

# WASHINGTON ACADEMY

Since 1792

## PROGRAM OF STUDIES 2023-2024



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

# TABLE OF CONTENTS

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

History	2
Contact Information	3
Graduation Requirements	4
Course Selection Process	5
Academic Standards and Syllabus Statements	7

## Course Descriptions

English & Language Arts Department	11
Mathematics	15
Science & Engineering	20
Social Studies	25
Health & Physical Education	29
World Languages	31
Visual & Performing Arts	34
Career & Technology Education	38
Special Education	43
English as a Second Language (ESL)	45
Early College	50
AP4ME	51
Affirmative Action Statement	51

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## Mission Statement

*Washington Academy ignites passion for learning through dynamic programs that emphasize intellectual curiosity, innovation, and community engagement.*

**Adopted by the WA Board of Trustees, 2023**



## 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 and downstairs held home economics, commercial courses and a banquet room. It received a new science laboratory and renovations in 1963. In 1966, a library-classroom addition was accomplished and 1973 saw the north wing addition. This placed all classes except Band in Alumni Building. The Edwin Cates house, right next door, was bought in 1975 as a new Headmaster's House. From 1982-83, just behind that house, a new vocational education building was built.

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 girls dormitory and the Dr. Karl Larson building was purchased and renovated for a boys dormitory.

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*

**PROGRAM OF STUDIES AND COURSE SELECTION  
CONTACT INFORMATION**

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## GRADUATION REQUIREMENTS

To receive a diploma from Washington Academy, students must earn 23.5 credits, with at least 1 credit earned in each of their 4 years at Washington Academy.

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.

### **Required Courses**

4 Credits in English

4 Credits in Math

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

3 Credits in Social Studies (must be 1 U.S. History and 1 Civics)

1 Credit in Physical Education

1 Credit in Fine Arts

½ Credit in Health

½ Credit in JMG New Student Seminar

½ Credit in Financial Literacy (integrated)

6 Electives in addition to courses listed above, from any department

**23.5 Credits Total**

*\*Note: WA Graduation requirements exceed Maine State Diploma requirements*

*\*Note: Class of 2024-2026 have 23 units required (only .5 civics requirement)*

## A NOTE ON COLLEGE ADMISSIONS REQUIREMENTS TO 4 YEAR SCHOOLS

Students must fulfill graduation requirements to receive a Washington Academy diploma and must also be aware of college admissions requirements for any colleges to which they plan to apply. Graduation requirements for Washington Academy, while rigorous and flexible for all student interests and goals beyond high school, are different from many college application requirements for post-secondary institutions. For example, many competitive colleges and universities prefer to see 4 years of English, 4 years of Math, 4 years of Science, 3 years of Social Science, and at least 2 years of Foreign Language in addition to robust elective selections and involvement in extracurricular activities.

The University of Maine system requires certain specific courses, such as Geometry and Algebra II, for application. For certain degree pursuits at Maine's Community Colleges, such as certain medical field degrees, math and English courses are required for entrance. For trade schools, there are often requirements for high school exposure in various subject matters. The Washington Academy School Counseling Department and the Assistant Head of School can aid you in creating a specific plan if you have a particular goal for college or career education and can support your research into their requirements. Reach out to the office for the WA Post Secondary Plans Guide for more information.

## **COURSE SELECTION STATEMENT**

All students have an equal opportunity to select courses during their four years of study. Every effort is made to ensure students can take courses as outlined in their four year plan, including hiring and staffing decisions, course offerings, and department restructuring. Some courses have prerequisite requirements and others are prioritized for seniors who have not had an opportunity to take the courses previously. Still other courses have grade level requirements to adhere to policies from our partner institutions. In addition, some courses require transportation to off site locations that limits their size. WA makes every effort to provide transportation to these offsite opportunities so that students may take advantage of the full breadth of course offerings. The School Counseling Department works with students to ensure they are progressing steadily towards graduation requirements, and there are times when students may be placed in core academic courses instead of chosen electives in order to meet their graduation requirements. Whenever there is a question or concern, school counselors are available to provide information and guidance to students and parents at Washington Academy.

### **COURSE REQUEST PROCEDURE: NEW STUDENTS**

Parents and students are encouraged to take an active role in the course selection process for incoming new students. Whenever there is a question or concern, school counselors are available to provide information and guidance to new students and parents at Washington Academy.

#### **Incoming Freshmen**

- Students in area sending middle schools will begin the scheduling process by meeting with Washington Academy school counselors at New Family Night in early spring prior to Explore WA Day scheduled for April.
- School counselors will travel to schools when requested by the school to provide additional support to students in filling out course request forms and answering questions
- Eighth graders may schedule an appointment at any time with guidance counselors if additional course selection support is desired for freshmen year classes.

#### **Incoming International and Out of State Boarding Students**

- Prior to arrival, school counselors will review the student's transcripts to determine all graduation requirements needed and which of the student's current courses will be accepted for Washington Academy credit
- Counselors will set up a proposed schedule for students based on requirements needed

- Upon arrival to WA, school counselors will meet individually with students to choose courses and ensure a plan is created to meet student educational goals
- Every student will receive a class schedule during orientation and will start classes on the first day of school, with the opportunity to change classes during the add/drop period

### **Transfer Students**

- Prior to arrival, school counselors will review the student's transcripts to determine all graduation requirements met and credits earned at previous schools.
- Guidance counselors will meet individually with students and their families to choose courses and ensure a plan is created to ensure student educational goals are met.
- Every transfer student will receive a class schedule during the summer if their enrollment is processed and they are in the WA student information system. If a transfer student enrolls in late summer, their schedule will be made available to them no later than the first day of school.

### **COURSE REQUEST PROCEDURE: RETURNING STUDENTS**

As students grow in their Washington Academy experience, students are encouraged to take an active role in what their educational experience will be. Teachers, guidance counselors, and parents are available to support students in determining the best courses to take for their future goals.

- Students and parents are encouraged to consult the four-year plan that each student has developed with their guidance counselors or parents.
- In early spring, students and parents will receive a copy of the Program of Studies from the Assistant Head of School and should begin discussions with teachers and school counselors regarding their course of study for the following year.
- School 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.
- Students will complete course selection worksheets; current teachers make recommendations to students based on current course performance and prerequisite requirements.
- Returning students receive completed schedules in the summer prior to returning in the Fall.

## BLANK 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.

(Sample of a 4-year Course Selection Worksheet filled out is on the next page)

UNIT REQUIREMENTS	FRESHMAN SEMESTER 1	FRESHMAN SEMESTER 2	SOPHOMORE SEMESTER 1	SOPHOMORE SEMESTER 2	JUNIOR SEMESTER 1	JUNIOR SEMESTER 2	SENIOR SEMESTER 1	SENIOR SEMESTER 2
<b>4 ENG REQ</b>								
<b>4 MATH REQ</b>								
<b>3 SCI REQ</b>								
<b>3 HIST REQ</b>								
<b>1 PHYS ED REQ</b>								
<b>.5 HEALTH REQ</b>								
<b>1 FINE ART REQ</b>								
<b>6 ELECT REQ</b>								
<b>STUDY HALL</b>								
<b>EXTRA UNITS ALLOWED</b>								



## SAMPLE COURSE SELECTION WORKSHEET

This sample shows just one of many ways that students can meet graduation requirements while also taking advantage of the many courses that WA offers to provide a robust student learning experience.

