

# Introduction to the Program of Studies

The Program of Studies is designed to assist students in planning their academic program at Falmouth High School. Course selections should be made carefully and as part of a four-year plan designed to meet post-secondary goals. It is important that students discuss their program and courses with their parents, teachers, advisors, and counselors. Special attention should be given to the course descriptions, course levels, prerequisites, and the amount of credit given per course. Each student is required to carry at least six (6) academic credits each semester. The goal of this process is to encourage students to take courses that provide the greatest opportunity for both challenge and success. This will provide students with maximum options in post-secondary placement.

## GUIDANCE SERVICES

The Guidance office provides a wide range of services for students, including academic advising, personal counseling, career interest surveys, test interpretations, and college planning and career counseling. Students are encouraged to visit the Guidance office for support and assistance whenever they are faced with educational, vocational or personal issues and decisions.

## GENERAL ACADEMIC INFORMATION

### GRADUATION REQUIREMENTS

All students will demonstrate proficiency in the content-area graduation standards of the Maine Learning Results. Proficiency will be achieved through school approved learning experiences. A learning experience is complete when designated standards have been met. A semester credit class is equivalent to one learning experience.

All students must complete 30 hours of Community Service, with at least 20 hours completed by the end of the junior year. Students who transfer to Falmouth High School are required to complete 7.5 hours for each year of attendance at FHS.

All students must complete the Discovery program requirements and submit an application to a post-secondary educational institution, training program, military or other life experience.

To earn a diploma from Falmouth High School, students must complete the following:

- 4 English credits
- 3 Mathematics credits
- 3 Science credits
- 3 Social studies credits
- 1 Fine Art credit
- .5 Health credit
- 1 Physical Education credit

A math and science experience is required during the 4th year. A learning experience can carry academic credit or not. It can indicate work done in a classroom, through embedded/integrated settings, time spent focused on given content or skills during supports/interventions, or indicate other relevant experiences per the superintendent of schools and his/her designees.

## STUDENT RESPONSIBILITY

It is the responsibility of each student to make certain that all requirements for graduation are met. The guidance counselors and the administrative staff will make every effort to ensure that students are scheduled properly, but each student must be responsible for progress toward his/her diploma.

## MULTIPLE PATHWAYS TOWARDS GRADUATION

Falmouth High School offers multiple learning options that allow students to demonstrate proficiency on expected learning standards and satisfy graduation requirements. A Multiple Pathway will be approved by the school unit in an individual student plan. Learning options may include, but are not limited to, the following:

- Dual enrollment or early college courses
- Career and technical education
- Accredited online learning programs
- Alternative or at risk programming
- Apprenticeships, internships, field work or exchange experiences

## GRADING SYSTEM

A+: 100	B+: 90 - 92	C+: 82 - 84	D+: 75 - 76	F: 0 - 69
A: 96 - 99	B: 87 - 89	C: 79 - 81	D: 72 - 74	WP: Withdrew passing
A-: 93 - 95	B-: 85 - 86	C-: 77 - 78	D-: 70 - 71	WF: Withdrew failing

## GRADE POINT AVERAGES

The GPA reflects a student's overall average in all numerically graded courses. The final grades in honors, Advanced Placement, and college level courses are weighted by 4% for calculation of grade point averages. The GPA on student transcripts reflects the weighted average. The GPA is calculated for the first time at the end of the sophomore year and then at the end of each semester thereafter.

When a student fails a class, it is his/her responsibility to address that failure. For most courses, retaking the course in the following semester or year, if required, can make up the failed course. Since four years of English are required for graduation, make-up of a failed English class should be arranged through the Guidance Office for an approved summer school or summer tutorial program.

## HONOR ROLL

To be eligible for the honor roll, a student must be enrolled in a full academic program. A student will qualify for high honors if an A is received in each subject. A student will qualify for regular honors if an A or a B is received in each subject. The honor roll will be published each semester.

## THE COURSE SELECTION PROCESS

The course selection process involves a balancing of student requests, teacher recommendations, parent preferences, and course availability. Many courses have prerequisites for the next sequential course, and it is important for the student to check with the teacher to see if he/she has satisfied the prerequisites for the next course. As a general rule, a minimum of a C average is required in order to move to the next level. Placement in honors courses requires a desire on the student's part to explore a topic in greater depth and a commitment to extra time and effort. Elective courses are scheduled based on student interest and availability.

## SCHEDULE CHANGES

The add/drop period lasts for the first five school days of the first marking period of the course (fall or spring semester). During the first five school days, students may add and drop classes without an add/drop form. It is necessary, however, to meet with the guidance counselor in order to accomplish this.

After the first five school days of the first semester of the course, students wishing to add or drop a course are required to complete the add/drop form with the inclusion of the teacher's signatures, parent's signature and the guidance counselor's signature.

If the decision is to allow the student to add a course, the student will be required to demonstrate – to the satisfaction of the teacher – a mastery of previously assigned work in order to obtain full credit toward the course.

If the decision is to allow a student to drop a course, then this process must be completed before the midpoint of the first semester of the course. If the course is dropped after the midpoint of the first semester of the course, the grade will remain on the transcript and a WP - withdrew passing or WF - withdrew failing (or WM - withdrew medical) will appear for the semester.

## ADVANCED PLACEMENT COURSES

Falmouth High School offers a variety of Advanced Placement (AP) courses. These courses give students the opportunity to take college-level courses while still in high school. Advanced Placement courses are rigorous and designed for students who wish to be challenged intellectually. Subjects are studied in greater depth and detail, with students expected to develop and support their arguments and perspectives. Development of writing skills, problem-solving techniques, and study habits essential for college academics provides an advantage to students successfully completing AP courses.

Advanced Placement courses currently planned for 2018-2019 at Falmouth High School include:

- AP Biology
- AP Calculus AB
- AP Chemistry

AP Comparative Government & Politics  
 AP Computer Science  
 AP English Language & Composition  
 AP English Literature & Composition  
 AP French Language & Culture  
 AP Human Geography  
 AP Macroeconomics  
 AP Physics 1  
 AP Physics 2  
 AP Psychology  
 AP Spanish Language & Culture  
 AP Statistics  
 AP US Government & Politics  
 AP US History  
 AP World History

Students taking AP courses at Falmouth High School are required to take the corresponding AP exam administered at school in May. The fee for each exam is currently \$94.00, with fee reduction or waiver available for qualified students. Failure to complete the exam will lead to removal of the AP designation for the course on the student's transcript. Several additional AP courses are available through Virtual High School and other online providers approved in advance.

Colleges and universities may award college credit and/or advanced standing through qualifying AP exam scores. This may allow students the possibility of moving into upper-level courses.

## POST-SECONDARY PLANNING AND COLLEGE ADMISSION REQUIREMENTS

Students should review their course of study throughout their four years of high school to ensure that they are well prepared and qualified to attend college, and to make their future college application as strong as possible.

Colleges and universities vary greatly in their entrance requirements, and these may differ from those specified in the Falmouth High School Graduation Requirements. Many technical programs, community colleges and even some four-year colleges offer open admission, requiring only a high school diploma for entrance with no specification as to courses taken; students take a series of qualifying exams for placement into college courses. Conversely, the most selective four-year schools look at both grades and rigor of program (the level of challenge in the course work), and evaluate students' transcripts based on both these factors. The transcript is, of course, only one part of the student's application, and many other factors are weighed, including extracurricular activities, personal statement (essay), teacher and counselor recommendation letters, personal qualities and the interview (if available). However, the transcript typically is the most important piece of the application.

Most colleges' admissions requirements fall somewhere between open admission and the most selective schools. The following is a general guideline to college admission requirements:

- |             |   |
|-------------|---|
| English     | Virtually all colleges and universities require four years of English. The more selective schools look for Honors or AP courses.                                  |
| Mathematics | Three years of mathematics, including algebra I & II and geometry, is the <u>minimum</u> required by all four-year colleges, and many want a fourth year of math. |

Programs in areas such as engineering, business and computer science typically require a fourth year of math. College-bound students are strongly encouraged to take four years of mathematics. The more selective schools look for four years of math, and give more weight to calculus and other advanced classes, as well as honors and AP courses.

Science Two years of laboratory science (beyond freshman science) are the minimum required by most four-year colleges, and many want three lab sciences (typically biology, chemistry and physics). The more selective schools want at least three years of lab science, and will look for Honors and AP courses.

Social Science Most colleges look for two to three years of social sciences, with the more selective schools looking for four years of study and Honors and AP courses.

Languages Two years of a foreign language – preferably the same language – are required by most four-year colleges. Three years of foreign language are preferred (with more weight given to three years of study of the same language). The more selective schools like to see four years of foreign language study (again, preferably the same language), and look for Honors and/or advanced and AP courses.

### STANDARDIZED TESTING: REQUIREMENTS & RECOMMENDATIONS

All students take the PSAT in October of their sophomore and junior years. All students should take their first SAT in the spring of their junior year. We encourage all students planning to attend college to take the SAT a second time, and we recommend the October test date for this. Some schools (although not the majority) require SAT and Subject Tests, and we encourage juniors planning to take Subject Tests to do so on the June test dates.

The ACT, accepted by virtually all colleges in place of the SAT, is another option for students to consider, particularly those who are not pleased with their SAT scores. The SAT is offered seven times a year; the ACT is offered six times. For more information, go to [www.collegeboard.org](http://www.collegeboard.org) or [www.actstudent.org](http://www.actstudent.org) or contact the Guidance Office.



# English

Students must earn four credits in English to graduate. Two of these credits must be earned by successfully completing year-long courses (English I and English II). The final two credits may be earned by completing a combination of Advanced Placement and/or semester-long electives.

---

## ENGLISH I

Course#: 112

Grade: 9

Credits: 1

Freshman English continues to develop students' knowledge of literature, multi-paragraph analytical writing, grammar and usage, and SAT vocabulary. Students will read, discuss, and write about a wide variety of literature including short stories, poetry, drama, and novels. Instruction emphasizes reading critically and writing clear and well-developed paragraphs. Texts studied in English I may include *Adventures in Reading* (anthology), *Speak*, *Lord of the Flies*, *A Separate Peace*, *Romeo and Juliet*, and various self selected titles.

Prerequisites: None

## ENGLISH I (Honors)

Course#: 111

Grade: 9

Credits: 1

Honors English I builds on the same concepts as English I, but the concepts are introduced at a faster pace using more challenging texts. A greater degree of independence and more in-depth analysis are expectations of the course. Honors English requires students to complete a summer assignment. Additional honors texts may include *The Odyssey*, *Great Expectations*, and/or *Fahrenheit 451*, as well as independently chosen titles.

Prerequisites: Student performance data from grade 8

## ENGLISH II

Course#: 122

Grade: 10

Credits: 1

This course focuses on America's literary heritage through the study of texts from different periods in American history. Students read poems, essays and short stories from *Adventures in American Literature* (anthology) and novels such as *Of Mice and Men*, *The Great Gatsby*, *The Adventures of Huckleberry Finn* and *The Catcher in the Rye*. In addition, students will read plays such as *The Crucible*, *The Death of a Salesman* and *Our Town*. Students will extend their mastery of written and spoken English through frequent writing assignments and the study of grammar and vocabulary. The analytical essay will be the primary focus of the writing curriculum.

**Prerequisites:** Passing grade in previous year's English class.

## ENGLISH II (Honors)

**Course#:** 121

**Grade:** 10

**Credits:** 1

This course examines issues and concerns explored in American literature, employing this examination to teach abstract analysis as well as oral and written expression. In addition to an anthology of short prose pieces and poems, students will read several longer texts. Teacher's selections vary, but titles are mostly drawn from the following list: *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Crucible*, *Of Mice and Men*, *The Awakening*, *The Catcher in the Rye*, and *The Death of a Salesman*. Instruction will focus on writing clear, richly developed analytical, narrative and persuasive essays.

**Prerequisites:** Above average grades in previous honors English section, or teacher recommendation.

## JUNIOR and SENIOR ENGLISH

Students may complete their final two English credits by taking any combination of year-long courses or semester offerings.

Semester courses are open to grades 9-12 unless otherwise noted. Students must take 1 full credit of English per year, but are encouraged to enroll in additional courses.

Forensics, Logic, Mystery, and Writing is a full year, double block course. Successful completion of the course will garner 1 full credit in English and 1 full credit in Science.

*Creative writing courses and/or journalism may be taken for more than one semester.* Students may repeat the writing process established in the first endeavor, but will be expected to draft and submit new pieces. The first time the course is taken, the grade will contribute to English graduation requirements. All future enrollments of the course will earn elective credit.

The following semester courses are not approved for NCAA eligibility: Creative Writing: Screenwriting (1042) and Food, Culture, & Literature (1621).

## AP ENGLISH LITERATURE & COMPOSITION (Advanced Placement/Honors)

**Course#:** 131

**Grades:** 11-12

**Credits:** 1

Advanced Placement Literature and Composition challenges students at the highest levels to analyze and interpret complex literary texts and to compose clear and insightful analyses in response to the reading. Writing assignments will include on-demand writing, process writing, and response writing. This rigorous course will operate as a seminar and will require that students



read, analyze and discuss sophisticated literature such as *The Grapes of Wrath*, *Invisible Man*, *As I Lay Dying*, and *Their Eyes Were Watching God*.

*All students must take the AP examination in May.*

**Prerequisites:** Successful completion of English II

## AP ENGLISH LANGUAGE & COMPOSITION (Advanced Placement / Honors)

**Course#:** 1311

**Grades:** 11-12

**Credits:** 1

Advanced Placement Language and Composition is an honors-level course designed to prepare students for the rigors of college-level thinking and writing. Whereas AP Literature and Composition focuses specifically on the exploration of various literary genres, this course mirrors a college composition course, with a heavy emphasis on developing in students the ability to produce the sort of rich, complex writing that forms the basis of academic, professional and personal communication. In pursuit of this goal, students will read a broad range of texts, both fiction and non-fiction, which they will be expected to consider and synthesize in writing that moves beyond the formulaic five-paragraph essay into sophisticated prose driven by content, purpose and audience.

*All students must take the AP examination in May.*

**Prerequisites:** Successful completion of English II

## ATHLETE'S EXPERIENCE THROUGH LITERATURE

**Course#:** 1576

**Grades:** 9-12

**Credits:** 1/2

Our American culture is deeply rooted in its athletic identity. This course will explore writings, both fiction and nonfiction, that highlights our focus on sports, as well its place in our history and current culture. In addition to whole class assignments, students will be required to read and write pieces that reflect upon their own athletic experience or personal training. Students will read current short works as well as longer texts, such as, *Boys in the Boat*, *Unbroken*, and *Friday Night Lights*.

**Prerequisites:** None

## CREATIVE WRITING: POETRY

**Course#:** 1032

**Grades:** 9-12

**Credits:** 1/2

This course is designed to develop both the skills and the habits of poets. Daily reflective writing, sharing, drafting and revising of poems, workshopping, and publishing (both in print and performance) are all components of the curriculum. In order to inspire and support

experimentation with a variety of writing strategies and techniques, students will explore the work of both page and performance poets, completing a series of response papers on poems of their choice. Students will compose a poem each week, ranging from traditional forms such as sestinas and sonnets, to free verse, to collaborative pieces. Great emphasis is placed on developing individual style and voice. Each student will publish a chapbook, CD, or DVD of their collected work as a final project.

**Prerequisites:** None

## CREATIVE WRITING: FICTION

**Course#:** 1043

**Grades:** 9-12

**Credits:** 1/2

Students will write fiction in an intensive, college-type seminar, read various materials to support writing strategies and techniques, and explore different approaches to narrative technique, characterization, plot, voice, and theme. Assignments will allow students to experiment with various fictional genres, including historical, romance, fantasy, realism, post-modernism, sci-fi, psychological, and crime. The world of fiction publishing (online and in-print) will be investigated and experienced. Weekly assignments will culminate in a final project of a portfolio or small book of short stories.

**Prerequisites:** None

## CREATIVE WRITING: SCREENWRITING and FILM PRODUCTION

**Course#:** 1042

**Grades:** 9-12

**Credits:** 1/2

In this intensive, college-type seminar, students will write at least one screenplay and produce it as an original film. Significant films, TV shows, and internet videos--along with independent and assigned readings and technical instruction--will support student writing and filming techniques. Students may explore different film genres--such as film noir, cinema verité, comedy, drama, action, experimental--and write using various approaches to narrative technique, characterization, plot, and theme. At the end of the semester, students will have written at least one creative screenplay and filmed it. (Students do not need to own their own equipment; they will have access to the school's professional-quality cameras, microphones, and software.) Student work will be shown publicly at a short film festival at the end of the semester. Students will collaborate with the Acting for Film class when possible.

\*Not approved for NCAA eligibility.

**Prerequisites:** None

## CREATIVE WRITING: ADVANCED SCREENWRITING AND FILM PRODUCTION

**Course#:** 10421

**Grades:** 10-12

**Credits:** 1

This year long class will focus on screenwriting and film production. Students will be expected to create a short film to be entered in the Casco Bay Anchors Film Awards. This class will have a workshop environment where students can move through the film-making process asynchronously. While there will be instruction in all phases of the filmmaking process and in the history of film, TV, and internet video, students will also be expected to independently seek understandings pertinent to their particular projects/films. The film-making process includes screenwriting, film production, acting, editing, sound engineering, and more. There are no prerequisites for this class, but it will allow for more in-depth study and production than the semester-long course (#1042).

