1 credit)

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

Honors English 9 (1 credit)

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

English 10 (1 credit)

This course is an introduction to novels, exploring literary devices and practicing analysis through a variety of texts. Students will study The Hero's Journey through reading ancient Greek and Roman myths, modern memoirs, fantasies, and a Shakespearean play. Students are encouraged to write in a wide variety of genres,

from short in class response to longer essays and reflections. Students also participate in peer conferences and inquiry-based projects. Vocabulary is drawn from Latin and Greek roots and from the texts, and language usage and grammar are reviewed throughout the semester.

Honors English 10 (1 credit)

Honors English 10 is a survey of world literature. Each unit will allow for a close study of literary works as well as provide an overview of the historical and cultural context of the literature. The key to appreciating literature is *thinking* about what is read. This class will serve as an opportunity to explore themes and literary forms designed to cultivate active reading and critical thinking skills, advance composition ability, increase vocabulary, and improve verbal articulation. At the completion of the class, students will be prepared for success on formal assessments (e.g. the SAT) along with future programs of higher rigor (e.g. Honors English 11, dual enrollment college classes, and Advanced Placement (AP) English Literature).

English 11 (1 credit)

This course provides students with an opportunity to improve their written expression, reading, listening, and communication skills. While receiving regular instruction in vocabulary, grammar, and writing, students will implement what they learn through various forms of writing and assessments. This survey course of American literature places emphasis on novels, short stories, drama, poetry and essays as required reading and enables students to gain insight into how American literature evolved and the events and issues that challenge the nation today.

Honors English 11 (1 credit)

An introduction to American literature, this course is designed to foster in students an appreciation of the cultural and social significance of America's literary history. The scope of the course is broad, and emphasis will be placed on gaining both a basic knowledge of the representative works of major American authors and an ability to analyze literature through many critical lenses. In addition, students will receive instruction in grammar and punctuation, writing styles, the research process, and vocabulary, and be expected to implement this instruction throughout all types of written assessments for this course including, but are not limited to the following: academic writing in the form of a research paper and creative writing.

English 12 (1 credit)

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

Honors English 12 (1 credit)

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

Thomas College English Composition (EH111 English Composition at Thomas College) (1 WA credit) (3 Thomas College credits)

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

Advanced Placement English Literature and Composition (1 credit)

Prerequisites: Junior or Senior Standing, successful completion of previous Honors English course(s). **Students are responsible for the AP testing fee.**

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

Public Speaking (CO245 Public Speaking at Thomas College)

(1 WA credit) (3 Thomas College credits)

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

ENGLISH AS A SECOND LANGUAGE (ESL)

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

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

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

Individualized Immersion Program

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

ESL LEVEL 1:

ESL Conversational English (1 credit)

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

ESL Academic English (1 credit)

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

ESL/Reading & Writing 1 (1 credit) *May be taken concurrently with Conversational English.* This course provides students with a solid foundation in reading and writing skills. The focus is to integrate listening and speaking while emphasizing reading and writing. Students are exposed to the full-blown process approach to writing, learning to work through a five-step composing process. Writing with clarity and clear purpose is a skill essential for students if they wish to be successful in the academic world. Students learn the process of writing effectively using *correct English conventions such as grammar, usage, spelling, and punctuation.*

Students learn essential skills which include practicing organizing their ideas in a logical order, and creating well-organized paragraphs with topic sentences, supporting details, and conclusions. Students become engaged in the writing process through assignments that focus on various rhetorical modes. They learn to use technology to facilitate the writing process, and how to access various websites to help them practice their writing in a more engaging way. Recognizing that developing reading skills and strategies are linked to effective writing, this course also provides exposure to a variety of genres along with authentic materials. The course provides a purposeful integration of critical thinking with enhanced focus on academic skills such as inferencing, synthesizing, and note taking. Students are also given a plethora of opportunities to improve their speaking and listening skills through exercises and activities throughout the semester. Students receive personalized instruction and practice in all four skills.

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

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

Integrated Transitional Language Program

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

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

ESL LEVEL 2:

ESL Reading and Writing 2 (1 credit)

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

Language & Literature 2 (1 credit) *Prerequisites: New Student Seminar.*

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

Preparation for TOEFL (2 credits)

Prerequisite: Language and Literature 2.

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

TOEFL iBT Preparation Course/Block 5 (½ credit)

Prerequisite: Language and Literature 2 Level: 3.0-4.0

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

University Preparation Program

Students in the University Preparation Program will have a SLATE score of 4.0-5.0 or higher Prerequisite: Successful completion of coursework in the Integrated Transitional Language Program and/or Slate score of 4.0-5.0

ESL LEVEL 3:

ESL Language and Literature 3 (1 credit) *Prerequisite: Civics.*

This course provides English Language Learners with a challenging opportunity to exercise critical thinking and creativity. This class explores English across the curriculum to help students succeed in content area classes. Reading strategies are taught along with text structures, elements of literature, word study, and intensive vocabulary study in context of readings covered. Complex English grammar and figurative language are also taught in context in preparation for mainstream English classes and SAT and TOEFL exams. Students demonstrate understanding of different genres of literature in creative and expository writing samples. Students learn to create outlines, and edit and revise initial drafts of typed compositions 400~800 words in length.

College Prep Transitional (formerly College Writing) (1 credit) *Prerequisite: Language and Literature 3.*

This course focuses on using English at the most advanced level. The class is designed to help students attain the level of English necessary to operate successfully in their mainstream classes here as well as to prepare them for the rigors of studying in English at the university level. Students will focus on the writing process, and the study of common organizational patterns for essays. Students will be given the opportunity to improve their foundational skills to develop essays that are cohesive, concise and rich in content. In the classroom, they learn to use various writing tools and resources independently to help them write across the curriculum. In addition, students will also be required to use technology to facilitate the writing process. As part of the writing process, students practice peer and self-editing strategies to help them communicate their ideas and

arguments clearly, accurately, and with grammatical and syntactical correctness. Students will be exposed to a variety of literary genres to form the basis for their class assignments, as well as to increase comprehension and hone analytical skills. They maintain an electronic writing portfolio that will help them to evaluate their own progress and to display their strengths and growth to prospective teachers and colleges. Another key component is developing a working academic vocabulary. In addition, there will be outside reading and listening activities assigned throughout the semester.

MATHEMATICS

The Washington Academy student may earn credits in a combination of the following, Math Foundations, Algebra I, Algebra II, Geometry, Business Math, Personal Finance, or some other combination of approved math courses offered by the school or a University.