**FRESHMAN**    **FRESHMAN**    **SOPHOMORE**    **SOPHOMORE**    **JUNIOR**    **JUNIOR**    **SENIOR**    **SENIOR SEMESTER**  
**SEMESTER 1**    **SEMESTER 2**    **SEMESTER 1**    **SEMESTER 2**    **SEMESTER 1**    **SEMESTER 2**    **SEMESTER 1**    **2**

<b>4 ENG REQ</b>	English 9		English 10		English 11			AP Literature
<b>4 MATH REQ</b>		Math Found.		Algebra I	Geometry	Algebra II		
<b>3 SCI REQ</b>	H Biology		Chemistry		Engineering			
<b>3 HIST REQ</b>	Civics	JMG New Student Seminar (q)		U.S. History		World History	Elective - Early College Sociology	
<b>1 PHYS ED REQ</b>	Physical Ed			Elective- Personal Fitness				
<b>.5 HEALTH REQ</b>		Health (q)						
<b>1 FINE ART REQ</b>			Art I					
<b>6 ELECT REQ</b>		Elective - Spanish I	Elective - Spanish II	Elective- Spanish III	Elective - Lab Band		Elective - Yearbook	Elective - Outdoor Leadership
<b>STUDY HALL</b>						Study Hall	Study Hall	
<b>EXTRA UNITS ALLOWED</b>		Elective - Guitar				Elective - Marine Tech	Business Math	Elective- Band/Chorus

## ACADEMIC STANDARDS

By providing a curriculum aligned in each department with the **Maine Learning Results**, Washington Academy students will have the opportunity to thrive as students and grow as individuals. While the majority of 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 **Maine 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 Communicator who:**

Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.

**A Self-Directed and Lifelong Learner who:**

Understands the importance of embracing and nurturing a growth mindset.

**A Creative and Practical Problem Solver who:**

Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.

**A Responsible and Involved Citizen who:**

Understands the interdependence within and across systems and brings to each situation the appropriate actions.

**An Integrative and Informed Thinker who:**

Is skilled at using complex reasoning processes to make meaning.

The **Washington Academy Core Values** encompass these guiding principles and underpin all curricular and programming decisions to ensure students receive a well-rounded educational experience.

**The Individual Student.** We know, respect, and support each student.

**Dedicated and Diverse Faculty.** We bring teachers and students together in relationships that challenge, inspire, and nurture each student's intellect, confidence, and determination.

**Standards of Excellence.** We challenge students to strive for their personal best in every pursuit, take risks, and persevere.

**Progressive Culture.** We promote curiosity, open-minded exploration, out-of-the-box critical thinking, while building on tradition and pride.

**The Whole Person.** We believe that the complete development of each student requires intensive experiences in academics, athletics, arts, community life, and the natural world.

**The Whole World.** We prepare students for successful & responsible global citizenship.

## **ACADEMIC STATEMENT FOR EQUITY, INCLUSION, AND DIVERSITY**

Students at Washington Academy are part of a rich and complex learning community that celebrates diversity based on age, race, gender, ethnicity, sexual orientation, gender expression, sexual identity, ability, language, family circumstances, income, access to resources, religion, geographic area, and cultural backgrounds. As an equitable and inclusive space, the academic curriculum offered promotes student experiences in:

- Understanding beliefs, practices, and cultural norms on which their individual lives, experiences, and interactions are built;
- Exploring content that is salient and relevant to their lived experiences and those of their peers and community members; and
- Developing individual skills to promote equity and justice

Students will themselves foster a learning environment that incorporates, respects, and affirms all identities, multiple learning styles, and multiple perspectives, and continually confronts and contemplates realities of our community members and our larger society. As active participants in dynamic learning, students are encouraged and expected to engage with teachers in a co-construction of knowledge and meaning across all disciplines.

## **SYLLABUS EXPECTATIONS**

Each course follows a syllabus created by the faculty member with approval by Department Head and Assistant Head of School. At the start of each semester, faculty distribute their syllabi to students and go over its content to set expectations for students. Students are expected to take time to review the syllabus and individual policies for each course in which they are enrolled. While there are overarching academic and student policies outlined in the WA Student Handbook and WA Faculty Handbook that apply to all courses, students, and teachers, our faculty members are given the freedom to implement classroom and course specific expectations for students. It is the responsibility of the student to navigate any nuances that may differ between their individual instructors.

## **COURSE DURATION AND BLOCK SCHEDULING**

The majority of courses meet every day for 80 minutes and represent a full academic year of content and curriculum. 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 in each semester, totaling 8 credits for the year. Students can earn more than 4 credits if they take Early College courses on their own time online or at a college in addition to a full day schedule. Some courses, such as JMG New Student Seminar and Health, meet for only half of a semester (9 weeks) and represent a semester's worth of content and curriculum.

## **COURSE OFFERINGS SUBJECT TO REQUEST AND DEMAND (\*)**

Throughout this Program of Studies, courses marked with an asterisk indicate a course that is offered depending on student request and demand. In the event a course does not meet enrollment requirements, every effort will be made to accommodate the student in an AP4ME, Early College, or alternative course selection that meets a similar request and 4 year plan or graduation objective.

## DEPARTMENT OF ENGLISH & LANGUAGE ARTS

The Washington Academy student will earn four credits in English with a foundational progression of English 9, English 10, English 11, and English 12 or some other combination of approved English courses offered by the school or a partner college or university. Through completing the English Program of Study at Washington Academy, the students will achieve standards in Reading, Writing, Language, Speaking & Listening (Discussion and Presentation), and Style & Voice.

Students must successfully complete at least four (4) English courses to graduate. Some possible English pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their English requirements at WA.

### POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

Non-Honors: English 9 → English 10 → English 11 → English 12

Honors: H English 9 → H English 10 → H English 11 → AP English Lit & Comp.

Honors w/ Early College: H English 9 → H English 10 → EC Comp 101 → EC Comp 201

Honors w/ Early College: H English 9 → H English 10 → Thomas College Comp → AP Lit

*\*Honors can be entered at any time during the English sequence*

### 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) citation and structure 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 responses 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)

This course covers the same topics as the English 10 course, but with a more challenging workload and more emphasis on analytical writing. Familiarity with the formal use of grammar is assumed. Students enrolled in Honors English courses are expected to show consistent improvement in their ability to analyze and discuss literature, culture, and history and will complete persuasive and research papers.

**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. Students enrolled in Honors English courses are expected to show consistent improvement in their ability to analyze and discuss literature, culture, and history.

**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 relate content to their own life experiences and to interpret the value and significance of 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 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. The culminating assessment is a final research paper and presentation.