**Prerequisites:** None

## CREATIVE WRITING: COMEDY

**Course#:** 1035

**Grades:** 9-12

**Credits:** 1/2

Comedy comes in all shapes and sizes, and we'll explore them in a one-semester course that will be both fun and educational. Students will experiment with satire, irony, parody, dark comedy, improvisation, observational comedy, sitcom, and word play. Assignments will provide opportunities to create sketches, fiction, poetry, screenplays, one-acts, and stand-up. The semester will culminate in a comedy showcase, with publication, screening, and performance options. We will read, watch and study work by some of comedy's all-time notables, such as Rabelais, William Shakespeare, Voltaire, Mark Twain, Charlie Chaplin, The Marx Brothers, Lucille Ball, Samuel Beckett, Kurt Vonnegut, R. Crumb, Woody Allen, Richard Pryor, George Carlin, Mel Brooks, Monty Python, Robin Williams, Jon Stewart, Tina Fey, and Roz Chast.

**Prerequisites:** None

## EXPEDITIONARY LITERATURE

**Course#:** 1574

**Grades:** 9-12

**Credits:** 1/2

Albert Einstein, one of the greatest thinkers of the twentieth century, believed one should, "Look deep into nature, and then you will understand everything better." Using that wisdom, this course will focus on reading and writing about great pieces of literature ranging from Thoreau's *Walden*, Walt Whitman's "Song of Myself," Jon Krakauer's *Into the Wild*, to *Pilgrim at Tinker Creek* by Annie Dillard. We will also read many current nonfiction selections about the relationship between humans and nature. Students will keep a journal, write creative narrative pieces, and analytical rhetorical analysis. The classroom experience will culminate with an individually designed project that has at its heart a reflection on how nature and the various learning activities

have influenced the student. We will access various outdoor locations on campus, such as the Falmouth Schools Garden, and participate in class trips which allow us to interact with nature and reflect upon the experience.

**Prerequisites:** None

## FOOD, CULTURE, AND LITERATURE

**Course#:** 1621

**Grades:** 9-12

**Credits:** 1/2

The main topic of this course will be the food that we eat and grow, and how it is represented in literature and film. Students will read and write fiction, poetry and nonfiction about food and its production, distribution, and consumption. Students will study a selection of films about eating and growing food. The relationship of food to culture, identity, health, and power will be explored from a variety of literary and political perspectives. Students will gain first hand knowledge about food from gardening (in the high school's orchard) and preparing and eating the food that we read about in novels and poems. Students will earn community service hours in the high school orchard for the gardening that they do for this course.

\*Not approved for NCAA eligibility.

**Prerequisites:** None

## FORENSICS, LOGIC, MYSTERY AND WRITING / FORENSICS, LOGIC, MYSTERY AND WRITING (Honors)

**Course#:** 54941

**Grades:** 9-12

**Credits:** 2: 1 ENGLISH, 1 SCIENCE

This course is offered in a way that allows students to select either an honors or a non-honors path within the class. This course is an in-depth, hands-on laboratory science class paired with a literature and creative writing course. This full year, double session course bridges science concepts, the criminal justice system, and literature that features both. Forensic science integrates core concepts from biology, chemistry, and physics providing a unified way of understanding critical thinking and problem solving. Students will solve mock criminal investigations and evaluate crime and mystery literature using a wide range of laboratory techniques to process and analyze evidence. Students will conduct and write labs, prepare and deliver testimony, and write and evaluate fictional pieces, while making scientific conclusions supported by evidence and sound scientific reasoning.

**Prerequisites:** None

## INDEPENDENT READING AND WRITING: FOLLOWING YOUR DREAM

**Course#:** 1577

**Grades:** 9-12

**Credits:** 1/2

Each student in this class will pursue a different course of study, one that will depend upon what interests and engages them. At the beginning of the class, students will identify what they are passionate about and what they dream to do with their lives. Each student will then create, in consultation with the teacher, a reading list for the semester designed to help them develop a deeper understanding of their dream and the steps they might take to actualize it. During the semester students will write about their reading and use presentations and discussions to teach their classmates about what they are learning. For a final project each student will propose a plan for putting their dream into action, and then do it. This project may involve experiences on or off campus.

**Prerequisites:** None

## INTRODUCTION TO JOURNALISM

**Course#:** 1063

**Grades:** 9-12

**Credits:** 1/2

This course will introduce students to the basics of journalism, with a focus on writing (print). Students will learn about the history and current state of journalism, the practice of research, reporting, shaping stories, as well as the fundamentals of quality journalistic writing, layout and photography. Students interested in writing/editing for The Mast are encouraged to take this course.

**Prerequisites:** None

## LITERATURE OF MINDFULNESS

**Course#:** 1571

**Grades:** 9-12

**Credits:** 1/2

The reading list for this course will provide students with the opportunity to study mindfulness from a variety of perspectives and traditions. Texts will include Siddhartha; Tao Te Ching; The Seven Storey Mountain; Proverbs/Psalms/Ecclesiastes; The Gospels; Upanishads; Zen Mind, Beginner's Mind; selected poetry from around the world; and readings from researchers and theorists in the contemporary science of mindfulness. In addition to reading, writing (academic and creative), and discussing texts, students will have the chance to engage in a variety of mindfulness techniques and strategies, some of them introduced and taught by visiting experts in the field.

**Prerequisites:** None.

## MEDIA STUDIES

**Course#:** 1575

**Grades:** 9-12

**Credits:** 1/2

Most of us read and experience far more news and media than we do classic literature. But how many of us ever really learn how to "read" the information we get? In a world where we are hit each day with a tsunami of information, how do we know what to trust? This course focuses on helping students learn to read, understand, and analyze modern media. In this class students will learn the basic structures and patterns of how media relates news/information, the different forms media takes, how to recognize forms of bias and viewpoint, and how then to draw out accurate information. Students will be expected to read, write, and share what they learn. This course will appeal to students interested in current events, journalism, modern media, reading, and writing.

**Prerequisites:** None

## MEMOIR AND PERSONAL ESSAY

**Course#:** 1572

**Grades:** 9-12

**Credits:** 1/2

Of all forms of writing, the personal memoir can be the most exciting and most challenging. Writing about ourselves--our thoughts, experiences, conundrums--in a way that interests other people can be a deeply rewarding experience. While exploring one's introspective voice students will have the opportunity to expand writing skills creatively while honing skills needed to craft personal essays required for college application. Students in this course will study the basic aspects of and challenges in personal writing through professional memoir (e.g. *Stop Time, When We Were the Kennedys*), journal writing, crafting actual memoir, and workshopping what you write. Students will use the college essay as an access point to understanding memoir, learn to see as a writer, encounter experience through creative analysis, and turn perceptions into dramatic literary patterns.

**Prerequisites:** None

## PUBLIC SPEAKING

**Course#:** 155

**Grades:** 9-12

**Credits:** 1/2

This is a semester course designed to prepare students for presenting a variety of oral projects. The presentations range from impromptus, children's stories, poetry readings, interpretive readings of well-known speeches, and a student written speech/presentation. Students will also thoroughly study interpersonal communication and the many different forums where speaking skills are needed. 80% of the grade will be performance based.

**Prerequisites:** None

## READING THE CLASSICS

**Course#:** 109

**Grades:** 11-12

**Credits:** 1/2

Students will read, discuss and write about the foundational philosophical texts of our culture. The course will focus on the Greek and Roman thinkers of antiquity: Pre-Socratics, Plato, Aristotle, Seneca, and Cicero, as well as the basics of logic. The reading and writing in this course will be challenging, but the reward of diligent application will be a solid understanding of the philosophical structures underpinning our culture and an ability to think and write logically about the world.

**Prerequisites:** None

## REBELLION IN LYRICS AND LITERATURE

**Course#:** 1573

**Grades:** 9-12

**Credits:** 1/2

"War! What is it good for?" Although recorded by many, these lyrics written by Motown's Whitfield and Strong display how people historically express their emotions through their art. This course will explore how the artistic mediums of lyrics, poetry, and literature reflect the rebellion of a culture. We will explore political groups and the writing that unifies them. We will track the history of protest songs, such as "We Shall Overcome," and consider how currently released works make a relevant political or social statement. Through interacting with literature that promotes its cause, we will explore which issues are important to us, and ultimately, compose our own works of social commentary.

**Prerequisites:** None

## SHAKESPEARE & YOU

**Course#:** 156

**Grades:** 9-12

**Credits:** 1/2

This is a class designed for students interested in studying more of Shakespeare's plays. A major focus will be on how the characterization and the themes still relate to us today. We will focus on why the issues in these works continue to captivate us. Students will be expected to read and study 4-6 plays. We will look at the plays as performance based works. In other words, although we will read them, we will always keep in mind they meant to be acted/performed. Students will be required to perform/interpret scenes as part of the class.

**Prerequisites:** None





# SOCIAL STUDIES

The Social Studies curriculum includes instruction and assessment in the state-mandated content standards of civics and government, economics, geography, and history.

1. Freshmen are required to take one year of World History. Placement in Honors World History is based on student performance data during the 8th grade.
2. Sophomores are required to take one semester of 20th Century World History. Placement in Honors 20th Century World History is based on student performance data from the previous year. Sophomores are also required to take either one semester of U.S. Civics and Government or the year-long AP U.S. Government and Politics. Placement in AP U.S. Government and Politics is based on student performance data from the previous year.
3. Juniors are required to take one year of American History or AP U.S. History. Placement in AP U.S. History is based on student performance data from the previous year.
4. Juniors and seniors may earn additional Social Studies credits by choosing from the various electives that are offered.

## WORLD HISTORY

**Course#:** 208

**Grade:** 9

**Credits:** 1

This year-long course surveys the political, economic, and social history of Europe, the Middle East, Asia, and Africa to 1900. Skills emphasized include conducting historical research, analyzing historical sources, and making historical arguments. In addition, this course requires analysis and interpretation of primary and secondary sources.

**Prerequisites:** None

## WORLD HISTORY (Honors)

**Course#:** 209

**Grade:** 9

**Credits:** 1

This year-long course surveys the political, economic, and social history of Europe, the Middle East, Asia, and Africa to 1900. Skills emphasized include conducting historical research, analyzing historical sources, and making historical arguments. In addition, this course requires extensive analysis and interpretation of primary and secondary sources.

**Prerequisites:** Student performance data from the previous year.

## 20th CENTURY WORLD HISTORY

**Course#:** 210

**Grade:** 10

**Credits:** 1/2

This semester course explores the political, economic, and social history of Europe, the Middle East, Asia, and Africa during the 20th century as well as contemporary global issues. Skills emphasized include, research, essay writing, and analysis of a variety of sources.

**Prerequisites:** None

## 20th CENTURY WORLD HISTORY (Honors)

**Course#:** 211

**Grade:** 10

**Credits:** 1/2

This semester course explores the political, economic, and social history of Europe, the Middle East, Asia, and Africa during the 20th century as well as contemporary global issues. Skills emphasized include, research, essay writing, and analysis of a variety of sources. In addition, this course requires extensive analysis and interpretation of primary and secondary sources.

**Prerequisites:** Student performance data from the previous year.

## U.S. CIVICS AND GOVERNMENT

**Course#:** 212

**Grades:** 10

**Credits:** 1/2

This semester course involves the study of general concepts in political science as well as American political history, especially of the Revolutionary and early Federal periods. Topics covered include the constitutional basis of U.S. government; political culture; political parties; interest groups and media; institutional and informal sources of political power; development of public policy; and civil rights and liberties.

**Prerequisites:** None

## AP U.S. GOVERNMENT AND POLITICS

**Course#:** 2600

**Grades:** 10

**Credits:** 1

This year-long course gives students an analytical perspective on government and politics in the United States. It includes the study of general concepts in political science as well as an examination and evaluation of American political history. Topics covered include the constitutional basis of the U.S. government; political culture and socialization; political parties, interest groups, and the media; national institutions and informal sources of political power; the development of public policy; and civil rights and liberties. \*Juniors and Seniors may enroll in this course if space is available.

*All students must take the AP examination in May.*

**Prerequisites:** Student performance data from the previous year.

## AMERICAN HISTORY

Course#: 215

Grade: 11

Credits: 1

This year-long course examines the development of the United States from a federal republic in the early 19th century to the world power that it is today. Thematic emphasis will be placed on the spread of democracy and civil liberties, the rise of the middle class, the effects of immigration, the growth of the central government, and the influence of the United States on global history in the 20th century. While the curricular emphasis is primarily on the United States, the course will include selected topics in the history of Canada and Latin America.

Prerequisites: None.

## AP U.S. HISTORY

Course#: 216

Grade: 11

Credits: 1

This year-long course is a rigorous thematic survey of U.S. history, designed to strengthen the analytical skills and factual knowledge necessary to deal critically with problems in United States history. The course begins with Pre-Columbian America and ends with the Clinton Era. The reading and writing components of this course are significantly greater in quantity and complexity over the American History course.

*All students must take the AP examination in May.*

Prerequisites: Student performance data from the previous year.

## ELECTIVES

### AP COMPARATIVE GOVERNMENT AND POLITICS

Course#: 264

Grades: 11-12

Credits: 1/2

This semester course is designed to introduce students to political science through the comparison of contemporary political systems. Students will learn some basic political philosophy and will then compare and contrast some of the world's diverse political systems, including the industrialized democracies as well as nations undergoing fundamental change. Topics include the sources of power and the contrast between theory and reality in the politics of each country examined. Special emphasis will be given to the study of contemporary issues within each nation and current international problems.

*All students must take the AP examination in May.*

Course will be offered during 2nd semester.

Prerequisites: None

## AP EUROPEAN HISTORY

Course#: 268

Grades: 11-12

Credits: 1

This year-long course is an intensive chronological survey of major events and trends in Europe from approximately 1450 to the present. Major cultural, social, economic, and political themes will be explored and connections made across periods and with today's world. During the first semester, students will examine the period from the Renaissance to the French Revolution and Napoleonic era. The 19th and 20th centuries are the focus during the second semester. Students will have the opportunity to read and discuss primary sources, to analyze the interpretations of leading historians and to develop their own academic voice.

*All students must take the AP examination in May.*

Prerequisites: None

## AP HUMAN GEOGRAPHY

Course#: 2191

Grades: 9-12

Credits: 1

This year-long course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

*All students must take the AP examination in May.*

Prerequisites: None

## AP MACROECONOMICS

Course#: 2611

Grades: 11-12

Credits: 1

This year-long course is designed to provide students with the factual knowledge and the analytical skills that are necessary to deal critically with topics in Macroeconomics. Students will learn to assess economic data - its relevance to a given interpretive problem, its reliability, and its importance - and to weigh the evidence and interpretations presented in economic scholarship. Additionally, students will explore how the market system works, how prices are determined, why shortages and surpluses occur, and why incomes differ, all in the context of topics that include national income, supply and demand, economic performance measures, economic growth, and international economics and globalization. The class requires students to engage in extensive reading, research, and discussion, and therefore strong competence in these areas is essential. Additionally, all students will be required to complete a summer reading assignment.

*All students must take the AP examination in May.*

Prerequisites: None

## AP PSYCHOLOGY

**Course#:** 263

**Grades:** 11-12

**Credits:** 1

This year-long course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Important psychological experiments, facts, principles, and phenomena associated with each of the perspectives and major subfields within psychology are explored. Students also learn about the methods psychologists use in their science and practice.

*All students must take the AP examination in May.*

**Prerequisites:** None

## AMERICAN CIVIL RIGHTS MOVEMENTS

**Course#:** 266

**Grades:** 11-12

**Credits:** 1/2

This course will examine the trials and tribulations of civil rights movements throughout the history of the United States. Students will explore the roots and history of the African-American Civil Rights Movement using film, music, and literature. The quest for equal rights for Asian-Americans, women, Hispanic-Americans, Native Americans, and the LGBTQ community will also be a major focus. Additionally, an analysis of the evolution of major Supreme Court decisions and the impact of changing societal attitudes will be recurring themes.

**Prerequisites:** None

## ECONOMICS

**Course#:** 261

**Grades:** 11-12

**Credits:** 1/2

This semester course familiarizes students with economic terms and theories and seeks to enable a better understanding of current economic and political issues. Macroeconomic topics addressed include economic systems, economic measurement, monetary policy, fiscal policy, and the business cycle. Microeconomic topics addressed include supply and demand, business organization, and resource and product markets. The course requires students to examine these topics historically and apply them to the current U.S. and world economies.

**Prerequisites:** None

## HOLOCAUST STUDIES

**Course#:** 271

**Grades:** 11-12

**Credits:** 1/2

This semester course is an in-depth examination of the Holocaust of 1939-45. We will examine how this happened and try to address the more complex question of why this happened. We will approach the topic using literature, psychology, sociology and history. As a student, you will be

able to examine ethical values as you analyze and assess the decisions and actions of perpetrators, bystanders, victims, and resisters. The crux of the course will focus on those actions, decisions and behaviors that engender and cultivate compassionate, ethical, pluralist, democratic societies and what may happen when those things are lost.

**Prerequisites:** None

## **SOCIOLOGY**

**Course#:** 2622

**Grades:** 11-12

**Credits:** 1/2

Why do we associate pink with girls and blue with boys? Why are some people poor and some people rich? Why do societies organize themselves around skin color? This semester course provides students with an introduction to the field of sociology. Students will learn to identify and analyze how cultural and social norms, expectations, and values are developed and taught and how they shape how individuals behave and understand their place in society. Specific topics that will be analyzed include gender & sexuality, social class, and race & ethnicity.

