WASHINGTON ACADEMY

Since 1792

TABLE OF CONTENTS

History of Washington Academy	2
Contact Information	3
Graduation Requirements	4
4 Year Plans and Course Placement	6
Course Request Process	7
Academic Standards and Syllabus Statements	11

Course Descriptions

English & Language Arts Department	15
Mathematics	19
Science & Engineering	24
Social Studies	30
Health & Physical Education	35
World Languages	38
Visual & Performing Arts	41
Career & Technology Education	46
Special Education	51
CWCIT Courses	53
JMG	57
Early College & AP4ME	59
English as a Second Language	61

Mission Statement

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

Adopted by the WA Board of Trustees, 2023

HISTORY OF THE ACADEMY

Washington Academy is a school that embraces new adventures. Since John Hancock – then the Governor of the Commonwealth of Massachusetts – signed the charter founding the school in 1792, WA has moved locations, constructed new buildings, and opened its doors to students from around the world. It is a pillar of the East Machias and Washington County communities that continues to be a place of student learning, community engagement, and innovation for over 230 years.

In the beginning, classes were held in the neighboring town of Machias at the Burnham Tavern and the Masonic Hall. It wasn't until over 20 years later that the school got its own building. After much deliberation between neighboring towns, the first school building was built in its current location in East Machias, opening its doors on September 8, 1823. That building, shown above, continues to stand today and celebrated its bicentennial year in 2023. 200 years of students crossing the threshold to learn!

Since then, the campus has grown to 100 acres with 4 academic buildings, a full suite of athletic fields and courts, a community garden, 3 student residential buildings, and faculty housing. Keeping its commitment to environmental responsibility, the Academy continues its efforts in property improvements and digital infrastructure that simultaneously meet student needs while preserving the rich historical and natural heritage of the campus buildings and land.

Today, Washington Academy welcomes students from more than 20 surrounding towns, 12 countries, and boasts a faculty from 8 states and countries in addition to those born and bred in Downeast Maine. This makes WA a truly global campus located in the easternmost corner of the United States. One thing that is the same as its early days in the Burnham Tavern - Washington Academy is here to enrich the minds of students from near and far.

PROGRAM OF STUDIES AND COURSE SELECTION
CONTACT INFORMATION

Washington Academy
66 Cutler Road #190EM
East Machias, ME 04630
Fax: (207) 255-8303
www.washingtonacademy.org

Marissa May B. Carroll
Assistant Head of School, Academics
Coordinator: SAT/ACT; NCAA Eligibility
(207) 255-8301, Extension 203
m.carroll@raider4life.org

Kimberly Tyler
Director of School Counseling
Coordinator: Dual Enrollment; Partnerships - CWCIT and Early College
(207) 255-8301, Extension 227
k.tyler@raider4life.org

Isaac Bradshaw
School Counselor
Coordinator: AP Courses and Testing
(207) 255-8301, Extension 222
i.bradshaw@raider4life.org

Junia Lehman
School Counseling Office Manager & School Registrar
(207) 255-8301, Extension 212
j.lehman@raider4life.org

DIPLOMA GRADUATION REQUIREMENTS

To receive a diploma from Washington Academy, students must earn 23 credits with at least 1 credit earned in each of their 4 years at Washington Academy; students must complete a total of 4 years of study beyond the 8th grade either at Washington Academy or composite from other institutions in addition to Washington Academy. **Note: Seniors must earn a passing grade in at least two (2) courses in the second semester of their senior year to participate in graduation exercises.*

Required Courses

4	English Credits
3	Math Credits (1 must be Algebra)**
3	Science Credits (1 must be Biology and 1 must be Chemistry)
3	Social Studies Credits (must be in US History, World History, and Civics)**
1	Physical Education Credit
1	Fine Arts Credit
½	Health Credit
½	JMG New Student Seminar Credit
7	Elective Course Credit from any department
	Financial Literacy Content (integrated in JMG NSS and Health)
23	**Credits Total**

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

*** Note: the World History and Algebra I requirements are in effect for Class of 2028 and later*

A NOTE ON COLLEGE ADMISSIONS REQUIREMENTS TO 4 YEAR COLLEGES AND UNIVERSITIES

Graduation requirements for Washington Academy, while rigorous and flexible for all student interests and goals beyond high school, are **different** from many college application requirements for post-secondary institutions. Individual colleges and universities publish their application or admissions requirements on their websites. Students are encouraged to keep track of what their intended colleges will require of them to apply or be accepted.

Recommended Courses for 4 year college bound students

4	English Credits
4	Math Credits (at least Algebra, Geometry, Algebra II)
4	Science Credits (Biology, Chemistry, 2 additional)
3	Social Studies Credits (US History, World History, Civics)
2	World Language Credits (usually of the same language)
1	Physical Education Credit
1	Fine Arts Credit
½	Health Credit
½	JMG New Student Seminar Credit
Varied	Elective Courses that highlight your passions, interests, or skill set

The University of Maine system requires certain specific courses, such as Geometry and Algebra II, for application to the university.

Some of **Maine's Community Colleges**, such as certain medical and nursing field degrees, require specific math and English courses or that those courses are taken first at the college before being placed in certain majors. We often see Algebra II as recommended for these specialized majors.

More specific information about how to apply to colleges and what will be required of you can be found at the WA Post Secondary Plans Guide. Set up a college planning meeting with Mrs. Tyler if you are interested in specific guidance and direction in your college application process.

4 YEAR PLAN MEETINGS WITH SCHOOL COUNSELORS

Freshmen - Meet with Freshmen/Sophomore school counselor to develop 4 year plan, outlining what the student's future goals are at that time and what courses at WA will help them achieve those goals
Sophomores - Review freshmen year performance and confirm that continuing courses scheduled are meeting the requirements for the students' goals and graduation
Juniors - Transition to junior/senior school counselor. Review freshmen and sophomore year grades. Ensure remaining 2 years are on track for graduation and any career or college goals.
Seniors - Ensure students will meet all graduation requirements with courses. Discuss college application goals and build a resume for recommendations. Assist with career planning.

COURSE REQUESTS AND COURSE PLACEMENT

All students have an equal opportunity to select courses during their four years of study. Every effort is made to ensure students can take courses as outlined in their four year plan, including hiring and staffing decisions, course offerings, and department restructuring.

Some courses have prerequisite requirements and others are prioritized for seniors who have not had an opportunity to take the courses previously. Still other courses have grade level requirements to adhere to policies from our partner institutions. In addition, some courses require transportation to off site locations that limits their size. WA makes every effort to provide transportation to these offsite opportunities so that students may take advantage of the full breadth of course offerings.

The School Counseling Department works with students to ensure they are progressing steadily towards graduation requirements, and there are times when students may be placed in core academic courses instead of chosen electives in order to meet their graduation requirements. Whenever there is a question or concern, school counselors are available to provide information and guidance to students and parents at Washington Academy. Priority to limited offering courses is first to seniors.

COURSE REQUEST PROCEDURE: NEW STUDENTS

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

Incoming Freshmen

- Students in area sending middle schools will begin the scheduling process by meeting with Washington Academy school counselors at New Family Night in early spring prior to Explore WA Day scheduled for April

- School counselors will travel to schools when requested by the school to provide additional support to students in filling out course request forms and answering questions

- Eighth graders may schedule an appointment at any time with guidance counselors if additional course selection support is desired for freshmen year classes.