## **COURSE DESCRIPTIONS - THOMAS COLLEGE & ADVANCED PLACEMENT (AP)**

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

(1 WA credit) (3 Thomas College credits)

*Prerequisites: Successful completion of previous Honors English course(s)*

*Junior or Senior Standing*

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** (*CollegeBoard AP® Program*) (1 credit)

*Prerequisites: 2 WA Honors English courses OR Thomas College Composition*

*Junior or Senior Standing*

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.

*Advanced Placement Senior English requires students to take the College Board AP Examination.  
Note: Students are responsible for the AP testing fee.*

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

(1 WA credit) (3 Thomas College credits)

*Prerequisite: Junior or Senior Standing*

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. The objectives of the course are to build student skills in developing the ability to speak with confidence in representative speaking situations, developing communication skills and competencies, developing critical listening and analytical skills, and learning by methods of observation, peer input, and delivery.

*Note: This semester course receives 1 English elective credit.*

**Early College English Option (Various)**

*More information in the Early College Section on page 50*

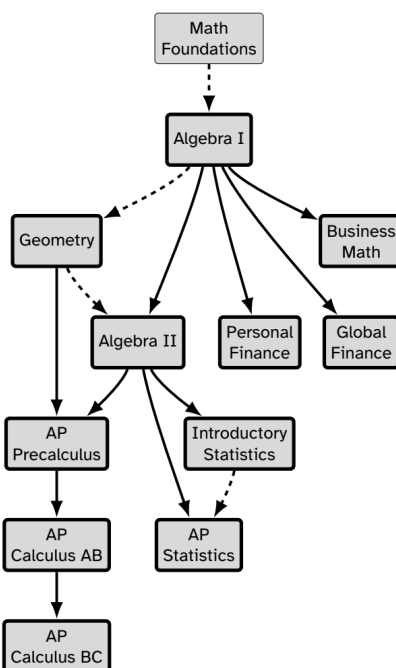
(1 WA Credit) (3 College Credits transferable depending on institution)

Students may take courses in the English department at various institutions. Courses like Freshman Composition, Introduction to Literature, British Literature, etc or freshman level courses will satisfy the WA English graduation requirement.

## DEPARTMENT OF MATHEMATICS

The Washington Academy student may earn mathematics credits in a variety of mathematical disciplines, including Algebra, Geometry, Finance, Statistics, and Calculus, or in other courses as offered by the school or by a university. The courses offered provide multiple pathways to meet mathematical requirements according to student need, while meeting common standards in Quantitative Reasoning, Algebraic Reasoning, Geometric Reasoning, and Statistical Reasoning.

The below diagram gives an overview of required prerequisites within WA's mathematical offerings. Solid lines indicate firm prerequisites, and dashed lines indicate optional prerequisites for students needing or desiring a firmer foundation. Note, some Science courses at WA additionally require mathematical prerequisites.



Students must successfully complete at least four (4) Mathematics courses to graduate. Some possible mathematics pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their math requirements at WA, and a student can mix and match (as long as prerequisites are observed) according to their interests and learning goals, and according to course availability. *Note, for some colleges and universities, such as the University of Maine, Algebra I, Geometry, and Algebra II are required courses for admission.*

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

**College Prep/SAT Prep:** Algebra I → Geometry → Algebra II → Intro Statistics

**Calculus Sequence:** Algebra I → Geometry → Algebra II → AP Precalc → AP Calc AB → AP BC



**Statistics Focus:** Algebra I → Geometry → Algebra II → Intro Stats → AP Statistics

**Business/Finance Focus:** Algebra I → Business Math → Personal Finance → Global Finance

*Students should purchase a calculator for use during high school, and for controlled testing situations such as the SAT. A scientific calculator (e.g. TI-30XS, Casio fx-115ES) is inexpensive and will meet the student's calculator needs in almost all WA math and science courses. A graphing calculator is not required, except in AP Calculus and AP Statistics, where the student may use a WA graphing calculator if desired.*

## COURSE DESCRIPTIONS

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

This course is provided for students whose mathematical background may benefit from additional preparation. The 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.

Course Materials: OpenStax Online Textbook - Elementary Algebra 2e

### **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.

Course Materials: OpenStax Online Textbook - Elementary Algebra 2e

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

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)

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: polynomial functions, rational functions, power/radical functions, systems of equations, and circles.

Course Materials: OpenStax Online Textbook - Intermediate Algebra 2e

**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 polynomial functions, rational functions, power/radical functions, systems of equations and matrices, and conic sections. Additional emphasis will be placed on mathematical inquiry, modeling, function composition and inverses, and proof.

Course Materials: OpenStax Online Textbook - Intermediate Algebra 2e

**Personal Finance (1 credit)**

*Prerequisite: Algebra I*

This course focuses on the financial literacy of the individual. Areas of focus include: budgeting and saving, managing debt, understanding and building credit, and consumer awareness and fiscal responsibility. The course will also discuss college and career preparation. Throughout, students will use and strengthen numerical reasoning, and will also gain familiarity with graphs and charts appropriate to the material.

**Business Math (1 credit)**

*Prerequisite: Algebra I*

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.

**Global Finance and Economics (\*) (1 credit)**

*Prerequisite: Algebra I*

This course focuses on large-scale financial systems and services. Areas of focus may include: banking and financial services, insurance and risk management, taxes and tariffs, real estate, investment and market economics, retirement and financial planning, and global economics. Students will use and strengthen quantitative reasoning, and will develop skills in interpreting data through graphs and charts.

**Introductory Statistics (\*) (1 credit)**

*Prerequisites: Algebra II*

This is a conceptually-driven course focusing on statistical and data-driven reasoning. Areas of focus include: basic probability, sampling and experimental design, summary statistics and distributions, visual representation of data, relationships between statistical variables, common fallacies in statistical thinking, and making statistical conclusions. This course places a strong emphasis on communication.

Students will read case studies, news articles, and hypothetical scenarios, and will clearly explain not only their results but also their reasoning.

## **COURSE DESCRIPTIONS - ADVANCED PLACEMENT (AP)**

### **Advanced Placement Precalculus** (*CollegeBoard AP<sup>®</sup> Program*)

*Prerequisite: Algebra II, and Geometry*

This course continues the topics found in Algebra II and Geometry. Areas of focus include: polynomial and rational functions, exponential and logarithmic functions, trigonometry, complex numbers, polar notation, parametric functions, conic sections, sequences and series.

*Note: Highly selective colleges may not grant college credit for AP Precalculus, despite the AP descriptor. Students taking the AP exam are responsible for the AP testing fee.*

Course Materials: OpenStax Online Textbook - Precalculus

### **Advanced Placement Calculus, AB** (*CollegeBoard AP<sup>®</sup> Program*) (1 Credit)

*Prerequisite: AP Precalculus or Honors Precalculus (prior to 2023)*

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 methods and applications, and integration methods and applications. Successful completion of this course will prepare students to take the AP Calculus AB exam, or to continue their study in AP Calculus BC.