**Prerequisites:** None.

## **PHILOSOPHY**

**Course#:** 273

**Grades:** 11-12

**Credits:** 1/2

This semester course will explore the foundations of modern and contemporary philosophy as a means to expand our sphere of moral and ethical concern. Utilizing primarily literature, film, and various means of discourse, students will analyze, interpret, and implement elements of philosophical movements and frameworks that cover a broad range of topics that potentially include culture, politics, religion, work, leisure, charity, human rights, artificial intelligence, consciousness, intention, and more.

**Prerequisites:** None.

## **U.S. CIVICS and GOVERNMENT II**

**Course #:** 2122

**Grades:** 10-12

**Credits:** 1/2

This semester course will continue where U.S. Civics and Government left off. We will explore the courts and our local government offices. We will learn important life skills about insurance, banking, and the economy. Course learning will be project based and hands on. We will use current events to discuss local, state, and federal governmental policies. We will continue our work in learning how to be an active, informed citizen. Speakers will be invited in to give us the practical information we need: newspaper editors, judges, clerks, legislators, etc. Students will be involved in the planning and implementation of the course as it progresses. We are limited only by our imagination.

Come join us and make CIVICS COME ALIVE!

**NOTE: 10th graders may take the course only during the second semester. Completion of U.S. Civics is required**

**Prerequisites:** U.S. Civics and Government; or, AP U.S. Government and Politics.

## **SOCIAL STUDIES INQUIRY SEMINAR**

**Course#:** 292

**Grades:** 12

**Credits:** 1/2

Do you wish there was a Social Studies elective that's not offered at FHS? Do you want to develop your ability to self-direct your own learning? Enroll in this course and you'll get support and guidance to help you design your own curriculum of study to dig deeper into a Social Science or History topic of your choosing. Each student will demonstrate what they learn in their own way. Gender History, Latin American History, Asian History, African History, Technology in American History, Labor History, Anthropology, Environmental History, History of Science, Religious Studies, etc.

**Prerequisites:** You must have a proven track record of being a motivated and responsible learner in previous Social Studies courses.





# MATHEMATICS

The Mathematics Department offers a wide variety of sequential courses. Students should select these courses according to their demonstrated performance in previous courses, teacher recommendations, their personal motivation, career goals / interests, and their mathematical aptitudes. Students requiring extra support in Algebra I, Geometry and Algebra II will be recommended for an appropriate math lab.

The honors mathematics curriculum is conceptually equivalent to a four-course, advanced placement sequence with very high expectations. Only students who have a special desire to be pushed beyond the routine and are highly motivated in mathematics should consider honors courses. Students enrolled in honors classes are expected to think creatively and to extend concepts beyond basic ideas with very little time spent on drill and practice.

An integral part of the honors program is participation in Math Team. Honors students, starting in grade 9, are strongly encouraged to be active members of the Math Team. This activity exposes younger students to topics and techniques that will challenge them in future courses. Upperclassmen have an opportunity to stay current on all areas of math, not just those covered in their present math course. Participation in Math Team provides students with a definite advantage in current and future math studies.

Graphing calculators are used in a variety of math courses. The math department uses and supports the TI-83/84 graphing calculator in their classroom instruction.

---

## ALGEBRA I

**Course#:** 412

**Grade:** 9

**Credits:** 1

This course is a first year algebra course designed to build upon the student's understanding of basic algebraic concepts. The course focuses on linear functions, equations and inequalities, and systems of linear equations. In addition, the course includes an introduction to a variety of topics such as quadratic and exponential functions, and probability and statistics which are then explored in more depth and detail in Geometry and Algebra II. Applications of concepts are included throughout the course in order to offer a concrete learning experience.

**Prerequisites:** None

## ALGEBRA I (Honors)

**Course#:** 410

**Grade:** 9

**Credits:** 1

This is a first-year accelerated algebra course designed to build upon, and enrich, the student's understanding of basic algebraic concepts. This course will look at algebra from a concrete, problem-solving approach as well as from a conceptual point of view. Students will solve equations and inequalities, and make graphs of families of functions (linear, quadratic,

exponential, radical, and rational). Success in this fast-paced course depends on diligent effort outside of class hours.

**Prerequisites:** Teacher Recommendation

## GEOMETRY

**Course#:** 422

**Grades:** 10-12

**Credits:** 1

This course covers the basic concepts of Euclidean geometry, including some introductory proof writing. Also included are other topics such as coordinate geometry, right triangle trigonometry, and area and volume of two- and three- dimensional shapes and objects.

**Prerequisites:** Successful completion of Algebra I or approval of the department.

## GEOMETRY (Honors)

**Course#:** 420

**Grades:** 9-10

**Credits:** 1

The core content of this course is typical of traditional Euclidean Geometry courses, with strong emphasis on deductive proofs. The honors class is significantly more demanding than the Geometry class with emphasis on more abstract reasoning and challenging non-routine problem solving.

**Prerequisites:** B or better in Algebra I Honors or approval of the department.

## ALGEBRA II

**Course#:** 432

**Grades:** 11-12

**Credits:** 1

Students enrolled in this second year algebra class will spend significant time on a variety of functions such as exponential, quadratic, and logarithmic. Systems of equations and trigonometry are also covered.

**Prerequisites:** Successful completion of Algebra I and Geometry or approval of the department.

## ALGEBRA II (Honors)

**Course#:** 430

**Grades:** 10-12

**Credits:** 1

Students will spend extensive time on analyzing, graphing and solving a variety of equations, such as exponential, quadratic, polynomial, logarithmic and periodic. Matrices, systems of

equations, and trigonometry are also covered. The honors class will focus on advanced problems and applications and students are expected to challenge themselves on non-routine problems.

**Prerequisites:** B or better in Honors Geometry or approval of the department.

## PRE-CALCULUS (Honors)

**Course#:** 483

**Grades:** 11-12

**Credits:** 1

Honors Precalculus synthesizes work completed in previous honors math courses. It focuses on understanding the relationship between different functions such as exponential and logarithmic using their equations, graphs and applications. A comprehensive study of trigonometric functions is central to the course along with further work in areas of discrete mathematics covering areas such as sequences and series and probability. The course also introduces students to the basic concepts of calculus.

**Prerequisites:** B or better in Honors Algebra II or approval of the department..

## STATISTICS I

**Course#:** 443

**Grade:** 12

**Credits:** 1/2

This course is recommended for students whose first college math course may be linked to the social sciences or business majors. The course will be an introduction to statistics covering topics including one- and two-variable data, correlation, regression, normal distributions, and experimental design.

**Prerequisites:** Successful completion of Algebra II or approval of the department..

## STATISTICS II

**Course#:** 444

**Grade:** 12

**Credits:** 1/2

This class is a sequel to Statistics I. The course will go more deeply into the topics in semester I as well as covering topics including introductory probability, inference and confidence intervals.

**Prerequisites:** Successful completion of Statistics I or approval of the department.

## QUANTITATIVE REASONING

**Course#:** 4421

**Grade:** 12

**Credits:** 1

Quantitative reasoning is the ability to interpret data, solve problems and reason using numbers and mathematical ideas. Topics include the use and abuse of percentages, exploring statistical applications and probabilities, as well as linear and exponential growth and other related material. This course will award three college credits to students who earn a passing grade. (Students must also earn an acceptable score on the Accuplacer in order to receive college credits.)

**Prerequisites:** Algebra 2

## INTRODUCTION TO PRECALCULUS I

**Course#:** 4520

**Grades:** 11-12

**Credits:** 1/2

This course is offered in the fall semester and focuses on algebraic work in functions, conics, sequences and series, and logarithms. This is a required course for students at the non-honors level intending to take Introduction to Pre-Calculus II.

**Prerequisites:** B or better in Algebra II or permission of the department.

## INTRODUCTION TO PRECALCULUS II

**Course#:** 4521

**Grades:** 11-12

**Credits:** 1/2

This course is offered in the spring semester as a continuation of Pre-Calculus I and is intended for students who intend to enroll in a Pre-calculus/Calculus sequence in college. The curriculum focuses on a comprehensive study of trigonometry. Students will also continue to work on strengthening algebraic skills.

**Prerequisites:** Introduction to Pre-Calculus I or Honors Algebra II or permission of the department.

## AP CALCULUS AB

**Course#:** 493

**Grades:** 11-12

**Credits:** 1

AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement, or both from institutions of higher learning. Success in AP Calculus is closely tied to the preparation students have had in courses leading up to their AP courses. Students should have demonstrated mastery of material from courses that are the equivalent of four full years of high school mathematics before attempting calculus. These courses should include the study of algebra, geometry, coordinate geometry, and trigonometry, with the fourth year of study including advanced topics in algebra, trigonometry, analytic geometry, and elementary functions.

Calculus AB is primarily concerned with developing a student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a

multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.  
All students must take the AP examination in May.

**Prerequisites:** Prerequisite: B or better in Honors Pre-Calculus or approval of the department.

## AP CALCULUS BC

**Course#:** 4932

**Grade:** 12

**Credits:** 1

Calculus BC is a full-year course in the calculus of functions of a single variable. Calculus BC is an extension of Calculus AB rather than an enhancement. Topics common to the two courses require a similar depth of understanding. Calculus BC continues to emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Technology is used regularly by students to reinforce the relationships among the multiple representations of functions. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB.

*All students must take the AP examination in May.*

**Prerequisites:** Successful completion of AP Calculus AB

## AP STATISTICS

**Course#:** 495

**Grades:** 11-12

**Credits:** 1

This class strictly follows the Advanced Placement curriculum outlined by the College Board. Students will work with one- and two-variable data, correlation, regression, introductory probability, normal and non-normal distributions, experimental design, inference and confidence intervals. The course contains extensive writing and justification of student work. Students should be prepared to commit time outside of class in studying for the AP Exam.

*All students must take the AP examination in May.*

**Prerequisites:** Successful completion of Algebra II Honors or Algebra II with teacher recommendation.



# SCIENCE & ENGINEERING

Our mission is to provide the best possible Science, Technology, Engineering and Mathematics experience for all students. The minimum graduation requirement for Falmouth High School is 3 years of science courses, but students planning on attending a 4-year college are strongly encouraged to take **at least** the core sequence of 4 science courses. Most students at FHS take Earth and Space Science in grade 9, Biology in grade 10, Chemistry in grade 11, and Physics in grade 12.

Engineering courses foster divergent thinking and provide a chance for students to experience first hand the design process. Students considering taking Advanced Placement courses should plan to take the introductory course at the honors level in that subject. Beyond AP courses, a wide variety of semester and year long electives are offered at both honors and regular levels.

## STEM Endorsement

A STEM endorsement recognizes that motivated students have made the choice to devote a significant amount of effort and time in pursuing an extensive course of STEM oriented work at FHS. Beginning in 2013 graduating seniors can earn a STEM endorsement on their diploma and transcript by meeting additional standards, listed below.

1. 4 years each of English, Math, and Science (Earth & Space, Biology, Chemistry, and Physics) and 3 years of Social Studies
2. 3 Additional Credits drawn from Science, Engineering and Math Electives
3. A minimum number of 7 ELO's (Extended Learning Opportunities) from STEM related extracurricular activities or projects
4. Complete a STEM related job shadow
5. A more extensive Senior Project involving a STEM theme or research
6. Enter the Maine State Science Fair

## EARTH AND SPACE SCIENCE

**Course#:** 504

**Grade:** 9

**Credits:** 1

This introductory science course is grounded in skill building and problem solving presented through practical applications and real world connections. Students will be introduced to the engineering process, learn how to write formal lab reports, and learn how to properly collect scientific data in a variety of settings. Investigations are integral to the course, with student measurements and observations providing the evidence to help students uncover the fundamental laws and relationships in Earth and Space Sciences. This course includes units in fundamental chemistry, energy, astronomy, meteorology, oceanology, geology, and environmental science. This is a hands-on course in which students will see and feel the science, and it will provide the foundation on which students will later build understanding of concepts in Biology, Chemistry, and Physics courses. Working both in teams and as individuals, students will apply new skills to produce projects that provide solutions to technological problems. The mathematical ability needed to succeed in this course will be age and grade level appropriate.

**Prerequisites:** None

## **EARTH AND SPACE SCIENCE (Honors)**

**Course#:** 502

**Grade:** 9

**Credits:** 1

The content and activities for the honors level will be the same as stated above, but the depth of inquiry and mathematical investigations will be at a higher level. It is intended for self-directed and self-motivated learners who accept the challenge of critical thinking and problem solving.

**Prerequisites:** Student performance data from the previous year and concurrent enrollments in Honors Algebra or Honors Geometry.

## **BIOLOGY**

**Course#:** 531

**Grade:** 10

**Credits:** 1

This class is a survey course designed to familiarize students with some of the many aspects of biology -- the study of life. Topics covered include: ecology, cell biology, genetics, and natural selection & evolution. The main theme of this course is the interconnections that exist within and among all living things. Through labs, lectures, outside observations, exams, videos, group and individual projects, students will get a look into the fascinating study of the living world and how they fit into the world around them. Students will also gain experience in problem solving and using science process skills such as observation, prediction, data collection and organization, and data analysis to examine the living world.

**Prerequisites:** Successful completion of Earth and Space Science.

## **BIOLOGY (Honors)**

**Course#:** 530

**Grade:** 10

**Credits:** 1

This course is designed for highly motivated students with both a strong desire to study science and the ability to think abstractly. Honors Biology will follow the same curricular framework as Biology with an emphasis on the molecular basis of Biology. Communication of scientific ideas is an important aspect in this course so students should expect a significant amount of outside reading and writing. There is a laboratory component to this course, and it is expected that students will continue to develop their critical and creative thinking skills. Students should have the ability and self-discipline to work in a self-directed environment.

**Prerequisites:** Student performance data from the previous year.



## AP BIOLOGY

Course#: 5331

Grades: 11-12

Credits:

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The AP Biology course should be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The AP Biology Development Committee conducts college curriculum surveys and develops the AP Biology Examination so that it is representative of the topics covered by these colleges. Accordingly, goals have been set for percentage coverage of three general areas:

- \* Molecules and Cells, 25%
- \* Heredity and Evolution, 25%
- \* Organisms and Populations, 50%

The percentage goals serve as a guide for the curriculum of an AP Biology course and will be used to apportion the time devoted to each category. The AP Biology exam is also constructed using the percentage goals as guidelines for question distribution.

Students who elect to take this course should have a strong interest in Biology, the ability and desire to read college textbooks, and the commitment to work hard until May.

*All students must take the AP examination in May.*

Please note - this class will meet two periods all year.

**Prerequisites:** A grade of B or better in Honors Biology and Honors Chemistry, or a B or better in Honors Biology AND concurrent enrollment in Honors Chemistry with recommendation of Biology instructor. Permission of instructor is required for any other circumstances.

## CHEMISTRY

Course#: 542

Grades: 11-12

Credits: 1

This course is designed for motivated students with a solid math background. The course will cover chemical and physical properties and changes; atomic structure and electron configurations; periodic properties; chemical bonding; naming and formulas; mole concepts; equations and types

of reactions; behavior of gases, liquids and solids; solutions; and acids, bases and salts. There will also be some units integrated into the curriculum that will connect chemistry to your community. The laboratory work will closely correlate to the topic sequence and is designed to substantiate or reveal.

**Prerequisites:** Successful completion of Biology and Algebra 1.

## CHEMISTRY (Honors)

**Course#:** 541

**Grades:** 11-12

**Credits:** 1

This course is designed for highly motivated students with a strong math background who plan to study science, medicine or engineering. The course covers all of the topics in Chemistry 542 in a more mathematical fashion. There is a strong emphasis on the quantitative aspect of chemical reactions. Students must be able to work independently in both a laboratory and classroom environment.

**Prerequisites:** B+ or better in Biology, Algebra I, Algebra II, and Geometry, or B or better in Honors Biology. Honors Algebra I, Honors Algebra II, and Honors Geometry. May be taken concurrently with Algebra II and Biology.

## AP CHEMISTRY

**Course#:** 5431

**Grades:** 11-12

**Credits:** 1

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college year. This course differs from the first year of Chemistry with respect to the textbook used, the number of topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, the kind of laboratory work done, and the time needed by students. There is a great emphasis on doing experiments in the laboratory in this course. You should take this course if you anticipate taking chemistry in college. Topics covered include Atomic Theory, Chemical Bonding, Nuclear Chemistry, Solids, Liquids and Gases, Solutions, Reaction Types, Stoichiometry, Equilibrium, Kinetics and Thermodynamics.

*All students must take the AP examination in May.*

**Prerequisites:** B+ or better in Chemistry or B or better in Honors Chemistry. Teacher recommendation is required for all other circumstances.

## PHYSICS

**Course#:** 552

**Grades:** 11-12

**Credits:** 1

Physics explores the fundamental physical laws that govern the universe and the world. This course will build on the foundation provided during the freshman year, reviewing and supplementing topics in mechanics and then quickly exploring other topics of physics but primarily electromagnetism. Emphasis will be placed on practical applications of physics concepts with examples from work, sports and real-life. By the end of the course students will have completed a survey of all of the main topics of physics, including motion, forces, gravitation, energy, optics, electricity, magnetism, and circuitry. Students may apply for college credit from SMCC upon successful completion of the course, and enrollment at SMCC.

**Prerequisites:** Successful completion of Algebra II.

## PHYSICS (Honors)

**Course#:** 551

**Grades:** 11-12

**Credits:** 1

Physics is the scientific discipline that is most integrated with mathematics. Honors Physics is designed for those students considering a math, science, medical or engineering path in college, or who want to develop their ability to approach any problems or situations with rigorous mathematical and logic based analysis. The foundation will be set with in depth investigations into Motion, Forces, Vectors and 2 dimensions, and Work and Energy. Additional topics such as Waves and Sound, Basic Electricity, Gravity and Astronomy, and Modern Physics will build on students' initial work.