Incoming International and Out of State Boarding Students

- Prior to arrival, school counselors will review the student's transcripts to determine all graduation requirements needed and which of the student's current courses will be accepted for Washington Academy credit

- Counselors will set up a proposed schedule for students based on requirements needed

- Upon arrival to WA, school counselors will meet individually with students to choose courses and ensure a plan is created to meet student educational goals

- Every student will receive a class schedule during orientation and will start classes on the first day of school, with the opportunity to change classes during the add/drop period

Transfer Students

- Prior to arrival, school counselors will review the student's transcripts to determine all graduation requirements met and credits earned at previous schools

- School counselors will meet individually with students and their families to choose courses and ensure a plan is created to ensure student educational goals are met

- Every transfer student will receive a class schedule during the summer if their enrollment is processed and they are in the WA student information system. If a transfer student enrolls in late summer, their schedule will be made available to them no later than the first day of school

COURSE REQUEST PROCEDURE: RETURNING STUDENTS

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

- Students and parents are encouraged to consult the four-year plan that each student has developed with their school counselors or parents

- In January, students and parents will receive a copy of the Program of Studies from the Assistant Head of School and should begin discussions with teachers and school counselors regarding their course of study for the following year

- Students who wish to consult with school counselors can set up meetings to evaluate their current transcripts or review their G.P.A., progress towards graduation requirements, and discuss course options and sequencing

- In late January or early February, students will complete course request forms during their advisory periods and with help of their advisors; current and previous teachers can make recommendations to students based on current course performance and prerequisite requirements

- Returning students receive as close to finalized schedules as possible on Step Up Day in May with finalized schedules received in August prior to the first day of school

- Every student will have access to their schedule during the first day of school through electronic means, with the opportunity to change classes during the add/drop period

BLANK COURSE REQUEST WORKSHEET

Students may choose to use this worksheet to map out possibilities and guide conversations with the school counseling team. The Washington Academy schedule has 8 possible classes (4 in each semester). Not all classes can be accommodated, but are certainly worth listing.
(Sample of a 4-year Course Selection Worksheet filled out is on the next page)

UNIT REQUIREMENTS	FRESHMAN SEMESTER 1	FRESHMAN SEMESTER 2	SOPHOMORE SEMESTER 1	SOPHOMORE SEMESTER 2	JUNIOR SEMESTER 1	JUNIOR SEMESTER 2	SENIOR SEMESTER 1	SENIOR SEMESTER 2
4 ENG REQ								
3 MATH REQ								
3 SCI REQ								
3 HIST REQ								
1 PHYS ED REQ								
.5 HEALTH REQ								
1 FINE ART REQ								
7 ELECT REQ								

STUDY HALL								
EXTRA UNITS ALLOWED								

SAMPLE COURSE REQUEST WORKSHEET

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

	FRESHMAN SEMESTER 1	FRESHMAN SEMESTER 2	SOPHOMORE SEMESTER 1	SOPHOMORE SEMESTER 2	JUNIOR SEMESTER 1	JUNIOR SEMESTER 2	SENIOR SEMESTER 1	SENIOR SEMESTER 2
4 ENG REQ	English 9		English 10		H English 11			AP Literature
3 MATH REQ		H Algebra I		Geometry	Algebra II			
3 SCI REQ	H Biology		Chemistry		Robotics			
3 HIST REQ	Civics	JMG New Student Seminar (q)		U.S. History		World History	Elective - TC Sociology	
1 PHYS ED REQ	Physical Ed			Elective- Personal Fitness				
.5 HEALTH REQ		Health (q)						
1 FINE ART REQ			Art I					
7 ELECT REQ		Elective - Spanish I	Elective - Spanish II	Elective- Spanish III	Elective - Lab Band	Elective- Art 2	Elective - Yearbook	Elective - Art 3

STUDY HALL						Study Hall	Study Hall	Study Hall
EXTRA UNITS ALLOWED		Elective-Band/Chorus				Elective - Coastal Studies	Elective - Personal Finance	Elective - AP Statistics

ACADEMIC STANDARDS
WASHINGTON ACADEMY CORE VALUES

The **Washington Academy Core Values** are foundational principles that guide curriculum offerings, teaching methods, and extracurricular programming, ensuring alignment with our educational mission. In consistently applying these values, we create a distinctive and purposeful educational experience for all of our students. The core values were adopted by the Board of Trustees in 2023.

Empowering the Individual Student:

We unleash the full potential of each student, providing personalized support and guidance to help them discover their unique talents and strengths.

Cultivating a Dedicated and Diverse Community:

We celebrate diversity, and our teachers inspire a passion for learning in students through creative and collaborative relationships.

Striving for Excellence and Resilience:

We encourage students to aim high, embrace challenges, and persevere in the face of obstacles to achieve greatness and develop the resilience to bounce back.

Championing a Progressive Culture of Innovation

We embrace curiosity, creativity, and critical thinking while celebrating diverse perspectives and nurturing a culture of innovation.

Developing the Whole Person:

We deliver a holistic approach to education, nurturing every aspect of our students' lives through a dynamic curriculum that combines academic excellence with a range of extracurricular activities such as athletics, arts, and community engagement.

Preparing Responsible Global Citizens:

We instill in our students the values of empathy, inclusivity, and global citizenship, empowering them to become active participants in shaping a better world for all.

ACADEMIC STANDARDS
MAINE LEARNING RESULTS AND MAINE GUIDING PRINCIPLES

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

The **Maine Guiding Principles** outlined in the Maine Learning Results are used to steer education in Maine. These principles are used as a pathway for students to navigate core standards and to create a connection to their learning. While Washington Academy has its own core values and goals for students, as an institution in Maine, WA also upholds these Maine Guiding Principles. Thus, students attending Washington Academy will become:

A Clear and Effective Communicator who:

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

A Self-Directed and Lifelong Learner who:

Understands the importance of embracing and nurturing a growth mindset.

A Creative and Practical Problem Solver who:

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

A Responsible and Involved Citizen who:

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

An Integrative and Informed Thinker who:

Is skilled at using complex reasoning processes to make meaning.

SYLLABUS EXPECTATIONS

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

COURSE DURATION AND BLOCK SCHEDULING

The majority of courses meet every day for 80 minutes and represent a full academic year of content and curriculum. The school year is divided into two semesters. The student begins the year with four classes; these four classes are over at the middle of the school year. At that time, the student will begin four new classes. The student earns credit for each class they pass with a 70 or greater. Students have the potential to earn 4 credits in each semester, totaling 8 credits for the year. Students can earn more than 4 credits if they take Early College courses on their own time online or at a college in addition to a full day schedule. Some courses, such as JMG New Student Seminar and Health, meet for only half of a semester (9 weeks) and represent a semester's worth of content and curriculum.

CREDIT RECOVERY STRUCTURE

The priority for student scheduling is ensuring that students are on track for graduation. As such, when students fail a core academic course during a semester, every effort is made to schedule them in a course that fulfills that graduation requirement or allows them to recover that credit in the following semester. For instance, if a student fails US History in the first semester, the second semester schedule will be

changed to include US History when possible. Students and families are allowed to find online credit recovery and submit a transcript showing the course has been completed. This is done at the cost to the family but allows students more flexibility in their courses.

