
Foxcroft Academy Course Guide

2018-2019



Updates in 18-19

If you are already deeply familiar with the Foxcroft Academy academic program, the information in this section will help you to identify important changes for 2018-2019.

Chapter 1 - Academics

- Added information about Foxcroft Academy's application to become an International Baccalaureate World School offering the Diploma Programme
- Added information about Academic Initiative
- Added information about Academic Scheduling

Chapter 2 - Summer School 2018

- Added this chapter of summer course offerings for 2018

Chapter 3 - English Language Arts

- Minor Updates to Course Descriptions
- New Course Descriptions: ESL Support; ESL Lit & Comp Parts I & II
- Added Course: AP Language and Composition
- Dropped Course: Honors English III
- Dropped Course: Topics in English CP: Communication in the 21st Century

Chapter 4 - Mathematics

- Updates to Prerequisites

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- Algebra II Standard Update
 - Added Course: Honors Advanced Topics in Mathematics

Chapter 5 - Science

- Moved Greenhouse Management to Industrial Technology Department
- Minor Updates to Standards Descriptions
- Added Summer Course: Local Ecology

Chapter 6 - Social Studies

- Dropped Course: World Civ
- Added Course: Intro to Global Politics (graduation level)
- Dropped Course: Roman Empire
- Dropped Course: Topics in History: The Vietnam War
- Dropped Course: Topics in History: Rise of Fascism in 20th Century
- Added Course: Topics in History: 20th Century Conflict
- Standards Updated for History courses

Chapter 7 - World Language and Culture

- Changed Spanish and French Course titling to align with ACTFL Proficiency Guidelines
- Dropped Course: French Art History
- Added Course: Intermediate French Language and Culture through Film
- Added Summer Course: Intermediate Spoken French for Hospitality and Tourism
- Dropped Courses: Chinese
- Added Course: Introduction to German

Chapter 8 - Jobs for Maine's Graduates (JMG)

- No updates

Chapter 9 - Performing Arts

- Course Name Updates: Intro to Piano to Piano I; Intro to Guitar to Guitar I; Intro to Music Fundamentals to Music Fundamentals; Jazz Improv to Jazz Improv I
- Updated Course Description for Guitar II
- Added Course: Piano II
- Updated Music Standards
- Course Name Update: Intro to Theater to Intro to Stagecraft

Chapter 10 - Industrial Technology

- Dropped Course: Mechanical D & D
- Added Course: Introduction to Industrial Technology
- Moved Greenhouse Management from Science Department to Industrial Technology

Chapter 11 - Visual Arts

- Course Name Updates: Applied Media to FAN Broadcast Media
- Dropped Course: Film Making
- Added Course: Intro to Airbrush

Chapter 12 - Wellness

- Minor updates to Personal Fitness standards

Chapter 13 - Special Education

- No changes

Chapter 14 - Tri-County Technical Center (TCTC)

- Program description updates as received from TCTC

Introduction



Dear Students,

My intent in preparing this Course Guide is to provide you with a document that will be useful as we work together toward your graduation from Foxcroft Academy. As I hope is evident, our course offerings go far beyond what is required for graduation, and extend into many unique areas of interest. Our purpose in offering such a diverse set of learning opportunities relates directly to our mission to provide “a rigorous college and career preparatory academic curriculum designed to produce informed and active global citizens...with the underlying skills needed for post-secondary success”. In other words, we want your experience at Foxcroft Academy to be a platform upon which you construct a happy and meaningful life, both personally and professionally.

Achieving success is more challenging than ever in the world today. You are accessing this document electronically – most likely via the iPad that we provide to you and work to integrate into your learning experience. Technology is by no means exclusive to students at Foxcroft Academy; in fact, this same tool is being used at this very moment by millions of your peers around the world with whom you will be compelled to collaboratively solve our many global challenges while also competing for limited resources, not the least of which are jobs that pay a living wage. Our community, including day and boarding students from around the world, ensures opportunity to learn the skills of collabora-

tion with people of diverse backgrounds. Our academic system prepares you to be competitive by requiring you to demonstrate knowledge and skill in a broad range of subject areas, and to do so with appropriate depth in each and every component of knowledge and skill defined as a standard within each course. I am confident that you and all students are capable of earning our diploma, and that the power of the knowledge it represents will fuel your ability to build a bright and rewarding future for yourself and for all of us.

If it sounds like I have high hopes and expectations, you're right: I do. In fact, all of us here at Foxcroft Academy do, because we believe with passion that education serves as the engine of forward progress for individuals and societies. However inspirational that conviction may be, though, we need your help and the help of your family. Education is not something we can do to you, but rather is a process driven by participation and steered by relationships. With good communication and hard work together, your experience at Foxcroft Academy will be but a prelude to life-long learning, fulfillment, and success.

Sincerely,

Jonathan Pratt

Assistant Head of School for Academics

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Foxcroft Academy admits students of any race, color, gender, sexual orientation, gender identity, gender expression, religion, national or ethnic origin, physical or mental disability, genetic information or veteran status to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, gender, sexual orientation, gender identity, gender expression, religion, national or ethnic origin, physical or mental disability, genetic information or veteran status in the administration of its educational policies, admission policies, scholarship programs, athletic or other school administered programs.

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Academics at Foxcroft Academy



The academic program at Foxcroft Academy is designed, implemented, and assessed in service to our mission:

“Foxcroft Academy is an independent high school founded in 1823 on the principle that knowledge is power. Foxcroft Academy is committed to providing students from central Maine and beyond a rigorous college and career preparatory academic curriculum designed to produce informed and active global citizens. Foxcroft Academy will furnish all students with the underlying skills needed for post-secondary success while embracing its safe community and natural environment.”

To ensure that the academic program works toward fulfilling the mission of the school, the following cross-curricular mission standards (adopted from the [Maine Learning Results, 2007](#)) define what it means to graduate from Foxcroft Academy.

To graduate from Foxcroft Academy means you are...

- **...a clear and effective communicator.**
 - Defined as one 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 life-long learner.**

- Defined as one who understands the importance of embracing and nurturing a growth mindset.

- **...a creative and practical problem solver.**

- Defined as one 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.**

- Defined as one who understands the interdependence within and across systems and brings to each situation the appropriate actions.

- **...an integrative and informed thinker.**

- Defined as one who is skilled at using complex reasoning processes to make meaning.

These mission standards serve to guide the specific courses that are required for graduation, and to influence the content standards that will make up those courses. In order to ensure that our graduates have the knowledge and skills defined in the mission standards, students in the Class of 2018 and beyond will prepare a portfolio of coursework and other learning experiences that must demonstrate proficiency in each standard in order to graduate. Furthermore, our academic system requires students to meet expectations in each course standard in order to earn credit. While most course standards focus on subject-area content knowledge and skill, every course also includes a standard called “[Academic Initiative](#)” (see link for rubric) that holds students accountable to expectations focused on participation and engagement, appropriate use of technology, homework completion, timely completion of extended assignments, and independent utilization of available academic supports.

In our system, earning credit means that each course standard has been met, so that when the credits required for graduation are earned, the portfolio is completed successfully, and other requirements are met, the student has the characteristics of a Foxcroft Academy

graduate. These characteristics, in turn, represent the academic components of the mission of our school.

Although individual course standards may change over time as a result of the constant inspection and evidence-based revision that is critical for the health of a standards-based system, the broad purpose of our proficiency-based approach remain constant: articulating the curriculum in detail and holding students accountable to meeting appropriately challenging expectations so that we can fulfill the mission of Foxcroft Academy. Given the novelty of the proficiency-based approach relative to the experience that most parents and other adults had in their own high school experience, it is very important for both students and parents to familiarize themselves with the details of our educational system. Administrators, School Counselors, and Faculty are all happy to answer any questions that you might have along the way.

Further sections in this chapter of the Course Guide provide detail on our graduation requirements and how different courses and levels of study relate to career and college readiness. Information is also available in this chapter on the various ways that the experience at Foxcroft Academy can be customized to meet student needs and interests.

Graduation Requirements

Earning a diploma from Foxcroft Academy requires attendance, demonstration of proficiency in mission and course standards, participation in the library reading program, and community service. Students must spend at least four full-time years studying at the secondary level. Students must demonstrate proficiency in each standard within a variety of required and elective courses, and in each mission standard through a portfolio. Students must participate in the library reading program at least once per year. Students must also perform and document a minimum of 36 hours of community service.

Academic Load Requirements

Students are required to enroll in a minimum of six courses per year to maintain status as a full-time student. Our curriculum provides many opportunities for students to challenge themselves academically and experientially. Students are encouraged to push themselves beyond their current interests and skill levels by stretching their comfort zones in academic and co-curricular activities. Students are expected to be actively involved in building a demanding schedule for themselves that limits their open periods to no more than two per day per semester.

Course Requirements

English

English I and II, and at least one credit from an English elective in both the junior and the senior year for a total of four credits

Mathematics

3 credits, progressing through Algebra II at minimum

Science

Physics, Chemistry, and Biology

Social Studies

World Civilizations or Intro to Global Politics, American History A, American History B, and 1 Social Studies Elective

World Languages

1 credit

Wellness

Health (0.5 credit), and 1 credit of Physical Education and/or Personal Fitness

Arts

1 credit

Electives

3.5 credits

Portfolio Requirement

Students will prepare a digital portfolio organized around the 5 mission standards. The portfolio must include diverse types of experiences, artifacts, and/or writings originating from diverse subject areas. The portfolio must include at least two examples from each of the core subject areas (English, Mathematics, Science, and Social Studies), with at least three other subject areas included (such as Technology Education, Visual and Performing Arts, World Languages, etc.). The portfolio must also include examples from outside the curriculum (such as activities, athletics, clubs, community service, etc.). The portfolio will include a minimum of three exemplars for each of the five Mission Standards. Exemplars must address at least three different performance indicators within the standard. Each exemplar must be accompanied by a reflective document connecting the exemplar with one (or more) performance indicator(s) within the standard. Exemplars within a Mission Standard must arise from at least two substantially different subject areas. A public presentation of an executive summary of the student portfolio will be required before the portfolio may be assessed for proficiency in late winter / early spring of the senior year.