There is a large lab component to this class. Students will make extensive use of internet resources and simulations, computer interfaces and data collection in the lab, and will design many of their own experiments. Projects will be involved as well, including one with pumpkins.

**Prerequisites:** B+ or better in CP Science classes B or better in Honors Sciences. Honors Algebra 2 or Pre-Calculus should be taken concurrently. Students must be comfortable using mathematics to be most successful in this class.

## ENGINEERING PHYSICS HONORS

**Course#:** 5513

**Grades:** 11-12

**Credits:** 2

This is a year long, two-block interdisciplinary class. Physics topics and Engineering projects will be synchronized so that each supports the learning of the other. Students will learn physics and apply their knowledge through investigations in engineering topics and projects aligned to the physics. The two blocks will allow for up to 3 hours uninterrupted time that can be used in the lab, shop, or in the field engaging in research, planning and field trips to different businesses and labs. Topics addressed in the class will be different every year, driven by student interest and

local opportunities. We might investigate the local waters of Casco Bay with student designed and built ROV's, equipped with sensors also built and wired by students. Relevant physics would be forces, pressure, buoyancy, hydrodynamics, electric circuits and electronics. Sensors could be designed and built to measure light, moisture, temperature, and pH in the orchard next to the physics/technology room and in the greenhouse. Publicly available data may be used to analyze climate change, and then sensors built and deployed to measure local indicators. This will allow us to merge electronics, thermodynamics, atmospheric science and research.

Goals of the class are to

1. Prepare students to enroll in any first year college physics or engineering course with the tools and knowledge to immediately succeed.
2. Provide students and teachers opportunities to engage in challenging engineering problems and to follow the design, build, test, and redesign, rebuild and retest process.
3. Apply physics and engineering to investigate and address topics of interest, and to test out student designed solutions to local, real world problems.
4. Reveal the roles that engineering and physics play in society and systems throughout the world.
5. Provide students the opportunity to plan, carry out and report on substantial research or design projects

*Engineering Physics* would take the place of any level of Honors or AP Physics class and would add an Engineering block to the schedule. The two blocks would be scheduled next to each other; for example P1 and P2 so that we could get two double blocks and gain the benefit of extended working time. Taking this class will enable juniors to take AP2 Physics during their senior year and allow them to do some meaningful, in-depth research. Since both engineers and physicists require facility with math, Pre-calculus or Calculus are the expected concurrent math courses. Others may be permitted with permission of the instructors.

## AP PHYSICS 1

**Course#:** 5511 **Grades:** 11-12 **Credits:** 1

Algebra Based is designed to be the equivalent to a first-semester of the two-semester college course taken by science majors interested in a challenging, non-calculus approach to physics. It is the physics course required for all pre-med majors, typically taken within the first 2 years of college. This course provides students with the scientific framework and skills to problem solve through rigorous analysis and mathematical methods.

The course is organized into 4 sections:

- \* Newtonian mechanics (including rotational dynamics and angular momentum) 50%
- \* Momentum Work, Energy, and Power 20%
- \* Mechanical Waves and Sound 15%
- \* Fundamental Electricity and Circuits 15%

At least 25% of the instructional time will be spent on laboratory work, with an emphasis on inquiry-based investigations. There will be two projects as well, one of which will include

pumpkins. Students will also be working online and using computers for lab simulations and computer interfaces for bench labs.

*Students must take the AP exam in May to receive AP credit on their transcript. Students not taking the AP exam will receive honors credit instead.*

**Prerequisites:** Students should have maintained a B average or better in honors level science courses, or B+ in CP level science courses. Students should have completed Geometry and be concurrently taking Honors Algebra II or higher, and feel comfortable using mathematics.

## AP PHYSICS 2

**Course#:** 5512 **Grades:** 11-12

**Credits:** 1

Algebra Based is designed to be the equivalent to a second-semester of the two-semester college course taken by science majors interested in a challenging, non-calculus approach to physics. It is the physics course required for all pre-med majors, typically taken within the first 2 years of college. This course provides students the opportunity to further develop the skills to problem solve through rigorous analysis and mathematical methods, to design experiments in order to answer questions in a scientific manner, and to perform error analysis on the results. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. At least 25% of the instructional time will be spent on laboratory work, with an emphasis on inquiry-based investigations. Students will have significantly more freedom to explore physics than in AP Physics 1.

*Students must take the AP exam in May to receive AP credit on their transcript. Students not taking the AP exam will receive honors credit instead.*

**Prerequisites:** B or better in Honors Physics, or in AP Physics 1, and be concurrently enrolled in Honors Pre-calculus or higher, or permission of teacher(s).

## AP ENVIRONMENTAL SCIENCE

**Course #** 554

**Grades:** 11-12

**Credits:** 1

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

*All students must take the AP exam in May.*

**Prerequisite:** None

## ANATOMY / PHYSIOLOGY (Honors)

**Course#:** 532

**Grades:** 11-12

**Credits:** 1

During this year-long course, we will focus on studying human anatomy (structure) and physiology (function). As we study various human systems, we will focus on understanding how these systems are interdependent, as well as the connection between form and function. It is less important that you are able to memorize terms than that you are able to analyze and respond to mechanistic questions. Therefore, our studies will focus on being able to answer "What if . . . ?" types of questions about how the human body functions. Tests will primarily be open-note and are designed to be very challenging. We will begin the year by looking at the evolution of vertebrates in general and humans in particular. If you are not willing to both read and do work outside of class, then this is not the class for you. A vertebrate dissection is a required element in this course: failure to participate in the dissection will result in failing the fourth quarter. There is NOT an online option to replace the dissection.

**Prerequisites:** A grade of B or better in Honors Biology and Honors Chemistry, or a B or better in Honors Biology AND concurrent enrollment in Honors Chemistry with recommendation of Biology instructor. Permission of instructor is required for any other circumstances.

## SCIENCE IN THE NEWS / SCIENCE IN THE NEWS (HONORS)

**Course #** 5421

**Grades:** 11 - 12

**Credits:** ½

This class is designed for students interested in independently researching various science topics and engaging in discussions on those topics. This design will allow students to participate in conversations surrounding current science topics and to conduct research on topics they want to learn more about. The events and topics that the class researches will be self-driven by the interests in the class and has the potential to study many different aspects of the science world. This is a participation-based class and requires that students come to class prepared to discuss the topics. There will also be an Honors Option that will require more than just class participation.

**Prerequisites:** None

## ASTRONOMY & ASTROPHYSICS / ASTRONOMY & ASTROPHYSICS (Honors)

**Course#:** 557

**Grades:** 11-12

**Credits:** 1/2

This class is offered in a way that allows students to select either an honors or a non-honors path within the class. This elective course will present a broad range of topics and concepts in Astronomy & Astrophysics, including, but not limited to cosmic, galactic, and stellar evolution, actual and apparent celestial motion, interstellar and intergalactic distance, dimensionality of time, electromagnetic spectra, planetary processes, historical perspectives, and observational astronomy. Lab activities will be derived from various curricular sources, including, but not limited to NASA (Chandra X-ray, Telescope Educational Outreach), hands-on astrophysics (American Association of Variable Star Observers), and various texts. In addition, there will be at least one field trip to the Southworth Planetarium, and several opportunities for night viewing with telescopes. This is a math-intensive course.

**Prerequisites:** Successful completion of or concurrent enrollment in Algebra II.

## ENERGY, CLIMATE CHANGE & HUMANS / ENERGY, CLIMATE CHANGE & HUMANS (Honors)

**Course#:** 5552

**Grades:** 9 -12

**Credits:** 1/2

Climate Change - It's a thing! How are "Hockey Sticks," Electric cars, and hurricanes in December connected? What does Energy have to do with whether or not we will be skiing at Shawnee Peak in 10 years or Sugarloaf in 15? Is it a good thing or not that we will be able to see ships sail from Seattle, Washington to Portland, Maine over the North Pole in June? Why is The Gulf of Maine heating up faster than 99% of the rest of the ocean? How could this affect us locally? Most important, what can one person hope to do in the face of large scale forces that are shaping the globe?

Students will learn the fundamentals of climate change, measure their personal carbon and energy footprints, perform experiments designed to provide insight into how energy moves through the Earth system, read background research, do their own research, and present the results of their research to each other. Based on their background reading and understanding, they will then work in teams to ask a question generated by their personal interests and carry out an investigation to answer their question. Answers may be suitable for entry in the Maine State Science Fair. Yes, this is an excellent opportunity for students seeking a STEM endorsement to begin to meet their independent research requirement. This class is offered in a way that allows students to select either an honors or non-honors path within the class.

**Prerequisites:** Maintain a B or higher in previous Science classes and have the curiosity and passion to understand and change the world.

## FORENSIC SCIENCE / FORENSIC SCIENCE (Honors)

**Course#:** 5491

**Grades:** 11-12

**Credits:** 1

This class is offered in a way that allows students to select either an honors or a non-honors path within the class. Forensic Science is an in-depth, hands-on laboratory science class. This is a full year course that bridges science concepts and the criminal justice system. Forensic science integrates core concepts from biology, chemistry, and physics providing a unified way of understanding critical thinking and problem solving. Students will solve mock criminal investigations using a wide range of laboratory techniques to process and analyze evidence.

Topics covered will include: crime scene analysis, physical/chemical analysis of various evidence types, hair/fiber/glass analysis, fingerprint comparison, document/handwriting analysis, firearms/ballistics, drugs/toxicology, entomology, blood (serology), and DNA analysis among others. Students will be expected to support their conclusions with evidence and sound scientific reasoning.

**Prerequisites:** None

## FORENSICS, LOGIC, MYSTERY AND WRITING / FORENSICS, LOGIC, MYSTERY AND WRITING (Honors)

**Course#:** 54941

**Grades:** 9-12

**Credits:** 2: 1 English, 1 Science

This course is offered in a way that allows students to select either an honors or a non-honors path within the class. This course is an in-depth, hands-on laboratory science class paired with a literature and creative writing course. This full year, double session course bridges science concepts, the criminal justice system, and literature that features both. Forensic science integrates core concepts from biology, chemistry, and physics providing a unified way of understanding critical thinking and problem solving. Students will solve mock criminal investigations and evaluate crime and mystery literature using a wide range of laboratory techniques to process and analyze evidence. Students will conduct and write labs, prepare and deliver testimony, and write and evaluate fictional pieces, while making scientific conclusions supported by evidence and sound scientific reasoning.

**Prerequisites:** None

## GENETICS / GENETICS (Honors)

**Course#:** 534

**Grades:** 11-12

**Credits:** 1/2

This class is offered in a way that allows students to select either an honors or a non-honors path within the class. Genetics is also designed to have some flexibility within its design to highlight the various interests of the students in the class. The course starts with a review of the important structures and processes involved in genetics. From there, we will review: Mendelian genetics, current research, the genetics of cancer and its resulting treatments, the patentability of genes and current technology. There are also optional topics that the class can choose among: profiling, gene enhancement, cloning and others. This course uses original published articles, original legal briefs and other nonfiction texts, so the ability to read, analyze and write about these texts is important.

**Prerequisites:** Successful completion of Biology.

## OCEANOLOGY & METEOROLOGY / OCEANOLOGY & METEOROLOGY (Honors)



**Course#:** 547

**Grades:** 11-12

**Credits:** 1/2

This elective course will present a broad range of topics and concepts in oceanology and meteorology, including, but not limited to: wave characteristics, ocean chemistry, currents, bathymetry, oceanography, coastlines, tides, thermodynamics, climate, wind belts, storms, fronts, precipitation, and clouds. The course will focus on the intimate interdependencies between the ocean and the atmosphere, and will consider the effect of human impact on both systems. Lab activities will generally be derived from introductory level college curricula. In addition, there will be field trips for data collection and interpretation. There will be an option for an Honors designation.

**Prerequisites:** Successful completion of Algebra I.

## COMPUTER SCIENCE PRINCIPLES I

**Course#:** 6812

**Grades:** 9-12

**Credits:** 1/2

Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become an imperative for today's students and the workforce of tomorrow in virtually all fields.

Computer Science Principles I (CSP I) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, CSP I prepares students to pursue further study of computer science or simply develop an appreciation of how computer technology is integral to all careers paths. This exciting new course, developed by hundreds of professionals in the field, reflects the latest scholarship in computer science, and provides students with a relevant and engaging learning experience.

CSP I covers three major units: The Internet - understanding the technical challenges of creating and using the Internet; Digital Information - exploring the ways that digital information is encoded, represented and manipulated; and Algorithms and Programming - programming in the JavaScript language and creating small applications (apps) that live on the web.

Computer Science Principles I is intended for all grade levels and students with no previous knowledge of computer science. CSP I and AP CSP together cover the College Board Advanced Placement Computer Science Principles curriculum. Students who complete both courses would qualify to take the AP CSP Exam in the spring.

**Prerequisites:** Successful completion of Algebra I is recommended.

## AP COMPUTER SCIENCE PRINCIPLES

**Course#:** 6813

**Grades:** 9-12

**Credits:** 1/2

Although a separate class, this course is the continuation of CSP I and collectively these two courses cover the College Board Advanced Placement Computer Science Principles curriculum qualifying students who complete both courses to take the AP CSP Exam in the spring.

CSP II covers two major units: Big Data and Privacy - examining how modern encryption works and the positive and negative effects of personal data being shared via the Internet; Building Apps - extending the programming skills from unit 3 in CSP I to creating more complex event-driven apps. In addition to the units described above, class time is devoted at the end of the course to preparing and creating the AP® Performance Tasks that are submitted to the College Board.

*\* All students are expected to take the AP examination in May.*

**Prerequisites:** Computer Science Principles I

## INTRODUCTION TO COMPUTER PROGRAMMING I

**Course#:** 681

**Grades:** 10-12

**Credits:** 1/2

This course is intended to be an introduction to the use of computers for custom problem solving applications via programming, using the Java programming language. It is intended for students with little to no previous programming experience to gain a fundamental understanding of what programming is all about and beginning knowledge of how to author simple programs. The course is structured around authoring programs, representing the bulk of time spent in class. The topics the course will cover include: Computer Fundamentals, Object-oriented Programming, Data Types, Classes, Control Statements & Logic, and Repetition Structures.

**Prerequisites:** Class of 2021 and later: Computer Science Principles I.

## INTRODUCTION TO COMPUTER PROGRAMMING II

**Course#:** 6810

**Grades:** 10-12

**Credits:** 1/2

This course is a followup to Introduction to Computer Programming I and explores more advanced structures within the Java programming language. It is intended for students who, after completing the previous course, would like to continue their study of programming and create more sophisticated programs. Topics include: Programmer-defined classes, Non-numerical data types, Arrays, Exception Handling, File I/O, and Sorting/Searching.

**Prerequisites:** Introduction to Computer Programming I.

## INTRODUCTION TO COMPUTER PROGRAMMING III

**Course#:** 6811

**Grades:** 10-12

**Credits:** 1/2

This course is a followup to Introduction to Computer Programming II and explores graphical user interfaces in Java and the Swing package. It is intended for students who, after completing the previous courses, would like to continue their study of programming and create more sophisticated programs.

**Prerequisites:** Introduction to Computer Programming I and II.

## INTRODUCTION TO SCIENCE RESEARCH (part I) / INTRODUCTION TO SCIENCE RESEARCH (part I) (Honors)

**Course#:** 5592

**Grades:** 9-12

**Credits:** 1/2

Only part of being a scientist involves knowing a lot of stuff. Another part involves discovering new and unknown stuff. The skills needed to ask a scientifically answerable question and to carry out independent research are best developed through actual experience. This class will provide that experience. Students will begin by completing simple, short investigations, and work to develop more complex and involved investigations. They will learn of different types of studies, read scientific papers (including peer published work), participate in different citizen science projects, learn the basics of scientific report writing, hear from outside experts, and by the end of the course, generate a scientific question that can be answered through their own research. Topics may include almost any sort of science, from astronomy through zoology. The only limits are the imagination and creativity of the student. Students may use the questions or early investigations as a place to start a project that leads to an entry into the Maine State Science Fair in March.

This course will provide a strong base for those seeking a STEM endorsement, (research projects are encouraged for STEM Senior Projects) and such students are advised to take this course early in their high school sequence to develop their skills and create a strong project. Students who complete this class are also stronger candidates for external internships and placements as they gain more experience. ,

**Prerequisites:** Ability to work independently with a high level of accountability.

## INTRODUCTION TO TECHNOLOGY

**Course#:** 560

**Grades:** 9-11

**Credits:** 1/2

This course will introduce students to a minds-on/hands-on approach to the world of tools, materials, systems, and processes that are utilized to solve technological problems. Discover how and why technology has helped shape our lives through a series of hands on lab activities covering production, transportation, communications, and energy systems. Working both in teams and as individuals, students will apply skills gained in English, mathematics, and science to produce projects that provide solutions to technological problems. This course is designed to provide an exploratory experience for students as they begin to think of career choices beyond high school.

**Prerequisites:** None

## MAKE I

**Course#:** 5591

**Grades:** 9-11

**Credits:** 1/2

Make I provides a highly structured program, moving at a fast pace through fundamental skills in simple programming, robotics, electronics, and ROV construction. Based on the work of Emanuel Boss at the University of Maine and his "Engineering Literacy for Oceanography Majors" course, students will explore computer programming, electronics, sensors, and fabrication; then apply their learnings to the design, construction, and testing of an underwater remotely operated vehicle (ROV). This hands-on - minds-on class is designed to get underclassmen engaged with an engineering approach to learning. MAKE I and MAKE II may be taken in any order, neither is a prerequisite for the other.