COURSE STANDARDS

NUMBER AND QUALITY

Standard: Reason and model quantitatively, using units and the number system to solve problems

- Make real-world connections by performing operations with rational and irrational numbers and understand complex mathematical operations.
- Understand the relationship between positive and negative integers and order of operations
- Analyze data to make accurate predictions and to inform next steps in problem-solving
- Demonstrate knowledge of units, sizes, and quantities while applying to mathematical operations

ALGEBRA

Standard: Interpreting, representing, creating, and solving algebraic expressions

- Understand the difference between zeros and factors of a polynomial
- Interpret and write rational expressions in equivalent forms that describe numbers and relationships
- Create pathways to problem-solving that inform understanding of the process(es)
- Be able to solve and graph equations, mathematically and graphically

FUNCTIONS

Standard: Use linear, quadratic, and trigonometric functions to interpret, analyze and solve problems

- Understand and use concepts of a function and interpret those that appear in problems and applications
- Analyze and then construct new functions from existing data and functions
- Compare and construct linear and nonlinear functions in problem-solving
- Identify zeros of a polynomial when appropriate to the polynomial function and use zeros to construct a graph of the function

GEOMETRY

Standard: Prove, understand, model geometric concepts, theorems, and constructions to solve problems

- Prove geometric theorems in lines, angles, triangles, and other formal geometric shapes
- Apply the laws of sines and cosine to find unknown measurements in right and non-right triangles
- Find arcs lengths and areas of sectors of circles
- Use and understand coordinates to solve simple geometric theorems algebraically
- Explain volume formulas and use them to solve problems
- Construct an argument using inductive and deductive reasoning

STATISTICS & PROBABILITY

Standard: interpret, infer and apply statistical information to analyze data and reach justifiable conclusions

- Use real-life examples to summarize, represent and interpret data
- Make inferences and justify conclusions from sample surveys, experiments, and observations
- Using the rules of probability, compute probabilities of compound events in a uniform probability model

PERSONAL FINANCE

Standard: Students will draw from concepts and processes of personal finance to understand issues of money management, saving, investing, credit, and debt

- Evaluate the ways credit can/should be used
- Explain how personal finance involves the use of economics
- Analyzing the roles of financial institutions and their connections to real-world experiences
- Understand global economics by comparing a variety of economic systems and economic strategies throughout the world
- Identify and explain various economic indicators and how they represent and influence activity
- Analyze how resource distribution affects wealth, poverty, and other economic factors
- Develop proficiency in; personal credit, loan repayment, creating assets, saving and investing, and credit

Notes:

Use of technology in Washington Academy's math program:

Students may wish to purchase a calculator for use during high school, and for controlled testing situations such as the SAT. A scientific calculator is inexpensive and will meet the calculator needs in all WA math and science courses. (Examples: TI-30XS, Casio fx-115ES) None of our classes require a graphing calculator, but we will use computers for mathematical graphing. The AP Calculus exams do require a graphing calculator, but those students will have access to a classroom set of graphing calculators throughout the year and may check out a calculator from the school for taking the exam itself.

Recommended Course Sequencing

Freshmen

Math Foundations

Algebra I

Honors Algebra I

Geometry

Honors Geometry

Sophomores

Geometry

Honors Geometry

Algebra II

Honors Algebra II

Juniors

Business Math

Personal Finance

Algebra II

Honors Algebra II

Honors Precalculus and Trigonometry

Honors Calculus

AP Calculus AB & BC

Seniors

Business Math

Personal Finance

Honors Precalculus and Trigonometry

Honors Calculus

AP Calculus AB & BC

COURSE DESCRIPTIONS

Math Foundations (1 credit)

This course reviews middle school math concepts which must be mastered to succeed in Algebra I. Areas of focus include: order of operations, number factoring, using the distributive property, negative numbers, fractions, and working with exponents and roots. Successful students will progress to Algebra I.

Algebra I (1 credit)

This first-year level course teaches algebraic thinking and related tools and methods. Areas of focus include: linear equations and inequalities, systems of linear equations, linear functions and graphing in the coordinate plane, quadratic equations, and quadratic functions. Successful students will be prepared to take Algebra II.

Honors Algebra I (1 credit)

This first-year level course is an advanced version of the standard Algebra I course. The course will cover — in depth — standard introductory algebra topics such as linear and quadratic equations, inequalities, and functions. Additional emphasis will be placed on mathematical inquiry, modeling, and proof. Successful students will be prepared to take Honors Geometry and Honors Algebra II.

Geometry (1 credit)

Prerequisite: Algebra I or Honors Algebra I

This course is an introduction to geometric and spatial reasoning. Areas of focus include: geometric construction, congruence, similarity, transformations and symmetry, measurement of angles/lengths/areas/volumes, and introductory trigonometry. This course focuses primarily on 2-D geometry, but some 3-D geometry is also covered.

Honors Geometry (1 credit)

Prerequisite: Honors Algebra I, or an A in Algebra I

This course is an advanced version of the standard Geometry course. The course will cover — in depth — standard geometric topics such as construction, congruence, similarity, and measurement. Additional emphasis will be placed on mathematical inquiry, algebra/geometry connections, advanced constructions, and proof.

Algebra II (1 credit)

Prerequisite: Algebra I

This course extends the algebraic concepts covered in Algebra I, with a particular emphasis on functions. Areas of focus include: matrices, quadratic functions, power/radical functions, polynomial and rational functions, exponential/logarithmic functions.

Honors Algebra II (1 credit)

Prerequisite: Honors Algebra I, or an A in Algebra I

This course is an advanced version of the standard Algebra II course. The course will cover — in depth — standard intermediate algebra topics such as matrices, quadratics, rational functions, exponentials and logs, and conics. Additional emphasis will be placed on mathematical inquiry, modeling, function composition and inverses, and proof.

Introduction to Personal Finance (1 credit)

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

Business Math (1 credit)

This course is an exploration into the numerical side of having a business. Topics include: employee pay and taxes, banking and credit cards, loans, investments, budgeting, business costs, sales and marketing, managing people/inventory, and profit/loss. In addition to these topics, the class looks at trading on the stock market and simulates running a business.

Honors Precalculus and Trigonometry (1 credit)

Prerequisite: Algebra I, Algebra II, and Geometry.

This course continues the topics found in Algebra II and Geometry. Areas of focus include: complex numbers, analytic geometry, conic sections, trigonometry, polar notation, parametric functions, sequences and series. Successful students will be prepared to take Advanced Placement Calculus I.

Honors Calculus (1 credit)

Prerequisites: Completion of Pre-Calculus

The objective of the course is to provide the student with a firm foundation in the theory and applications of introductory Calculus. The course will also prove useful to students taking higher math and science courses during their freshman college year. This is a semester-long Calculus class that will prepare you for college Calculus or AP Calculus.

Advanced Placement Calculus AB (1 credit)

Prerequisites: Honors Precalculus and Trigonometry

Students are responsible for the AP testing fee.

This course is the first of a two-semester sequence which prepares students to take an AP Calculus exam in early May. This is a college-level course, essentially equivalent to a university-level Calculus I course. Areas of focus include: limits, differentiation, integration, differential equations, and determining areas and volumes using integral calculus. Successful completion of this course will prepare students to take the AP Calculus AB exam, or to continue their study in AP Calculus II.

Advanced Placement Calculus BC (1 credit)

Prerequisites: AP Calculus AB

Students are responsible for the AP testing fee.

This course is the second of a two-semester sequence which prepares students to take an AP Calculus exam in early May. This is a college-level course. With AP Calculus I, these are essentially equivalent to a university-level Calculus I / Calculus II sequence. This course continues the topics in AP Calculus I. Additional areas of focus include: advanced integration techniques, series and Taylor Polynomials, calculus

using parametric and polar functions, and vector analysis. Course objectives are completed by mid-April, followed by an intensive review prior to the AP test, administered in early May. Successful completion of the course will prepare students to take the AP Calculus AB or AP Calculus BC exam. After the exam, additional special topics of interest will be covered in a light exploratory manner. Examples of potential special topics: fractals, topology, knot theory, graph theory, etc.