Library Reading Requirement

The Muriel Philpot Watson Library at Foxcroft Academy provides a vital resource supporting our mission and our academic standards, and the act of reading is integral to the fulfillment of that mission and those standards. Reading is a critical skill necessary for an informed citizenry ready for success beyond Foxcroft Academy, and students who choose a book beyond their coursework demonstrate the ability to be self-directed, lifelong learners and increase their ability to be integrative and informed thinkers. To that end, reading books obtained through the library is a graduation requirement.

All students must demonstrate that they have read at least one self-chosen book per year of enrollment at Foxcroft Academy, approved by the library staff and not part of a course assignment. The library's collection includes a wide variety of books, and its staff will work with students to ensure that books selected to meet this requirement match the interests and reading levels of our diverse student body. Library staff will also work with students to ensure that books selected to meet this requirement are increasingly challenging, so that students demonstrate progress in their reading abilities during their time at the Academy. Students are responsible for working with the library, selecting and reading a book, then providing clear and effective communication in either written or presentational form that demonstrates sufficient comprehension of the text. Upon students' successful completion of each book, the library will communicate with the Academics Office, which keeps the official record of library reading for all students.

Community Service Requirement

Foxcroft Academy believes that community service is a valuable educational experience and is integral to the fulfillment of the school's mission for its students. As such, community service is a graduation requirement. All students in all grades must perform a minimum number of hours of community service each year, totaling at least 36 hours in order to graduate.

Community service experience teaches and models the importance of giving to others and community stewardship. Through community service students develop altruism and learn the benefit of hard work. Students may also become familiar with agencies and services in their region, and may be exposed to a variety of career and professional role models. Com-

community service is a requirement for many scholarships, and it can also be the deciding factor in decisions on college admission or getting hired for a job.

Counseling Services provides information about opportunities for community service. Students are responsible for contacting community service sites, following through with their commitments, and submitting proof of their service to their advisors. Advisors communicate the number of hours served to Counseling Services, who keeps the official record of service for all students.

Annual requirements:

- Grade 9: 6 hours
- Grade 10: 8 hours
- Grade 11: 10 hours
- Grade 12: 12 hours

A minimum of 36 hours of community service must be completed and reported in order to meet graduation requirements, with at least 12 of those hours served in the senior year.

Career and College Readiness

Levels of Study

Foxcroft Academy recognizes that there are many pathways to career and college readiness, and that all students should plan their own unique experience along one of those paths. Pathway planning involves course selections as well as choosing a level of study. Levels progress from meeting foundational high school graduation requirements (no designation), to preparation for 2-4 year colleges (CP designation), to preparation for selective schools and programs (Honors designation). AP courses are also available for students ready to take on the challenges of college-level work while still in high school. All students are encouraged to take the most challenging program in which they may succeed. Conferences with guidance counselors are strongly encouraged so that the student experience at Foxcroft Academy can be aligned with future goals.

Advanced Placement (AP®)

The AP program at Foxcroft Academy is a cooperative effort among highly motivated students, dedicated teachers, the College Board, and a host of post-secondary academic institutions around the world. AP courses are among the most challenging offerings at Foxcroft Academy, and allow our students to experience the rigors of college-level courses and exams. Success in AP classes can lead to success on AP Exams, which may garner the student college-level credit and/or improved status at their chosen college or university. AP exams are administered in early May, and participation in the examination is mandatory for all students enrolled in AP courses. The cost of the AP exam is borne by the student (fee waivers from the College Board may be available for students who qualify).

Foxcroft Academy is approved by the College Board to offer the following AP courses: Biology, Calculus AB, Calculus BC, Chemistry, English Literature, Macroeconomics, Microeconomics, Physics I, Statistics, Studio Art, and US History. AP courses are open to all appropriately-qualified students. Pre-requisites for AP courses are identified in the course

listings in the department through which it is offered, and specify the course(s), grade(s), and permission(s) that students may need to enroll. Students enrolled in AP course(s) are required to meet expectations on academic initiative standards (attendance, participation, homework, and extended assignments). After teacher intervention and attempts at remediation, failure to meet expectation on academic initiative standards may result in non-voluntary withdrawal from the course.

All AP courses are year-long; students are expected to commit to the full year of enrollment. Dropping an AP course after the first semester add/drop period may result in Withdraw-Fail status and a WF will be recorded on the transcript and impact the GPA. If applicable, senior privileges will be lost and the student will be required to contact all colleges to which s/he has applied in order to inform the admissions offices. Possible post-secondary repercussions of dropping an AP course could include an institution's withdrawal of an acceptance decision.

International Baccalaureate (IB®)

As of Spring 2018, Foxcroft Academy is a candidate phase of applying to become an IB World School offering the Diploma Programme to juniors and seniors. The educational philosophy underpinning the IB Diploma Programme aligns deeply with Foxcroft Academy's mission to provide students a rigorous curriculum that produces informed and active global citizens prepared for post-secondary success, and is recognized for its quality by colleges and universities around the world.

Core to the Diploma Programme are three learning experiences - a Theory of Knowledge course, development of a portfolio focused on Creativity, Activity, and Service, and authorship of a research-based and thesis-driven Extended Essay - along with six core academic courses that promote studies in/of language and literature, language acquisition, individuals and societies, science, mathematics, and the arts. Three core courses are offered at the Standard Level (SL) which requires a minimum of 150 hours of instruction, while the other three are offered at the Higher Level (HL) which requires a minimum of 240 hours of instruction. Four of the core courses must span both the junior and senior year. Students must meet minimum expectations on required IB assessments in order to earn the IB Diploma. More information is available at <http://www.ibo.org>.

If successful in the application process, Foxcroft Academy will first offer IB Diploma Programme courses in the Fall of 2019 to members of the Class of 2021. Planned offerings* include:

- English Literature HL; Prerequisite: Successful completion of English II CP or Honors.
- Spanish SL; Prerequisite still under research (minimum of successful completion of Novice Spanish II CP or Honors, possibly Honors Intermediate Spanish III or IV).
- History of the Americas HL; Prerequisite: Successful completion of Intro to Global Politics CP or Honors.
- Biology HL; Prerequisite: Successful completion of Conceptual Physics and Chemistry, CP or Honors.
- Mathematics SL; Prerequisite: Successful completion of Algebra II CP or Honors.
- Music SL; Prerequisite still under research (some facility with sight-reading sheet music likely to be expected).

**Offerings and prerequisites are subject to change.*

Students and parents of the Class of 2021 and beyond who are interested in learning more about the Diploma Programme and how to best prepare for it should contact Donna Newhouse, our Coordinator, by phone at 207-564-8351 or by email at donna.newhouse@foxcroftacademy.org.

Pathway Recommendations

The following table recommends both courses and levels of study for a variety of post-secondary plans.

	Career, or Technical / Vocational / Community Colleges	2-4 Year Liberal Arts College	Selective 4 Year Liberal Arts College
English	English I, II, junior & senior English, preferably at CP level.	English I, II, junior & senior English, CP level or above.	English I, II, junior & senior English, Honors level, AP recommended.
Mathematics	3 credits, progressing through Algebra II at minimum, preferably at CP level.	4 credits, progressing beyond Algebra II, CP level or above.	Four credits at least through Pre-Calculus, Honors level, AP recommended.
Science	Physics, Chemistry, and Biology at least one at CP level for lab science.	Physics, Chemistry and Biology, CP level or above.	Physics, Chemistry, and Biology, Honors level, AP recommended.
Social Studies	Intro to Global Politics, American History A & B, and 1 SS Elective, preferably at CP level.	Intro to Global Politics, American History A & B, and 1 SS Elective, CP level or above.	Intro to Global Politics, American History A & B, and at least 1 Social Studies Electives, Honors level, AP recommended.
Wellness	Health, and 1 credit of Physical Education and/or Personal Fitness.		
Arts	1 credit required.	1 credit or more, depending on focus.	
World Languages	1 credit required.	At least 2 credits in the same language, more recommended.	At least 4 credits in the same language. Multiple languages recommended.
Electives	At least 3.5 credits, more recommended, course selection depending on focus.		
Community Service	At least 36 hours total, with at least 12 hours of service in senior year.	At least 36 hours total, with at least 12 hours of service in senior year. More recommended.	At least 36 hours total, with at least 12 hours of service in senior year. More strongly recommended.
Library Reading	At least 1 book per year, approved by library, with evidence of reading by report, presentation, or book club participation.		
Portfolio	At least 3 artifacts per standard, in accordance with breadth & depth expectations, with executive summary presentation.		

Customized Programming

Independent Study

Students with interests beyond the regular curriculum are encouraged to ask a faculty member to oversee an Independent Study program. Independent Study programs are for the enrichment and extension of the regular curriculum and may not substitute for specific courses required for graduation. Students who wish to develop an Independent Study program may begin the process by completing the online Independent Study Contract form with the teacher who will guide their program. Independent Study programs must be approved in advance by the Assistant Head of School for Academics in order to be graded and to receive credit if the student is successful. Proposals must include a curriculum and evaluation plan detailing the course's expected outcomes, alignment with standards, learning activities, rubrics and assessment instruments, assessment provider(s), and schedule for meetings.