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

Course Materials: OpenStax Online Textbook - Calculus I and II

### **Advanced Placement Calculus, BC** (*CollegeBoard AP<sup>®</sup> Program*) (1 Credit)

*Prerequisites: AP Calculus AB*

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. Combined with AP Calculus AB, these are essentially equivalent to a university-level Calculus I / Calculus II sequence. This course continues the topics in AP Calculus AB. Additional areas of focus include: differential equations, advanced integration techniques, sequences and series, and Taylor Polynomials, 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. After the exam, additional topics of interest will be covered in a light exploratory manner. Examples of potential special topics: fractals, topology, knot theory, graph theory, etc. *Note: Students are responsible for the AP testing fee.*

Course Materials: OpenStax Online Textbook - Calculus I and II

### **Advanced Placement Statistics (\*)** (*CollegeBoard AP<sup>®</sup> Program*) (1 Credit)(1 credit)

*Prerequisites: Algebra II*

*Optional Preparatory Course: Introductory Statistics*

This course prepares students to take the AP Statistics exam. This is a college-level course, essentially equivalent to a university-level (non-calculus based) Statistics course. Areas of focus include: exploring

data, sampling and experimentation, probability and simulation, and statistical inference. Course objectives are completed by late-April, followed by a brief intensive review prior to the AP test, administered in early May. After the exam, additional topics of interest will be covered in a light exploratory manner. Examples of potential special topics: random walks and markov chains, random number generators and their testing, analysis of games of chance, martingale theory, etc.

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

Course Materials: Openintro.org Online Textbook - Advanced High School Statistics

### **Early College Math Option (Various)**

*More information in the Early College Section on page 50*

(1 WA Credit) (3 College Credits transferable depending on institution)

Students may take courses in the Math department at various institutions. Courses like College Algebra, The Nature and Language of Mathematics, Applied Math for Business and Economics, etc or freshman level courses will satisfy the WA Mathematics graduation requirement.

## DEPARTMENT OF SCIENCE & ENGINEERING

The Washington Academy student may earn science credits in a variety of scientific disciplines, including life sciences like Biology, physical sciences like Chemistry or Physics, or in other courses as offered by the school or by a university. The courses offered are able to provide multiple pathways to meet science requirements according to student need and goals, while meeting Maine State standards in physical science, life science, earth science, engineering technology, and STEAM. Students who complete a successful sequence of science at Washington Academy will practice skills in investigation, analysis, experimentation, lab science, scientific modeling, and interdisciplinary problem solving as well as a great deal of emphasis in the areas of conservation, energy resources, environment, and new scientific technology.

Students must successfully complete at least three (3) Science courses to graduate. At least 1 of these credits must be in Biology with lab and 1 in Chemistry with lab. Some possible Science pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their Science requirements at WA.

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

Non-Honors:           Biology → Chemistry → Marine Biology → No Science  
Non-Honors:           Robotics → Biology → Chemistry → No Science  
Honors:                H Biology → H Chemistry → Engineering → AP Physics  
Honors w/ Early College:   H Biology → H Chemistry → EC Astronomy → EC Genetics  
Honors w/ Early College:   H Biology → H Chemistry → EC Astronomy → AP Chemistry

### **COURSE DESCRIPTIONS**

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

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)**

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.

### **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.

### **Coastal Studies (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 toward this common goal. Projects may include alternative energies, bioremediation, water quality monitoring, community gardens, and greenhouse operations.

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

*Prerequisite: Algebra I*

*Sophomore, Junior, or Senior Standing*

Chemistry is the study of matter and its composition. This course is designed to investigate the properties of matter and the ways in which they interact. Topics of study will include atomic structure, chemical reactions, the basis of physical and chemical properties, the periodic table, states of matter, and more. Problem solving and real-life applications are emphasized. The subject matter is cumulative with key concepts being utilized throughout the semester. Students will be expected to apply the scientific method through daily lessons and weekly laboratory activities. Students will develop laboratory skills involving experimental design, data collection, analysis, and writing formal laboratory reports. Upon completion of this course, students will be prepared for AP or college level chemistry courses.

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

*Prerequisites: H Algebra I, Algebra II Recommended*

*Sophomore, Junior, or Senior Standing*

Chemistry is the study of matter and its composition. This course is a college preparatory course designed to investigate the properties of matter and the ways in which they interact. Topics of study will include atomic structure, chemical reactions, the basis of physical and chemical properties, bonding theory, the periodic table, states of matter, and more. Problem solving and real-life applications are emphasized. The subject matter is cumulative with key concepts being utilized throughout the semester. Students will be expected to apply the scientific method through daily lessons and weekly laboratory activities. Students will develop laboratory skills involving experimental design, data collection,

analysis, and writing formal laboratory reports. Upon completion of this course, students will be prepared for AP or college level chemistry courses.

### **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.

### **Honors Physics (1 credit)**

*Prerequisites: Geometry, Algebra II*

*Corequisites: Pre Calculus*

Physics is a natural science that studies the motion and behavior of matter and energy. This physics course is a rigorous college preparatory course designed to ensure that students develop a solid understanding of foundational physics concepts such as Newtonian mechanics, thermodynamics, acoustics, electricity, and magnetism. The primary focus of this course is to build a conceptual understanding of the ideas and realities of physics through lab projects, reports, and presentations of student generated works. While mathematics is an essential tool for physics, we will strive to understand the concepts and will utilize algebra and geometry skills as needed. Students will strive to master the scientific method through daily lessons and weekly laboratory experiments. Upon completion of this course, students will be prepared to enter AP or college-level physics.

### **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 receives 1 physical education elective credit & 1 science elective credit.*

### **Outdoor Leadership II (2 credits)**

*Prerequisite: Successful Completion of Outdoor Leadership I, Age 17*

*(minimum age for the Maine Guide exam is 18).*

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 receives 1 physical education elective credit & 1 science elective credit.*

*Students are responsible for the testing fee.*

## **COURSE DESCRIPTIONS - ADVANCED PLACEMENT (AP)**

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

*Prerequisites: Honors Chemistry and/or Biology and Algebra II.*

*Junior or Senior Standing*

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.

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

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

*Prerequisites: Honors Chemistry (85% or above), Honors Algebra II*

*Junior or Senior Standing*

AP chemistry is an overview of, and a continuation of, WA's Honors Chemistry I course. 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. Overarching concepts include (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 explain the role of energy in chemical changes, (6) Dynamic chemical equilibria form between opposing forces of attraction and influenced by external perturbations. Laboratory investigations are an integral part of the course and will be held weekly unless there is a test scheduled for that week. *Note: Students are responsible for the AP testing fee.*

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

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

*Junior or Senior standing*

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.