SCIENCE & ENGINEERING

The Washington Academy student will earn credits in Biology, Chemistry, Physics, and some other combination of approved science courses offered by the school or a University.

COURSE STANDARDS

PHYSICAL SCIENCE

Standard: Analyze matter, reactions, and physical systems through the integration of scientific and engineering principles

- Demonstrate understanding of the periodic table to predict relative properties of elements
- Investigate the structure and properties of electrical forces between particles to understand how a magnetic field is produced by electrical forces
- Illustrate the absorption and release of energy by creating a model from a chemical reaction
- Use mathematical knowledge to prove or disprove that atoms and mass are conserved during chemical reactions
- Apply Newton's Law of Gravitation to predict the effects of the gravitational response between objects

Standard: Understand and analyze energy and the characteristics of waves using scientific and engineering practices

- Establish proof through models that energy is conserved and put into motion or can be stored in certain fields
- Demonstrate the relationship between velocity and acceleration by using mathematics, graphs, and written forms
- Analyze and connect the relationship between forces in two dimensions
- Understand the gain and loss of thermal energy and temperature at fixed points using different variables

LIFE SCIENCE

Standard: Understand and analyze the characteristics, functions, and behaviors within an ecosystem

- Explore and understand the factors that affect the biodiversity and populations of species in an ecosystem across various scales
- Create a model that demonstrates the role of aerobic and anaerobic respiration throughout a diverse ecosystem
- Use a mathematical model to describe how trophic levels transfer energy to each other and how that transfer impacts the energy and matter cycles

- Evaluate evidence to support the complex interactions between a number of ecosystems and the organisms that live within them
- Construct evidence-based proof for how DNA and the structure of proteins carry out the functions of life
- Establish trends using statistics to explain and understand the distribution of traits in an ecosystem
- Conduct a case study with supporting evidence to support claims that changes in environmental conditions change the overall ecosystem and the species that live within them

EARTH SCIENCE

Standard: Understand the relationship between the earth, our solar system, and the universe, using scientific and engineering principles

- Establish the correlations between the sun, the planets, and the impact of nuclear fusion coming from the sun as radiation
- Create a mathematical blueprint to predict the motion of objects throughout the solar system
- Compose a theory using evidence from ancient earth materials and meteorites to create an accurate version of the earth's formation and ancient history
- Demonstrate understanding about the way stars form and how they produce elements along their life cycle

Standard: Understand how the earth's systems impact the relationship with human occupants

- Create a model to show how core temperatures and external surface temperatures of the earth create oceanic features
- Demonstrate understanding between earth's flow of energy, both input and output of energy, to show the impacts on earth's climate
- Develop an understanding of how stream-transportation deposits and erodes soil materials, including when water freezes
- Construct an argument based on evidence of how earth's systems impact life and how life is impacted by the earth's systems, specifically humans/animals and plant life
- Analyze how natural resources are distributed and managed, including the impact on human populations and biodiversity

ENGINEERING TECHNOLOGY

Standard: Using engineering and scientific principles, demonstrate understanding of how engineering concepts marry with those principles

- Build a self-designed device that operates/works using engineering concepts and principles

- Investigate and show how lobstering and other shellfish industries grow and change over time by considering factors such as safety, costs, constraints, laws, and regulations
- Use numerous criteria and constraints to evaluate how societal needs and wants, create global change. Create a solution for at least one negative societal need or want that impacts the human race

STEAM EDUCATION

Standard: Understand how the connections between science, technology, engineering, arts, and mathematics can solve real-world problems

- Develop an interdisciplinary approach and mindset to problem-solving
- Approach problems with an open mind, consider a range of solutions, seek innovation, and express ideas in a variety of ways
- Encourage investigation of questions objectively by generating and testing hypotheses, and by collecting and analyzing evidence to support claims.
- Work collaboratively to identify a problem, identify and implement one or more solutions, and present work to various stakeholders.

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

RECOMMENDED COURSE SEQUENCING

Freshmen

Biology with lab
 Honors Biology with lab
 Robotics

Sophomores

Biology with lab
 Honors Biology with lab
 Chemistry with lab (With Approval from Guidance Dept.)
 Honors Chemistry with lab (With Approval from Guidance Dept.)
 Robotics

Juniors

Chemistry with lab
 Honors Chemistry with lab
 Honors Physics with lab
 AP Physics I & II
 Coastal Ecology

Marine Biology (fall)
Engineering
Robotics
Outdoor Leadership I & II

Seniors

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

COURSE DESCRIPTIONS

Biology with Lab (1 credit)

Prerequisite: Integrated Science.

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

Honors Biology with Lab (1 credit)

Prerequisite: Integrated Science.

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

Advanced Placement Biology (1 credit)

*Prerequisites: Junior or Senior Standing, Honors Chemistry and/or Biology and Algebra II. **Students are responsible for the AP testing fee.***

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

Marine Biology (1 credit)

Prerequisite: Junior or Senior Standing.

This marine biology course is designed to engage students in marine biology outside of the traditional classroom setting. Students will learn by hands-on research, exploring the research of others, and by interacting with marine biologists working in the field. Students will grow algae, brine shrimp, and soft-shelled clams in the classroom, work at Down East Institute in a wet laboratory, conduct research in the intertidal zone of our local coastline, completing prescribed writing & reading assignments, and learn through group discussions and presentations as well as individual research projects and presentations.

Community Chemistry (1 credit)

Prerequisite: Algebra I. Junior and Senior standing. Sophomores would need approval from the Guidance Department.

Chemistry is the study of matter, its composition, properties, and interactions involving energy transfer. This course integrates chemistry with concepts and events that students use and experience in their everyday lives. The course is designed to give students an understanding of how chemistry affects virtually every aspect of their life. In the laboratory component of this course, students will learn how to perform laboratory experiments and how to write formal lab reports. Topics of study include atomic structure, chemical reactions, the basis of physical and chemical properties, bonding theory, the periodic table, acid-base theories, as well as environmental issues that arise from the use of chemicals in our daily lives. Problem solving and real-life applications are emphasized. The subject matter is often cumulative with key concepts being revisited throughout the semester. Maintaining a notebook of written class work is a major course requirement.

Honors Chemistry with Lab (1 credit)

Prerequisites: Algebra I., Junior or Senior Standing, Sophomores would need approval from the Guidance Department.

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

Advanced Placement Chemistry (1 credit)

*Prerequisites: Junior or Senior Standing, Honors Chemistry (85% or above), Honors Algebra II. **Students are responsible for the AP testing fee.***

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

Honors Conceptual Physics (1 credit)

Prerequisites: Successful completion of Algebra II.

This is a rigorous college preparatory course designed to ensure that students will develop a solid understanding of foundational physics concepts. Topics covered will focus on Newtonian physics: mechanics,

kinematics, properties of matter. In addition, this course will introduce topics such as energy forms and transfer, heat and thermodynamics. Students will learn that mathematics is an essential tool for expressing ideas, concepts, and the realities of physics. The primary focus for this course is to build a comprehension of physics concepts through lab projects, reports, and presentations of student generated works.

Advanced Placement Physics 1 (1 credit)

Prerequisites: Successful completion of Geometry, Algebra II, and Honors Chemistry.

Students are responsible for the AP testing fee.