**Prerequisites:** None

## TECHNICAL DRAWING/COMPUTER AIDED DRAWING

**Course#:** 561

**Grades:** 10-12

**Credits:** 1

Just as students study languages to communicate effectively, technical drawing will cover the processes utilized by businesses and industry throughout the world to communicate through sketching, single view drawings, isometric, orthographic projections and assembly drawings. This unique class will prepare students heading for college with a solid background in technical drawing. The class will begin utilizing traditional drawing equipment (t-squares, triangles, and drawing boards), covering both mechanical and architectural drawing concepts. As the year progresses and basic drawing techniques are mastered, students will advance to computer assisted drawing (CAD) to generate solutions to drawing assignments.

**Prerequisites:** None

## PRE-ENGINEERING

**Course#:** 562

**Grades:** 11-12

**Credits:** 1

Pre-Engineering is designed for the highly motivated student who has a good command of mathematics and science and wishes to pursue an engineering or high level technical career. Previous classes, Introduction to Technology and/or Technical Drawing would be beneficial to the student but not required at this time. This course will provide students with an opportunity to explore a systematic approach to design and problem solving utilized by engineers. Following an introduction to drawing techniques, students will be provided with instruction on the safe use of tools and equipment to facilitate the construction of a series of design challenge solutions. The challenges will explore mechanical and electrical concepts; investigate automation through the study of robotics and pneumatics; explore the strength and properties of materials and structures; and utilize Computerized Numerical Control (CNC) equipment to fabricate prototypes. After gaining an understanding of the technological processes and systems, students will be encouraged to spend the last quarter of the course specializing in an independent design and problem solving activity concentrating on a specialized area of interest in the field of engineering. Documentation of the project will be kept in a design portfolio and presented at the end of the term.

**Prerequisites:** None

## **ADVANCED TOPICS IN ENGINEERING & TECHNOLOGY**

**Course#:** 564

**Grades:** 11-12

**Credits:** 1

This course is designed for highly motivated students who plan to study a technical field at the postsecondary level.

In addition to the opportunities for in-depth study of student-determined independent work, large class projects will include:

- the development of an electric race car; and
- the Real World Design Challenge (national competition).

The electric racecar project will include modifying a Bandolero (existing class of gasoline powered race car) to run on electricity, and then developing standards for this new class of racing vehicle to be used by students in other schools.

The Real World Design Challenge (RWDC) is a national competition that provides high school students the opportunity to work on real world engineering challenges that confront our nation's leading industries.

(Note: this course may be taken more than once)

**Prerequisites:** B or better in Technical Drawing/CAD or pre-engineering, or permission.



# WORLD LANGUAGES

The World Language Department offers sequential programs in French, Spanish, and Latin. Students who complete the sequence of study of Spanish or French during the elementary and/or middle school years will be placed in the appropriate high school level based on teacher recommendation and proficiency. All other students shall enroll in level one in Latin or French. High School World Language classes are offered in a four-year sequence with specific prerequisites. All course offerings are subject to enrollment requests and available staff.

Honors courses are accelerated courses and are offered starting with Latin I Honors, French II Honors and Spanish II Honors. Honors courses follow an accelerated curriculum, pacing them beyond the regular courses and require more in-depth study on the part of the student. For example, French II Honors covers most of the regular French II and French III curriculum. Proficiency Standards for the French and Spanish courses focus on Culture and the three modes of communication: Interpretive (reading and listening), Interpersonal (conversational) and Presentational (written or oral). Latin courses focus on the Interpretive, Presentational and Culture standards.

---

## FRENCH I

**Course#:** 301

**Grade:** 9-12

**Credits:** 1

This is an introductory course intended for students who have had little or no exposure to the French language. Students will learn to communicate on familiar topics, both in writing and orally, using a variety of memorized and practiced vocabulary and phrases. Students will also be able to understand highly predictable, formulaic language, both orally and in writing. Additionally, students will explore some products, practices and perspectives of the francophone world and compare them to those of their own culture. The proficiency goal at the end of this course is Novice Mid.

**Prerequisites:** None

## FRENCH II

**Course#:** 3141

**Grade:** 9-12

**Credits:** 1

This course is a continuation of French I. Students will continue to explore cultural topics while building their proficiency in both spoken and written French. Students will extend their skills and communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Additionally, students will begin to handle short social interactions in everyday situations by asking and answering simple questions. Students will also learn to present basic information on familiar topics using practiced language that include phrases and simple sentences. They will also be able to write short messages and notes on familiar topics related to everyday life. In addition, students will be able to extract main ideas and occasional details from oral and written texts, and begin to make inferences. The proficiency goal at the end of this course is Novice High. A text, readings, videos, and music CD's are used.

**Prerequisites:** Student has met each standard of French I to the novice mid level, or has ended previous studies of French to the Novice Mid level, or teacher recommendation based on a proficiency assessment.

## FRENCH II Honors

**Course#:** 3151

**Grade:** 9-12

**Credits:** 1

This accelerated course is designed for students who have a strong mastery of the Falmouth Middle School French curriculum, (or its equivalent), and a desire to move through their study of French at a deeper level and a faster pace. In addition to expanding their cultural knowledge through increasingly complex authentic materials, students will develop their communicative skills and participate in conversations on a number of familiar topics by asking and answering a variety of questions and using strings of simple sentences. Students will also begin to create their own messages, orally and in writing, to present information using high frequency and personalized vocabulary in series of sentences. Students will be able understand the main idea in short, simple oral presentations on familiar topics as well as extract main ideas and details from written texts, and begin to make inferences. By the end of this course, students should show awareness of, and occasionally be able to communicate about events in the present, past and future. The proficiency goal at the end of this course is Intermediate Low.

**Prerequisites:** Student has achieved the Novice High level for each standard in previous studies of French, or teacher recommendation based on a proficiency assessment.

## FRENCH III

**Course#:** 3211

**Grade:** 10-12

**Credits:** 1

This course is the continuation of French II. In addition to expanding their cultural knowledge through increasingly complex authentic materials, students will develop their communicative skills and participate in conversations on a number of familiar topics using simple sentences. The students' ability with the language will expand to include the handling of short social interactions in everyday situations by asking and answering more complex questions. Students will also begin to create their own messages using high frequency and personalized vocabulary in series of sentences to present information orally and in writing. Students will be able understand the main idea in short oral presentations on familiar topics as well as extract main ideas and details from written texts, and begin to make inferences. By the end of this course, students should show awareness of, and occasionally be able to communicate about events in the present, past and future. The proficiency goal at the end of this course is Intermediate Low.

**Prerequisites:** Student has successfully completed French II (met each standard to the Novice High level), or teacher recommendation based on a proficiency assessment.

## FRENCH III Honors

**Course#:** 3201

**Grades:** 10-12

**Credits:** 1



This course is the continuation of French II Honors. This course emphasizes more communication, writing, reading, and presentational skills. The primary goal of the course is understanding and communicating in the target language at a substantially higher degree of proficiency than in previous levels of French. Students study more advanced vocabulary, expressions and grammatical structures, read in depth texts concerning cultural aspects of francophone countries, analyze literary pieces and produce original compositions and oral presentations. The proficiency goal for this course is Intermediate High.

**Prerequisites:** Students have successfully completed French II Honors (met each standard to the Intermediate Low level), or teacher recommendation based on a proficiency assessment.

## FRENCH IV

**Course#:** 3251

**Grades:** 11-12

**Credits:** 1

This course is a continuation of French III. In addition to adding to their knowledge of the practices, perspectives and products of the French-speaking world, students will become comfortable participating in conversations on familiar topics using a variety of strategies: creating their own meaning using series of sentences, asking and answering a variety of questions, and including comments and reactions in their conversation. Students will be able to make oral and written presentations on a wide variety of familiar topics using connected sentences. They will also begin to use different time frames to narrate an event. Students will also apply a variety of comprehension strategies to understand the main ideas and infer the author's intent in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students will also understand the message in conversations they overhear. Students at this level are consistently accurate in the present tense and are beginning to use past and future time frames. They can be understood by native speakers accustomed to interacting with language learners. Successful completion of this course will result in an Intermediate Mid level of proficiency, which is the graduation standard recommended for Modern and Classical Languages for the State of Maine.

**Prerequisites:** Student has successfully completed French III ( met each standard the Intermediate Low level) , or teacher recommendation based on a proficiency assessment.

## FRENCH PRE-AP

**Course#:** 3241

**Grade:** 11-12

**Credits:** 1

This course offers the student an opportunity to study French at an advanced level. The course will be taught in French and will focus on creating proficiency in the French language through a broad study of French literature and through practice and skill building in listening, speaking, reading and writing. This is a challenging course for able and motivated students who want to increase their proficiency in spoken and written language.

**Prerequisites:** Students have successfully completed French III Honors, ( met each standard of to the Intermediate high level ) , or teacher recommendation based on a proficiency assessment..

## FRENCH V ADVANCED CONVERSATION

**Course#:** 3291

**Grade:** 12

**Credits:** 1

This course focuses on all three communicative modes (interpretive, interpersonal and presentational) with particular emphasis on understanding and speaking French. Through authentic texts and music, contemporary topics, movies and interactive communicative activities the students will develop the ability to think and speak in French while learning about Francophone cultures. Students will participate in conversations about familiar topics that go beyond everyday life and will talk in an organized way and with some detail about events and experiences in various time frames. Students will also work on building communicative strategies to be able to handle a familiar situation with an unexpected complication. In addition, students will also engage in reading circles and will follow stories and descriptions of some length and in various time frames and genres. Compositions will also provide opportunity to focus on written communication. Grammar review will be ongoing and directly tied to communicative activities. The proficiency goal for this course is Advanced Low.

**Prerequisites:** Students have met each standard of French IV or French Pre-AP or teacher recommendation based on a proficiency assessment.

## AP FRENCH LANGUAGE

**Course#:** 330

**Grade:** 12

**Credits:** 1

This course offers the student an opportunity to study French at an advanced level. The course will be taught in French and will focus on creating proficiency in the French language through a broad study of French literature and through practice and skill building in listening, speaking, reading and writing. This is a challenging course for able and motivated students who want to increase their proficiency in spoken and written language.

*All students must take the AP examination in May.*

**Prerequisites:** French IV Honors (mastery of material) and/or permission of instructor.

## LATIN I

**Course#:** 341

**Grades:** 9-12

**Credits:** 1

This is an introductory course intended for students who have had little or no exposure to Latin or foreign languages in general. This course introduces the basic concepts of Latin focusing on the grammar, vocabulary, and also Greco-Roman culture and myth. Learning comes primarily from translating ancient myths and histories. There is less emphasis on speaking and listening than in modern language courses. We will also draw comparisons to English vocabulary and grammar, as well as learning Latin root words in English.

**Prerequisites:** None

## **LATIN I Honors**

**Course#:** 3411

**Grades:** 9-12

**Credits:** 1

This course is intended for students who have shown confidence, proficiency, and interest in previous foreign language courses. It assumes no prior knowledge of Latin itself. This course introduces the basic concepts of Latin focusing on the grammar, vocabulary, and also Greco-Roman culture and myth. Learning comes primarily from translating ancient myths and histories. There is less emphasis on speaking and listening than in modern language courses. We will also draw comparisons to English vocabulary and grammar, as well as learning Latin root words in English.

**Prerequisites:** None

---

## **LATIN II**

**Course#:** 342

**Grades:** 10-12

**Credits:** 1

Latin II builds on Latin I grammar and vocabulary with emphasis placed on understanding the many intermediate grammatical constructions and Latin vocabulary. The course also includes readings which teach ancient mythology and Greco-Roman civilization. We will also draw comparisons to English vocabulary and grammar, as well as learning Latin root words in English.

**Prerequisites:** Latin I

## **LATIN II Honors**

**Course#:** 3422

**Grades:** 10-12

**Credits:** 1

Latin II builds on Latin I grammar and vocabulary with emphasis placed on understanding the many intermediate grammatical constructions and Latin vocabulary. The course also includes readings which teach ancient mythology and Greco-Roman civilization. We will also draw comparisons to English vocabulary and grammar, as well as learning Latin root words in English. Latin II Honors will cover the material and units in more depth and at a faster rate than Latin II.

**Prerequisites:** Latin I Honors or recommendation of teacher

## **LATIN III**

**Course#:** 345

**Grades:** 10-12

**Credits:** 1

Latin III builds on Latin II grammar and vocabulary with emphasis placed on understanding the many advanced grammatical constructions and Latin vocabulary. The course also includes readings which teach ancient mythology and Greco-Roman civilization. We will also draw comparisons to English vocabulary and grammar, as well as learning Latin root words in English. Furthermore, Latin III focuses on the process of reading Latin literature, translating Latin myths and Latin history from original ancient sources. Students study and/or review Latin vocabulary and advanced grammar necessary for translations. History, politics, mythology, culture, and life in ancient times are examined through the readings.

**Prerequisites:** Latin II or Latin II Honors

## **LATIN III Honors**

**Course#:** 3451

**Grades:** 10-12

**Credits:** 1

Latin III builds on Latin II grammar and vocabulary with emphasis placed on understanding the many advanced grammatical constructions and Latin vocabulary. The course also includes readings which teach ancient mythology and Greco-Roman civilization. We will also draw comparisons to English vocabulary and grammar, as well as learning Latin root words in English. Furthermore, Latin III focuses on the process of reading Latin literature, translating Latin myths and Latin history from original ancient sources. Students study and/or review Latin vocabulary and advanced grammar necessary for translations. History, politics, mythology, culture, and life in ancient times are examined through the readings. Latin III-Honors will cover the material and units in more depth and at a faster rate than Latin III.

**Prerequisites:** Latin II Honors, or recommendation of the teacher.

## **Latin IV**

**Course#:** 346

**Grade:** 12

**Credits:** 1

Latin IV concentrates on reading original Latin works and exploring them in applicable historical and societal contexts. Advanced grammar learning is based on topics and concepts acquired in previous Latin levels. Readings may include selections from Caesar, Virgil, Livy, Catullus, Horace, Ovid, and Milne.

**Prerequisites:** Latin III or permission from the instructor

## **LATIN IV Honors**

**Course#:** 3461

**Grades:** 12

**Credits:** 1

Latin IV Honors concentrates on reading original Latin works and exploring them in applicable historical and societal contexts. Advanced grammar learning is based on topics and concepts acquired in previous Latin levels. Readings may include selections from Caesar, Ovid, Cicero,

Virgil, Livy, Catullus, Horace, and Milne. Latin IV-Honors will cover the material and units in more depth and at a faster rate than Latin IV.

**Prerequisites:** Latin III-Honors, or permission from the instructor

## SPANISH II

**Course#:** 3822

**Grades:** 9-12

**Credits:** 1

Students will continue to explore cultural topics while building their proficiency in both spoken and written French. Students will extend their skills and communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Additionally, students will begin to handle short social interactions in everyday situations by asking and answering simple questions. Students will also learn to present basic information on familiar topics using practiced language that include phrases and simple sentences. They will also be able to write short messages and notes on familiar topics related to everyday life. In addition, students will be able to extract main ideas and occasional details from oral and written texts, and begin to make inferences. The proficiency goal at the end of this course is Novice High. A text, readings, videos, and music CD's are used. Student has successfully met all communication standards throughout the Falmouth Elementary and Middle School Spanish programs (5-8 years of uninterrupted study).

**Prerequisites:** Student has ended previous studies of Spanish to the Novice Mid level, or teacher recommendation based on a proficiency assessment.

## SPANISH II Honors

**Course#:** 3823

**Grades:** 9-12

**Credits:** 1

This accelerated course is designed for students who have a strong mastery of the Falmouth Spanish elementary and middle school curriculum, (or its equivalent), and a desire to move through their study of Spanish at a deeper level and a faster pace. In addition to expanding their cultural knowledge through increasingly complex authentic materials, students will develop their communicative skills and participate in conversations on a number of familiar topics by asking and answering a variety of questions and using strings of simple sentences. Students will also begin to create their own messages, orally and in writing, to present information using high frequency and personalized vocabulary in series of sentences. Students will be able understand the main idea in short oral presentations on familiar topics as well as extract main ideas and details from written texts and begin to make inferences. By the end of this course, students should show awareness of, and occasionally be able to communicate about events in the present, past and future. The proficiency goal at the end of this course is Intermediate Low.

**Prerequisites:** Student has exceeded all communication standards to the Novice High level

## SPANISH III

Course#: 3831

Grades: 10-12

Credits: 1

This course is the continuation of Spanish II. In addition to expanding their cultural knowledge through increasingly complex authentic materials, students will develop their communicative skills and participate in conversations on a number of familiar topics using simple sentences. The students ability with the language will expand to include the handling of short social interactions in everyday situations by asking and answering more complex questions. Students will also begin to create their own messages using high frequency and personalized vocabulary in series of sentences to present information orally and in writing. Students will be able understand the main idea in short oral presentations on familiar topics as well as extract main ideas and details from written texts, and begin to make inferences. By the end of this course, students should show awareness of, and occasionally be able to communicate using, past, present, and future tenses. The proficiency goal at the end of this course is Intermediate Low.

**Prerequisites:** Student has successfully completed Spanish II ( Novice High level), or teacher recommendation based on a proficiency assessment.