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

### **Advanced Placement Physics 2 (\*) (1 credit)**

*Prerequisites: Successful completion of AP Physics 1.*

This is a college-level algebra-based exploration of physics with primary emphasis given to concepts such as fluids, thermodynamics, electricity & magnetism, circuits, optics, nuclear & atomic physics, and quantum mechanics. It is an extension of the Physics 1 course with hands-on exploration of phenomena. AP Physics 2 is quantitative and designed to be an individual or cohort group independent course. 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. *Note: Students are responsible for the AP testing fee.*

### **Early College Science Option (Various)**

*More information in the Early College Section on page 50*

(1 WA Credit) (3 College Credits transferable depending on institution)

Students may take courses in the Science department at various institutions. Courses like Astronomy, Sustainability in Engineering, Environmental Science, etc or freshman level courses will satisfy the WA Science graduation requirement.

## DEPARTMENT OF SOCIAL STUDIES

The Washington Academy student may earn social studies credits in a variety of social science disciplines, including United States History, World History, and Civics, or in other courses as offered by the school or by a university. The courses offered are able to provide multiple pathways to meet social studies requirements according to student need and goals, while meeting Maine State standards in civics, government, economics, global connections, geography, and history. Students who complete a successful sequence of social studies at Washington Academy will be given opportunities to develop knowledge of the physical features of the world; how groups of people have developed social institutions; the social, political, and economic problems people have faced in the past; and certain skills and attitudes essential for responsible citizenship. They will be able to demonstrate an understanding of how the physical, environmental, and human population positively and negatively impact Maine, the United States, and the world

Students must successfully complete at least three (3) social studies courses to graduate. At least 1 of these credits will be in Civics and 1 in US History. Some possible social studies pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their social studies requirements at WA.

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

Non-Honors: Civics → World History → US History → Holocaust Studies  
Non-Honors: Civics → US History → Holocaust Studies → No Social Studies  
Honors: H Civics → H US History → H World History → Thomas College Sociology  
Honors w/ Early College: H Civics → H US History → EC History 101 → No Social Studies  
Honors w/ Early College: Civics → H US History → H World History → EC History 101

### **COURSE DESCRIPTIONS**

#### **JMG 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 will participate in career planning and research using a career interest based program, explore WA library resources, be attuned to current events, be exposed to marketing resources, and learn appropriate technology tools to successfully implement the interdisciplinary 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.

**Civics (1 credit)**

This course is designed to introduce students to the United States government. Throughout the course, students will gain an understanding of their rights and responsibilities as citizens of the United States. They will be introduced to a variety of key terms and concepts that will help them to understand the Governmental processes in the United States, including its purposes, structures, powers and procedures and its interplay with tribal governments and other nations. Students will learn the basic structure of each branch and how the federal government operates. Finally, this course will challenge students to think at a higher level and will prepare them to progress through Washington Academy's social studies curriculum. Students who complete this course will be prepared for World and U.S. History.

**Honors Civics (\*) (1 credit)**

This course is an extension of the Civics course that explores the same topics in greater depth. Students who take honors will be expected to demonstrate a greater understanding of the topics, show more depth of awareness and analysis of the topics, as well as participate in more nuanced discussions and writings about the topics of Civics.

**World History (1 credit)**

This course is designed to establish clear connections between the events of our past and their contributions to the present, particularly in the areas of the geographical and political landscapes that exist today. Gaining a familiarity with notable names, dates, and concepts from around the world will go hand-in-hand with skill building exercises as students learn to explore, analyze, and evaluate historical events and documents; to interpret maps, charts, and graphs; and to display proficiency in researching, writing, and thinking critically. By the end of the term, students will have a greater understanding of events that have helped shape the world of which they are a part, with an emphasis on such concepts as cultural diffusion, major religious and social history, and how historical events have impacted their lives today with some thought for the impact they themselves will have on the lives of others tomorrow.

**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. Students who take honors will be expected to demonstrate a greater understanding of the topics, show more depth of awareness and analysis of the topics, as well as participate in more nuanced discussions, writings, and extended projects about topics in World History.

**United States History (1 credit)**

This course provides students with a comprehensive overview of the creation, growth, and development of the United States, from pre-Columbian North America to the challenges that define the American experience in the new millennium. Students will understand that history is a never-ending series of causes, events, and consequences; that people play important roles as historical actors, influenced by the knowledge available to them and societal norms surrounding them; that diverse groups of people have been affected differently by the same events; and that parallels can often be drawn between the events of

the past and those of the present. Recognizing that the true value of history lies beyond the rote memorization of facts, this course will teach students important skills in research, analyzing sources, writing, having respectful discussions and debates with peers, and making individual and collaborative decisions and plans. These skill sets have important and practical applications in the classroom as well as in real life, and will enable students to be self-directed lifelong learners of history and other subjects. Upon completion of this course, students will be prepared for Holocaust & Genocide Studies, Thomas College Sociology, and most post-secondary introductory history classes.

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

This course is an extension of the United States History course that explores the same topics in greater depth. Students who take honors will be expected to demonstrate a greater understanding of the topics, show more depth of awareness and analysis of the content, as well as participate in more nuanced discussions and writings about the topics of United States History.

**Geography (\*) (1 Credit)**

*Junior or Senior standing prioritized; underclassmen scheduled if space allows*

Geography is the study of not only places, but the people that inhabit them as well as the relationship between the two. It explores both physical properties of various world regions and examines how human culture interacts with environmental variables throughout different regions of the world. During the course, students will use a variety of interdisciplinary sources, both primary and secondary, to analyze the major landforms, climates, and ecosystems of earth and the interrelated processes that produce them; demonstrate knowledge of geographical information and present this knowledge in a variety of assessment formats; assess the role of important individuals, places, and environments by demonstrating their relationships to each other; detect the role of cause and effect in understanding historical events and examine their effects on the development of our modern political world; demonstrate knowledge of current social problems, global economic interdependence, governmental processes, and the characteristics of culture.

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

*Junior or Senior standing prioritized; freshman and sophomores scheduled if space allows*

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. After successful completion of this course, students will be able to explain how the Holocaust is a significant event in history that continues to have universal implications, describe the complexity of individual choices and dilemmas during the Holocaust, explain how prejudicial attitudes and discriminatory practices can escalate to violence, and define the role and responsibility of individuals to uphold the principles of a democracy and the danger of failing to do so.

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

Law & Order serves as an introductory course to law and legal systems in the United States. Units will include: Introduction to Law, Constitutional Law, Criminal Law and Criminal Justice Process, Civil

Law, Torts, Contracts and Family Law. Students will be introduced to both broad and legal topics giving students an understanding of the law and how it affects them in real life. The course consists of case studies, individual research, group discussions/debate, guest speakers, and mock trials throughout the course in order to reach the course objectives. Dueling opinions and lively debate should be the norm in this course making the class fun, enriching, and meaningful.

## **COURSE DESCRIPTIONS - THOMAS COLLEGE AND ADVANCED PLACEMENT (AP)**

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

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

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.

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

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

(1 credit) (3 Thomas College credits)

*Prerequisites: Junior or Senior Standing.*

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

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

(1 credit) (3 Thomas College credits)

*Prerequisites: Junior or Senior Standing.*

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

### **Early College Social Studies Option (Various)**

*More information in the Early College Section on page 50*

(1 WA Credit) (3 College Credits transferable depending on institution)

Students may take courses in the Social Studies department at various institutions. Courses like History of Modern Europe, Geography of Maine, Gender Studies, etc or freshman level courses will satisfy the WA Social Studies graduation requirement.