Off-Campus Study

Due to the increasing expectations of post-secondary schools and employers, Foxcroft Academy requires four years of secondary-level enrollment for graduation. Off-campus study, if pre-approved by the Assistant Head of School for Academics, may substitute for a maximum of two specific courses required for graduation. Off-campus study must be facilitated through formal, accredited programs of demonstrated educational value, such as those provided by American Field Service (AFS), Upward Bound, Early College for ME, Virtual High School (VHS), and K12 Inc, among others. Students who wish to maintain enrollment at the Academy while participating in an off-campus program may submit a proposal to the Assistant Head of School for Academics.

Work Release and Work Study

Work release or work study is an educational opportunity available to 12th grade students in good academic standing. Eligibility is limited to those students who have made signifi-

cant progress toward meeting graduation requirements by the end of their 11th grade year. Students can apply through Counseling Services. Final approval is granted by the Assistant Head of School for Academics. Work study students must be enrolled in a minimum of five courses in addition to work study. Students are responsible for arranging their employment site, and employers must agree to provide periodic assessment and evaluation of work study students.

Alternative Education

Occasionally, students in special circumstances do not fit well with the usual requirements of Foxcroft Academy. Students in this situation may be offered alternative educational programming that better suits their particular needs or learning styles. Admission into the Alternative Education program is determined by a selection committee including faculty, counselors, and administrators. Alternative Education students meet the same proficiency-based learning objectives as regular education students and therefore remain eligible for a Foxcroft Academy diploma and for participation in Foxcroft Academy graduation events upon completion of requirements.

Academic Scheduling

Each year Foxcroft Academy re-builds the master academic schedule of courses in order to maximize fulfillment of student course requests. **As such, the major driving force influencing the quality of the academic schedule for a year is the quality of the course requests made by the students.** This Course Guide is a major supporting resource for students to make high-quality course requests, because it helps students to understand graduation requirements, required and elective course options, and the prerequisites that must be fulfilled in order to enroll in some of those courses.

The academic scheduling process involves five major phases:

1. Curriculum Review
2. Course Requests
3. Sectioning
4. Build & Load
5. Personalization

Phase One: Curriculum Review

- Who: Academics Office, Departments
- When: November - January
- What: Department input on what to offer
 - Course descriptions
 - Standard descriptions
 - Pre-requisites
- Constraints: student & teacher interest, levels of study, learning outcomes, resources

Phase Two: Course Requests

- Who: Academics Office, Counseling Services, Advisors, Students, Parents
- When: February - March
- What: input from students on needs/wants
 - PowerSchool registration screen setup
 - Copies of transcripts and graduation progress reports to students, facilitated review in advisory
 - Student entry of course requests, facilitated review in advisory and by parents
- Constraints: quality of requests, credit min/max, pre-reqs

Phase Three: Sectioning

- Who: Academics Office, Departments
- When: March
- What: Department input on master schedule
 - Requests summarized and provided to departments
 - Evaluation of capacity to meet requests
 - Input on courses to schedule: section count, teacher, room, and timing
- Constraints: teacher load, class size needs/wants, semester/period needs/wants, instructional time, TCTC, student unknowns

Phase Four: Build & Load

- Who: Academics Office
- When: March - April
- What: place sections maximizing request fulfillment
 - Input sectioning info from departments into PowerSchool

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- Set course & student priorities
 - Place sections (build) & place students (load)
 - Constraints: Common Planning Time, Co-Teaching, Rooms

Phase Five: Personalization

- Who: Counseling Services
- When: May, Add/Drop periods
- What: modification of individual schedules
 - Graduation requirement scheduling conflicts
 - Student-specific requests not fulfilled
 - Scheduling for new students (not involved in Phases 1 - 3)
- Constraints: add/drop, new boarding & transfers, course repeats

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Summer School 2018

Summer School courses are provided at no cost and are designed with active participation in mind so that as many students as possible are encouraged to engage with learning experiences during summer vacation. Transportation to and from school, as well as breakfast and lunch, are also provided at no cost.

Students who confirm their commitment to a summer school course will be graded and have the potential to earn credit just like any other Foxcroft Academy course. All summer school courses involve approximately 100 hours of instruction/experience and therefore are one-credit courses. All committed summer school enrollments will appear on the student transcript. Students who do not meet performance expectations or who fail to attend a committed summer course may have negative marks appear on their transcript as a result.

Local Ecology

The purpose of Local Ecology is to enable students to have a deeper understanding of the area they live in. The primary focus area of the course will be working in, on, and around Sebec Lake. Students will learn how to identify local species of aquatic plants, as well as gain the ability to identify unwanted aquatic species of plants and animals.

Dates: Monday - Friday, 8am - 3pm, July 16th - August 3rd.

Prerequisite: None.

Classification: Elective with opportunity to remediate specific Science standards.

Practical Spoken French for Hospitality and Tourism

This course will feature spoken French language necessary for a different area of hospitality or tourism each week with an unpaid internship/work shift at the end of each week (likely in either Bar Harbor or Old Orchard Beach). The internships will be at a business within the field studied that week. For example, week 1: dining; internship to be done at a restaurant shadowing hosts and servers in order to assist with French language that pertains to those positions; week 2: hospitality; internship to be done at a hotel working as a concierge or information desk assistant; week 3: hospitality/tourism; internship to be done in one of three locations: gift shop, chamber of commerce, tourist information desk.

Dates: Monday - Friday, 8am - 3pm (with significant flexibility for internship experiences and the travel involved), July 23 - August 10.

Prerequisite: Successful completion of French I or teacher approval.

Classification: Elective with opportunity to remediate specific French standards.

Introduction to Human Services

This introductory course focuses on the professions of social work and counseling and assists prospective human service workers to gain awareness and basic understanding of expectations of the profession. Students will explore the areas of history of the profession, fields of practice, relationships and rapport building, and self-care practices. Topics of interest will include family based settings, substance abuse, poverty, youth, and disability categories. Specific emphasis will be placed on provider self-care regimens including mindfulness practices, stress relief exercises, physical and mental well-being.

Dates: Monday - Friday, 8am - 3pm, July 16th - August 3rd.

Prerequisite: None.

Classification: Elective.

Maine Shrine Lobster Bowl Media Relations

For the last three years, Foxcroft Academy has been the host school for the Maine Shrine Lobster Bowl Training Camps. For one week (Sunday-Saturday), the best, just graduated

senior football players in the state, have the opportunity to put on the pads one more time and raise money for one of 22 Shriner Hospitals across the country. This summer school class will make our FA students the sports information department (reporters) for the Lobster Bowl. We will take pictures, shoot videos, run live stream programming, prepare media releases, and tell stories about these players and coaches. We will attend the game in Saco (Thornton Academy), and have the chance to write game stories and sidebar pieces. Our work will be posted on the FA website, and all the schools' social media pages. The Shrine may be interested in us taking over their social media presence as well. Days will be long, but for the right students, the opportunity to immerse themselves in football for two weeks could be a great hands on learning experience.

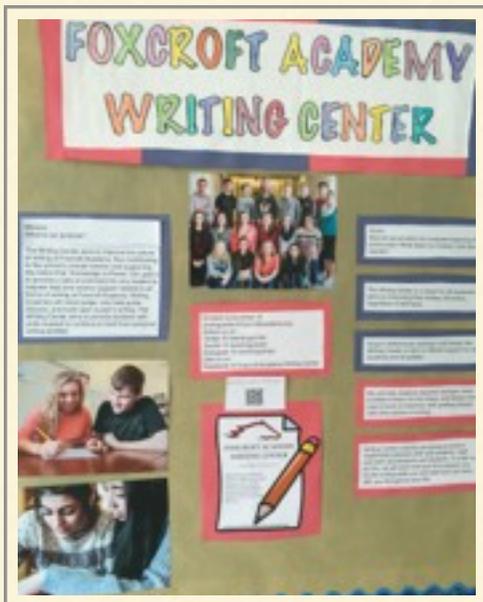
Dates: Saturday, July 14th through Friday, July 27th. Specific times TBD; the first week would be long days, while the second week would be shorter, based on doing follow up editing and post production work.

Prerequisite: Students should demonstrate strong skills in at least one of the following areas: creative writing (including screenwriting), journalistic writing, photography, filmmaking, film editing, photo editing, graphic design, and/or visual arts.

Classification: Art.

3

English Language Arts



To graduate from Foxcroft Academy, students must earn credit in English I and English II, and must earn at least one credit from a Topics or AP English elective in both the junior and the senior year for a total of four credits.

In addition to Academic Initiative, students earning credit in English courses that fulfill the graduation requirement will satisfactorily complete the following standards:

FAI.ENG.1 - Reading and Culture

Students will read, interpret, and analyze texts, connecting them to their own lives, other works, and the world around them.

- Connect a text to the context of its production and content.
- Interact with the text to support critical reading skills, including making predictions, connections, and identifying important aspects of the text.
- Analyze elements that are central to the text's meaning, such as character development, theme, symbolism, etc.
- Analyze how an author's choices and point of view contribute to the text's overall structure, meaning, and aesthetic impact.
- Demonstrate cultural literacy through knowledge of foundational works in literature and nonfiction.

FAI.ENG.2 - Writing and Expression

Students will clearly communicate complex ideas through a variety of means.