COURSE OFFERINGS SUBJECT TO REQUEST AND DEMAND (*)

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

COURSE WEIGHTING SYSTEM

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

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

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

GRADING SCALE

A+ : 100-98	A: 97 - 95	A- : 94-93	B+: 92-91	B: 90-88
B-: 87-85	C+: 84-82	C: 81-79	C-: 78-76	D+: 75-74
D: 73-72	D-: 71-70	F: 69 - 0		

AFFIRMATIVE ACTION STATEMENT

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

DEPARTMENT OF ENGLISH & LANGUAGE ARTS

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

Students must successfully complete at least four (4) English courses to graduate. Some possible English pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their English requirements at WA. In general, students take one English course per year in progressive sequence through the WA English curriculum.

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

Non-Honors:	English 9 → English 10 → American Lit → British Lit
Honors:	H English 9 → H English 10 → H American Lit → AP Literature
Honors w/ Early College:	H English 9 → H English 10 → EC Comp 101 → EC Comp 201
Additional English:	English 9 → H English 10 → H American Lit → AP Lit → EC English

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

COURSE DESCRIPTIONS - CORE COURSES

English 9 (1 credit)

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

Honors English 9 (1 credit)

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

English 10 (1 credit)

This course is an introduction to novels, exploring literary devices and practicing analysis through a variety of texts. Students will study The Hero's Journey through reading ancient Greek and Roman myths, modern memoirs, fantasies, and a Shakespearean play. Students are encouraged to write in a wide variety of genres, from short in-class responses to longer essays and reflections. Students also participate in peer conferences and inquiry-based projects. Vocabulary is drawn from Latin and Greek roots and from the texts, and language usage and grammar are reviewed throughout the semester.

Honors English 10 (1 credit)

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

American Literature (*formerly English 11*) (1 credit)

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

Honors American Literature (*formerly Honors English 11*) (1 credit)

This course covers the same topics as American Literature, but designed to foster in students an even deeper appreciation of the cultural and social significance of America's literary history. More time in the course is focused on developing an ability to analyze literature through many critical lenses. In addition, students will receive instruction in grammar and punctuation, writing styles, the research process, and vocabulary, and be expected to implement this instruction throughout all types of written assessments for this course including academic writing in the form of a research paper and creative writing. Students enrolled in Honors English courses are expected to show consistent improvement in their ability to analyze and discuss literature, culture, and history.

British Literature (*formerly English 12*) (1 credit)

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

Honors British Literature (*formerly Honors English 12*) (1 credit)

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

COURSE DESCRIPTIONS - EARLY COLLEGE & ADVANCED PLACEMENT (AP)

Advanced Placement English Literature and Composition *(CollegeBoard AP® Program)* (1 credit)

Prerequisites: H English 9 & 10 or H American Lit or H British Lit or Early College Literature courses

Note: Early College Composition 101 courses do not meet this prerequisite.

Junior or Senior Standing

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

Note: Students are responsible for the AP testing fee should they choose to take the exam.

Early College Online English Option (Various)

More information in the Early College Section on page 50

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

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

DEPARTMENT OF MATHEMATICS

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

Students must successfully complete at least three (3) Mathematics courses to graduate. Some possible pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their math requirements at WA, and a student can mix and match (as long as prerequisites are observed) according to their interests and learning goals, and according to course availability. *Note: all students are required to access Algebra I in order to graduate as of Class of 2028*

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

Foundational Sequence: Algebra IA & Algebra IB → Geometry → No math → No math

Foundational Sequence: Geometry → Algebra IA & Algebra IB → No math → No math

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

Applied Focus: Algebra IA & Algebra IB →Algebra II → AP Statistics

Early College Options: Algebra IA & Algebra IB →Algebra II → Geometry → EC Technical Math

Note: Geometry does not require Algebra I knowledge and can be taken before or after it
Note: Algebra IA and Algebra IB both earn 1 credit per course but must both be completed
Note: There are many math path options available for WA students. Those who wish to pursue college after high school are recommended to a sequence that includes 4 years of math

Students should purchase a calculator for use during high school, and for controlled testing situations such as the SAT. A scientific calculator (e.g. TI-30XS, Casio fx-115ES) is inexpensive and will meet the student's calculator needs in almost all WA math and science courses. A

graphing calculator is not required, except in AP Calculus and AP Statistics, where the student may use a WA graphing calculator if desired.

COURSE DESCRIPTIONS

Algebra IA & Algebra IB (2 credits)

This first-year level course teaches algebraic thinking and related tools and methods. Areas of focus include: linear equations and inequalities, systems of linear equations, linear functions and graphing in the coordinate plane, quadratic equations, and quadratic functions. Successful students will be prepared to take Algebra II. This class is taught over 2 semesters and students must take both semesters to cover the full sequence of Algebra I.

Course Materials: OpenStax Online Textbook - Elementary Algebra 2e

Honors Algebra I (1 credit)

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

Course Materials: OpenStax Online Textbook - Elementary Algebra 2e

Geometry (1 credit)

This course is an introduction to geometric and spatial reasoning. Areas of focus include: geometric construction, congruence, similarity, transformations and symmetry, measurement of angles / lengths / areas / volumes, and introductory trigonometry. This course focuses primarily on 2-D geometry, but some 3-D geometry is also covered. This course can be taken without having taken Algebra.

Course Materials: Elementary College Geometry by Henry Africk UMN Open Textbooks online

Honors Geometry (1 credit)

This course is an advanced version of the standard Geometry course. The course will cover — in depth — standard geometric topics such as construction, congruence, similarity, and measurement. Additional

emphasis will be placed on mathematical inquiry, algebra/geometry connections, advanced constructions, and proof. This course can be taken without having taken Algebra.
Course Materials: Elementary College Geometry by Henry Africk UMN Open Textbooks online

Algebra II (1 credit)

Prerequisite: Algebra I

This course extends the algebraic concepts covered in Algebra I, with a particular emphasis on functions. Areas of focus include: polynomial functions, rational functions, power/radical functions, systems of equations, and circles.
Course Materials: OpenStax Online Textbook - Intermediate Algebra 2e or Intermediate Algebra: Functions and Graphs by Katherine Yoshiwara

Honors Algebra II (1 credit)

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

This course is an advanced version of the standard Algebra II course. The course will cover — in depth — standard intermediate algebra topics such as polynomial functions, rational functions, power/radical functions, systems of equations and matrices, and conic sections. Additional emphasis will be placed on mathematical inquiry, modeling, function composition and inverses, and proof.
Course Materials: OpenStax Online Textbook - Intermediate Algebra 2e or Intermediate Algebra: Functions and Graphs by Katherine Yoshiwara

Personal Finance (1 credit)

Prerequisite: Algebra I or H Algebra I

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

COURSE DESCRIPTIONS - ADVANCED PLACEMENT (AP)

Advanced Placement Precalculus *(CollegeBoard AP® Program)*

Prerequisite: Algebra II and Geometry

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

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

Course Materials: OpenStax Online Textbook - Precalculus

Advanced Placement Calculus, AB *(CollegeBoard AP® Program)* (1 Credit)

Prerequisite: AP Precalculus

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

Note: Students are responsible for the AP testing fee.