## SPANISH III Honors

Course#: 3841

Grades: 10-12

Credits: 1

This course is the continuation of Spanish II Honors. By the end of this course students will be able to participate with ease and confidence in conversations on familiar topics and talk about events and experiences in various time frames. Students will also be able to handle social interactions in everyday situations, sometimes even when there is an unexpected complication. Students will be asked to make presentations, orally and in writing, on school, work, and community topics, as well as on topics they have researched. Some of these presentations will ask the students to share information on events and experiences in various time frames. Students will be asked to read more complex texts and they will easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They will also be asked to read stories and descriptions about events and experiences in various time frames. The students will also work on their comprehension of oral messages and be able to understand a few details of what they hear, even when something unexpected is expressed or the message is about events in various time frames. All units will include an exploration of the practices, products and perspective of the Spanish-speaking world.

The proficiency goal for this course is Intermediate High.

**Prerequisites:** Students have successfully completed Spanish II Honors (met each standard to the Intermediate Low level), or or teacher recommendation based on a proficiency assessment.

## SPANISH IV

Course#: 3851

Grades: 11-12

Credits: 1

This course is a continuation of Spanish III. In addition to adding to their knowledge of the practices, perspectives and products of the Spanish-speaking world, students will become comfortable participating in conversations on familiar topics using a variety of strategies: creating their own meaning using series of sentences, asking and answering a variety of questions, and including comments and reactions in their conversation. Students will be able to make oral and written presentations on a wide variety of familiar topics using connected sentences. They will also begin to use different time frames to narrate an event. Students will also apply a variety of comprehension strategies to understand the main ideas and infer the author's intent in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Students will also understand the message in conversations they overhear. Students at this level are consistently accurate in the present tense and are beginning to use past and future time frames. They can be understood by native speakers accustomed to interacting with language learners. Successful completion of this course will result in an Intermediate Mid level of proficiency, which is the graduation standard recommended for Modern and Classical Languages for the State of Maine.

**Prerequisites:** Student has successfully completed Spanish III (met each standard to the Intermediate Low level), or teacher recommendation based on a proficiency assessment.

## SPANISH PRE-AP

**Course#:** 3861

**Grades:** 11-12

**Credits:** 1

Pre-AP Spanish is a Pre-AP course emphasizing more communication, writing, reading and presentational skills. The primary goal of the course is understanding and communicating in the target language at a substantially higher degree of proficiency than in previous levels of Spanish. Students study more advanced vocabulary, expressions and grammatical structures, read in-depth texts concerning cultural aspects of Spanish-speaking countries, analyze literary pieces and produce original compositions and oral presentations.

**Prerequisites:** Student has successfully completed Spanish III Honors (met all the standards to the Intermediate High level), or teacher recommendation based on a proficiency exam.

## SPANISH V ADVANCED CONVERSATION

**Course#:** 3891

**Grade:** 12

**Credits:** 1

This course, a continuation of Intermediate Spanish Honors, focuses on all three communicative modes (interpretive, interpersonal and presentational) with particular emphasis on understanding and speaking Spanish. Through authentic texts and music, contemporary topics, movies and interactive communicative activities the students will develop the ability to think and speak in French while learning about Hispanic cultures. Students will participate in conversations about

familiar topics that go beyond everyday life and will talk in an organized way and with some detail about events and experiences in various time frames. Students will also work on building communicative strategies to be able to handle a familiar situation with an unexpected complication. In addition, students will also engage in reading circles and will follow stories and descriptions of some length and in various time frames and genres. Compositions will also provide opportunity to focus on written communication. Grammar review will be on-going and directly tied to communicative activities. The proficiency goal for this course is Advanced Low.

**Prerequisites:** Students will have met each standard of Spanish III or Spanish Pre-AP, or teacher recommendation based on a proficiency assessment.

## AP SPANISH LANGUAGE

**Course#:** 390

**Grade:** 12

**Credits:** 1

This course offers the student an opportunity to study Spanish at an advanced level. The course will be taught in Spanish and will focus on creating proficiency in the Spanish language through a broad study of Spanish language literature and through practice and skill building in listening, speaking, reading and writing. This is a challenging course for able and motivated students who want to increase their proficiency in spoken and written language.

*All students must take the AP examination in May.*

**Prerequisites:** Successful completion of Pre-AP Spanish (mastery of material) and/or permission of instructor.



# Interdisciplinary Studies

## The Big History Project

Course #: 2901

Grades: 11/12

Credits: 1.0

This year long interdisciplinary course examines human history's varying scales of time and space. From the Big Bang nearly 14 billion years ago to the 21st Century, how and why did human society arrive at this point? Students will use astronomy, chemistry, biology and history to begin to find the answers to questions such as: How did we get to where we are now? Where do humans fit in? Where are we as a society and a planet heading?

**Prerequisites:** None



# Fine Arts Diploma Endorsement Program

## Endorsement Form

**Qualifications:** A Fine Arts endorsement recognizes the commitment, additional coursework, and many extracurricular activities, that students motivated in the Arts have made during their time at Falmouth High School. Beginning in 2014, graduating seniors became eligible to earn a Fine Arts Endorsement on their diploma and transcript.

This Endorsement is earned by meeting academic criteria, and, by participating in Earned Learning Opportunities (ELOs), listed below. Upon completion of academic requirements, though various course options, and, also completing the ELO's, all within various departments of the Fine Arts department, students specialize in one area - music, theater, or visual art - and are expected to develop a depth of knowledge. Students may enter this program as early as their sophomore year, and can apply credit from freshman year to the endorsement. Interested students must commit to the program no later than the start of second semester of junior year.

Declaration of Participation in a Fine Arts Diploma Endorsement Program will be made during the second semester of each year.

## Music Strand Requirements

**Class Requirements:** Band and/or Chorus: 3 years participation required (must include senior year)

### **Extended Learning Opportunities (ELO)**

- **District 2 / All State Auditions:** 4 auditions minimum required, one of each necessary
- **Concert Attendance:** 4 minimum verified by program / ticket, blog entry / review / critique (variety of styles)
- **Volunteering:** 20 hours minimum (band buddies, nursing home, church choir, Tri-M, "Foodstock" concerts)
- **Ensembles:** One year participation in optional ensembles, and school or community-based ensembles.
- **Optional school based ensembles:** Jazz Band/Combo, Pit Orchestra, Chamber Singers, Women's Ensemble, Vocal Jazz Singers.
- **Optional outside school ensembles:** PYWE/PYSO, Musica de Filia, Boys Singers of Maine, Italian Heritage Center Band, Barbershop Group, 317 Main Street Ensembles, Midcoast School

**Junior Job Shadow and Senior Project:** must be in Music Endorsement area

**Optional Electives:** Summer Music Camps, Private Lessons, Honors Festivals (District 2, All State, All Eastern, ACDA (examples but not limited to and which may count up to 2 ELO's).

## Theater Strand Requirements

### **Class Requirements – 6 Semesters**

1. Introduction to Theatre OR Acting I (.5) with an Endorsement addition (extra work!)
2. Advanced Theatre (.5)
3. Advanced Theatre II (.5)

4. Festival as a class (.2.5) ( 3 seasons available)

**Extended Learning Opportunities (ELO) - 30 Units – at least one unit from each category**

1. Participation – performing in or doing substantial tech work in at least 2 productions a season (5–10 ELO's)
2. Committed and Creative work as an Associate Director for Elementary and or Middle School Theatre (2 ELO's)
3. Participation in an outside production – summer theatre or community theatre 1 ELO
4. Attendance at an outside theatre production – writing a review of that production 1 ELO
5. Being a member of the Festival cast or crew in a major way for at least one season 5 ELOs each season

**Other Requirements**

1. Attendance at a minimum of two Art Department events (art show, concert/production you are NOT involved in)
2. One art class in another discipline (music or fine art)
3. Auditioning - give a prepared audition for a production
4. Job Shadow – Junior year
5. Senior Project

---

## CONCERT CHOIR

**Course#: 880**

**Grade: 9-12**

**Credits: 1**

Concert Choir is a performance based vocal experience, including solo, chamber, and large ensemble performances in a variety of musical styles. Students are instructed in proper vocal technique, solo singing, ensemble singing, music literacy, compositional techniques, and artistic expression.

All Concert Choir members are expected to perform in a minimum of four school concerts and various after-school rehearsals and run-out concerts. Chorus sectionals are also required during half of one study hall, in which individuals and small groups are assessed for further understanding and development of music fundamentals and choral literacy.

**Prerequisites: None**

## CONCERT CHOIR (Semester)

**Course#: 8801 Grade: 9-12 Credits: 1/2**

Please see the description of Concert Choir. This course will run in conjunction with Concert Choir, but students can enroll for a semester rather than committing to an entire year.

**Prerequisites: None**

## TREBLE CHOIR

**Course#:** 8841

**Grade:** 9-12 - Treble Voices

**Credi**

Chorus for treble voices is a performance based vocal experience. Treble Chorus offers the opportunity to explore and perform choral music from many styles. If you write music, you might perform your own compositions, as well as many popular song forms, including a cappella music. Treble Chorus will perform with Concert Choir on a few pieces throughout the year, and perform in three to four public performances and/or run-out concerts. Assessments happen individually or in small groups during half of one study hall, in a chorus sectional, every other week. This one credit year-long course fulfills the arts requirement, or, you could earn a half credit toward the arts requirement for participating only one semester.

**Prerequisites:** None

## CONCERT CHOIR/BAND

**Course#:** 885

**Grade:** 9-12

**Credits:** 1

Students should sign up for this option if they want to participate in BOTH concert band and concert choir. See courses for descriptions and outcomes.

**Prerequisites:** Previous instrumental experience in Middle/High School Concert Band or by permission of instructor.

## CONCERT BAND

**Course#:** 870

**Grade:** 9-12

**Credits:** 1

Rehearsal and performance of standard wind band literature geared to the ability of the group. Musical concepts and artistic expression will be emphasized. Public performances, including school concerts, evening performances, contests and festivals, and some extra curricular rehearsals are required. All students will be assigned a band sectional once a week taken from a study hall period. In band sectionals, we will focus on instrumental technique and individual instruction.

**Prerequisites:** Previous instrumental experience in Middle/High School Concert Band or by permission of instructor.

## GUITAR

**Course#:** 857

**Grade:** 9-12

**Credits:** 1/2

This course is designed for the student who has limited to intermediate musical experience, and who has interest in learning the basics of music and of playing guitar. The class will serve as an

introduction to the guitar, music notation and TAB reading, music theory, music history, and songwriting. The class focuses on helping the student with little musical training develop a basic understanding of music. Students will learn how to play the guitar at a beginning/intermediate level by working individually and as an ensemble on various songs in a variety of genres. Students can retake the course and work on more challenging intermediate concepts. **Students must have their own guitar (acoustic or electric & amplifier).**

**Prerequisites:** No previous music experience necessary.

## SONGWRITING

**Course#:** 8531

**Grade:** 9-12

**Credits:** 1/2

Students will study the craft of writing music through writing and analyzing songs in a variety of styles and genres. Students will learn about the creative craft of writing music by acquiring familiarity with music terminology, melody writing, and lyric writing. Students will learn through classroom discussions and examples as well as project oriented assignments, and the creation of a final portfolio of their own written music. It is encouraged that students be able to play an instrument, or sing, but it is not required.

**Prerequisites:** No previous music experience necessary, but a willingness to sing and perform is encouraged.

## JAZZ BAND/JAZZ ENSEMBLE

**Course#:** 877

**Grades:** 9-12

**Credits:** 1/2

Rehearsals are once a week, with additional rehearsals scheduled as needed. Rehearsal and performance of big band jazz, swing, and contemporary music. Discussion of techniques of improvisation. Public performances, competition, and field trips are required.

**Prerequisites:** Concert Band and auditions in the fall. See instructor for audition information.

## STEEL DRUM BAND I

**Course#:** 8560

**Grades:** 9-12

**Credits:** 1/2

Rehearsal and performance of music for steel drum band. We will study and perform a variety of music for steel drums, including traditional literature, geared to the ability of the group. Students will learn to play different steel drums ("pans") as well as associated percussion instruments. Public performances, including school concerts, assemblies, and out of school performances will be required.

**Prerequisites:** No previous music experience necessary.

## STEEL DRUM BAND II

**Course#:** 8561

**Grades:** 9-12

**Credits:** 1/2

This course is designed for students who have taken Steel Drums I and would like to continue with further instruction and more challenging rehearsal and performance of music for steel drum band. In this second level students will build on fundamentals gained in Steel Drums I, and we will study and perform a variety of music for steel drums, including traditional literature, geared to the ability of the group. Students will learn to play different steel drums ("pans") as well as associated percussion instruments. Public performances, including school concerts, assemblies, and out of school performances will be required.

**Prerequisites:** Steel Drums I

## STRINGS ENSEMBLE

**Course#:** 8941

**Grade:** 9-12

**Credits:** 1

If you play violin, viola, cello or bass, sign-up for this class! Players will have an opportunity to work with a teacher and other students to develop skills and perform.

**Prerequisites:** Previous or current private lessons on violin, viola, cello, or double bass or by permission of the instructor.

## SMALL ENSEMBLES

**Course#:** 883

**Grade:** 9-12

**Credits:** 1/4

(Held before school and after school)

Groups include Chamber Singers and Jazz Singers each year. Other groups by request are: A Cappella, Women's Ensemble, Men's Ensemble, or student run ensembles approved by a music faculty member.

Rehearsals and performances of predominantly a cappella contemporary and jazz music. Instructional emphasis on vocal technique, ensemble balance, vocal independence, and stylistic nuances. Public performances and field trips. All of these vocal groups are smaller ensembles consisting of members of the larger high school Concert Choir. Jazz Singers need to be members of Chamber Singers. Each small group will perform a minimum of two formal concerts per year, and in addition might perform run-out concerts in the community and perform in district and the statewide competition. Participation in Chamber Singers and Vocal Jazz Ensemble is by interview or audition only. All of the other ensembles are participation by interview and permission of the instructor, in addition to being a member of Concert Choir. All ensembles meet outside the school day, mostly before school with a few after school rehearsals for the Vocal Jazz Ensemble. After successful completion in any of these ensembles, students earn 1/2 credit. Students may participate in more than one vocal ensemble. Additional information for student run ensembles: students who are not members of Concert Choir wishing to participate in

student run ensembles may do so, and with successful completion of the course will receive 1/4 credit, but they may not perform in the two formal concerts.  
Adviser: Ms. Northrup: [wnorthrup@falmouthschools.org](mailto:wnorthrup@falmouthschools.org)

**Prerequisites:** Concert Choir and audition.

## MUSIC THEORY 1

**Course#:** 8970

**Grades:** 9-12

**Credits:** 1/2

Music Theory I will help students develop a working music vocabulary with an emphasis on ear-training, sight-singing, species counterpoint, four part-writing, and keyboard facility. Although there will be a review of intervals, scales, chords, key signatures, meters, and the circle of fifths, at the beginning of the Semester, students who have a basic understanding of these terms entering the course will progress with more ease. A working knowledge in these areas is mandatory by the end of the first few weeks of the quarter. Interested students may continue on to Music Theory II, Semester II.

**Prerequisites:** None

## MUSIC THEORY II

**Course#:** 8971

**Grades:** 9-12

**Credits:** 1/2

Music Theory II will be a continuation of part-writing skills, more advanced ear-training and sight-reading exercises, listening and analysis of various forms, and harmonization of chorales.

**Prerequisites:** Music Theory I or permission from instructor.

## ACTING I

**Course#:** 852

**Grades:** 9-12

**Credits:** 1/2

This class is open to any interested students. Acting experience is not necessary. The class will focus on rudimentary acting techniques and touch on the different schools of theatre training. There will be work in monologues, scenes, and complete scripts. Students will study improvisation through theatre games and activities. They will learn stage directions and participate in movement study. The class will be production oriented and all students will participate in one or more one acts.

**Prerequisites:** None



## **ACTING FOR FILM AND BEGINNING CINEMATOGRAPHY...**

**Course#:** 8522

**Grades:** 9-12

**Credits:** 1/2

This is a production level course, which will move from monologues and individual theatrical presentation to dialogues and scene work. The class will also teach basic filming techniques from shooting to editing. The final project will be short films or filmed scenes that assess how students have improved in two critical areas of film production. The class will collaborate with the Screenwriting and Film Production class when possible.

**Prerequisites:** None

## **INTRODUCTION TO THEATRE**

**Course#:** 851

**Grades:** 9-12

**Credits:** 1/2

This survey course introduces students to theatre through the history of the art. Students will explore different historic styles beginning with Ancient Greece and learn about the evolution of theatre through the Renaissance. They will learn the components of scripts and study different historic styles. There will be two major projects and emphasis is placed on creativity and understanding of the various historic influences on theatre.

**Prerequisites:** None

## **ADVANCED THEATRE**

**Course#:** 8551

**Grades:** 9-12

**Credits:** 1/2

This class is designed for the serious theatre student. Students will explore different ways to develop a character and will spend time on method and style. There will be scene work and monologue work with peer critiques. There will be in depth study of several scripts including comparisons with film versions of those scripts. The class may include some technical work on set, lighting and costume design.

**Prerequisites:** None

## **ADVANCED THEATRE II**

**Course#:** 8552

**Grades:** 9-12

**Credits:** 1/2

This class is designed for the serious theatre student. There is no prerequisite for this class. Students will explore different ways to develop a character and will spend time on method and style. There will be scene work and monologue work with peer critiques. There will be in

depth study of several scripts including comparisons with film versions of those scripts. The class may include some technical work on set, lighting and costume design.