- Participate in discussions through listening and speaking for collaborative knowledge building.

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- Express complex ideas through oral presentation, multimedia, writing, and discussion.
 - Structure a work according to purpose or intent.
 - Create coherent, thesis-driven arguments to support claims in an analysis of substantive topics or texts.
 - Support arguments using sufficient and appropriate evidence.
 - Develop and strengthen expression by planning, revising, editing, or trying a new approach.

FA1.ENG.3 - English Conventions

Students will use appropriate grammar and vocabulary to communicate effectively within different contexts.

- Acquire and accurately use general and domain-specific words and phrases.
- Use context as a clue to determine the meaning of words and phrases.
- Differentiate modes of communication based on form and context.
- Generate works that conform to standard conventions.

FA1.ENG.4 - Research and Citation Procedures

Students will find, evaluate, synthesize, and cite multiple sources to inform their work and ideas.

- Navigate informational systems to identify and evaluate credible sources.
- Make inferences drawn from the source, including determining where the source leaves matters uncertain.
- Integrate sources of information presented in different media or formats.
- Synthesize multiple sources and use citation in ways that demonstrate academic integrity and avoid plagiarism.
- Use discipline-specific forms of citation.

Required Courses

English I

This course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, nonfiction, and drama. All standards will be addressed each year and at each level. English I provides a basis for subsequent levels of English study and is intended for those students planning to enter the world of work or open enrollment post-secondary programs. The pace is geared to students who have traditionally found language arts to be a challenge.

Prerequisite: None.

English I CP

This course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, drama, and poetry. Authors included at this level range from Homer to Dickens, Shakespeare to Steinbeck, and Orwell to Cisneros. All standards will be addressed each year and at each level. CP English provides a basis for subsequent levels of English study and is intended for those students planning to attend a two- or four-year college.

Prerequisite: None.

Honors English I

This course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, drama, and poetry. Authors included at this level range from Homer to Dickens, Shakespeare to Steinbeck, and Orwell to Cisneros. All standards will be addressed each year and at each level. Honors English lays a foundation for the Advanced Placement course offered in 12th grade and is reserved for

those students who have demonstrated exceptionally strong language arts skills as determined by their performance toward meeting standards.

Prerequisite: None.

English II

This year two course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, nonfiction, and drama. All standards will be addressed each year and at each level. English II provides a basis for subsequent levels of English study and is intended for those students planning to enter the world of work or open enrollment post-secondary programs. The pace of study is geared to students who have traditionally found language arts to be a challenge.

Prerequisite: Successful completion of English I.

English II CP

This year two course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, drama, and poetry. Authors included at this level range from Shakespeare to Twain, Knowles to Bradbury, and Wordsworth to Cummings. All standards will be addressed each year and at each level. CP English provides a basis for subsequent levels of English study and is intended for those students planning to attend a two- or four-year college.

Prerequisite: Successful completion of English I.

Honors English II

This year two course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, drama, and poetry. Authors included at this level range from Sophocles and Shakespeare to Twain and Ionesco. All

standards will be addressed each year and at each level. Honors English lays a foundation for the Advanced Placement course offered in 12th grade and is reserved for those students who have demonstrated exceptionally strong language arts skills as determined by past classroom performance in meeting the standards.

Prerequisite: Successful completion of English I (CP or Honors).

Topics in English for Juniors & Seniors

This junior/senior course is based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, drama, and poetry. Students choosing to study English at the graduation level will be assigned topics of study as determined by the teacher.

Prerequisite: Successful completion of English II.

About Topics in English CP Courses for Juniors & Seniors

Specific offerings may vary from year to year depending on student interest. All courses are based on such writing standards as Writing and Expression, English Conventions, and Research and Citation Procedures, which are assessed through rough drafts, editing, revision of essays and creative writing. The standard of Reading and Culture is assessed through the study of the genres of fiction, drama, and poetry.

Topics in English CP: Apocalyptic Literature

This course will examine the history of the idea of the Apocalypse from ancient times to the present. We will start with Ancient Babylon's *The Epic of Gilgamesh* and the *Flood of Noah* from ancient Jewish scripture. We will then look at the text from which apocalyptic literature gets its name: *The Apocalypse of John* (also known as the *Book of Revelation*). From there we will study various concepts of the "end times" and the growth of apocalyptic literature with the rise of modern technology. Short stories by authors such as Stephen King and Ray Bradbury, as well as novels such as Cormac McCarthy's *The Road* will comprise the majority of reading in this class. Writing for this class will be evaluated through online discussion posts and short papers.

Prerequisite: Successful completion of English II.

Topics in English CP: Classics

This course is for students who want a strong grounding in various aspects of the Western canon in order to be well prepared for college, but who also want a less rigorous approach than is offered through AP English Literature. Readings may include: *A Midsummer Night's Dream*; *Julius Caesar*; *Slaughterhouse 5*; *Catcher in the Rye*; *The Great Gatsby*; *Hamlet*.

Prerequisite: Successful completion of English II.

Topics in English CP: Death and Other Fun Things

This course explores the topic of death through various lenses - war, loss of freedom, “end times”, and loss of innocence through experience. Readings may include: *1984*; *Death of a Salesman*; *The Epic of Gilgamesh*; *The Road*; *The Things They Carried*.

Prerequisite: Successful completion of English II.

Topics in English CP: Identity and Society

This course explores the defining qualities of and external influences on identity. Students will examine character identities and discuss the changes amidst diverse societal pressures. Readings may include: *The Scarlet Letter*; *Brave New World*; *Black and Blue*; *MacBeth*; *The Metamorphosis*.

Prerequisite: Successful completion of English II.

Topics in English CP: Nature in Literature

Students will examine the relationship between humans and nature through fiction, poetry, essays, and film. Core texts include works by Hemingway, London, and Norman Maclean.

Prerequisite: Successful completion of English II.

Topics in English CP: Sports in Literature and Modern Media

Students will explore athletics, both amateur and professional, as a worldwide cultural phenomenon through fiction and non-fiction readings, film, poetry, and current media coverage. Areas of focus will cover sports in connection with history, identity, race, class, gender,

nationality, and pop culture. Primary texts include Bernard Malamud's novel *The Natural* and journalist H.G. Bissinger's book *Friday Night Lights*.

Prerequisite: Successful completion of English II.

Topics in English CP: Journalism in the 21st Century

This course will examine how the Digital Age has affected the journalism industry. Journalists used to have support staff including photographers, videographers, and editors. 21C journalists must now be able to perform all of these duties and more by themselves. From the incorporation of social media and visuals to the role of the citizen reporter, there has been a foundational shift in how news and information is shared around the world. Students will explore current events, reading articles and excerpts from a variety of sources including either *The Freedom Writers* or *The Things They Carried* to reflect upon digital storytelling, truth, and writing as a process. They will hear from current journalists (newspaper, TV, and magazine) and how the industry changes on a daily basis, as well as engage in writing and media exploration to share community news and personal stories. From hard news, politics, entertainment, slice of life stories and sports, it's all news that needs to be reported and edited in a different way. Students will learn these basics and much more over the course of the class.

Prerequisite: Successful completion of English II.

AP Courses

These courses are for students seeking to prepare for selective post-secondary study.

AP English Language and Composition

In this course, students will prepare for the Advanced Placement Test in Language and Composition by training in analysis of literary nonfiction and analytical and persuasive writing. The course work will involve college-level work in analysis and composition. This course focuses on rhetorical analysis, with a focus on the interactions among subject, authorial purpose, and audience needs. Assignments include a narrative essay, analyses of rhetorical strategies, and persuasive essays. Reading for this course will primarily consist of literary nonfiction, speeches, letters, and advertisements.

Students are required to sit for the AP exam in May, and the cost is borne by the student. Strong scores on the exam may earn students placement out of their introductory college English requirement or possibly college credit.

Summer reading assignments are mandatory in AP English.

Prerequisite: Successful completion of Honors English II or permission of the instructor.

AP English Literature and Composition

In this course, students will engage in learning activities involving literature and writing on a level consistent with Advanced Placement standards. This means that course work will involve college-level work in composition. The students will be expected to develop their ability to read, discuss, and analyze literature in a variety of forms, including nonfiction, drama, and poetry. Authors included at this level range from Shakespeare and Chaucer to Hurston, Fitzgerald, and O'Brien. All seniors are required to do a capstone research unit.

Students are required to sit for the AP exam in May, and the cost is borne by the student. Strong scores on the exam may earn students placement out of their introductory college English requirement or possibly college credit.

Students who successfully complete this course will be provided a dual credit from the University of Maine Farmington. UMF will award 4 credit hours in English Literature and Composition-UMF Course Writing Seminar (ENG 100).

Summer reading assignments are mandatory in AP English.

Prerequisite: Successful completion of Honors English III or permission of the instructor.

Elective Courses

These courses do not count toward graduation progress in English requirements.

Creative Writing

This course uses the writers workshop model to help students grow as writers and content producers through a series of 3-week units focused on a variety of topics selected by teacher-student collaboration. Unit topics may include Short Story, Novel, Silent Film,

Script Writing, Podcasts, Children's Lit, Poetry, and more. Standards addressed include Writers Workshop, Editing & Revision, and Portfolio & Publication. Students will compile work in a portfolio that is presented at the end of the course.

In addition to Academic Initiative, students earning credit in Creative Writing will satisfactorily complete the following standards:

FAI.II5.1 - Writing Process

Student practices different writing processes and work to develop his or her own writing process.

FAI.II5.2 - Author's Craft

Student creates polished pieces in a variety of genres through a process of editing and revision.