Course Materials: OpenStax Online Textbook - Calculus I and II and APEX Calculus by Hartman et al and Active Calculus by Boelkins

Advanced Placement Calculus, BC *(CollegeBoard AP® Program)* (1 Credit)

Prerequisites: AP Calculus AB

This course is the second of a two-semester sequence which prepares students to take an AP Calculus exam in early May. This is a college-level course. Combined with AP Calculus AB, these are essentially equivalent to a university-level Calculus I / Calculus II sequence. This course continues the topics in AP Calculus AB. Additional areas of focus include: differential equations, advanced integration techniques, sequences and series, and Taylor Polynomials, parametric and polar functions, and vector analysis. Course objectives are completed by mid-April, followed by an intensive review prior to the AP test, administered in early May. After the exam, additional topics of interest will be covered in a light exploratory manner. Examples of potential special topics: fractals, topology, knot theory, graph theory, etc. *Note: Students are responsible for the AP testing fee.*

Course Materials: OpenStax Online Textbook - Calculus I and II and APEX Calculus by Hartman et al and Active Calculus by Boelkins

Advanced Placement Statistics (*) *(CollegeBoard AP® Program)* (1 Credit)

Prerequisites: Algebra II

Optional Preparatory Course: Introductory Statistics

This course prepares students to take the AP Statistics exam. This is a college-level course, essentially equivalent to a university-level (non-calculus based) Statistics course. Areas of focus include: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Course objectives are completed by late-April, followed by a brief intensive review prior to the AP test, administered in early May. After the exam, additional topics of interest will be covered in a light exploratory manner. Examples of potential special topics: random walks and markov chains, random number generators and their testing, analysis of games of chance, martingale theory, etc.

Note: Students are responsible for the AP testing fee.

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

Early College Math Option (Various)

More information in the Early College Section on page 50

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

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

DEPARTMENT OF SCIENCE & ENGINEERING

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

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

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

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

COURSE DESCRIPTIONS

Biology with Lab (1 credit)

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

Honors Biology with Lab (1 credit)

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

Marine Biology (1 credit)

Priority: Junior or Senior Standing

Prerequisite: Biology

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

Coastal Studies (1 credit)

Priority: Junior or Senior Standing

Prerequisite: Biology

This course involves environmental research and restoration activities in a number of ecosystems. Students will be exposed to forest ecology and management, river and lake water quality assessment, soils and geology, wetland surveys, and wildlife management. Students may have the opportunity to

work with (job shadow) professionals in these fields. Major emphasis will focus on Atlantic salmon restoration efforts. Salmon habitat restoration and assessment will allow students to work with local, state, and federal personnel working toward this common goal. Projects may include alternative energies, bioremediation, water quality monitoring, community gardens, and greenhouse operations. Students will spend time each week outdoors in the field.

Chemistry with Lab (1 credit)

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

Honors Chemistry with Lab (1 credit)

Prerequisites: H Algebra I, Algebra II Recommended

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

Engineering (1 credit)

Priority: Junior or Senior Standing

Prerequisite: Algebra I and Biology or Chemistry

This course will serve as an introduction to Engineering and Design. Students will be actively engaged in both improvement of everyday objects and technologies and the development of new prototypes through the systematic application of the "Engineering and Design Process." A goal for this course is to

develop each student's constructive instinct and understanding of physics principles into the habits and operations of an engineer. Emphasis will be placed on student's documenting and formal reporting of their design project results. Students will be required to keep a course notebook and journal, work as a member of a team, and fulfill homework assignments. Off campus enrichment trips are planned as well as collaboration with local engineering projects. Topics of study will include cost analysis, design loops, efficiency and energy transfer, form and function analysis, green energy, material science and structural design principles, thermodynamics and more.

Honors Physics (1 credit)

Prerequisites: Algebra II

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

Robotics (1 credit)

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

Outdoor Leadership (2 credits)

Prerequisite: Junior or Senior standing.

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

This semester course receives 1 physical education elective credit & 1 science elective credit.

COURSE DESCRIPTIONS - ADVANCED PLACEMENT (AP)

Advanced Placement Chemistry (*) (1 credit) - Offered Spring 2026, Spring 2028

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

Junior or Senior Standing - offered every other year

AP chemistry is an overview of, and a continuation of, WA's Honors Chemistry course. Students will collect and evaluate experimental data using graphical analysis and will report their findings at the end of each lab period prior to completing a formal, typed-written lab report. Class time will be used to discuss and question chemical concepts as they relate to a comprehensive general chemistry curriculum with a focus on problem solving. As we progress through the course students will gain confidence in their ability to think logically and analytically. Overarching concepts include (1) Elements as building blocks of matter, (2) Physical and chemical properties arise from the structure and arrangement of atoms, (3) Chemical changes involve the rearrangement of atoms and/or transfer of electrons, (4) Reaction rates are explained by the kinetic molecular theory, (5) The laws of thermodynamics explains the role of energy in chemical changes, (6) Dynamic chemical equilibriums form between opposing forces of attraction and influenced by external perturbations.

Note: Students are responsible for the AP testing fee.

Advanced Placement Physics 1 (*) (1 credit) Offered Spring 2027, Spring 2029

Prerequisites: Successful completion of Geometry and Algebra II

Junior or Senior standing - offered every other year

This is a college-level algebra-based exploration of physics, with primary emphasis given to concepts of kinematics, dynamics, energy & momentum, oscillatory motion, torque & rotational motion, electrical

charge & force, DC circuits, and mechanical waves & sound. Other topics, such as electric & magnetic fields, thermodynamics, optics, special relativity, and quantum theory may be covered at the discretion of the instructor and time permitting. This is a quantitative course, and it requires students to have a working knowledge of algebra and geometry. Laboratory work is a major component of the course, especially during the study of mechanics (Newton's Laws, principles of motion, systems in equilibrium and non-equilibrium). *Note: Students are responsible for the AP testing fee.*

Early College Science Option (Various)

More information in the Early College Section on page 50

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

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

DEPARTMENT OF SOCIAL STUDIES

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

Students must successfully complete at least three (3) social studies courses to graduate. The courses will be Civics, World History, and United States History. Some possible social studies pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their Science requirements at WA. In general, students complete Civics in freshman year, World History in sophomore year, and United States History in junior year.

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

No Honors: Civics → World History → US History → Holocaust Studies

No Honors: No History→ Civics → World History → US History

Honors: Civics → H World History→ H US History → No history

Honors w/ Early College: Civics→ H US History → World History → TC Sociology

Honors w/ Early College: Civics →World History → H US History → EC History 101

COURSE DESCRIPTIONS

Civics (1 credit)

This course engages students in a comprehensive study of civics & government in order to prepare them to be responsible and informed citizens of their communities, the United States, & the world. Students will learn about the basic structures, functions, and processes of government in the United States at the federal, state, and local levels, including those of tribal governments, as well as the historical contexts that have shaped the creation and evolution of these governments. Through close examination of the rights, duties, roles, and responsibilities of United States citizens, students will gain an understanding of their place in government and the importance of exercising their duty to participate in it. Additionally, students will learn about the governments of other countries in order to understand the diverse cultures and experiences of international students, and broaden their own perspectives on government. Upon the completion of this course, students will possess the necessary social studies skills to succeed in World History, United States History, and other secondary and post-secondary social studies courses.

World History (1 credit)

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

Honors World History (1 credit)

This course will provide students who have a special interest in history with a broader and more challenging reading and writing experience than World History. Students who take honors will be expected to demonstrate a greater understanding of the topics, show more depth of awareness and

analysis of the topics, as well as participate in more nuanced discussions, writings, and extended projects about topics in World History.