This is a college-level algebra-based exploration of physics, with primary emphasis given to concepts of kinematics, dynamics, energy & momentum, oscillatory motion, torque & rotational motion, electrical charge & force, DC circuits, and mechanical waves & sound. Other topics, such as electric & magnetic fields, thermodynamics, optics, special relativity, and quantum theory may be covered at the discretion of the instructor and time permitting. This is a quantitative course, and it requires students to have a working knowledge of algebra and geometry. Laboratory work is a major component of the course, especially during the study of mechanics (Newton's Laws, principles of motion, systems in equilibrium and non-equilibrium). Assessments are based on quizzes, tests, lab work, and homework problems. Students should expect to spend approximately 60 minutes per day on homework.

Advanced Placement Physics 2(1 credit)

Prerequisites: Successful completion of AP Physics 1.

Students are responsible for the AP testing fee.

This is a college-level algebra-based exploration of physics (second semester) with primary emphasis given to concepts such as fluids, thermodynamics, electricity & magnetism, circuits, optics, nuclear & atomic physics, and quantum mechanics. AP Physics 2 is quantitative and designed to be an individual or cohort group independent course. Students will meet with the instructor once to twice per week, either after school or during the instructor's preparatory period. All work will be posted by the instructor and by the student in Google Classroom. A student taking this course must be a self-starter, willing to complete a heavy workload, ensuring his or her success on the AP Physics 2 exam.

Coastal Ecology (1 credit)

Prerequisite: Junior or Senior Standing.

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

Engineering (1 credit)

Prerequisite: Junior or Senior Standing.

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

Robotics (1 credit)

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

Outdoor Leadership I (2 credits)

Prerequisite: Junior or Senior standing.

This double block full semester class meets 160 minutes per day. The vast majority of the class time is spent outdoors in all types of weather. This course is designed as an introduction to outdoor career fields. Instructional units include; Forests and Forestry, Flatwater Canoeing, White Water Canoeing, Camping Technique, Survival Priorities, Navigation, and Basic First Aid. The course involves both overnight camping and full day field trips. *This semester course meets the requirement for 1 physical education credit & 1 science credit.*

Outdoor Leadership II (2 credits)

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

Students are responsible for the testing fee.

This class runs concurrently with Outdoor Leadership I. Here, second semester students have the responsibility of helping/aiding the teaching of Outdoor Leadership I skills and concepts to first year students. Instructional units include; Forests and Forestry, Flatwater Canoeing, White Water Canoeing, Camping Technique, Survival Priorities, Navigation, and Basic First Aid. This course involves both overnight camping and full day field trips. Students are not required to take a guide exam, but they will be prepared if they choose to do so. *This semester course meets the requirement for 1 physical education credit & 1 science credit.*

SOCIAL STUDIES

The Washington Academy student will earn credits in United States History, Civics, World History, or some other combination of approved History courses offered by the school or a University.

COURSE STANDARDS

APPLICATIONS OF SOCIAL STUDIES

Standard: Research, present, and defend independently and collaboratively, knowledge from civics/government, economics, and history in authentic contexts

- Develop compelling inquiry questions and conduct research on current and past social studies issues
- Synthesize and evaluate information from multiple sources to make judgments about conflicting findings from multiple sources using those that are valid while refuting the others
- Construct and present arguments both orally and in writing in which claims, counterclaims, reasons, and evidence are demonstrated

CIVIC ENGAGEMENT

Standard: Apply attributes of a responsible and involved citizen to impact real-world and local needs

- Evaluate how people influence government and work for the common good
- Develop and present, orally and in writing, individual and collaborative decisions and plans from different perspectives and points of view while prioritizing pros and cons
- Building on the ideas of others, share findings in an attempt to sway those opinions
- Understand the impact on diverse groups when policies and procedures are not equitable

CIVICS AND GOVERNMENT

Standard: Apply understanding to the ideals and purposes of founding documents and connect those to real-world situations.

- Compare and evaluate various forms of government and political systems of the world
- Analyze the constitutional principles and the roles of the citizens and the government
- Understands the impact the United States and Maine Governments have had on Maine Native Americans.
- Compare and contrast like and unlike governments globally and understand their impacts on the world and the United States

ECONOMICS

Standard: Understand the issues of personal finance and responsibility, considering the issues of production and distribution along with consumption, in local communities, Maine, the United States, and the world

- Explain the role of financial institutions and the government including trade policies in personal and business finance, in Maine, the United States, and world economies
- Learn money management strategies and the impact that credit, good credit, and bad credit have on one's personal finances, by applying economic reasoning
- Compare and contrast different economic systems of regions and groups, both past and present including Maine Native Americans

GEOGRAPHY

Standard: Demonstrate an understanding of how the physical, environmental, and human population positively and negatively impact Maine, the United States, and the world

- Using geographical concepts and skills and interpreting the past while addressing the present plan for the future
- Compare and analyze the organization of people, places, and environments on Earth using a variety of maps and data
- Evaluate the impact of change on groups of people, including Maine Native Americans, and how culture and personal experience influence people's perceptions of the physical and human characteristics of places and regions

HISTORY

Standard: Demonstrate comprehension of major eras, turning points, and historical influences to analyze historical events and changes in local and global communities

- Create a timeline of major events and historical figures to connect today's present to yesterday's past to understand the overall impact on the people
- Analyze historically, events that have suppressed various groups throughout history including African Americans and Native Americans
- Determine the impact humans have on the world by tracing and evaluating the development of democratic ideals
- Understand how migration impacts people, events, places, government, and the impactful changes to significant areas of Maine, the United States, and the world

Standard: Evaluate and synthesize reform throughout history to change people's lives for the better for its merit and continuity

- Analyze the impact of treaties and laws and how they have affected the Maine Native American people and other groups
- Identify and critique diverse perspectives on societal issues, trends, and events and how they impact different groups of people
- Understand the implications of inequalities to include distribution of goods, services, and resources over generations of time and the impact on people, groups of people, to include Maine Native Americans

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

RECOMMENDED COURSE SEQUENCING

Freshmen

JMG's New Student Seminar
Civics
World History
Honors World History

Sophomores

World History
Honors World History

Juniors/Seniors

AP European History
United States History
Honors United States History
Holocaust and Genocide Studies
AP United States History

COURSE DESCRIPTIONS

Civics (½ credit)

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

JMG's New Student Seminar (½ credit)

The course assists students in developing their skills in the following areas: note taking, organization skills, study skills, communication, computer skills including accessing raider4life email and the MyBackPack grading program. Through this program, students are taught pertinent background knowledge from each of the

content areas, as well as a number of additional techniques and tools that will enhance their skills and create a positive outcome within future classes. Students participate in a two class Library Orientation to learn what is available and how to access the library website. Students will participate in career planning and research using a career interest-based program, current events, marketing resources, and citizenship to successfully implement the skills acquired from the content areas. Students who participate in all aspects of this program will leave the course with a clear understanding of how to manage their time, communicate effectively, and set goals for their future aspirations.

World History (1 credit)

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

Honors World History (1 credit)

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

United States History (1 credit)

This course begins with the founding of our country, moves into the 20th Century, and covers material up until the Vietnam War. Through the use of lecture, projects, videos, and a wide range of primary sources, students will understand the beginnings of our country, become acquainted with our founding documents, and see how the beginnings of our country still affect us today. We will look at Native, African, and Asian American issues, as well as, incorporate local history whenever possible, and include discussions of current events when appropriate.