FAI.II5.3 - Workshop

Student collaborates with peers to critique and provide feedback (positive and constructive) on classmates' work.

FAI.II5.4 - Literary Techniques

Student evaluates the appropriateness and necessity of literary techniques and utilizes a variety of techniques to enhance his or her writing.

Prerequisite: Successful completion of English I.

Honors Writing Center

This English Elective will provide students with the necessary training to become writing tutors. Students will read articles and professional literature about the writing process in addition to extensive writing, revising, and editing. All students will develop their skills as writers within multiple genres, including formal academic writing across disciplines.

In addition to Academic Initiative, students earning credit in Writing Center will satisfactorily complete the following standards:

FAI.II6.1 - Writing Process

Students recognize writing as a process, and apply this knowledge to their own writing practice. They understand planning, drafting, revising, and publishing as key elements of the process, and are able to identify the steps in their own sequence of writing.

FAI.II6.2 - Interpersonal Communication

Students will be proficient writers, speakers, and listeners. They will recognize verbal and nonverbal cues and respond accordingly when interacting with others, and apply sound communication practices to peer writing conferences.

FAI.II6.3 - Writing Center Theory

Students understand and support the theories behind secondary writing centers, and develop their skills as tutors under these theories. Students will learn and demonstrate proficiency in the effective practices of teaching writing, including minimalist tutoring.

Prerequisite: Successful completion of English I.

English as a Second Language

ESL programming serves all students for whom English is not a native language.

ESL Literature and Composition I

This course is designed for students who need an introduction to secondary-level English coursework. Students will strengthen their reading, writing, listening, and speaking skills. Students will begin to interpret and write about material and become accustomed to American academic guidelines and expectations. Texts include a graphic novel, a novel, and short stories. Students will write essays, do group projects, study grammar and vocabulary, and participate in class discussions.

Prerequisite: None.

ESL Literature and Composition II

This course is designed for students who are preparing to take a CP English course in the following semester. Students will continue to develop their reading, writing, listening, and speaking skills. Students will begin to interpret and write about material as they would in a mainstream English class at the CP level. Texts include a graphic novel, a novel, short stories. Students will write essays, complete group projects, study grammar and vocabulary, and participate in class discussions. The final for the course is a research-based project that requires students put their reading, writing, research, and speaking skills to work to produce an episode of a podcast.

Prerequisite: Successful completion of ESL I, or placement recommendation based on TOEFL scores or Foxcroft Academy's chosen placement test.

This course counts as the English I, II, or III graduation requirement in English depending on the grade level and prior experience of the student.

ESL Support

This structured study provides support for ESL students to help them meet with success in their mainstream coursework. This course is a mandatory enrollment for all international boarding students in their first semester of enrollment and until the student meets all standards in all courses for one quarter. ESL students who are not mandatorily enrolled may electively enroll in ESL Support instead of Study Hall.

4

Mathematics



To graduate from Foxcroft Academy, students must earn a minimum of three credits in Mathematics, mastering content at least through Algebra II.

Algebra I

Algebra I CP

Honors Algebra I

Algebra I presents the elementary skills and concepts necessary to continue in college level mathematics. Major topics covered are properties, equations and inequalities, polynomial expressions, graphing, development of the real number system including radicals, and terminating with the study of quadratic equations. Applications of algebraic principles are included, with emphasis placed on problem-solving techniques. Instructional units in the course are aligned to state and national mathematics performance standards.

In addition to Academic Initiative, students earning credit in Algebra I will satisfactorily complete the following standards:

FAI.ALGI.I - Number and Quantity

To be designated proficient in the Introduction to Number and Quantity Standard, a student must be able to reason quantitatively, using units and number systems to solve and model real-world situations.

Performance Indicators

- Apply the properties of exponents to simplify expressions and equations

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- Understand rational and irrational numbers and use them to reason quantitatively
 - Use appropriate dimensional units to represent quantities in modeling and problem solving situations
 - Analyze the components and terms of algebraic expressions to facilitate simplification and solution

FAI.ALGI.2 - Equations and Inequalities

To be designated proficient in the Equations and Inequalities Standard, a student must be able to use expressions, equations, and inequalities to represent, create, evaluate, and solve real-world situations involving single unknown quantities.

Performance Indicators.

- Use graphs to represent and solve equations and inequalities
- Use algebraic properties to solve single variable equations and inequalities
- Solve systems of equations graphically and algebraically and assess solution pathways
- Create, apply, and solve equations and inequalities that model real-world situations and relationships

FAI.ALGI.3 - Introduction to Functions

To be designated proficient in the Introduction to Functions Standard a student must be able to use linear and quadratic equations, functions, and systems, both graphically and algebraically, to address real-world situations involving multiple variables.

Performance Indicators

- Understand the concept of a function and use function notation
- Analyze functions using varying representation
- Construct and compare linear and nonlinear functions to solve problems
- Perform arithmetic operations on polynomials, demonstrating an understanding of the impact of domain on the function
- Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a graph of the function defined by the polynomial

Prerequisite: None.

Geometry

Geometry CP

Honors Geometry

This course investigates the properties and theorems of Euclidean Geometry. Properties of polygons, space figures, and circles are developed, as well as general principles of congruence. An integrated approach is used to link geometry with algebra. Instructional units in the course are aligned to state and national mathematics performance standards.

In addition to Academic Initiative, students earning credit in Geometry will satisfactorily complete the following standards:

FA1.GEOM.1 - Geometric Proofs

To be designated proficient in the Geometric Proofs Standard a student will be able to prove, understand, and model geometric concepts.

Performance Indicators

- Prove geometry theorems relative to lines, triangles, angles and parallelograms
- Develop and argument using inductive and deductive reasoning
- Interpret congruence and similarity criteria for triangles to defend and to prove relationships in geometric figures

FA1.GEOM.2 - Measurement

To be designated proficient in the Measurement Standard a student will be able to identify and illustrate measurable attributes of objects and the units, systems, and processes of measurement.

Performance Indicators

- Make decisions about units and scales that are appropriate for problem situations involving measurement
- Analyze precision, accuracy and approximate error in measurement situations
- Select and apply formulas for the area, surface area, and volume of geometric figures, including cones, spheres, and cylinders
- Employ unit analysis to check measurement computations

FA1.GEOM.3 - Polygons

To be designated proficient in the Polygons Standard a student will be able to identify and classify plane figures.

Performance Indicators

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- Apply the proper formula to compute the areas and perimeters of plane figures
 - Categorize and justify the relationship among polygons based on their properties
 - Explain conditions and properties of parallelograms and special quadrilaterals

Prerequisite: Successful completion of Algebra I, Placement Exam, or Department Head approval.

Algebra II

Algebra II CP

Honors Algebra II

This course begins with a review of the concepts introduced in Algebra I and continues with further development of algebraic skills and concepts. The course also includes topics in discrete mathematics. Emphasis is placed on working with quadratics and higher-degree expressions, equations, and inequalities. Instructional units in the course are aligned to state and national mathematics performance standards.

In addition to Academic Initiative, students earning credit in Algebra II will satisfactorily complete the following standards:

FA1.ALG2.1 - Number and Quantity

To be designated proficient in the Number and Quantity Standard a student must be able to reason and model quantitatively, using units and number systems.

Performance Indicators:

- Perform arithmetic operations with complex numbers and matrices
- Perform arithmetic operations with polynomials and rational expressions
- Understand the process of solving equations and inequalities

FA1.ALG2.2 - Probability and Statistics

To be designated proficient in the Probability and Statistics Standard a student must be able to select and use appropriate statistical methods to analyze data.

Performance Indicators:

- Use probability to evaluate outcomes of decisions
- Understand and evaluate random processes underlying statistical experiments

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- Understand statistics as a process for making inferences about population parameters based on random samples from that population
 - Understand independent and conditional probabilities and use them to interpret data.

FA1.ALG2.3 - Functions

To be designated proficient in the Functions Standard a student must be able to interpret, analyze, construct and solve linear, quadratic, and exponential functions.

Performance Indicators:

- Understand the concept of a function and use function notation
- Analyze functions using different representations
- Build new functions from existing functions
- Build a function that models a relation between two quantities
- Construct and compare polynomial and exponential models to solve problems
- Perform operations with sequences and series

Prerequisite: Successful completion of Geometry or Department Head approval.

Functions, Statistics, and Trigonometry CP

This course is intended for students who want to extend their mathematics knowledge base but are not ready for a more rigorous pre-calculus class. In this course, students will reinforce and extend algebra skills, investigate statistical applications, and increase their knowledge of polynomial, exponential, and trigonometric functions. Instructional units in the course are aligned to state and national mathematics performance standards.

In addition to Academic Initiative, students earning credit in Functions, Statistics, and Trigonometry CP will satisfactorily complete the following standards:

FA1.336.1 Polynomial Functions

- Use and apply linear equations and inequalities in one variable
- Use and apply linear equations and inequalities in two variables
- Perform the operations of addition, subtraction, multiplication, division, and composition on polynomial functions
- Express quadratics in both standard and vertex form, find the vertex and symmetry of parabolas, and solve quadratic equations by graphing and algebraic methods

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- Find the zeros of higher degree polynomial functions using graphs and synthetic substitution
 - real world problems

FA1.336.2 Rational, Exponential, and Logarithmic Functions

- Perform the four arithmetic operations on rational functions
- Analyze asymptotic behavior in rational functions
- Solve equations containing rational expressions
- View exponential and logarithmic functions as inverses of one another
- Use properties of exponents and logarithms to simplify expressions
- Use graphing technology to solve growth/decay problems as modeled by exponential/logarithmic functions

FA1.336.3 Trigonometric Functions

- Use the definition of the trigonometric functions of acute and non-acute angles
- Solve right triangles
- View trigonometric functions as circular functions with the logical extension to radian measure
- Apply the graphs of sine waves in modeling natural periodic behavior
- Simplify trigonometric expressions using fundamental identities

FA1.336.4 Exploratory Data Analysis

- Summarize large data sets using relevant graphs, including histogram, boxplot, dotplot
- Use appropriate measures of center and variability to best summarize data sets
- Use the Normal Model to make appropriate inferences about data

Prerequisite: Successful completion of Algebra I, Placement Exam, or Department Head approval.