United States History (1 credit)

Students typically take this course in junior year; Junior or Senior standing prioritized

This course provides students with a comprehensive overview of the creation, growth, and development of the United States, from pre-Columbian North America to the challenges that define the American experience in the new millennium. Students will understand that history is a never-ending series of causes, events, and consequences; that people play important roles as historical actors, influenced by the knowledge available to them and societal norms surrounding them; that diverse groups of people have been affected differently by the same events; and that parallels can often be drawn between the events of the past and those of the present. Recognizing that the true value of history lies beyond the rote memorization of facts, this course will teach students important skills in research, analyzing sources, writing, having respectful discussions and debates with peers, and making individual and collaborative decisions and plans. These skill sets have important and practical applications in the classroom as well as in real life, and will enable students to be self-directed lifelong learners of history and other subjects. Upon completion of this course, students will be prepared for Holocaust & Genocide Studies, Thomas College Sociology, and most post-secondary introductory history classes.

Honors United States History (1 credit)

Students typically take this course in junior year;Junior or Senior standing prioritized

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

Holocaust and Genocide Studies (*) (1 credit)

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

This course engages students in a comprehensive study of one of humankind's most infamous atrocities: the Holocaust. Beginning with the origins of Judaism and ending with the Holocaust's legacy, students will learn about the factors that made the Holocaust possible, the means by which six million Jews and millions of other victims were murdered, the ways in which Jews and others resisted Nazi persecution, the aftermath of the genocide, and more. Students will also investigate other genocides that took place

after the Holocaust, including the Genocide Against Tutsi in Rwanda and the Uyghur Genocide in China. By studying the Holocaust and other genocides, students will learn to recognize the potential for prejudice and discrimination in the world around them to escalate to violence, understand the far-reaching consequences and implications of genocide, and define their role in disrupting the cycle of hatred and violence.

COURSE DESCRIPTIONS - THOMAS COLLEGE AND ADVANCED PLACEMENT (AP)

Collegeboard Advanced Placement Microeconomics (*) *(Collegeboard AP Program)* **(1 Credit)**
Offered Spring 2026, 2028, 2030
Prerequisites: Successful completion of Algebra II
Offered every other year opposite AP Computer Science
This course prepares students to take the AP Microeconomics exam. This is a college-level course, essentially equivalent to a university-level (non-calculus based) Microeconomics course. Areas of focus include: supply and demand dynamics, cost and revenue analysis, and market behavior. Course objectives are completed by late-April, followed by a brief intensive review prior to the AP test, administered in early May. After the exam, additional topics of interest will be covered in a light exploratory manner. Examples of potential special topics: consumer fallacies, game theory, insurance and risk-aversion, uncertainty, and non-classical utility curves.
Note: Students are responsible for the AP testing fee.
Course Materials: Openstax Online Textbook - Principles of Microeconomics (Viewable here)

Thomas College Sociology
(SY113 Principles of Sociology at Thomas College) (*)
(1 credit) (3 Thomas College credits)
Prerequisites: US History or Honors US History, and World History
Junior or Senior Standing.
This course introduces the principles and concepts necessary for understanding the nature of society and culture. Special emphasis is placed upon observing, dissecting, and engaging with the structure of economic, political, familial, religious, and other societal organizations. This is a reading and writing intensive course with timed writing, written reflection, short papers, as well as a long form comprehensive research paper. Readings and materials are generally primary sources from both historical and modern sociologists.

Thomas College Sport History (SM228 Sport History)
(1 credit) (3 Thomas College Credits)

Prerequisites: US History or Honors US History
Junior or Senior Standing.
This course is designed to deepen the students' knowledge of the history of sports and to help them realize the physical culture of humanity, which has had a significance throughout history. This course will give students the background necessary to make decisions in the sport arena and to explore their interests in sports management, sport history, and athletic development. Students should expect frequent class discussion, paper writing, and historical analysis.

Early College Social Studies Option (Various)

More information in the Early College Section on page 50

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

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

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

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

Students must successfully complete at least one (1) physical education course to graduate and one (1) health course to graduate (worth .5 credits). Some possible health and physical education pathways to graduation are given below. These possibilities are not exhaustive — there are many ways for a student to fulfill their physical education requirements at WA.

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

Minimum Requirements: Health → Physical Education → No PE→ No PE

Additional PE: Health→ Physical Education → Personal Health & Fitness→ No PE

Additional PE: Health→ Physical Education → Personal Fitness→ Physical Education

COURSE DESCRIPTIONS

Health (½ credit)

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

Physical Education (1 Credit)

It is the goal of physical education to provide students with developmentally appropriate learning opportunities through meaningful content and instruction. All students will develop health related fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promotes a healthy and physically active lifestyle. The physical education program exposes students to sports and activities that encourage a life-long engagement with physical activity and provides opportunities for students to attain the skills, knowledge and attitudes essential for a healthy lifestyle..

Personal Health & Fitness (1 credit)

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

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

Prerequisite: Junior or Senior standing

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

This semester course receives 1 physical education elective credit & 1 science elective credit.

DEPARTMENT OF WORLD LANGUAGES

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

Pursuing world languages is not a requirement for graduation, but an encouraged pursuit for all students. Students not only learn how to communicate in another language, but they also learn about another culture as well. Students' eyes are opened to other ways of looking at and reacting to the world around them and being aware of cultural differences can help them become more accepting of other people. In addition, as students see how another language functions, they learn about the nature of language in general and in turn understand their own language better. Some possible world language pathways to language acquisition are given below.

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

Standard Path: Spanish I → Spanish II → No Language → No Language

Additional Exposure: Passamaquoddy → Spanish I → Spanish II → Passamaquoddy*

Language w/ Early College: Spanish I → Spanish II → Spanish III → EC Spanish

**Passamaquoddy Language, History, & Culture is not sequential; students can take it multiple times*

**Language courses taken at WA are weighted at the honors level for class ranking cumulative GPA*

COURSE DESCRIPTIONS

Spanish 1 (1 credit)

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

Spanish 2 (1 credit)

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

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

Spanish 3 (*) (1 credit)

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

This course continues and expands the skills developed in Spanish 1 and 2. Students taking this course need to feel fairly comfortable with Spanish 2 material. After a review of some of the concepts from Spanish 2, students will study the tenses and grammar topics of present perfect, pluperfect, subjunctive, and conditional. By the end of the course, students will have a basic understanding of all the different tenses in Spanish and how they interact. They will be able to engage in interpersonal and presentational communication on a wide range of topics: health, careers, environmental and global challenges, personal relationships, etc. In addition, they will be familiar with some Spanish-speaking artists and musicians as well as some aspects of Spanish and Latin American history.

Passamaquoddy Language, History, and Culture (1 credit)

This course is taught three days a week with a Passamaquoddy Language Keeper who focuses on speaking and learning the Passamaquoddy language. Two days a week will be practicing previous material and preparing for upcoming material. The course will focus on study of the Passamaquoddy language, history, and culture with additional exposure to Wabanaki history. It can be taken more than once as students become more familiar and comfortable with Passamaquoddy language and skills are developed over time. The class will be named with level I, II and so on if students choose to take the course more than once.