**Prerequisites:** None

## STORY TELLER'S THEATER

**Course#:** 8510

**Grades:** 9-12

**Credits:** 1/2

Students in this class will work with material including children's folktales, historical stories, and classical literature to develop children's theatre scripts. The class will produce the scripts and local elementary schools will come to the Theatre to see the productions. Students would also have the opportunity to present their productions at a Festival for student written plays in late May.

**Prerequisites:** None

## THEATER PRODUCTION

**Course#:** 8553

**Grades:** 9-12

**Credits:** 1/2

This class is designed for any student interested in learning about the many aspects that go into staging a theater production including stage design, lighting, script selection and preparation, creating and adhering to schedules, managing cast and crew, advertising and promoting the show, and other aspects of putting on a successful production. Student will be able to participate in the festival show as a workshop for the course and will, as a major project and assessment, design their own theater production proposal that contains all the key pieces of preparing to stage a show.

**Prerequisites:** None

## CREATIVE DRAMA

**Course#:** 8555

**Grades:** 9-12

**Credits:** 1/2

In this exploratory course, students will engage with theatre in ways they may never have before. From storytelling, and physical theatre to process dramas, story dramas and even introductory devising, we will look at many types of creative play. This class will be largely based on improvisation, games, physicality and group work...

**Prerequisites:** None

# TECHNICAL THEATRE

**Course#:** 8554

**Grades:** 9-12

**Credits:** 1/2

This comprehensive course will touch on the various technical aspects of theatrical production. We will begin by learning about the architecture of the stage and the process of planning, constructing and painting scenery. The second half of the course will deal with stage electrics, lighting, sounding, costuming, props, makeup and special effects. Students will work on various projects, including hands-on work in the theatre, to demonstrate their understanding of the technical elements required to produce a show.

**Prerequisites:** None

## PLAYWRITING..

**Course#:** 8556

**Grades:** 9-12

**Credits:** 1/2

This course focuses on fundamental playwriting techniques. Through writing exercises, readings, group discussions, reflective journals, projects and presentations, students will develop their ability to communicate, tell stories, and appreciate the world of theatre. Students will also develop the important skills of concentration, flexibility and creativity. This course will focus heavily on writing, though there will be some opportunities for performance and creative play throughout. In this course, we will be reviewing basic dramatic writing terms and principles, such as dramatic structure, and then using these skills to dive into the art of playwriting. Students will work individually and in small groups on a variety of reading and writing exercises, which will be discussed throughout the semester and will receive both peer and teacher feedback. The culmination of this course will be table readings of one act student written plays.

**Prerequisites:** None

## Fine Arts Diploma Endorsement Program

### Endorsement Form

**Qualifications:** See above Fine Arts Endorsement.

**Visual Art Strand Requirements:**

**Class Requirements:** 6 semester-length courses in the Fine Arts Department

**Extended Learning Opportunities:** 30 ELO's (requires documentation).

Examples include, but are not limited to:

- Art-related summer programs and/or camps
- Private tutoring/lessons
- Gallery and museum visits
- Attending performances by other artists

- Scenic design for the FHS Theatre Program

### **Other Requirements**

- Art-related volunteering within the community
- Establish an arts faculty mentor/facilitator by the junior year
- Junior Job-shadow in an arts-related field
- Student must present their Senior Show (artwork) at the FHS Annual Art Exhibit
- The Senior Project must incorporate a Fine Arts element
- Students present their digital art portfolio at their Senior Presentation to an art faculty member

## **VISUAL ARTS**

**Introduction to Art (formerly Foundational art courses) Art History is a prerequisite for upper**

## **INTRODUCTION TO ART**

**Course#: 8021**

**Grades: 9-12**

**Credits: 1/2**

Introduction to Art (formerly known as Foundations of Art) is designed to help students gain insight, skills, and confidence in making and understanding art. Students will focus on six basic elements of both two- and three-dimensional art: line, shape/form, value, space, texture/pattern and color. The course is divided into three units: 1. Pattern/Texture/Composition; 2. Drawing/Composition; and 3. Painting/Color/Composition. The student's experience in this course will give them the knowledge and the means of identifying their artistic strengths and build interest in the visual arts.

**Prerequisites: None**

## **Art History**

**Course#: 803**

**Grades: 9-12**

**Credits: 1/2**

This studio art course will teach students about art and artists who worked from pre-historic times to the present day. We will examine the impact of imagination and creativity on society. Important works of art and influential movements will be presented and discussed through slide lectures, digital presentations, virtual museum visits, documentary videos, and written testimonials by artists. Student will participate in studio art experiences, and have class discussions about their own artworks and ideas based on information learned throughout the course. For students interested in taking Drawing and Painting, Art History does not count as a prerequisite. You must take Introduction to Art (formerly known as Foundations of Art).

**Prerequisites: None**

## ART HISTORY II

Course#: 8031

Grades: 9-12

Credits: 1/2

This is a continuation of Art History with an emphasis on contemporary and non-Western art. We will begin with a brief overview of 18th century, then move through to the twenty-first century. Students will research and investigate the current art world, while learning about installation, performance and new media arts. This course will also discuss non-Western artworks in their cultural context, and how they have contributed to the global art world. Students will be expected to participate in discussions and create studio projects that complement their learning. For students interested in taking Drawing and Painting, Art History II does not count as a prerequisite. You must take Introduction to Art (formerly known as Foundations of Art). Prerequisite Art History I.

Prerequisites: Art History

## GRAPHIC DESIGN I: Introduction to Art Principles and Technology

Course#: 804

Grades: 9 -12

Credits: 1/2

We will combine art and technology to learn the basic principles, elements and properties of design, while gaining an introduction to the Adobe Suite: Photoshop, Illustrator and InDesign. The course will be comprised of, but not limited to, lectures and demonstrations, visual exercises, and projects such as, cd covers, logos, letterhead, business cards, brochures, posters. Upon successful completion of this course, you may take Graphic Design II to advance your skills to complete projects such as, magazines, package design, web design, and other self-directed projects. You may also move on to take additional art courses, such as Ceramics Wheel Throwing, Ceramics Hand-building, Printmaking, Visual Communications and Sculpture. For students interested in taking Drawing and Painting, Graphic Design I does not count as a prerequisite -- you must take Introduction to Art (formerly known as Foundations of Art).

Prerequisites: None

## GRAPHIC DESIGN II: Type and Image

Course#: 8041

Grades: 9 -12

Credits: 1/2

In this advanced design course we will exercise the knowledge of the principles, elements and properties of design to create sophisticated design projects with the Adobe Suite: Photoshop, Illustrator and InDesign. The course will be comprised of, but not limited to, lectures and demonstrations, visual exercises, and projects such as, magazine layout, package design, web design, and other self-directed projects.

Prerequisites: Graphic Design I

# PHOTOGRAPHY I

Course#: 8360

Grades: <sup>10</sup>~~9~~-12

Credits: 1/2

Technology is changing the way we take, make and view photographs. Today, the worlds of traditional and digital photography are steadily merging. This course is designed for students to explore traditional, alternative and digital ways to create photographic images. After an introduction to the history, principles of photography, and mechanics of the camera, students will apply this knowledge to compose and create photographic images. In addition, all students will gain an awareness and appreciation for the art of photography and have the ability and comfort to express themselves through the medium. Course work will include, but is not limited to, a combination of photo projects, digital and printed presentations of your photographs, and research and oral presentation on a famous photographer and his/her work.

Please bring a digital SLR camera to class if you have access to one; a SD card for your camera; and a laptop computer.

**Prerequisites:** Introduction to Art (formerly known as Foundations of Art) or Art History

# PHOTOGRAPHY II

Course#: 8362

Grades: <sup>10</sup>~~9~~-12

Credits: 1/2

This course is designed for Photography I students to continue to explore traditional, alternative and digital ways to create photographic images. During the first quarter of the semester, students will be asked to complete and present weekly photographic assignments. During the second quarter of the semester, students will be asked to propose a rigorous photographic assignment of their own — one that holds meaning to them and they will be fully invested in. The assignment will result in a series of a minimum of 5 final images printed, window matted and formerly presented with an artist statement. The final series will be showcased in the FHS art show which students will be required to attend and present their work to staff, family and friends who attend. Course work will include, but is not limited to, a combination of photo projects, digital and printed presentations of your photographs, critiques and research and final presentation of the images resulting from the student's independently driven project.

Please bring a digital SLR camera to class if you have access to one; a SD card for your camera; and a laptop computer.

**Prerequisites:** Photography I

# DRAWING AND PAINTING

Course#: 821

Grades: 9-12

Credits: 1/2

This course gives students the opportunity to gain confidence, understanding, and versatility in making art on a two dimensional surface. Towards this goal, Drawing & Painting will break down the drawing process into a logical sequence while it introduces students to new techniques

and materials. Pencil, charcoal, oil pastel, acrylic paints, and mixed media will be the primary materials used. While the emphasis of this course will focus on working from observation, there will be assignments which rely heavily on design, imagination and abstraction. In this course students are encouraged to take risks and develop their own style. Preparing a portfolio for college is another goal of this course. It is recommended that students that take Introduction to Art (formerly Foundations of Art) first semester sign up for Drawing & Painting second semester. Students that sign up for Drawing & Painting first semester are encouraged to take Advanced Art second semester.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*)

\* Look on the thumbnail photos to see artwork created in this course.

## ACTIVISM THROUGH ART

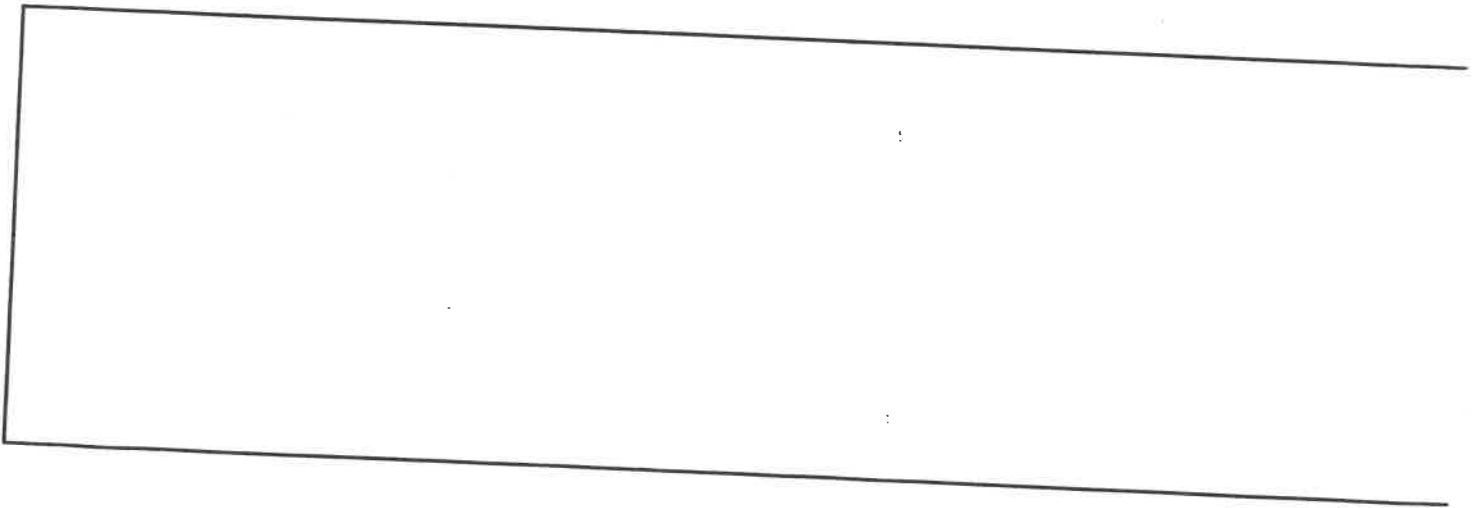
**Course#:** 8251

**Grades:** 10-12

**Credits:** 1/2

*"Images are worth a thousand Words"* Through this course, students will experience the power of artistic expression both two and three dimensionally in raising awareness and educating the broader community about social issues and solutions through their art. Partnering with guest speakers and community organizations, students will see how art can be used for social change. Students will be exposed to and explore a variety of social issues and organizations that they will use their artistic voice to impact. The class will culminate with a gallery opening that will serve to educate and raise awareness and potentially donations towards their cause.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*), and either Drawing & Painting or Sculpture



## ADVANCED ART

Course#: 824

Grades: 10-12

Credits: 1/2

Advanced Art will give students the opportunity to work on developing the skills taught in Drawing & Painting. While this course will emphasize visual image making, it is not exclusively limited to 2-dimensional work. Continued emphasis is placed on personal expression, risk taking, and technical development. Specifically painting in relief, learning to create portraits and use of Mixed Media are a few possibilities that might be explored. For students interested in developing their resume, designated time in this course first semester will be spent creating digital images to include in college applications. It is strongly recommended that students sign up for Advanced Art and Advanced Art II making it a full year course.

**Prerequisites:** Introduction to Art(*formerly known as Foundations of Art*) and Drawing & Painting.

\* Look on the thumbnail photos to see artwork created in this course.

## ADVANCED ART II

Course#: 8240

Grades: 10-12

Credits: 1/2



Advanced Art II continues to individually challenge students to reach a higher level of proficiency in their drawing and painting skills. Continued emphasis will be placed on personal expression, risk taking and technical development. For students interested in embellishing their resume, designated time first semester will be spent developing digital images to include in college applications. It is strongly recommended that students sign up for Advanced Art II and Advanced Art III making it a full year course.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*) and Drawing & Painting

## ADVANCED ART III

**Course#:** 8242

**Grades:** 11-12

**Credits:** 1/2

Advanced Art III and IV continue to individually challenge students to reach a higher level of proficiency in their drawing and painting skills. Continued emphasis will be placed on personal expression, risk taking and technical development. For students interested in embellishing their resume, designated time first semester will be spent developing digital images to include in college applications. It is strongly recommended that students sign up for Advanced Art III and Advanced Art IV making it a full year course.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*), Drawing & Painting, Advanced Art I, Advanced Art II

## ADVANCED ART IV

**Course#:** 8243

**Grades:** 11-12

**Credits:** 1/2

# BUILDING an ART PORTFOLIO & GUIDED INDEPENDENT STUDY

Course#: 8245

Grades: 11-12

Credits: 1/2

This first semester class is designed to individually meet the needs of students who want to develop an art portfolio or supplemental for their college application. Students will be reworking previously completed pieces as well as creating new artwork for their portfolio by building upon what they have already accomplished. This course is also designed for those students who would like to pursue a two or three dimensional independent study in the visual arts. Students interested in an independent study need department approval and are expected to be self-motivated thereby creating their own curriculum and goals for the course.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*), Drawing & Painting, Advanced Art

## ADVANCED ART V (Independent Study)

Course#: 8244

Grades: 11-12

Credits: 1/2

Students will design their own curriculum embellishing skills taught in previous Advanced Art courses.

**Prerequisites:** Studio Art (*formerly known as Foundations of Art*), Drawing & Painting, Advanced Art I, II, III and IV.

## EXPLORATION of PRINTMAKING

Course#: 8480

Grades: 9-12

Credits: 1/2

Exploration of Printmaking makes a connection between fine art, photography and technology. This course combines drawing and painting skills while focusing on unique ways of transferring original drawings and photographs into multiple images. Three exciting techniques will be explored: Metal Plate Etching, Solar Plate Printmaking and Gelatin Monoprinting. The metal plate technique allows students to take original line drawings and etch them onto zinc plates using an acid solution. Solar plate printmaking allows students to experience the magic of photography. By means of using a UV sensitive light box, students watch their original Photoshop manipulated photographs transfer onto a UV sensitive plate. Gelatin Mono Printing enables students to explore painting on a sheet of gelatin creating a one-of-a-kind print. Prints will be made from all these processes. Students will learn how to alter their prints by hand coloring, stenciling and using collage. Following the traditional printing processes, students will learn how the computer can be utilized to manipulate their original prints. This course encourages strong design skills, risk taking and thinking outside the box! While students will be using a digital camera, please note that this is not a photography course.

\*Look on the thumbnail photos to see artwork created in this course.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*), Art History or Graphic Design I

## SCULPTURE / 3- DIMENSIONAL DESIGN...

**Course#:** 849

**Grades:** 9-12

**Credits:** 1/2

This course will deal with the challenges of designing in 3-dimensions by using a variety of sculptural media such as: clay, paper-mache, plaster, wood, wire, foam core, found objects and cardboard. Both additive (building up) and subtractive (carving away) techniques will be used. Resolving realistic, non-objective, and abstract problems in sculpture will also be applied to student work. Although the primary considerations will be three-dimensional, color and surface treatments will be a part of some assignments.

**Prerequisites:** Introduction to Art (*formerly known as Foundations of Art*), Art History or Graphic Design I

## ADVANCED SCULPTURE

**Course#:** 850

**Grades:** 10-12

**Credits:** 1/2

Advanced Sculpture provides students the opportunity for more advanced study based on the knowledge gained in Sculpture I. Clay, paper-mache, plaster, cardboard, and found objects are just some of the materials used. This course will encourage student curiosity, self-expression, and aesthetics emphasizing a focus on 3-dimensional design.

**Prerequisites:** Sculpture/3-Dimensional Design

## CERAMICS: HAND BUILDING

**Course#:** 8150

**Grades:** 9-12

**Credits:** 1/2

Ceramics: Hand Building offers students the opportunity to explore functional, nonfunctional and sculptural ways of creating ambitious containers/vessels and platters using the three basic building techniques in clay: pinch, coil and slab. The projects will emphasize not only technique, but will also explore design, form and surface treatment.

**Prerequisites:** Introduction to Art (*formerly Foundations of Art*), Art History or Graphic Design I

\*Look on the thumbnail photos to see artwork created in this course.