## **DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION**

The Washington Academy student may earn health and physical education credits in a variety of social science disciplines, including Health, Physical Education, Personal Fitness, or Outdoor Leadership. The courses offered are able to provide multiple pathways to meet physical education and health requirements according to student needs and goals, while meeting Maine State standards in healthy choices, positive physical and mental health, avoiding health risks, healthy physical activity, and healthy social engagement. Washington Academy shares the natural concern of parents for the health and well being of their children. Students who complete a successful sequence of health and physical education will be better-informed students with a sound knowledge of social, physical, and mental health issues, with a focus on topics including drug, alcohol and tobacco prevention. Furthermore, students will have a sound body and training to use that same body in meaningful recreational activities to participate in lifetime activities for personal health and wellbeing.

Students must successfully complete at least one and a half (1.5) health and physical education courses to graduate. At least .5 of these credits will be in health. Some possible health and physical education pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their physical education requirements at WA.

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

Minimum Requirements: Health → First Year (FY) Physical Education → No PE → No PE  
Additional PE: Health → FY Physical Education → Personal Fitness → Outdoor Leadership  
Additional PE: Health → FY Physical Education → Personal Fitness → Physical Education

### **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, 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.

#### **First Year Physical Education (1 Credit)**

It is the goal of physical education to provide students with developmentally appropriate learning opportunities through 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.

### **Physical Education (1 Credit)**

It is the goal of physical education to provide students with developmentally appropriate learning opportunities through meaningful content and instruction. All students in this course have taken at least 1 credit of Physical Education and are poised to more fully explore their 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 exposes students to sports and activities that encourage a life-long engagement with physical activity.

### **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.

### **Outdoor Leadership I (2 credits) - Crosslisted in the Science Department**

*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 receives 1 physical education elective credit & 1 science elective credit.*

### **Outdoor Leadership II (2 credits) - Crosslisted in the Science Department**

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

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 receives 1 physical education elective credit & 1 science elective credit.*

*Students are responsible for the testing fee.*

## DEPARTMENT OF WORLD LANGUAGE

The Washington Academy student may earn world language credits in Spanish, Chinese, or Passamaquoddy Language and Culture while meeting Maine State world language standards in cultures, connections, community, communication, and comparison. They may also satisfy language credits through a university provided course with our early college and AP4ME opportunities. Students who complete a successful sequence of world languages at Washington Academy are exposed to a personally enriching learning environment that leads to proficiency in a new language, which is a valuable tool in a student's chosen career. They will engage in dialogue with others, analyze different cultures and languages, connect with other cultures and perspectives, and use language in and out of the classroom.

Pursuing world languages is not a requirement for graduation, but an encouraged pursuit for all students. 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 and 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. Some possible world language pathways to language acquisition are given below.

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

Standard Path: Spanish I → Spanish II → No Language → No Language  
Additional Exposure: Passamaquoddy Language → Spanish I → Spanish II → No Language  
Honors: Spanish I → Spanish II → Spanish III → AP Spanish (AP4ME)  
Honors w/ Early College: Spanish I → Spanish II → Spanish III → EC 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 of present perfect, pluperfect, subjunctive, and conditional. 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.

### **Beginning Chinese Language and Culture (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.

### **Intermediate/Advanced Chinese Language and Culture (\*) (1 credit)**

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

Intermediate/Advanced Chinese continues to build and expand upon the language skills acquired in the Beginning Chinese course. Students will review the basics and take further steps to apply what they have learned. 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 Intermediate and Advanced Chinese, 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. Students may use this course to prepare for the Chinese AP test

### **Passamaquoddy Language and Culture (1 credit)**

This course is being developed over the summer with the intent to run the course for the first time in the 2023-2024 school year, second semester. The course will focus on study of the Passamaquoddy language and culture with additional exposure to Wabanaki history.

## **COURSE DESCRIPTIONS - ADVANCED PLACEMENT (AP)**

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

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

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

*Students are responsible for the AP testing fee.*

*Note: This course may be taught online through Maine's AP4ME Program*

### **Advanced Placement Chinese (\*) (1 Credit)**

The AP Chinese Language & Culture course is a rigorous course taught exclusively in Chinese that requires students to improve their proficiency across the three modes of communication (interpersonal, presentational, and interpretative). In this course, you'll develop critical thinking and writing skills to compose essays in Chinese and read and participate in discussions about aspects of Chinese culture and society. In addition, you'll use the Chinese language to communicate effectively in school and real-life situations, engage in conversation, and participate in discussions with classmates.

*Students are responsible for the AP testing fee.*

*Note: This course is taught online through Maine's AP4ME Program or an Early College Course that prepares students for the AP Chinese Language Test administered at WA*

### **Early College World Languages Option (Various)**

*More information in the Early College Section on page 50*

(1 WA Credit) (3 College Credits transferable depending on institution)

Students may take courses in the world language department at various institutions. Courses like Elementary Spanish II, Intermediate Spanish, Spanish 201, etc. or freshman level courses will satisfy the Washington Academy world language elective opportunity.

## **DEPARTMENT OF VISUAL AND PERFORMING ARTS**

The Washington Academy student may earn Visual & Performing Arts credits in a variety of fine arts disciplines, including music, media arts, 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. The courses offered are able to provide multiple pathways to meet arts requirements according to student need and goals, while meeting Maine State standards in validating the connection that exists between creating, performing, and expressing ideas through various art forms to everyday life. Students who complete a successful sequence of visual and performing arts at Washington Academy will be given opportunities to use a creative approach to artistic problem solving, analyze forms of artistic expression, gain exposure and understanding of diverse artistic experiences, and gain perspective in how fine art, creative art, and performance enhance the world.

Students must successfully complete at least one (1) fine arts course to graduate, though many electives in the department exist and all students are encouraged to pursue more than one. Some possible arts pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their arts requirements at WA.

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

Fine Art:	Art I → Art II → No arts → No arts
Digital Art:	Art I → Digital Art → Yearbook → No arts
Music:	Guitar → Lab Band → Band/Chorus → Band/Chorus

### **COURSE DESCRIPTION - ARTS**

The visual arts program at Washington Academy seeks to expose students to a variety of art forms and challenge the intellectual, creative and expressive powers of each student while furthering the student's aesthetic sense and awareness of beauty.

#### **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.

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

*Prerequisite: Successful completion of 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, 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: Successful completion of 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 of 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 Art (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.

## **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.

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

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

AP Studio Art is offered for highly motivated and independent students planning to attend college, whether as an art major or not. This course will require students to compile a portfolio in Drawing, 2-D design or 3-D design demonstrating quality, breadth and in depth engagement in the process of making art. This work may be done over a single year or longer and must demonstrate strong technical skills and a clear understanding of the elements and principles of art and design. The AP Studio art portfolio is a performance-based exam rather than a written exam. The portfolio should be viewed as the culminating experience in a student's visual arts training and will be assessed by the College Board as if it had been completed by the end of the freshman year of college.