Honors Precalculus

This course is designed to benefit those students with special interest in mathematics, those who may be considering careers in mathematics-related fields, or those who will be applying to post-secondary schools with selective admissions. The course will cover such topics and functions, including polynomial, exponential and logarithmic functions; ra-

tional equations; the complex number system; and trigonometry. Instructional units in the course are aligned to state and national mathematics performance standards.

In addition to Academic Initiative, students earning credit in Honors Precalculus will satisfactorily complete the following standards:

FA1.341.1 - Algebraic Functions

To be designated proficient in the Algebraic Functions Standard a student must be able to identify, analyze, and evaluate algebraic functions

Performance Indicators:

- Graph algebraic functions and identify their defining features and behavior
- Evaluate algebraic functions to find solutions, both real and complex
- Apply algebraic functions to mathematical models to solve real-world problems

FA1.341.2 - Logarithmic and Exponential Functions

To be designated proficient in the Logarithmic and Exponential Functions Standard a student must be able to identify, analyze, and evaluate logarithmic and exponential functions.

Performance Indicators:

- Understand, identify and verify the inverse relationship between logarithmic and exponential functions
- Use exponential functions as growth and/or decay models
- Use logarithmic functions to model natural phenomena
- Graph exponential and logarithmic functions and identify their defining features and behavior

FA1.341.3 - Trigonometry

To be designated proficient in the Trigonometric Functions Standard a student must be able to define and apply trigonometric functions.

Performance Indicators:

- Understand trigonometric functions as ratios of the sides of a triangle and compute the value of special angles given in radians and degrees
- Model periodic phenomena with trigonometric functions
- Prove and apply trigonometric identities
- Graph trigonometric functions, including phase shift, vertical shift, and changes in periodicity and amplitude

Prerequisite: Successful completion of Honors Algebra 2, Placement Exam, or Department Head approval.

Honors Advanced Topics in Mathematics

This course is designed for students who want to increase their mathematical knowledge and skills beyond Precalculus and for those who plan to major in a STEM field in college. This course is highly recommended for students who plan to study Calculus in high school or college. Topics include advanced systems of equations, advanced matrices, conic sections, analytic geometry, topics in Discrete Mathematics, and an introduction to Calculus. Other topics may be included at instructor discretion.

Prerequisite: Successful completion of Honors Precalculus or Department Head approval.

Standards:

Advanced Number and Quantity (operations and applications of matrices)

Advanced Algebra (systems of equations and inequalities)

Advanced Statistics and Probability (sequences, probability)

Advanced Geometry (conic sections and analytic geometry)

In addition to Academic Initiative, students earning credit in Honors Precalculus will satisfactorily complete the following standards:

FA1.339A.1 - Advanced Number and Quantity

To be designated proficient in the Advanced Number and Quantity Standard a student must be able to reason and model quantitatively, using units and number systems.

Performance Indicators:

- Use matrix notation
- Perform matrix operations
- Find the inverse of matrices and use them to solve equations
- Find matrix determinants and use Cramer's Rule
- Use matrices to solve applied problems
- Understand limit notation and use the properties of limits
- Understand and use continuity of functions

FA1.339A.2 - Advanced Algebra

To be designated proficient in the Advanced Algebra Standard a student must be able to represent and interpret the structure of equations.

Performance Indicators:

- Solve systems of linear equations in three or more variables
- Solve systems of nonlinear equations
- Solve systems of linear and nonlinear inequalities
- Decompose partial fractions
- Use systems of equations and inequalities to model and solve applied problems

FA1.339A.3 - Advanced Statistics and Probability

To be designated proficient in the Advanced Statistics and Probability Standard, a student must be able to select and use appropriate statistical methods to analyze data.

Performance Indicators:

- Understand, interpret, and evaluate arithmetic and geometric sequences and series
- Use mathematical induction to prove mathematical statements and formulas
- Understand and use the binomial theorem
- Use the principles of combinatorics
- Understand and use principles of probability

FA1.339A.4 - Advanced Geometry

To be designated proficient in the Advanced Geometry Standard a student must be able to express geometric properties with equations.

Performance Indicators:

- Identify conic sections and find their equations, including vertices, foci, and directrix
- Understand the features of conic sections and construct graphs in both rectangular and polar forms.
- Solve applied problems using conic sections
- Understand and use rotation of axes to identify and write equations of conic sections
- Understand, find, and use parametric equations

AP Calculus AB

This course is intended for students who have a thorough knowledge of college preparatory mathematics. It follows the College Board's Advanced Placement Calculus curriculum. Topics include algebraic, trigonometric, exponential, and logarithmic functions, as well as differential and integral calculus. Strong scores on the College Board exam given in

May may earn students placement out of their introductory college mathematics requirement or possible college credit. The test is mandatory and the cost is borne by the student.

In addition to Academic Initiative, students earning credit in AP Calculus AB will satisfactorily complete the following standards:

FAI.340.1 - Differential Calculus

- Rates of change/linear approximation
- Determine rates of change: graphically, numerically, analytically

FAI.340.2 - Integral Calculus

- Limits of sums
- Net rate of change

FAI.340.3 - Differential and Integral Calculus

- Applications
- Slope fields
- AP practice exams

Prerequisites: Successful completion of Honors Precalculus, Placement Exam, or Department Head approval.

AP Calculus BC

This course is intended for students who have a thorough knowledge of college preparatory mathematics. It follows the College Board's Advanced Placement Calculus curriculum. Topics include algebraic, trigonometric, exponential, and logarithmic functions, as well as differential and integral calculus. Strong scores on the College Board exam given in May may earn students placement out of their introductory college mathematics requirement or possible college credit. The test is mandatory and the cost is borne by the student.

In addition to Academic Initiative, students earning credit in AP Calculus BC will satisfactorily complete the following standards:

FAI.342.1 - Differential Equations and Mathematical Modeling

- Slope fields and Euler's Method
- Antidifferentiation by substitution

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- Antidifferentiation by parts
 - Exponential growth and decay
 - Logistic growth

FA1.342.2 - Applications of Definite Integrals

- Integral as net change
- Areas in the plane
- Volumes
- Lengths of curves
- Applications from science and statistics

FA1.342.3 - Sequences, Indeterminate Forms, and Improper Integrals

- Sequences
- L'Hospital's rule
- Relative rates of growth
- Improper integrals

FA1.342.4 - Infinite Series

- Power series
- Taylor series
- Taylor's theorem
- Radius of convergence
- Testing convergence at endpoints

FA1.342.5 - Parametric, Vector, and Polar Functions

- Parametric functions
- Vectors in the plane
- Polar functions

Prerequisite: Successful completion of AP Calculus AB, Placement Exam, or Department Head approval.

AP Statistics

This course is intended for students who have a thorough knowledge of college preparatory mathematics. It follows the College Board's Advanced Placement curriculum. Topics include exploring data, sampling and experimentation, anticipating patterns, and statisti-

cal inference. Strong scores on the College Board exam given in May at Foxcroft Academy may earn students placement out of their introductory college mathematics requirement or possible college credit. The test is mandatory and the cost is borne by the student.

In addition to Academic Initiative, students earning credit in AP Statistics will satisfactorily complete the following standards:

FA1.345.1 - Exploratory Data Analysis

To be designated proficient in the Exploratory Data Analysis standard, a student must be able to summarize the main characteristics of data sets.

- Summarize data through use of displays or visuals, not models
- Revise or eliminate hypotheses based on informal analysis of data
- Identify potential models that could be applied to the data

FA1.345.2 - Experiment Design

To be designated proficient in the Experiment Design standard, a student must be able to identify and assess the components of designed experiments.

- Identify and critique the central questions, hypotheses, and conclusions of experiments
- Identify and critique the experimental design, data collection methods, and summaries of experiments

FA1.345.3 - Probability and Simulation

To be designated proficient in the Probability Simulation standard, a student must be able to model and simulate random events.

- Identify fair sampling methods
- Determine if sampling results are valid

FA1.345.4 - Inference

To be designated proficient in the Inference standard, a student must be able to derive logical conclusions about populations based on data.

- Test hypotheses and calculate estimates for given populations
- Utilize models and theories (Normal, Linear, Bayesian)
- Identify complexities (missing data, biases, confounding)

Prerequisite: Successful completion of Honors Precalculus or Department Head approval.

Intro to Statistics

Students will learn basic statistical methods in the classroom, using software to create and to explain graphs and curves from data sets. Emphasis will be placed on comprehending and explaining statistical phenomena, with a focus on real-world problems. Students will create research projects and collect data to answer questions of interest by applying knowledge gained in the course.

In addition to Academic Initiative, students earning credit in Intro to Statistics will satisfactorily complete the following standards:

FAI.344.1 - Exploratory Data Analysis

To be designated proficient in the Exploratory Data Analysis standard, a student must be able to summarize the main characteristics of data sets.