# ADVANCED HAND-BUILDING CERAMICS

**Course#:** 8160

**Grades:** 10-12

**Credits:** 1/2

Using advanced hand building techniques, students will be challenged to reach a higher level of proficiency and personal expression in clay. Students will continue to explore mixing glazes and a variety of surface treatments in order to enhance their vessel's form.

**Prerequisites:** Introduction to Art (formerly Foundations of Art) or Art History, and Hand-Building Ceramics

## CERAMICS: WHEEL THROWING

**Course#:** 8110

**Grades:** 10-12

**Credits:** 1/2

This is a beginning course emphasizing the creation of vessels on the potter's wheel while introducing students to the properties and uses of clay. Students will make both functional and sculptural clay works using the wheel. Through a focus on the integration of form and surface, students will gain knowledge and skill in the ceramic arts.

**Prerequisites:** Introduction to Art (formerly Foundations of Art)

## CERAMICS: ADVANCED WHEEL THROWING

**Course#:** 8130

**Grades:** 10-12

**Credits:** 1/2

This course offers students an opportunity to improve their wheel throwing skills while focusing on developing a personal style. Using advanced throwing, building, and glazing techniques students will be challenged to make larger and more precise work. We will explore and learn about different clay bodies and firing techniques. Through research, reflection, and discussion students will gain familiarity with both the history of and current trends in the ceramic arts.

**Prerequisites:** Wheel Throwing

# TECHNOLOGY & BUSINESS

## ACCOUNTING I

**Course#:** 622

**Grade:** 10-12

**Credits:** 1

This first-year accounting class will give you a thorough background in the basic accounting procedures used to operate a business. The accounting procedures presented will also serve as a sound background preparation for studying business courses in college and for employment in the working world. Learn the principles of financial management and how they are applicable to all aspects of life -- both professional and personal. Emphasis is on the importance of analyzing and preparing financial statements, banking and checking account activities. Projects using the computer and simulation activities will be completed.

**Prerequisites:** None

## ACCOUNTING II

**Course#:** 623

**Grade:** 11-12

**Credits:** 1

This advanced-course accounting class expands on topics learned in the first-year course while adding new topics with an emphasis on corporate accounting. The study of a second year of accounting helps qualify students for jobs and careers at higher levels than one year of study would allow. It is also an excellent background and preparation for college business and accounting courses and business majors. Most of our projects and simulations will be on the computer.

**Prerequisites:** Accounting I

## INTRO TO ADOBE CREATIVE SUITE

**Course#:** 6651

**Grade:** 9-12

**Credits:** ½

**PhotoShop:** industry standard in photo editing and manipulation

**Illustrator:** a vector graphics editor

**InDesign:** desktop publishing software

**Flash:** used to create vector graphics and animation for advertisements and the web

In this practical course you will gain software skills that are required by the design industry and become familiar with how Adobe Creative Suite can be used in context. This course is suitable for beginners with limited experience who wish to build their software knowledge within a creative context.

**Prerequisites:** None

**Prerequisites:** None

## **COMPUTER REPAIR**

**Course #:** 684

**Grade:** 10-12

**Credits:** 1/2

The course will follow Apple's Technical Learning Program to prepare students for the Apple's Technician Certification Exam. Students will learn the fundamentals of customer service and develop an understanding of how to diagnose hardware and software issues common to apple products. Students will also experience hands on repair on a variety of laptops and desktops. Students will be able to apply good workplace habits, customer service and diagnostic skills to other platforms other than apple after the completion of this course.

**Prerequisites:** A semester of Tech Team is recommended.

## **TECHNOLOGY TEAM**

**Course#:** 683

**Grade:** 9-12

**Credits:** 1/2

Participating students will provide technological support to both staff and students. Students will also be expected to create an independent study of their choosing to be approved by the course advisors. Students are expected to report to the technology office in the library during one study hall per day and also to meet once a month as a group. Students can earn credit or community service hours. Interested students should apply at <http://bit.ly/XUmiQa>.

**Prerequisites:** By application and interview.

## **GRAPHIC DESIGN I: Introduction to Art Principles and Technology**

**Course#:** 804

**Grades:** 9 -12

**Credits:** 1/2

We will combine art and technology to learn the basic principles, elements and properties of design, while gaining an introduction to the Adobe Suite: Photoshop, Illustrator and InDesign. The course will be comprised of, but not limited to, lectures and demonstrations, visual exercises, and projects such as, cd covers, logos, letterhead, business cards, brochures, posters. Upon successful completion of this course, you may take Graphic Design II to advance your skills to complete projects such as, magazines, package design, web design, and other self-directed projects. You may also move on to take additional art courses, such as Ceramics Wheel Throwing, Ceramics Handbuilding, Printmaking, Visual Communications and Sculpture. For students interested in taking Drawing and Painting, Graphic Design I does not count as a prerequisite -- you must take Foundations of Art.

**Prerequisites:** None

## **GRAPHIC DESIGN II**

Course#: 8041

Grades: 9 -12

Credits: 1/2

In this advanced design course we will exercise the knowledge of the principles, elements and properties of design to create sophisticated design projects with the Adobe Suite: Photoshop, Illustrator and InDesign. The course will be comprised of, but not limited to, lectures and demonstrations, visual exercises, and projects such as, magazine layout, package design, web design, and other self-directed projects.

Prerequisites: Graphic Design I

## ENTREPRENEURSHIP

Course#: 662

Grades: 11-12

Credits:

*"Turning your passion into your job is easier than finding a job that matches your passion." (Seth Godin)*

This course will help students turn their passions into a successful business venture. Students will partner with mentors from the Greater Portland community to gain the entrepreneurial skills needed to develop a plan for a new business based on their personal interests. Students will generate real-world solutions based on the problems they find through market research in the community. Students will answer questions such as "What is my prospective market?" or "What product features match customer needs?" or "How do I create demand?".

The course will use the Lean Startup method as a framework, but students will also gather data in the Falmouth community and use this data to generate solutions to the problems they discover. The course will culminate in a "Shark Tank" like presentation of student-generated solutions to the community's demands. The problem-solving and leadership skills gained in this course will serve students beyond the walls of FHS.

Prerequisites: Creativity, curiosity and a willingness to take risks.

## MAKING STUDENT FILM

Course#: 669

Grades: 9-12

Credits: 1/2

This film making workshop expects students to be producing film during and after class. Class time will be spent doing one period film challenges and working on all aspects of filming. Students will be expected to participate and learn a variety of film making skills including acting, writing, filming, editing, producing, and more. Successful students will show their learning by producing their own short film they will submit to the Anchor Film Festival. Students will be expected to work closely with students enrolled in Creative Writing Screenwriting. (Students can enroll in both classes.)





# HEALTH & PHYSICAL EDUCATION

All 9th graders are required to take Physical Education I.  
The four PE electives are open to grade 10-12 to be taken once to fulfill their PE credit.  
Physical Education Internship is an elective for 12th graders.  
All students are required to take Health I.

## PHYSICAL EDUCATION 1

**Course#:** 9092

**Grade:** 9

**Credits:** 1/2

This course is the prerequisite for all the other classes in the Physical Education program, should be taken freshman year, and is designed to introduce students to Physical Education. Along with learning about basic principles of Fitness, each student will take the Physical Fitness Fitnessgram Test and create a personal fitness program for themselves. This class will give students the opportunity to become familiar with the facilities and equipment at the high school in the Cardio and Weight Rooms as well as experiencing a wide variety of fitness and motor skill activities.

**Prerequisites:** None

## RECREATIONAL GAMES

**Course#:** 9032

**Grade:** 10-12

**Credits:** 1/2

This course is designed to promote lifetime physical activity. Activities will vary from dual in nature to group games but the main focus will be on developing physical fitness through physical activity. Students will be encouraged to improve their skill levels, develop good character and sportsmanship in their game play, and develop an atmosphere of fun and enjoyment of recreation. Activities may include but are not limited to bocce, badminton, camp games, disc golf, matball, pickleball, scooters.

**Prerequisites:** Physical Education I

## YOGA AND PERSONAL FITNESS

**Course #:** 90566

**Grade:** 10-12

**Credits:** 1/2

This course is designed for students looking to improve their overall health and fitness. The focus will be on developing a healthy active lifestyle. Stress reduction, flexibility and strength will be developed with weekly yoga sessions. Students will be encouraged to develop personal programs using kettlebells, Tabata and HIIT programs, walking, jogging, snow shoeing and various cardio and strength training equipment throughout the semester. Students will take the Physical Fitness Fitnessgram Test.

**Prerequisites:** Physical Education I

# RACQUET SPORTS AND NET GAMES

**Course #:** 9072

**Grade:** 10-12

**Credits:** 1/2

Students will have the opportunity to learn the fundamentals, rules and strategies for the activities of tennis, badminton, pickleball, volleyball and table tennis. Whether learning the skills for the first time or working to perfect their game, all students will have the opportunity to raise their skill level, and pursue the activities for a lifelong enjoyment. A variation of these sports will also be played such as 4 Way and Omniken Ball Volleyball. Recreation games may be played if schedule or weather prohibits the use of equipment. Students will take the Physical Fitness Fitnessgram Test.

**Prerequisites:** Physical Education 1

## TEAM SPORTS

**Course#:** 9033

**Grade:** 10-12

**Credits:** 1/2

This course is designed to allow students a wide variety of physical activities. Each unit is designed to provide the students with an opportunity to learn and improve basic skills, rules, and strategies of various team sports. Sports will include, but not limited to Soccer, Football, Basketball, Dodgeball, Floor Hockey Pickleball, Softball, Badminton and Volleyball. Each student will take the Physical Fitness Fitnessgram Test.

**Prerequisites:** Physical Education I

## HEALTH

**Course#:** 521

**Grade:** 10

**Credits:** 1/2

This course is designed to help high school students develop more awareness and responsibility regarding their personal health and well being. We will focus on the relationship that exists between physical, mental and social health. Topics will include mental/emotional health, causes and prevention of disease, nutrition, media literacy, sexuality, and substance abuse. Emotional health and self-governance will be the underlying themes of this course. Successful completion of this course is required for graduation.

It is preferred that this course be taken in grade 10, but can be taken in grades 11 or 12 if necessary to meet health requirement.

**Prerequisites:** None

# VIRTUAL HIGH SCHOOL

Falmouth High School students may take any VHS course that is not offered at Falmouth High School. If a student cannot schedule a Falmouth High School course, working through the guidance office, a student may take the Virtual High School offering of that course. Virtual High School courses generally require 5 to 7 hours of work per week. Students are expected to log in at least 3 times per week, and assignments and online discussion are due on a weekly basis. Students will also be expected to meet with the Falmouth High School Site Coordinator on a regular basis. Because the ability to work independently, manage time well, and read and write effectively are essential to success in an online course, students will be asked to provide one teacher recommendation, guidance recommendation and complete a short online survey.

---

## VIRTUAL HIGH SCHOOL

**Course#:** VH001

**Grade:** 9-12

**Credits:** see below

Virtual High School offers over 200 full semester courses in the arts, business, English language arts, world languages, life skills, math, science, social studies, and technology. In addition, VHS offers 15 Advanced Placement (AP)\* full year courses and 11 Pre-Advanced Placement courses to participating students. All of the core courses are NCAA accredited. The course catalog, as well as lots of information about Virtual High School is available at <http://www.govhs.org/Pages/Academics-Catalog>. Virtual High School courses are listed on the transcript by their course name - for example, "AP Physics".

Students must obtain a packet from guidance with instructions for registering for the specific online course.

The course title and grade is posted on the transcript.

**Full Year** - 1 Credit

**Semester** - 1/2 Credit

**Prerequisites:** See VHS course descriptions

---

# OTHER OPPORTUNITIES

## INDEPENDENT STUDY

**Course#:** IS000, IS005

**Grade:** 10-12

**Credits:** See Below

An independent study allows students to explore an academic area of interest that is not offered at Falmouth High School. Students will be required to collaborate with a high school faculty member as a mentor to assist in the planning and assessment of the study. Independent study opportunities do not satisfy graduation requirements. Applications for independent study projects are available from a guidance counselor.

**Semester - 1/2 Credit**

**Full Year - 1 Credit**

**Prerequisites:** None

## ACADEM-E EARLY COLLEGE DISTANCE LEARNING PROGRAM

**Course#:** UM004

**Grade:** 12

**Credits:** 1

Falmouth High School seniors may request a nomination to take college courses through this online program. These courses will count for high school credit and will carry credit on University of Maine transcripts (dual credit). Early College is intended to provide students with the opportunity to enrich their high school programs - to help them supplement, not supplant, the academic program of the high school. This program offers Early Study students a waiver of one-half tuition. Course schedules are available in the late fall for the spring semester and late spring for the next fall semester. Please see your guidance counselor for a full list of courses.

For more information: [www.umaine.edu/academ-e/](http://www.umaine.edu/academ-e/)

**Prerequisites:** None

## EARLY STUDY AT U.S.M.

**Course#:** UM003

**Grade:** 11-12

**Credits:** 1/2

Falmouth High School juniors and seniors are eligible to take college courses at the University of Southern Maine for credit toward their graduation requirements. Early Study at USM is intended to provide students with the opportunity to enrich their high school programs - to help them supplement, not supplant, the academic program of the high school. In general, Early Study at USM students must have a B average or better. Students may take any course for which they have guidance counselor approval, have met the prerequisites, and for which there are spaces available and no registration restrictions are imposed. Courses and their final grades can be interpolated

and posted on the student's transcript. USM offers Early Study students a waiver of one-half tuition for up to two courses if all criteria are met. Course schedules are available in the late fall for the spring semester and late spring for the next fall semester.

For more information: <http://www.usm.maine.edu/eap/earlystudy/>

**Prerequisites:** None

## TEACHER ASSISTANT

**Course#:** ISTA

**Grade:** 10 -12

**Credits:** 1/2

This course provides an opportunity for a student to work closely with a high school or middle school teacher supporting him/her in the classroom. Would you like to assist in a science lab, work with special education students, support a teacher using technology in the classroom, tutor students in a learning lab, etc.? This course gives you the opportunity to support students and teachers in the classroom. Grades are awarded as pass/fail and they are posted on the student's transcript.

**Prerequisites:** None



# HUMANITIES PROGRAM

The Humanities Program at Falmouth High School is designed to provide alternative educational opportunities for students needing academic flexibility to create individualized pathways to graduation. Classes offered through The Humanities Program classes are considered mainstream courses and are taught at the college preparatory level. They are unique in that they offer small class size, a team teaching approach, integrated studies and student centered curriculum design.

**Administrator and teacher referral is required to enroll in these Humanities courses.**

---

## HUMANITIES I

**Course #** P1011

**Grade:** 10

**Credits:** 2

This two credit course meets the curriculum requirements of English II as well as 20th Century World History (.5 credit) and Civics and Government (.5 credit). It is an interdisciplinary course that integrates the study of literature (fiction and nonfiction), social studies and history. Emphasis is placed on class participation, individualized skills building and the improvement of critical thinking skills.

Prerequisites: None

---

## HUMANITIES II

**Course #:** P1021

**Grade:** 11

**Credits:** 2

This two credit course meets the curriculum requirements of English III (1 credit) and American History (1 credit). It is an interdisciplinary course that integrates the study of literature (fiction and nonfiction), social studies, and history. Emphasis is placed on class participation, individualized skills building and the improvement of critical thinking skills. Additionally, students in Humanities II will begin the process of exploring post-secondary plans and options.

Prerequisites: None

---

## HUMANITIES III: Senior Seminar - The Human Experience

**Course #:** P1022

**Grade:** 12

**Credit:** 1 (English)

This full year senior level course will examine the universality of the human experience. Topics to be covered will include major themes such as bias, love, loss, fear, courage, relationships, morality, and the potential conflicts that could lie within each of these experiences. It will follow a seminar format with emphasis placed on in-depth class discussion of selected topics using film, short fiction and nonfiction pieces as platforms for this discussion. Students will also be asked to write several pieces, including the college essay, that analyze and reflect on their own experiences within the topics of study.

Prerequisites: None

---

## HUMANITIES IV - Senior Seminar - Personal Exploration & Capstone Project

**Course #:** P1023

**Grade:** 12

**Credit:** 1/2

This semester long senior level course will allow students to custom design their own learning experience while maintaining focus on the core standards of the FHS English curriculum - reading, writing, language, listening and speaking. Students will be asked to design, implement and formally present an individual capstone project that demonstrates their exploration of a personal passion. Students will work closely with the supervising faculty to set goals, make connections within the FHS and local community, and finalize project components. Successful completion of this project will involve both on and off campus activities. Offered Semester 2 only.  
(.5 cr. English)

---



# PERSONAL FINANCE

**Course #:** P6001

**Grade:** 11 -12

**Credits:**1/2

Personal Finance is a course designed to help students understand the real world impact of their financial choices. Topics covered include income, saving, investing, budgeting, debt, and marketing awareness. This course will provide students with sound financial principles for making informed personal financial decisions guiding them to financial independence. This course will earn general elective credit.

Prerequisites: None

---

# PERSONAL FINANCE II

**Course #:** P6011

**Grade:** 11-12

**Credit:** ½

Personal Finance II is a course designed to help students understand the real world impact of their financial choices. Topics covered include income, saving, investing, budgeting, debt, and marketing awareness. This course will provide students with sound financial principles for making informed personal financial decisions guiding them to financial independence. This course will earn general elective credit. This course has no prerequisite and will cover additional topics in personal finance not covered in Personal Finance I

Prerequisites: None

---