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

## **COURSE DESCRIPTIONS - MUSIC**

The music program at Washington Academy focuses on helping each student develop aesthetic potential, providing an outlet for creativity and self-expression, giving students a lifelong source of enjoyment, transmitting musical heritage to succeeding generations, and helping students become acquainted with music in our community and from other cultures.

### **Band** (½ credit each time enrolled)

*40 minutes daily - can take with Chorus or alone with a 40 minute study hall*

The Washington Academy Band rehearses and publically 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.

### **Chorus** (½ credit each time enrolled)

*40 minutes daily - can take with Band or alone with a 40 minute study hall*

The Washington Academy Chorus practices and publically 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.

**Lab Band 101** (1 credit)

Lab band 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)

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.

## DEPARTMENT OF CAREER TECHNOLOGY

The Washington Academy student may earn career technology credits in a wide variety of courses while meeting Maine State standards in relevant and challenging applied learning to enhance their occupational, personal, and academic success while preparing them to meet the needs of the Maine workforce. Students who pursue courses in career technology will develop desirable work habits in business and technology activities; as well as contribute to the objectives of self-realization, human relationships, economic efficiency, and civic responsibility. Students will have an opportunity to be exposed to career and technical fields, become entry-level job proficient in a variety of skills, and have a good background for furthering their post-secondary education.

Pursuing career technology courses is not a requirement for graduation, but an encouraged pursuit for all students. Students are not only exposed to a variety of career fields, but also gain skills that can distinguish themselves from other applicants in both career and college pursuits. Some possible career technology pathways are listed below.

### **POSSIBLE & EXAMPLE COURSE SEQUENCING**

(does not display every possible pathway)

Marine Trades:	No Career/Tech → Marine Trades → Marine Trades → Marine Trades
Digital Media:	No Career/Tech → Applied Media → Marketing & Entrepreneurship
Building Trades:	No Career/Tech → Modern Day Apprenticeship → Plumbing/Electric
Advanced Trades:	Marine Trades → Plumbing/Electric → CWCIT Partnership

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

This course offers a comprehensive overview of the field of marketing from a domestic and international viewpoint. Marketing analysis and segmentation, market research, types of consumers, 4Ps of marketing, advertising, selling, and careers in marketing are among the wide range of topics that will be discussed. Different aspects of advertising will be researched and evaluated that will include television, radio, print media, and the Internet. The emerging role that information technology plays within marketing will also be covered. Students will be required to “think critically” and draw conclusions based on different marketing situations.

#### **Modern Day Apprenticeship (1 credit)**

The Modern-Day Apprenticeship program gives students access to various hands-on learning projects. These projects are presented to students from start (from scratch) to finish (cost analysis) and enable students to learn and experiment 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 building Prom and

Graduation decorations. Students are able, on occasion, to work on projects for community partners and travel off campus during the period to work on these projects.

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

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

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

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.

### **Jobs for Maine's Graduates (JMG) (1 credit)**

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

### **Plumbing & Electrical (1 credit)**

Students will complete units in general workshop safety and hands-on modules in installation, repair, and maintenance for plumbing and electrical trades. Classroom study will include lessons in safety regulations, codes, and practical application of knowledge learned in a mock setting. Class will provide an overview to students of each of the trades, introducing a foundation to explore a future career in electrical or plumbing as well as a foundation in determining appropriate specialities within these trades.

*Note: The course may be split for plumbing and electrical lasting a whole semester depending on student interest and partnership with Washington County Community College*



## **Plumbing**

(1 credit) (1 Washington County Community College credit)

Students will complete units in general workshop safety and hands-on modules in installation, repair, and maintenance for plumbing trades. Classroom study will include lessons in safety regulations, codes, and practical application of knowledge learned in a mock setting. Class will provide an overview to students of plumbing, with the ability to learn skills that can be a foundation for future plumbing careers and learning. This course is a dual enrollment course with Washington County Community College and allows students to earn college credit while learning in the high school setting.

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

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

## **Sustainable Gardening and Agriculture (1 credit)**

In this outdoor garden and greenhouse based course, students will have the unique opportunity to engage in hands-on learning and contribute to their community by tending to and cultivating the WA school garden. It produces a variety of crops and supplies over 2000 lbs of fresh, organic food for a local food pantry throughout the year. Students will gain comprehensive knowledge and practical skills in tool usage and care, physical demands of working to harvest food, and sustainable gardening and agriculture practices while fostering an appreciation for the environment and local ecosystems. Particular emphasis is placed on the interdisciplinary, intercultural, inter-community, and restorative nature of cultivating and leveraging strengths of a school-based garden which contributes to the local and wider community.

## **Work Co-Op (2 credits)**

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. Students will maintain contact with a JMG teacher and participate in an online course, with a final presentation about their work experience. Seniors must be in good academic standing and not need more than three required courses left to graduate in the Spring.

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

Introduction to Computer Programming allows students to become familiar with twelve different programming languages including Python, Java, PHP, JavaScript (jQuery, AngularJS, React.js), Ruby, SQL, and Sass, as well as markup languages HTML and CSS. Students also learn game and app design

with Unity, Unreal Engine and App Inventor 2. This course is aimed at students with little or no programming experience. It aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students, regardless of their career interests, to feel confident of their ability to write small programs that allow them to accomplish goals.

### **AP Computer Science A (\*) (1 credit)**

*Prerequisites: Algebra II*

This course prepares students to take the AP Computer Science A exam. This is a college-level course, essentially equivalent to a university-level first-semester Computer Science programming course. Areas of focus include: variables and data types, logic flow and loops, classes and object-oriented programming, data structures, and recursion. The language used in the course is Java — as required by the AP course guidelines — but students will obtain general skills and knowledge which they will be able to apply to other languages. Course objectives are completed by late-April, followed by a brief intensive review prior to the AP test, administered in early May. After the exam, additional topics of interest will be covered in a light exploratory manner. Examples of potential special topics: Monte Carlo methods, command line parameters and scripting, big O notation, etc.

*Students are responsible for the AP testing fee.*

## **COASTAL WASHINGTON COUNTY INSTITUTE FOR TECHNOLOGY**

*\*Prerequisite: Junior or Senior Standing for ALL CWCIT Programs.*

**All CWCIT Programs are awarded 4 credits (2 credits/semester).**

Washington Academy partners with Coastal Washington County Institute of Technology (CWCIT) to provide a robust array of career and technical opportunities for students. Students who wish to pursue opportunities at CWCIT are transported to the Columbia Falls or Machias locations and spend half of their day at WA and the other half at these offsite locations. Opportunities include certification and courses in Automotive Technology, Building Trades, Culinary Arts, Diesel Technology, Early Childhood Education, Health Occupations (including Certified Nursing Assistant certification), and Welding Technology. Complete course descriptions can be found at <https://www.cwcit.org/>. The location of each program below is listed in parenthesis next to the course name.