- Summarize data through use of displays or visuals, not models
- Revise or eliminate hypotheses based on informal analysis of data
- Identify potential models that could be applied to the data

FAI.344.2 - Experiment Design

To be designated proficient in the Experiment Design standard, a student must be able to identify and assess the components of designed experiments.

- Identify and critique the central questions, hypotheses, and conclusions of experiments
- Identify and critique the experimental design, data collection methods, and summaries of experiments

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- Determine if sampling results are valid

FAI.344.4 - Inference

To be designated proficient in the Inference standard, a student must be able to derive logical conclusions about populations based on data.

- Test hypotheses and calculate estimates for given populations
- Utilize models and theories (Normal, Linear, Bayesian)

-
- Identify complexities (missing data, biases, confounding)

Prerequisite: Successful completion of Algebra II.

Personal Finance

This course is designed for students interested in learning about economic and financial literacy. Topics include, but are not restricted to: local, state, and federal taxes; financial goals; budget creation; banking basics; credit and debit cards; investments; insurance basics.

In addition to Academic Initiative, students earning credit in Personal Finance will satisfactorily complete the following standards:

FA1.308.1 - Financial Decision Making

To be designated proficient in the Financial Decision Making standard, students will be able to apply reliable information and systematic decision making to personal financial decisions.

Performance Indicators

- Develop a definition of wealth based on personal values, priorities, and goals
- Make criterion-based financial decisions by systematically considering alternatives and consequences by weighing trade-offs and opportunity costs
- Recognize the responsibilities associated with personal financial decisions and utilize a rational process of financial decision-making
- Use personal career goals to create a detailed, accurate, comprehensive, and reasonable personal financial plan

FA1.308.2 - Employment Income and Budgeting

To be designated proficient in the Employment, Income, and Budgeting standard, students will use a career plan to develop personal income and apply strategies to monitor income and expenses.

Performance Indicators

- Explore career options and compare sources of personal income and compensation
- Give examples of employee benefits and explain why they are forms of compensation, and differentiate between required employer contributions and additional benefits an employer might offer
- Differentiate between required and optional paycheck deductions and understand the function of each, and calculate how payroll deductions affect take-home pay
- Explain the difference between progressive and regressive taxes, illustrate the relationship between income level and income tax liability

-
- Understand the various tax forms and know how to fill out a W-4, 1040 EZ, and state income tax form
 - Understand the budgeting cycle process and be able to apply it to various situations

FAI.308.3 - Saving and Investing

To be designated proficient in the Saving and Investing standard, students will be able to implement a savings and diversified investment strategy that is compatible with personal financial goals

Performance Indicators

- Explain the difference between saving and investing and why both are part of a sound financial plan
- Analyze how various factors and affect the value of investments
- Know the risks associated with different types of investments
- Compare and contrast the different types of local financial institutions and the services they provide

FAI.308.4 - Credit Debt and Risk

To be designated proficient in the Credit, Debt, and Risk standard, students will develop strategies to control and manage credit, debit, and risk.

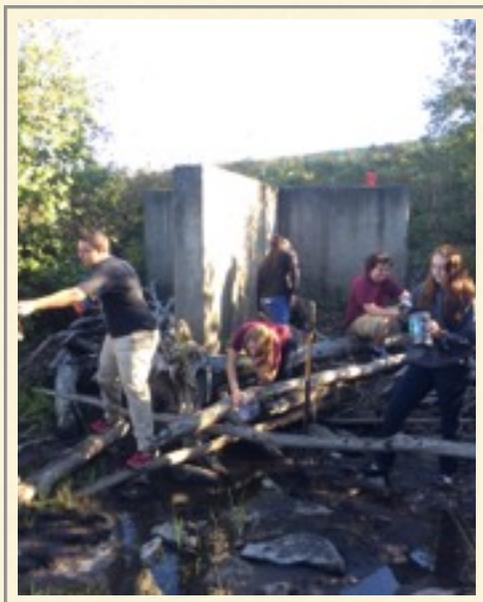
Performance Indicators

- Summarize the advantages and disadvantages of using credit, and assess whether a specific purchase justifies the use of credit
- Explain how interest rate, compounding frequency, and loan length affect the cost of using credit, and calculate the total cost of repaying a loan under various interest rates and over different periods
- Differentiate among various types of student loans and alternatives as a means of paying for post secondary education and predict the potential consequences of deferred payment of student loans
- Explain the effect of debt on a person's net worth
- Understand credit scores and how credit history affects a person's credit worthiness, and know how to access personal credit history
- Identify common types of risk and basic risk management methods, and understand how to reduce and transfer risk through insurance
- Know how to protect oneself from theft of personal financial information

Prerequisite: Successful completion of Algebra II.

5

Science



To graduate from Foxcroft Academy, students must earn at least one credit each in Physics, Chemistry, and Biology.

All non-elective Science courses require students to meet the Standards of Science Practices:

FAI.SP - Science Practices

- Asking scientific questions that can be tested empirically and structuring these questions in the form of testable predictions.
- Collecting data to address scientific questions and to support predictions.
- Searching for regularities and patterns in observations and measurements.
- Using evidence and science knowledge to construct scientific explanations, models and representations.
- Using mathematical reasoning and quantitative applications to interpret and analyze data to solve problems.

Required Courses

Conceptual Physics Standard Level

Honors Conceptual Physics

In Conceptual Physics, students explore mechanics including motion, forces, and energy. An emphasis is placed on hands-on investigation of Physics principles. At the Standard Level, relationships between velocity, acceleration, forces, and energy are developed through laboratory experiences. Scientific Practice skills are assessed through formal

lab reports and performance objectives. Conceptual Physics is considered a lab science.

In addition to Academic Initiative, students earning credit in Conceptual Physics will satisfactorily complete the following standards:

FAI.PHYS.1 - Motion

Motion: The motion standard introduces physics students to concepts of position, velocity, and acceleration. This includes understanding how vectors and scalars work with motion.

To be proficient in the Motion Standard, a student must:

- Demonstrate understanding of the relationships between position, velocity, and acceleration using a variety of representations (mathematics, graphs, written).
- Demonstrate understanding of the constant effect of gravity and how it affects motion.
- Demonstrate how to find motion quantities using measurement.

FAI.PHYS.2 - Force

Forces: The forces standard joins the concepts learned in the Motion standard with the ability to analyze how objects interact with each other.

- Demonstrate understanding of how forces create motion using Newton's Laws of motion.
- Demonstrate understanding of the relationships between forces in two dimensions using mathematics, graphs, and written.
- Demonstrate understanding of how resistance forces affect motion.

FAI.PHYS.3 - Energy

Energy: The concept of different kinds of energy is essential to understanding Physics as a discipline.

- Demonstrate understanding of the concept of work and how it relates to forces.
- Demonstrate understanding of different types of energy and how they relate to work.
- Demonstrate understanding of the concept of conservation of energy using a variety of representations.

Prerequisite: None.

Chemistry

Chemistry CP

Honors Chemistry

The objective in chemistry is for students to investigate the properties of atoms, chemical bonding and chemical reactions. Students develop conceptual aptitude in the chemical sciences through scientific inquiry (laboratory activities). Students will develop their skills in problem solving, scientific reasoning and communication by writing formal laboratory reports. Chemistry at the CP or Honors level is considered a lab science.

In addition to Academic Initiative and Science Practices standards, students earning credit in Chemistry will satisfactorily complete the following standards:

FAI.CHEM.3 Structure and Properties of Matter

Matter is composed of small particles called atoms that are in constant motion and that combine in various predictable ways. To be proficient in the Structure of Matter Standard, a student must:

- Describe the current model of the atomic structure, how the model has changed over time, and how experimental evidence about atomic structure has led to changes in the atomic model.
- Explain that the interactions of electrons between and within atoms are the primary factors that determine the properties of matter.
- Compare and contrast matter which is composed of atoms of elements, most of which are bonded in different but predictable ways
- Construct Lewis structures for atoms, molecules and ionic substances can be represented with a variety of models.

FAI.CHEM.4 Matter and Change

The properties of matter and the changes that matter undergoes result from its atomic-molecular level structure. For any chemical or physical change, matter is conserved.

- Make a claim, using a data table listing chemical and physical properties and justify relationship between molecular-level structures.
- Construct a molecular-level representation of the chemical reaction, and explain, using the concept of atoms, why matter is conserved during any change.

FAI.CHEM.5 Energy and Change

When any change occurs, energy is transferred and/or transformed, but it is never lost.

- Identify, given a change to a defined system and its surroundings, the direction of thermal energy transfer (heat) as either endothermic or exothermic. Conversely, predict the change to the tempera-

ture of the system and on the surroundings. Explain, using the conservation of energy, why thermal energy lost by a system is gained by the surroundings, or vice versa.

- Investigate the relationship between temperature and thermal energy.
- Construct an energy diagram to represent the energy changes that occur during a reaction, and identify whether the reaction is endothermic or exothermic.

Prerequisite: Algebra I is recommended for CP or Honors Chemistry.

Biology

Biology CP

Honors Biology

Biology encompasses coursework in the following content standards: Structure and Function, Inheritance and Variation, Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Natural Selection and Evolution, and Scientific Practices. The use of the environmental surroundings and technology serve to enhance student's progress toward meeting the aforementioned standards. Biology at the CP or Honors level is considered a lab science.

In addition to Academic Initiative and Scientific Practices, students earning credit in Biology will satisfactorily complete the following standards:

FA1.BIO.2 Structure and Function

The structure and function of life from the molecular level to the cellular level to the level of the entire multicellular organism. "How do the structures of organisms enable life's functions?"