Honors United States History (1 credit)

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

Advanced Placement United States History (1 credit)

*Prerequisites: Junior or Senior Standing. Successful completion of US or Honors US History. **Students are responsible for the AP testing fee.***

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

Holocaust and Genocide Studies (1 credit)

Prerequisites: Junior or Senior Standing.

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

HEALTH AND PHYSICAL EDUCATION

The Washington Academy student will earn credit in Health and Physical Education by enrolling in a Health Education class and can obtain a PE credit by taking Personal Fitness, or Phys Ed. Students can also earn a Physical Education credit by enrolling in Outdoor Leadership or Dance.

COURSE STANDARDS

HEALTH

Standard: Make healthy choices by understanding concepts that prevent disease and promote good physical and mental health

- Predict behaviors that promote good health and healthy choices related to one's body
- Understand the connection that genetics and family history play in preventing disease and disorders
- Explain and comprehend human growth and development through the stages of one's life
- Analyze variables that influence positive health development and practices that promote strong mental health

Standard: Use healthy physical and mental practices to avoid health risks

- Understand the impact that unhealthy risks have on the body and mind
- Demonstrate how certain behaviors can promote good health for a lifetime
- Create a plan to manage stress levels and reduce anxiety during times of stress
- Analyze the effects that alcohol, drugs, STDs, and unintended teenage pregnancy have on the life of a teenager

PHYSICAL EDUCATION

Standard: Show that physical activity can increase performance and life expectancy

- Analyze and practice movement patterns that increase physical health
- Understand that bodily injury is more prevalent when exercises and physical movement are limited
- Design a movement plan to increase mobility and reduce health risks
- Demonstrate the connection between psychological and physical responses and how they relate to one's ability to remain physically active

Standard: Make evident how responsible personal and social behaviors impact active participation

- Collaborate with others, including peers to assess the impact participation in physical activities has on others
- Demonstrate positive and respectful behaviors when participating in physical activity
- Predict how the rules and expectations of physical activities will improve and contribute to safe and fair play

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

COURSE DESCRIPTIONS

Health (½ credit)

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

Physical Education (1 credit)

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

Personal Health & Fitness (1 credit)

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

Cultural Dance & Movement (1 credit)

This course meets the requirement for 1 credit of a physical education credit OR 1 credit of fine arts. Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance and welcomes students of all backgrounds. This course examines dance as a cultural expression. Students will address issues, such as the power of dance in our own life and around the world, in lecture format and in visual experience via videos and performances. We will discuss a variety of cultures, dance styles and traditions and how they are expressed in our culture today. Examples will include but are not limited to; world dance, classical dance, line dance, folk dance, ballroom, etc. This course will

provide another outlet for lifelong fitness and promote movement and dance as lifelong fitness strategies. Infused in the study of dance is the recognition and realization that dance contributes to a healthy lifestyle, as well as the development of individual and social skills. Kinesthetic awareness, musicality, and creativity are key elements in this semester long course. This class will utilize the cultural makeup of Washington Academy by exploring cultural arts. Students will perform at various concerts throughout the semester as well as community outreach events.

WORLD LANGUAGE

The Washington Academy student will earn World Language credits in Spanish and Chinese Language and Culture. Students may earn multiple credits in Chinese and/or Spanish by taking Levels I & II. Levels III and IV may be offered if there are sufficient numbers of students who wish to pursue them. Students can also earn a World Language credit by enrolling in some other approved World Language course or through a University.

COURSE STANDARDS

COMMUNICATION

Standard: Use and engage in dialogue with others, both written and oral forms of World Language

- Respond orally and in writing directions and commands given in World Language
- Identify people, places, and events using World Language
- Create a dialogue with peers/adults exclusively using World Language
- Understand directions and give detailed feedback when spoken to in a World Language

CULTURES

Standard: Analyze different cultures and languages and understand their origins and place in the world

- Acquire knowledge and understanding of the diverse cultures and languages around the globe
- Recognize the impact and perspectives that World Languages have on various cultures in the same region
- Explain how the structures of cultures allow for trade and communication

COMMUNITY

Standard: Use language both in and out of the classroom effectively and with meaning

- Speak and practice the language outside of the classroom and engage others who share that same language
- Learn to think and act progressively while engaging others in the language

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

COURSE SEQUENCING

Freshmen

Chinese 1
Spanish 1

Sophomores

Chinese 2
Spanish 2

Juniors

Chinese 3
Spanish 3

Seniors

AP Spanish

COURSE DESCRIPTIONS

Spanish 1 (1 credit)

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

Spanish 2 (1 credit)

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

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

Spanish 3 (1 credit)

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

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

Chinese 1 (1 credit)

This course is designed for beginners of Chinese with an emphasis on developing basic communicative competence in Chinese. It covers two aspects (1) Chinese Language: including four basic skills (listening, speaking, reading and writing) in Chinese, Hanyu pinyin (an alphabetic means to express Chinese phonetic sounds) and about 100 characters; (2) Chinese Culture: developing a basic awareness of Chinese Culture. By the end of the school year, students will be able to carry out simple conversations in Chinese on a limited range of topics. Students will write in simplified characters and use Chinese music to develop further their interest in Chinese language.

Chinese 2 (1 credit)

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

Chinese 2 continues to build and expand upon the language skills acquired in the Chinese 1 course. Students will review the basics and take further steps to apply what they have learned in Chinese 2. Grammatical concepts and vocabulary will be studied in the context of the themes introduced throughout the course. Students will also continue to develop their communicative skills in Chinese and have a deeper awareness of Chinese culture. During the time of learning Chinese 2, students may take trips to local Chinese activities and, in class, students will watch Chinese native movies to improve their native pronunciations and learn authentic Chinese words.

Chinese 3 (1 credit)

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

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

VISUAL AND PERFORMING ARTS

The Washington Academy student will earn credit in Visual and Performing Arts by enrolling in one or more of the following Fine Art courses; Dance, Music, Theatre, and Visual Arts. Students can also earn a Visual and Performing Art credit by completing a course Computer-Aided Design (CAD) or some other approved University course.

CONTENT STANDARDS

Standard: Validate the connection that exists between creating, performing, and expressing ideas through various art forms to everyday life

Standard: Use a creative approach to artistic problem solving

DANCE

- Understand how the body moves internally and externally to perform Dance with strength and agility
- Learn the rhythm and movement from different cultural dance experiences
- Create solo and ensemble dance pieces with varying degrees of difficulty
- Make and perform a personally choreographed piece of dance or movement
- Work collaboratively with a partner or small group to master complex and challenging dance routines

MUSIC

- Analyze music of various genres and evaluate their impact on society
- Perform music with increasingly greater skill and improvement
- Use proper technique and body posture to perform while singing or playing an instrument

THEATRE

- Recognize and identify the varying parts and pieces of a stage
- Use creative, technical, and digital skills to design and perform a theatrical performance
- Gain exposure and understanding in culturally diverse experiences of a theatre production

VISUAL ARTS

- Correlate the impact that art and artists have on culture and people
- Experiment with different mediums to create a work of art
- Refine a piece of work using critical feedback from other individuals

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

COURSE DESCRIPTIONS

Art 1 (1 credit)

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

Art 2 (1 credit)

Prerequisite: Art 1

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

Honors Art (1 credit)

Prerequisite: Art 2

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

Digital Design and Animation (1 credit)

Prerequisite: Art 1

While surveying a variety of digital design and Animation including creating art in a Virtual Reality environment, students use image editing, animation, and digital drawing to put into practice the art principles they've learned. They explore career opportunities in the design, production, display and presentation of digital artwork. They respond to the artwork of others, and learn how to combine artistic elements to create finished pieces that effectively communicate their ideas. We use tools like digital art pads with computers and when available iPad Pro's and Apple Pencil. We use software that allows students to paint, draw, and even sculpt on the computer. We work with animation through flipbook and Maya. Students are also introduced to

concept art in the digital world. Student's work on their own website to present their projects for part of their final grade.