### **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 (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)**

*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.

**Culinary Arts (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.

## **DEPARTMENT OF SPECIAL EDUCATION**

The goal of the Special Education Services program of studies 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 pursuant to the guidelines set forth by the Maine Department of Special Education.

Those students who meet the criteria guidelines 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 including a special education case manager, an attending teacher, the school counselor, a school administrator, and the parent of the student to determine academic or functional skills gaps, deficits, and other concerns. These will be assessed by the measurable progress made in a school year based on academic assessment data and input from all teachers.

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 (outlined under “Study Hall” section on Page 49)

### **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 identified students 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.

## 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 iBT. *Students are encouraged to express complex thoughts using a higher level of language. By building skills and exploring ideas, students participate in discussions and write essays of an increasingly more complex and sophisticated nature. Students will be exposed to authentic and engaging content, linking them to language use outside of the classroom, and encouraging personal expression. Grammar, vocabulary and culture are inextricably woven into the content of the course. Students are provided opportunity to work together practicing language and participating in classroom tasks. Students are also provided with individualized instruction during language labs. A culminating productive task integrates content, language and critical thinking skills.*

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

*Prerequisites: New Student Seminar.*

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

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

*Prerequisite: Language and Literature 2.*

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

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

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

This is an intensive course designed to give students the support and confidence they need to be well-prepared when taking the Internet- based TOEFL (iBT). This course will be of interest to the student who would like to take any version of the TOEFL in the future, and the iBT in particular. In this course, students will develop the language and computer skills needed for the exam, improving their test-taking skills in English. The course moves from an introduction to the iBT format to focus on helping students learn the types of questions in the reading, listening, speaking, and writing parts of the test. Test-taking strategies are covered for each section. Diagnostic pre-tests, post-tests, and full-length



practice tests are given. Students will have the opportunity to take ETS based TOEFLiBT tests in all four skill areas. This course is recommended for students who have an intermediate or advanced level of English language proficiency, both oral and written. Instruction is individualized and the course may be repeated as needed.

### **University Preparation Program**

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

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

### **ESL 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.

## **STUDY HALL**

Washington Academy acknowledges the many demands that students face in balancing their academic, social, family, and work expectations during high school. In addition, there may be additional roadblocks to student success such as poor internet connection at home, lack of quiet places to focus at home, and long distances for transportation to and from school or to and from extracurricular activities. There are also simply challenging courses that require students to do extensive studying and homework preparation. To meet the needs of students, Washington Academy allows students to opt into a study hall for one period each semester. While study hall does not count for any credit to students, it allows students to be the most successful in meeting the demands of their time and attention.

### **Study Hall**

The study hall period is meant to support students' academic needs. The study hall monitor maintains a quiet and focused environment in which students can study or work quietly on any assignments from their courses. At times, group work may be a useful part of the study hall environment and the monitor ensures small groups can work while others are doing independent study. When appropriate, the study hall monitor provides guidance to students on time management or which assignments to tackle first if they are behind. They maintain order and consistent expectations so that students can dedicate 80 minutes in a way that meets their academic objectives.

### **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, self-initiating, self-regulating, and coping skills. Staff provide assistance 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, offered through various public and private colleges and universities in the state of Maine, allows students to pursue college level courses in both the in-person and online environments. Students are provided with a quiet space in which to work during the school day (the school's Larson Library) during a period in their schedule. Students may also take early college courses in addition to 4 courses taken during the day. While Early College courses contribute to a strong schedule while in high school, students are responsible for knowing which courses ultimately are accepted for credit at intended colleges or universities.

The program through the University of Maine System (UMS) and funded by the Maine Legislature through the Aspirations Program allows qualifying students the opportunity to earn 6 university credits per semester with a maximum of 12 credits per academic year (July 1 - June 30). Students with a minimum cumulative GPA of 85 will be eligible for enrollment. Tuition for qualifying courses is covered for all students who reside in **qualifying sending towns**. Students are responsible for all course fees and books associated with the program. The University of Maine System sets the tuition and [fees for each program](#) and courses are available on the [ExplorEC Portal](#) webpage.

The program through Husson University, funded by the university, allows qualifying juniors and seniors the opportunity to earn up to 21 credits at a maximum of 2 courses each semester with a summer school option. It is offered to all students free of charge, no matter the student's status as a Maine resident or an international student. A minimum cumulative GPA of 80 will be eligible for enrollment. To apply and to see more information, visit the [Husson ECAP website](#). Students are eligible to enroll in any Husson course as long as prerequisites are met. The course listing can be found [at this link](#).

Once a course is completed, the grade from the course will be placed on the WA transcript according to WA correlation grading scales and credit will be placed on the WA transcript and used to compute the cumulative GPA. Other early college courses would be eligible for credit at WA if a family chooses to enroll in courses outside of the state as long as a transcript is provided to the guidance office. Early College courses that are 100 level or above and a minimum of 1 credits will be computed at the AP and College Course level weight in establishing class rank.

Students in Early College are responsible for enrolling in their own courses online and all communication with their professors. While WA provides guidance on how to enroll and access the courses, as well as technical and logistical support, the final grade in the course is determined by the student's interaction with the course content laid out by the university professor.

## **GRADE WEIGHTING SYSTEM**

Level 1: Standard Academic, Career and Technical Courses - No extra weight

Level 2: Honors Courses - 5 extra points toward a student's Grade Point Average (GPA)

Level 3: Advanced Placement and College Level Courses - 10 extra points towards a student's GPA

## **AP4ME**

AP4ME offers Maine 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. This allows students and schools to access a wide range of courses with qualified teachers who offer an academic experience at the highest level. The courses prepare students to take the rigorous College Board AP Exams in May.

Students must apply for and be approved by both parent/guardian and high school (HS) counselor to enroll in [AP4ME courses](#) via [ExplorEC](#), the Early College portal to Maine's Public Universities. For more information regarding AP4ME please email [ap4me@maine.edu](mailto:ap4me@maine.edu), or contact Jamie Whittemore by phone at 207-572-6592.

All Maine high school students are eligible to enroll in a maximum of two AP4ME courses per academic year. Students are not awarded University of Maine System credit as a result of AP4ME course participation. For students to receive CollegeBoard "credit" for their course, students must complete the AP Exam. AP4ME does not arrange exam dates or provide financial support for fees associated with AP exams. Washington Academy's AP Coordinator is Marissa Carroll who will work with all students enrolled in AP4ME to order the corresponding AP exams and arrange for payment.

Students who sign up for AP4ME are responsible for enrolling in their own courses online and all communication with their professors. While WA provides guidance on how to enroll and access the courses, as well as technical and logistical support during the course of the class, the final grade in the course is determined by the student's interaction with the course content laid out by the university professor. The AP4ME courses are rigorous and time consuming; students are not allowed to take an AP4ME course in addition to 4 courses in the school day. It must be one dedicated period in a maximum of 4 courses in the day.

## **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 Workers 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.