Passamaquoddy Reading, Writing, History, and Culture (1 credit)

This course is taught three days a week with a Passamaquoddy Language Keeper who focuses on reading and writing the Passamaquoddy language. Two days a week will be practicing previous material and preparing for upcoming material. The course will focus on study of the Passamaquoddy language in reading and writing form, history, and culture with additional exposure to Wabanaki history. It can be taken more than once as students become more familiar and comfortable with Passamaquoddy language and skills are developed over time. It is typically taken after the Passamaquoddy Language course.

DEPARTMENT OF VISUAL AND PERFORMING ARTS

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

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

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

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

COURSE DESCRIPTION - ARTS

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

Art 1 (1 credit)

This is a one semester foundation studio class which will help students to develop and improve their artistic skills and to practice self-expression. Students will learn and apply the fundamentals and principles of art and design. Focus will be on developing skills and techniques in each medium used throughout the course. Students will be required to develop good habits, relate well with others, and use facilities appropriately. They will participate in class, complete projects and develop an online portfolio that reflects their individual progress. All are given opportunity and encouragement to pursue independent art interests.

Art 2 (1 credit)

Prerequisite: Successful completion of Art 1

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

Honors Art (*) (1 credit)

Prerequisite: Successful completion of Art 2

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

Introduction to Computer Aided Design: CAD (1 Credit)
This course provides students with a broad introduction into 2- dimensional and 3- dimensional Computer Aided Design (CAD) with a focus on mechanical drafting specific applications. Students will learn how to use industry leading CAD software programs Autodesk AutoCAD to model construction projects, and then create and distribute basic, industry-standard mechanical drawings. Students will also learn how to convert their CAD files Drawings into 3D printable files to produce a 3d model**.**

Advanced Placement Studio Art (*) (1 credit)
Prerequisite: Honors Art – Students must see the instructor before registering for this course.
AP Studio Art is offered for highly motivated and independent students planning to attend college, whether as an art major or not. This course will require students to compile a portfolio in Drawing, 2-D design or 3-D design demonstrating quality, breadth and in depth engagement in the process of making art. This work may be done over a single year or longer and must demonstrate strong technical skills and a clear understanding of the elements and principles or art and design. The AP Studio art portfolio is a performance-based exam rather than a written exam. The portfolio should be viewed as the culminating experience in a student's visual arts training and will be assessed by the College Board as if it had been completed by the end of the freshman year of college.
Note: Students are responsible for the AP testing fee. This course will likely run in the same classroom as Art 2 with students performing independent study to complete requirements.

COURSE DESCRIPTIONS - MUSIC

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

Band (.5 credit each time enrolled)

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

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

Chorus (.5 credit each time enrolled)

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

The Washington Academy Chorus practices and publically performs a wide variety of choral literature each semester. Singers will strengthen their vocal technique and their music reading skills with an emphasis on group harmony, balance, and blend. Student requirements include positive class participation, performances at a minimum of two concerts per semester, home practice when needed, and singing exams. Students who demonstrate strong vocal skills may have the opportunity to participate in County, District and State Honors Festivals.

Lab Band 101 (1 credit)

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

Guitar (1 credit)

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

Instrumental Studio (1 credit)

This class is an independent study style course where students can continue to develop their skills on an instrument of their choice. Students must have engaged with the music department in a variety of ways to be eligible to take this course.

Vocal Studio (1 credit)

This class is an independent study style course where students can continue to develop their skills in vocal performance. Students must have engaged with the music department in a variety of ways to be eligible to take this course.

DEPARTMENT OF CAREER TECHNOLOGY

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

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

POSSIBLE & EXAMPLE COURSE SEQUENCING

(does not display every possible pathway)

Digital Media: No Career/Tech→ Applied Media→ Marketing & Entrepreneurship → ELO

Agriculture Focus: Sustainable Agriculture → Sustainable Agriculture → Sustainable Agriculture

Building Trades: None → Modern Day Apprenticeship → Sustainable Agriculture → JMG

Advanced Trades: No Career/Tech → Modern Day Apprenticeship → CWCIT Building Trades

COURSE DESCRIPTIONS

Introduction to Computer Programming (*) (1 credit)
Introduction to Computer Programming allows students to become familiar with twelve different programming languages including Python, Java, PHP, JavaScript (jQuery, AngularJS, React.js), Ruby, SQL, and Sass, as well as markup languages HTML and CSS. Students also learn game and app design with Unity, Unreal Engine and App Inventor 2. This course is aimed at students with little or no programming experience who will receive understanding of the role computation can play in solving problems and feel confident in their ability to write small programs that allow them to accomplish goals.

Marketing & Entrepreneurship (1 credit)
This course offers a comprehensive overview of the field of marketing from a domestic and international viewpoint. Marketing analysis and segmentation, market research, types of consumers, 4Ps of marketing, advertising, selling, and careers in marketing are among the wide range of topics that will be discussed. Different aspects of advertising will be researched and evaluated that will include television, radio, print media, and the Internet. The emerging role that information technology plays within marketing will also be covered. Students will be required to "think critically" and draw conclusions based on different marketing situations.

Modern Day Apprenticeship (1 credit)
The Modern-Day Apprenticeship program gives students access to various hands-on learning projects. These projects are presented to students from start (from scratch) to finish (cost analysis) and enable students to learn and experiment with various transferable skills necessary for preparing students for a career after high school. Class projects include, but are not limited to, building and maintaining our school greenhouse and garden, programming a CNC machine for sign creation, building various pieces of furniture for students and customers, building sets for our drama program, and building Prom and Graduation decorations. Students are able, on occasion, to work on projects for community partners and travel off campus during the period to work on these projects.

Yearbook (1 credit)

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

Applied Media (1 credit)

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

Sustainable Gardening and Agriculture (1 credit)

In this outdoor garden and greenhouse based course, students will have the unique opportunity to engage in hands-on learning and contribute to their community by tending to and cultivating the WA school garden. It produces over 1500 lbs of fresh, organic food for a local food pantry throughout the year. Students will gain comprehensive knowledge and practical skills in tool usage and care, physical demands of harvesting food, and sustainable gardening and agriculture practices while fostering an appreciation for the environment and local ecosystems. Particular emphasis is placed on the interdisciplinary, intercultural, inter-community, and restorative nature of cultivating and leveraging strengths of a school-based garden which contributes to the local and wider community.

Forest Ecology Practicum (1 credit)

In this outdoor nursery, greenhouse, and forest based course, students will have the unique opportunity to engage in hands-on learning and contribute to their community by tending to and cultivating the Tree Nursery on campus as well as catalog and participate in forest restoration projects on WA's campus as

well as in the surrounding communities. The students will have an opportunity to be outside removing invasive plants, learning about the native plants that live in our ecosystem, and recognizing how trees and plants contribute to the overall health of humans, animals, and the environment in which we live. In partnership with Maine Audubon, Maine Conservation Corps, and Project SHARE, the facilitator is able to provide students with unique on and off campus learning and conservation opportunities.

AP Computer Science A (*) (1 credit) Offered Spring 2027, 2029, 2031

Prerequisites: Algebra II

Offered every other year opposite AP Microeconomics

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

Students are responsible for the AP testing fee.