Advanced Digital Design and Animation (1 credit)

Prerequisite: Digital Design and Animation

Advanced Digital Design and Animation will continue where Digital Design and Animation left off. We will explore the programs Maya and Sketchbook further and create an animated short film. Students also learn about logo design and branding for companies and local businesses. They will work with vinyl and make signs and decals for sports and other school events. Create snapchat filters to be used for homecoming, winter festivals and Explore WA Day.

Introduction to Computer Aided Design: CAD (1 Credit)

This course provides students with a broad introduction into 2- dimensional and 3- dimensional Computer Aided Design (CAD) with a focus on mechanical drafting specific applications. Students will learn how to use industry leading CAD software programs Autodesk AutoCAD to model construction projects, and then create and distribute basic, industry-standard mechanical drawings. Students will also learn how to convert their CAD files Drawings into 3D printable files to produce a 3d model.

Cultural Dance & Movement (1 credit)

This course meets the requirement for 1 credit of a physical education credit OR 1 credit of fine arts. Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance and welcomes students of all backgrounds, utilizing the cultural makeup of Washington Academy by exploring cultural arts. This course examines dance as a cultural expression and will address issues such as the power of dance in our own lives and around the world, in lecture format and in visual experience via videos and performances. We will discuss a variety of cultures, dance styles and traditions and how they are expressed in our culture today, including but not limited to: world dance, classical dance, line dance, folk dance, ballroom, etc. This course will provide another outlet for lifelong fitness and promote movement and dance as lifelong fitness strategies, as the recognition and realization that dance contributes to a healthy lifestyle as well as the development of individual and social skills are infused in the study of dance. Kinesthetic awareness, musicality, and creativity are key elements in this semester-long course, and students will perform at various concerts throughout the semester as well as community outreach events.

Cultural Dance & Movement (1 credit)

This course meets the requirement for 1 credit of a physical education credit OR 1 credit of fine arts. Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance and welcomes students of all backgrounds. This course examines dance as a cultural expression. Students will address issues, such as the power of dance in our own life and around the world, in lecture format and in visual experience via videos and performances. We will discuss a variety of cultures, dance styles and traditions and how they are expressed in our culture today. Examples will include but are not limited to; world dance, classical dance, line dance, folk dance, ballroom, etc. This course will provide another outlet for lifelong fitness and promote movement and dance as lifelong fitness strategies. Infused in the study of dance is the recognition and realization that dance contributes to a healthy lifestyle, as well as the development of individual and social skills. Kinesthetic awareness, musicality, and creativity are key elements in this semester long course. This class will utilize the cultural makeup of Washington Academy by exploring cultural arts. Students will perform at various concerts throughout the semester as well as community outreach events.

Band (½ credit per semester - can be taken for both semesters for 1 credit)

Fine arts credit

The Washington Academy Band rehearses and publicly performs a variety of compositions each semester. Students will improve their individual playing technique on their instrument and strengthen their music reading skills, all while working together to master a wide selection of band music. Students should be able to demonstrate intermediate playing and note reading skills on flute, clarinet, saxophone, trumpet, trombone, tuba or drums. All other instruments require instructor approval. Student requirements include positive class participation, performances at a minimum of two concerts per semester, home practice when necessary, and playing assessments. Students who demonstrate strong instrumental skills may have the opportunity to participate in County, District and State Honors Festivals, as well as extra-curricular ensembles such as Jazz Band and Acappella. Because of the placement of Band in the schedule as a half-period class, students are able to participate in both Band & Chorus during one period each semester, or they can take Band and a half-period (40 minute) study hall.

Chorus (½ credit per semester - can be taken for both semesters for 1 credit)

Fine arts credit

The Washington Academy Chorus practices and publicly performs a wide variety of choral literature each semester. Singers will strengthen their vocal technique and their music reading skills with an emphasis on group harmony, balance, and blend. Student requirements include positive class participation, performances at a minimum of two concerts per semester, home practice when needed, and singing exams. Students who demonstrate strong vocal skills may have the opportunity to participate in County, District and State Honors Festivals. The Washingtones Acapella Choir is also open to any student at WA that wishes to continue learning and performing in an additional choral group after school. Because of the placement of Chorus in the schedule as a half-period class, students are able to participate in both Chorus & Band during one period each semester, or they can choose to have a half-period (40 minute) study hall, and then Chorus.

Lab Band 101 (1 credit)

Fine arts credit

Lab band is Washington Academy's newest class and is a great introduction for any student that wants to learn how to play a band instrument in a low-stress environment. All students will learn how to play the flute, clarinet, saxophone, trumpet, trombone, percussion, and steel drums during the semester, including how to read and write musical notation and symbols. A small amount of music theory will be included, and basic music composition for each instrument will be developed. There is NO public performance concert requirement for this class. All instrumental work is done during class time, and all instruments are provided for student use.

Guitar (1 credit)

Fine arts credit

This Modern Band guitar course is designed to present the beginning fundamentals of guitar playing through the use of classic rock, pop, folk, and modern band tunes. Beginners will learn about chords, strumming technique, basic scales, tablature (tab) reading, simple composition techniques and a variety of historical rock band performances. Student requirements include positive class participation, in-class guitar playing/performances, a group concert performance, and a variety of written assessments. A set of guitars are available for in-class use.

CAREER & TECHNOLOGY EDUCATION

(CTE Pathway)

The Washington Academy student may earn high school credits in Career and Technical Education (CTE) courses by participating in programs at the Coastal Washington County Institute of Technology (CWCIT) in Columbia Falls, Maine, or at one of the satellite programs in another area high school. Programs offered through CWCIT are for student with Junior or Senior standing.

COURSE STANDARDS

RELATIONSHIPS AND PERSONAL KNOWLEDGE

Standard: Use prior and new knowledge, behaviors, and attitudes to find success in careers and civic life

- Draw on personal strengths, skills, and behaviors that show a commitment to workplace excellence and safety
- Use appropriate social and academic skills to grow intellectually and connect socially while working with or for others
- Plan and connect a career and academic path to personal aspirations and goals

21ST CENTURY WORK EXPECTATIONS

Standard: Understand that work, industry goals, and economic needs are changing rapidly in the 21st Century

- Improve workplace skills and set a mindset for improving and updating personal knowledge required for success
- Use 21st Century technology to improve skills while increasing knowledge of industry and job expectations
- Research job skills and create a personal growth plan for further education and training, while establishing a potential career path
- Identify and incorporate updated safe-work-skills and habits

OPPORTUNITY AND DECISION MAKING

Standard: Apply leadership skills to the workplace, community, and business industries

- Use compassion, coaching, and listening skills in relationships with others and within groups
- Utilize the experience and competencies of others in the workplace to enhance the program or work experience
- Research conflict management strategies to increase productivity, work relationships, and customer service

DIVERSITY IN THE WORKPLACE

Standard: Be able to work in a diverse setting with diverse partners

- Collaborate with others to create a cohesive and inclusive work culture
- Analyze cultural work norms and expectations based on past and current personal and cultural experiences
- Share and respect the ideas of self and others and incorporate those to create a safe and productive work environment

CAREER PATHWAY

A Pathway is a sequence of courses within your area of interest that will connect your career aspirations from high school to college and/or workforce career. By choosing a career pathway you will develop significant knowledge and skills linked with specific secondary high school programs that may lead to a potential certificate, degree, and/or career.

The Career and Technical Education **student** will develop desirable work habits in business and technology activities; as well as contribute to the objectives of self-realization, human relationships, economic efficiency, and civic responsibility while developing a skill set for successful employment with real-world opportunities. Students will have an opportunity to become entry-level job proficient as well as, have a good background for furthering their post-secondary education.

COURSE DESCRIPTIONS

Applied Media (1 credit-CTE Pathway)

This course will explore the techniques used in modern media to both enhance and manipulate the viewing audiences' opinion and response. Students will study these techniques through reading and viewing newsprint, online postings, and audio and visual media. These techniques will be discussed, viewed, and analyzed. The students will then utilize these techniques in their own reporting and marketing projects via writing, photographing, filming, and creating graphics. Students will learn and then work together to produce a wide range of dynamic multimedia content used to tell a marketing story with the aim of disseminating this content in their own digital portfolios, local newspapers, publications, and on Washington Academy's website and social media sites.

Advanced Computer Programming for Entrepreneurs and Engineers (1 credit-CTE Pathway)

Prerequisite: Introduction to Computer Programming Recommended.

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

Culinary Arts (1 credit-CTE Pathway)

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

Introduction to Computer Programming (1 credit-CTE Pathway)

Introduction to Computer Programming allows students to become familiar with twelve different programming languages including Python, Java, PHP, JavaScript (jQuery, AngularJS, React.js), Ruby, SQL, and Sass, as well as markup languages HTML and CSS. Students also learn game and app design with Unity, Unreal Engine, and App Inventor 2. This course is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their career interests, to feel confident in their ability to write small programs that allow them to accomplish goals.

Introduction to Personal Finance (1 credit-CTE Pathway)

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

Business Math (1 credit-CTE Pathway)

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

Marketing/Entrepreneurship (1 credit-CTE Pathway)

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

Modern Day Apprenticeship (1 credit-CTE Pathway)

The Modern Day Apprenticeship program is run as a small business in which students participate in various hands-on learning projects. These projects will enable students to have opportunities to meet with a variety of mentors while learning and experimenting with various transferable skills necessary for preparing students for a career after high school. Class projects include but are not limited to building and maintaining our school greenhouse and garden, programming a CNC machine for sign creation, building various pieces of furniture for students and customers, building sets for our drama program, and designing and building our own escape room. This program also encourages and teaches entrepreneurship skills, as well as financial accountability using a business model plan.

Yearbook (1 credit-CTE Pathway)

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

Work Co-Op (3 credits-CTE Pathway)

The Washington Academy Work-Co-Op Program is an opportunity for seniors who attend WA to gain work experience and on-the-job training in a field of interest to the student. Seniors, with prior approval and signed agreements by the school, parents, and their employer, will work for the fall semester instead of attending daily classes. WA seniors involved in the lobster apprenticeship program, as well as seniors interested in the healthcare field, education, veterinary sciences, lumber industry, and farming, just to name a few, may work with the support of WA and the Jobs for Maine Graduates Program as a Work Co-Op student in the fall of their senior year. Seniors must be in good academic standing and not need more than three required courses left to graduate in the Spring.

Down East Community Hospital Internship (1 credit CTE-Pathway)

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

Marine Technology (1 credit CTE-Pathway)

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

Jobs for Maine Graduates - JMG (1 credit)

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

COASTAL WASHINGTON COUNTY INSTITUTE FOR TECHNOLOGY CAREER & TECHNICAL EDUCATION COURSES

*Prerequisite: Junior or Senior Standing for ALL CWCIT Programs.
All CWCIT Programs are awarded 4 credits (2 credits/semester).

Aquaculture (4 credits Narraguagus High School)

The program is designed to develop well-rounded students with a broad background in the practical and academic skills of fish and invertebrate culture, fisheries habitat and fish stock assessment, wild stock management, and environmental control and planning.

Automotive Technology (CWCIT)

Students in an automotive technology program gain hands-on experience working with brake systems, heating and cooling systems, engines, electrical systems, steering systems, and transmissions. In general, they learn how to install, maintain, repair, and replace automotive parts.

Building Trades (4 credits Machias Memorial High School)

This is an introductory course designed to teach the basics of carpentry. Areas of study include the following: Basic safety, orientation to the trade, intro to materials handling, fasteners & adhesives, intro to hand and power tools, construction drawings, specifications, and layout, floor and wall framing systems, ceiling joist, and roof framing, roofing materials and methods, cabinetmaking, basic communication skills, basic employability skills, rigging, building envelope systems.

Certified Nurse Assistant (CWCIT 2 elective credits and 1 credit of Health and 1 credit of Science)

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

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

Criminal Justice (4 credits Narraguagus High School)

This course is an introduction to the American criminal justice system and is intended to provide an overview of the Criminal Justice field. Students examine each of the three primary components of the justice system: policing (law enforcement and its agencies), adjudication (the court system and its actors), and corrections (theory and practice). Each component will examine the social and legal relationships between individual rights and societal rights.

Culinary Arts (4 credits Machias Memorial High School)

This Culinary Arts Program prepares students for careers in culinary arts, food service management, catering, institutional food service, and as chefs. With an emphasis on hands-on experiences, students will learn the art of food preparation, safe food storage, kitchen safety and food presentation.

Diesel Technology (CWCIT)

Diesel Technology is a program of specialized theory and laboratory exercises in general maintenance of diesel trucks, diesel engines, and the supportive equipment provided for their functional purposes. The subject matter is designed to help secure employment in the truck and diesel industries.

Early Childhood (CWCIT)

This program prepares students to develop, manage and evaluate early childhood programs as well as implement developmentally appropriate curriculum for children from birth through age 8. Students develop skills needed to support culturally, linguistically, socially, and the ability to work with diverse children and their families.

Health Occupations (CWCIT)

Our Healthcare Occupations program will provide students with the fundamentals of healthcare through rigorous coursework and practical clinical experience using state-of-the-art technology, equipment, and techniques. Students will be prepared to provide clinical support to a healthcare team in a hospital, health care facility, or for an office setting. The program will also prepare students for continued post-secondary education to meet their career goals.

Welding Technology (CWCIT)

The Welding curriculum is designed to meet the minimum skill standards established by the American Welding Society (AWS) for entry-level welders. Training is given in both theory and practical skills in the various phases of welding and cutting. This includes arc welding, plasma, and air carbon arc cutting, oxyacetylene welding, TIG welding, MIG welding, gas metal, and flux cored-arc welding, welding inspecting, testing principles, and fabrication techniques. Entry-level welders are employed in a wide range of industries that use welding and welding-related tasks.