Thomas College Public Speaking (CO245 at Thomas College) (*) (1 credit)

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

Work Co-Op (2 credits, 3 credits with ELO experience)

The Washington Academy Work-Co-Op Program is an opportunity for seniors who attend WA to gain work experience and on-the-job training in a field of interest to the student. Seniors, with prior approval and signed agreements by the school, parents, and their employer, will work for the fall semester instead of attending daily classes. To enrich their experience and broaden their learning, students can maintain contact with an ELO teacher and participate in a long term project with a final presentation about their

work experience to earn an additional credit. Seniors must be in good academic standing and not need more than three required courses left to graduate in the Spring. **See more about the ELO experience in the course description below*

Extended Learning Opportunities (ELO) (1 Credit)

Extended Learning Opportunities (ELOs), a form of microcredentialing, allow students to earn academic core credit through diverse, hands-on experiences outside the conventional classroom with an emphasis on community-based career exploration. They are highly personalized opportunities for students to engage in learning in ways that make sense for them and connect their learning to everyday life in meaningful ways. ELOs are a unique mix of academic instruction and assignments, such as papers and presentations, and combine experiential learning components like project-based learning, internships, and job shadows. Students meet with the Director of School Counseling and the ELO Coordinator (at this time, Assistant Head of School) to determine the additional credit that is pursued and what the ELO program will look like for the student. Students will have to track their progress and program in the JMG ELO Learning Management System and check in periodically with the ELO Coordinator.

DEPARTMENT OF SPECIAL EDUCATION

The mission of the Special Education Department is to use a student-driven approach to cultivate meaningful relationships through relevant, individualized programs that provide a rigorous, systematic and holistic approach to promote success and unlock each students' potential. Identified students receive the academic and functional skills needed in their post-secondary endeavors to contribute and be productive citizens within their communities. The Special Education Services program strives to reach and support identified students through adaptations and appropriate strategies deemed necessary by a team of professionals pursuant to the guidelines set forth by the Maine Department of Special Education.

Those students who meet the criteria guidelines will then qualify for an Individual Educational Program (IEP) and/or a 504 Accommodation Plan(s). Their plans are developed at a team meeting by professionals including a special education case manager, an attending teacher, the school counselor, a school administrator, and the parent of the student to determine academic or functional skills gaps, deficits, and other concerns. These will be assessed by the measurable progress made in a school year based on academic assessment data and input from all teachers.

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

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

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

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

Supported Study Hall

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

COASTAL WASHINGTON COUNTY INSTITUTE FOR TECHNOLOGY

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

Coastal Washington County Institute of Technology, CWCIT, is a Career and Technical Education Center in beautiful Columbia, Maine. Washington Academy partners with Coastal Washington County Institute of Technology (CWCIT) in Columbia to provide a robust array of career and technical opportunities for students. The mission of Coastal Washington County Institute of Technology is to empower students to be successful citizens, workers, and leaders in a global economy while providing lifelong learning with academic and technical preparedness to succeed in their chosen careers. Students will be in classes with other students from Jonesport-Beals High School, Narraguagus, and Machias.

Students who wish to pursue opportunities at CWCIT are transported to the Columbia Falls or Machias locations and spend half of their day at WA and the other half at these offsite locations.

Students must apply independently to their program of choice as soon as they are sure they want to pursue the following courses. This can be done at https://www.cwcit.org/ where there are also longer and more robust course descriptions and information

Automotive Technology I & II (Columbia Falls)
Students learn, over a two-year period, vehicle maintenance and light repair (MLR). The second year of the program also gives students an opportunity to earn a State of Maine Inspection License. Year two, in most circumstances, is open only to those students who have taken year one. Second year students meet

from 8:30 to 10:30. First year students meet from 11:30 to 1:30. Automotive students will be required to pass a 10-hour OSHA course. Students also will need to bring with them a pair of steel toed boots. Other personal protective equipment required for use in the shop is provided by the school.

Building Trades (Machias Memorial High School)

Building Trades students learn basic carpentry skills, use of power tools, framing, project management, survey skills, etc. Currently there is only one session of building trades, for both year one and year two students, but that is subject to change, depending on enrollment. The session is from 8:30 to 10:30 five days a week. A second session would be from 11:30 to 1:30, if enrollment shows that a second session is needed. Building Trades students will be required to pass a 10-hour OSHA course. Students also will need to bring with them a pair of steel toed boots to wear in the shop. Other personal protective equipment required for use in the shop is provided by the school.

CDL (Truck Driving) (Columbia Falls): This program has been approved by the State of Maine Department of Education to become a two year training. Successful completion of the first year of CDL will result in a student earning a Class B driver's license, Fork Lift operators certification, OSHA 10 certification, and any others as time and resources permit. The second year of the CDL program will be a transition to Class A. Along with the Class A license, successful completion of the second year will also result in early college credits and certification in logistics. The overall program will be a two session a day program with juniors coming from 11:30 to 1:30 and seniors from 8:30 to 10:30. A program will be tightly limited as to successfully accomplish the licensure requirements prior to graduation. Students who take the CDL class will be registered with the Maine Motor Vehicles Dept. and will be subject to random drug testing.

Criminal Justice I and II (Columbia Falls)

Criminal Justice students learn in the first year basic skills of being a law enforcement officer. They work in partnership with the Washington County Sheriff's Department as well as the Maine State Police. The second year of Criminal Justice is a continuation of Year One, with more of a focus on Criminal Justice careers and career exploration. A student may take the second year of Criminal Justice without having taken the first. It is intended to be a two-year curriculum, but a student may take one year or both, depending on their interests and career plans.

Culinary Arts (Machias Memorial High School)

Culinary Arts is for students who have an interest in pursuing college or career in the culinary or hospitality fields. Year one is an introduction to all aspects of the culinary field. Year two, in most situations, is only open to those students who have taken year one. Year two is offered from 8:30 to 10:30, and year one is offered from 11:30 to 1:30.

Diesel Technology (Columbia)

Students learn about diesel engines, electrical theory, and repair of diesel systems. There is a year one and year two of this program. Year two, in most circumstances, is open only to those students who have taken year one. Year two is offered from 8:30 to 10:30. Year one meets from 11:30 to 1:30, 5 days a week. Diesel Technology students will be required to pass a 10 hour OSHA course. Students also will need to bring with them a pair of steel toed boots. Other personal protective equipment required for use in the shop is provided by the school.

Early Childhood Education I & II (Columbia)

Students learn how to work with children ages birth-9 years in childcare, preschool, or elementary school settings. Other topics covered are special education, teaching methods, health and safety, child development, psychology, pregnancy/genetics, health education and more. Early childhood education has a first year and a second year program, but one is not dependent on the other. A student may take either or both of these programs, dependending on their interests and career plans. Some early college credit is available.

Health Occupations (CWCIT)

Health Occupations is a two-year program. One year of Health Occupations is specifically designed for students interested in becoming **Certified Nursing Assistants.** This includes at least 40 hours in a clinical setting, as well as classroom and lab hours. Successful completion of this program leads directly to State of Maine Licensure as a Certified Nursing Assistant. This program is typically completed by juniors but is open to seniors as well. It meets from 11:30 to 1:30.

Whether a student takes one year or two of Health Occupations depends on their interests and career plans. The other year of Health Occupations includes career exploration in the allied health field. Students are given the opportunity to earn dual enrollment college credit for Medical Terminology as well as Introduction to Phlebotomy. CRMA (Certified Residential Medication Aide) is another possible certification depending on time and resources. This year of the program is typically only for seniors due

to age requirements for certification. This program meets from 8:30 to 10:30 am. All students need to be up to date on all vaccines. Annual flu shot is required, and tuberculosis testing needs to be completed. A background check is required for CNA students before starting clinicals.

Welding Technology (CWCIT)

This program's focus is welding fundamentals and metal fabrication. In addition, some basic principles of physics, engineering, machining, drafting, and CNC systems are also covered. It is a two-year program with only those students who have completed the first year being accepted into the second year. Second year students attend CWCIT from 8:30 to 10:30. First year students attend from 11:30 to 1:30. Welding students will be required to pass a 10 hour OSHA course. Students also will need to bring with them a pair of steel toed boots. A welding jacket and helmet is suggested, but the school does have extras. Other personal protective equipment required for use in the shop is provided by the school.

Computer Information Systems & Information Assurance (Machias Memorial High School)

A program that prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation, auditing, and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system auditing and design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting.

JMG

JMG was established by the Maine State Legislature in 1993 and is the largest statewide education nonprofit in Maine. It is the only educational nonprofit in Maine that provides a continuum of support to students from middle school throughout high school and onto post-secondary education and career pathways, serving students as early as sixth grade through the age of 24.

The JMG program is hosted at Washington Academy as a benefit to all WA students, and classes and year-round activities are led by our JMG Specialist Mrs. Alley who serves as a mentor and educator. Specialists are able to develop student-centered, personalized education plans delivered through a competency-based curriculum focusing on academic knowledge, career development skills, leadership, and teamwork. Every student has a JMG experience through New Student Seminar and can opt for the full JMG course that takes place over a semester and can take the course as often as desired.

JMG New Student Seminar (½ credit)

The course assists students in developing their skills in the following transition to high school areas: note taking, organization skills, study skills, communication, computer skills including accessing raider4life email and the MyBackpack grading program. Through this program, students are taught pertinent background knowledge from each of the content areas, as well as a number of additional techniques and tools that will enhance their skills and create a positive outcome within future classes. Students will participate in career planning and research using a career interest based program, explore WA library resources, and learn appropriate technology tools to successfully implement the interdisciplinary skills acquired from the content areas. Students who participate in all aspects of this program will leave the course with a clear understanding of how to manage their time, communicate effectively, and set goals for their future aspirations.

JMG (1 credit)

JMG is Maine's largest educational non-profit organization and partners with Washington Academy and private businesses to ensure WA students graduate high school, are prepared to attain post-secondary credentials and pursue meaningful careers. This class guides students in exploration of future occupations, engaging in lifelong learning and becoming productive citizens in their communities. Components of self-discovery, leadership training, financial skills, citizenship, and effective communication support students on individual paths towards high school success and post-secondary planning. Opportunities to participate in project based learning, field trips, group learning initiatives, community service activities and guest speakers highlight the course and allow students a multi-faceted approach towards learning, goal setting and attainment. JMG commits, not only to successfully leading students to their chosen aspirations, but also to an extended guidance program with a twelve month follow up process after graduation from high school. Students are able to participate in the JMG program all four years of high school, earning a credit for each year.

JMG ELO (1 credit)

Extended Learning Opportunities (ELOs) are hands-on, credit-bearing courses outside of the traditional classroom with an emphasis on community-based career exploration. They are highly personalized opportunities for students to engage in learning in ways that make sense for them and connect their learning to everyday life in meaningful ways. ELOs are a unique mix of academic instruction and assignments, such as papers and presentations, and combine experiential learning components like project-based learning, internships, and job shadows. Students must complete online assignments, in person check ins, and an outside the school hands on experience with a final project that is presented to an audience beyond only their instructor and counselor. All students in a work co-op can participate in an ELO class online as part of their co-op experience. Students work individually with counselors to determine appropriate ELO opportunities and courses.

EARLY COLLEGE

The Early College Program, allows students to pursue college level courses in both the in-person and online environments. Students are provided with a quiet space in which to work during the school day (the school's Larson Library) during a period in their schedule. Students may also take early college courses in addition to 4 courses taken during the day to maximize access to credits and courses while preserving their in person experience at Washington Academy.

As of September 2025, the UMaine System (UMS), Maine Community College System (MCCS), and Maine Department of Ed (MEDOE) have approved the following caps within semesters within the 18 lifetime course limits.

- Summer : 2 courses, cannot meet during the same shortened session
- Fall: 3 courses
- Spring: 3 courses
- Year-long concurrent enrollment courses may be counted in either fall or spring semester with EC office approval, but students will still register in the fall.
- EC offices have the right to deny enrollment to a student based upon their prior academic history. Course limits may be imposed regardless of the student's ability or willingness to pay for excess credits.

Students with a minimum cumulative GPA of 85 will be eligible for enrollment. Tuition for qualifying courses is covered for all students who reside in **qualifying sending towns**. Students are responsible for all course fees and books associated with the program. The UMS sets the tuition and fees for each program and courses are available on the ExplorEC Portal webpage. The University of Maine counselors review every application and grant enrollment when space allows. Some campuses limit enrollment to juniors and seniors, so equivalent high school courses will be scheduled.

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

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

Students in Early College are responsible for enrolling in their own courses online and all communication with their professors. WA will make every effort to support students in disputing any grade given by a professor, but ultimately the grade is the discretion of the collegiate institution determined by the student's interaction with the course content laid out by the university professor.

AP4ME (A SUBDIVISION OF MAINE EXPLOREC)

AP4ME offers Maine high school students the opportunity to take Advanced Placement (AP) courses completely online. The courses prepare students to take the rigorous College Board AP Exams in May.

Students must apply for and be approved by both parent/guardian and high school (HS) counselor to enroll in AP4ME courses via ExplorEC, the Early College portal to Maine's Public Universities. For more information regarding AP4ME please email ap4me@maine.edu. Applications are ONLY for the fall semester as most courses are year long.

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

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

ENGLISH AS A SECOND LANGUAGE (ESL)

The ESL program of studies is designed to provide sequential instruction in order for any students learning English as a New Language (ENL) to communicate more effectively and improve their performance in academic and social environments. ENL learners receive concentrated practice of basic language skills of listening, speaking, reading, and writing. Students with more advanced English skills are offered a dedicated English support study hall which specifically supports and supplements the general English curriculum. The program is designed overall to move students into mainstream classes as soon as possible in order to prepare for college.

English Mechanics (1 credit)

This course provides progressive systematic language development and mechanics development for English as a New Language (ENL) students. As preparation for reading, comprehending, discussing and writing for other courses, instruction will focus on building reading fluency, identifying and developing elements of writing and language, and composing personal written responses which demonstrate understanding of the text content. A variety of genres and types of nonfiction writing will be explored so that students can be prepared for any text they will encounter in their academic career. Students learn new vocabulary and reading strategies to improve comprehension while learning grammar in context.

Language Support (1 Credit)

The purpose of the Language Support period is to support students' academic and language needs as it relates to their fluency level and specific enrolled courses. ENL students enrolled in this support period are monitored, given assistance daily for specific skills and given tools necessary for success in their academic and language development. Staff provide assistance with reading, writing, and analysis as it pertains to their other academic courses. Their grades and assignments are monitored closely to ensure the student keeps up with the expectations of teachers in their academic program and making progress in their English learning while completing assignments in all subjects. The goal of the Language Support period is to enable independence and to encourage students to be proactive, advocate for themselves and their English needs, and make progress in written and spoken language in all of their academic pursuits.

STUDY HALL

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

Study Hall

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

Supported Study Hall

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