SPECIAL EDUCATION

The Special Education Services program of studies' goal is to equip identified students with the academic and functional skills needed in their post-secondary endeavors to contribute and be productive citizens within their communities. The Special Education Services program strives to reach and support identified students through adaptations and appropriate strategies deemed necessary by a team of professionals.

Those students who meet the criteria guidelines set forth by the Maine Department of Special Education will then qualify for an Individual Educational Program (IEP) and/or a 504 Accommodation Plan(s). Their plans are developed at a team meeting by professionals to determine academic or functional skills gaps, deficits, and other concerns. These will be assessed by the measurable progress made in an academic year.

There are four types of support used to help identified students meet their annual goals and succeed academically and functionally. When possible, special education staff are embedded into specific classes in the general education curriculum, to act as a direct support for identified students. This allows the special education staff to remain apprised of the identified student progress, and offer support, modifications, accommodations, and/or related services as needed to these students, outside of the general education setting.

If regular education teacher interventions are attempted and are unsuccessful, collaboration with the special education department is established. These students may be placed in the support study hall as a method of intervention.

The following is a list of courses/services offered through the Special Education Department: English for Success - four courses

- . Math for Success - four courses
- . Life Skills Program - embedded in Core Curriculums
- . Support Study Hall

English for Success 1,2,3,4 (1 credit each)

English for Success courses are based on the individual needs of the student. The focus is to provide direct instruction in a small group setting or 1:1 direct instruction to decrease gaps and skill deficits. This is accomplished by providing direct instruction to assist the student with making progress in decoding, comprehension, fluency, written mechanics, written language process, and oral communications skills. The goal is for the identified student to acquire the needed English Language skills to successfully return to the regular education curriculum and/or transition into post-secondary life.

Math for Success 1,2,3,4 (1 credit each)

Math for Success courses are based on the individual needs of the student. The focus is to provide direct instruction in small group setting or 1:1 direct instruction to assist the student with making progress in the fundamentals of basic mathematical skills such as fractions, decimals, percentages, checkbook use, budget planning, basic measurement, cooking and algebra, using calculators and mental math. The goal is for the identified student to acquire the needed mathematical skills to successfully return to the regular education curriculum and/or transition into post-secondary life.

Independent Life Skills Program (1 credit)

The Life Skills program is interwoven into the Special Education Department's English for Success and Math for Success courses, based upon the specific needs of the individual student. The content of the English for Success and Math for Success instruction is individualized to include more direct instruction and strategies in character building, social skills, topics and development, vocation and career development, personal finance and communication skills. In conjunction with Jobs for Maine Graduates, the Guidance Department, the Modern-Day Apprenticeship Program and approval by the WA administration, programming can also include job shadowing and work study possibilities, matched to the specific interest identified by students through interviews, course planning, and transition assessments. The goal of the Independent Life Skills Program is to enable and to promote identified students to move forward with tools required for their post-secondary plans.

Support Study Hall

The purpose of the Support Study Hall program's purpose is to support students' academic and functional needs based upon indicated areas as determined by a team. Identified students in support study hall are monitored, given assistance daily for specific skills and given tools necessary for success such as: organization, task management, time management, and self-initiating, self-regulating, and coping skills. Staff aid with reading, writing and math as it pertains to their regular education curriculums. Staff are in constant communication to collaborate on strategies that are in the best interest of the identified student. Their grades and assignments are monitored closely to ensure the identified student keeps up with the rigors of their academic program throughout the academic year. The goal of the Support Study Hall program is to enable independence and to encourage students to be proactive, advocate for themselves, be conscientious, and build character and skills for success.

EARLY COLLEGE

The Early College Program, funded by the Maine Legislature through the Aspirations Program, allows qualifying students the opportunity to earn 12 college credits per academic year (May 1 – April 30). Juniors and Seniors with a minimum G.P.A. of an 85 will be eligible for enrollment. Sophomores may be eligible to participate in the program with approval from the Guidance Department. Tuition for qualifying courses is covered for all students who reside in qualifying **sending towns**. The Aspirations Program will not cover tuition for any international students or students who are considered “private pay”; a tuition discount may be available from the college for these students. Students are responsible for all course fees and books associated with the program. Washington Academy will award 1 credit for each college course. The grade and credit will be placed on the transcript and used to compute the cumulative GPA. Early College courses that are 100 level or above and a minimum of 1 credit will be computed at the highest weight in establishing class rank. All courses that are below 100 level will be given 1 credit, used to compute cumulative G.P.A., and placed on the transcript, but will be weighted for class rank at the general curriculum level.

AP4ME

UMFK's AP4ME offers high school students throughout the state the opportunity to take Advanced Placement (AP) courses, completely online, regardless of where they live or their school's ability to support AP courses. These courses are year-long courses and are awarded 1 WA credit.

The following list of course offerings was created based on many criteria, some of which included: course availability and need across Maine, prior enrollment, current retention and success rates for students, and the ability to transfer credits, subject knowledge, and skills into future higher education opportunities.

AP Biology

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

Prerequisites: Students should have successfully completed high school courses in biology and chemistry.

AP Computer Science A

AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

Recommended Prerequisites: High school courses in English and algebra, and familiarity with functions and the concepts found in the uses of function notation.

AP English Language and Composition

AP English Language and Composition is an introductory college-level literary analysis course. Students will learn about the elements of argument and composition as they develop their critical-reading and writing skills. In addition, students will read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something.

Prerequisites: There are no prerequisites for AP English Language Composition. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP Environmental Science

AP Environmental Science is an introductory college course in environmental science. Students will explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human-made. In addition, they will also take part in laboratory investigations and field work.

Prerequisites: Students should have taken two years of high school laboratory science, including life science and physical science, along with at least one year of algebra before enrolling in AP Environmental Science.

AP Human Geography

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. It is an excellent course for preparing students to become geo-literate youth and adults.

Prerequisites: There are no prerequisites for AP Human Geography. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP Macroeconomics

AP Macroeconomics is an introductory college course in macroeconomics. Students will explore the principles of economics that apply to an economic system. Students will utilize graphs, charts, and data to analyze, describe, and explain economic concepts.

Prerequisites: There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP Music Theory

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

Prerequisites: Ability to read and write musical notation and basic voice or instrument performance skills.

AP Psychology

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Prerequisites: There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP Spanish Language and Culture

AP Spanish Language and Culture is an intermediate level (typically third or fourth semester) college course in Spanish language.

Prerequisites: There are no prerequisites, but students are typically in their fourth year of high-school-level study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

AP Statistics

AP Statistics is an introductory college-level statistics course. Students cultivate their understanding of statistics using probability and simulation to describe probability distributions and define uncertainty in statistical inference. Students will also learn how to collect and analyze data using statistical reasoning to draw appropriate conclusions and justify claims.

Prerequisites: Students must have taken second-year algebra before enrolling in AP Statistics.

AP United States Government and Politics

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Prerequisites: There are no prerequisite courses for AP United States Government and Politics. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

AP United States History

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Prerequisites: There are no prerequisites for AP U.S. History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP World History

AP World History is an introductory college course in modern world history. Students will study the cultural, economic, political, and social developments that have shaped the world from c. 1200 CE to the present. Students will also analyze texts, visual sources, and other historical evidence and write essays expressing historical arguments.

Prerequisites: There are no prerequisites for AP World History. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AFFIRMATIVE ACTION STATEMENT

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