- Basic organic compound structure and function
- Cellular structure and function
- Hierarchical structure and function of multicellular organisms

FA1.BIO.4 Inheritance and Variation

The roles that cell division, DNA, genes, and chromosomes play in inheritance and variation. "How are the characteristics from one generation related to the previous generation?"

- Cell division
- DNA replication
- Protein synthesis

-
- Inheritance patterns

FA.BIO.5 Matter and Energy in Organisms and Ecosystems

How organisms obtain and use energy and how do matter and energy move through ecosystems.

- Photosynthesis
- Respiration
- Biogeochemical cycles
- Chains, webs, and pyramids

FA.BIO.1 Interdependent Relationships in Ecosystems

Organisms interact with the living and non-living environment

- Biomes and smaller Ecosystems
- Populations
- Communities
- Environmental Ecology

FA.BIO.6 Natural Selection and Evolution

The unity and diversity of life

- Classification of life
- Mechanisms of Natural Selection
- The nature of scientific theory and law
- Macro and microevolution

Prerequisite: None.

Advanced Placement Courses

AP Biology

AP Biology is a survey biology course that approximates the introductory college biology course often required in the first year of college. The text is a college level text requiring excellent reading and comprehension skills. Strong scores on the College Board exam given in May at Foxcroft Academy may earn students placement out of their introductory college biology requirement or possibly college credit. The test is mandatory and the cost is borne by the student.

In addition to Academic Initiative and Science Practices, students earning credit in AP Biology will satisfactorily complete the following standards:

FA1.420.1 - Evolution: Unity and Diversity

Evolution is a unifying theme across all areas of biological study. Evidence for evolution is discussed, and natural selection is presented as a mechanism for explaining evolutionary change. Life is unified by characteristics such as DNA as a hereditary molecule, and models like phylogenetic trees and cladograms help illustrate life's tremendous diversity.

FA1.420.2 - Matter, Energy, and Homeostasis

This standard examines the molecular building blocks of life and their involvement in processes that support growth, reproduction, and maintain homeostasis. Cellular processes such as osmosis, photosynthesis, cellular respiration, mitosis and meiosis are included in this standard. Feedback mechanisms and the maintenance of dynamic homeostasis that supports the organization of life are also part of this topic.

FA1.420.3 - Molecules, Cells and Organs

This standard deals with the coordinated activities of molecules, cells, and organs in localized and long-distance communication throughout the body. A discussion of animal immune, endocrine, and nervous systems illustrates local and long-distance responses.

FA1.420.4 - Information Dynamics

This standard refers to the storage, retrieval, transmission, and response to information encoded in DNA, RNA, protein, steroid, or glycolipid/glycoprotein molecules. It encompasses the topics of heredity, gene expression, and signal transduction pathways. Emphasis is placed on the molecular nature of inheritance and communication.

FA1.420.5 - Interactions and Emergent Properties

This standard deals with systems and relationships across a broad set of levels, along with the complex properties that arise in biological systems. Topics that might be discussed range from interactions between molecules and the effects they have on each other to the interactions of organisms and their environment in populations, communities, and ecosystems. Also covered is the use of mathematics to quantify interactions, and environmental cycles of matter and transfer of energy. This is similar to the Ecology standard in previous courses, but broader in scale.

Prerequisite: Successful completion of Biology, Chemistry, and Physics at the Honors level, or teacher permission. A very strong performance in Biology, Chemistry, and Physics at the CP level may qualify students for AP placement.

AP Chemistry

AP Chemistry is a survey chemistry course that approximates the introductory college chemistry course often required in the first year of college. The course will reinforce and expand upon the standards previously met in chemistry. The text is a college-level text. Ex-

cellent problem-solving skills and lab report writing skills are necessary. Strong scores on the College Board exam given in May at Foxcroft Academy may earn students placement out of their introductory college chemistry requirement or possibly college credit. The test is mandatory and the cost is borne by the student.

In addition to Academic Initiative and Science Practices, students earning credit in AP Chemistry will satisfactorily complete the following standards:

FA1.430.1 Structure and Properties of Matter

Transformations of matter can be observed in multiple ways that are generally labeled as either chemical or physical change. These categories can generally be differentiated through the electrostatic (Coulombic) forces that are associated with a given change at the particle level. The shapes of the particles involved, and the space between them, are key factors in determining the nature of physical changes. Applying the general concepts of varying strengths of chemical bonds and weaker intermolecular interactions, many properties of a wide range of chemical systems can be understood.

FA1.430.2 Kinetics and Thermodynamics

This requirement studies how the availability or disposition of energy plays a role in virtually all observed chemical processes, as well as, the rates of chemical changes being determined by the aspects of the molecular collisions. Thermodynamics provides a number of tools for understanding energy transfers, change in potential energy from changes in electrostatic forces, and the concept of entropy. Essentially, the method in which the rate of change is observed is to measure changes in concentration of the chemical species as a function of time. Measured rates for reactions observed at the macroscopic level can usually be described mathematically in an expression referred to as the rate law. Furthermore, the progress of reactions at the particle level can be connected to the rate law.

FA1.430.3 Chemical Reactions

Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. Such chemical processes may be observed in a variety of ways, and often involve changes in energy as well. Because there is a large diversity of possible chemical reactions, it is useful to categorize reactions and be able to recognize the category into which a given reaction falls.

FA1.430.4 Equilibrium

This standard deals with the fact numerous processes in nature, including large numbers of chemical reactions, are reversible, i.e., these processes can proceed in either direction. The use of mathematics to quantify the equilibrium constant, K , describes the equilibrium state associated with a chemical change. A wide range of equilibrium constants is possible; of particular significance are those that arise from acid-base chemistry, particularly as embodied in biochemical systems.

Prerequisite: Successful completion of Biology and Chemistry at the Honors level, or teacher permission. A very strong performance in Biology and Chemistry at the CP level may qualify students for AP placement.

AP Physics I

AP Physics I is a year-long course equivalent to a first-semester college course in algebra-based Physics. Strong scores on the College Board exam given in May at Foxcroft Academy may earn students placement out of their introductory college chemistry requirement or possibly college credit. The test is mandatory and the cost is borne by the student.

In addition to the Academic Initiative and Scientific Practice Standards, students earning credit in AP Physics will have to complete the following standards.

FAI.449.1 – Motion and Momentum

Motion or movement is something we observe in everyday life. Students will examine the nature of translational and rotational motion and how they relate. In particular, they will determine how interactions between objects lead to changes in the motion of those objects. They will use vectors to predict the motion of objects in two dimensions.

FAI.449.2 – Forces

The interactions of an object with other objects can be described with forces. Students will support that the behavior of forces can be predicted using Newton's Laws. They will examine how interactions between objects can cause different types of forces and the effects of forces on objects.

FAI.449.3 – Energy

Energy can be used to describe changes that occur in a system as the result of interactions. Students use conservation laws to predict how interactions between systems can result in energy changes in those systems. They will examine how energy can be transferred by waves and other means.

AP Physics I may be taken as a first-year course for students with a strong interest and aptitude in Physics / Engineering with permission from the Science Department. Successful completion will meet the Physics graduation requirement.

Honors Physics may be co-scheduled with the first semester of AP Physics I. If so, it will follow the AP Physics I curriculum.

Prerequisite: Successful completion of Physics, Chemistry, and Algebra II at the Honors level, or teacher permission. A very strong performance in Physics, Chemistry, and Algebra II at the CP level may qualify students for AP placement.

Elective Courses

Anatomy and Physiology

Anatomy and Physiology is a course designed to supplement the topics that the introductory Biology course provides, bridging the gap between the molecular/cellular and ecological levels of biological organization. The course will include a broad based overview of systems, utilizing vertebrate and invertebrate examples.

In addition to the Academic Initiative, students earning credit in Anatomy and Physiology will have to complete the following standards.

FAI.425.1 - Form and Function

In the Form and Function standard students will connect anatomical structure and what that structure does. This standard operates mostly at the organism/system level and studies the muscular, skeletal, integumentary, nervous, and endocrine systems, among others.

FAI.425.2 - Cells, Tissues, and Organs

In this standard students will mostly work at the tissue level (histology), identifying cells and other features specific to particular tissue types. Students will also learn the relationships between tissues when they are present in body organs.

FAI.425.3 - Morphological Origins

Students will compare similarities across organisms in order to establish evolutionary relationships. Examples are primarily vertebrate but plant and invertebrate examples are given.

FAI.425.4 - Dissection

Beginning with an introduction to scalpels and cutting tool use, students will progress through sets of increasingly more difficult skills as dissected organisms become larger and more complex. Dissection culminates with a large vertebrate mammal: a cat, pig, rabbit, or rat.

Prerequisite: Successful completion of Biology and Chemistry.

Astronomy

This class will familiarize students with introductory Astronomy concepts, including but not limited to, observational astronomy and constellations, orbits, seasons, planets, history of the field and telescopes. Some topics will require basic mathematics skills.

In addition to the Academic Initiative, students earning credit in Astronomy will have to complete the following standards.

FA1.Astronomy.1 - Theoretical Astronomy - Conceptual

Students will develop an understanding of astrophysical concepts to predict and explain phenomena that occur from our local Solar System to galaxy clusters and the expansion of our universe.

FA1.Astronomy.2 - Theoretical Astronomy - Mathematics

Students will demonstrate an ability to describe astronomical phenomena with mathematical representations. Mathematical and problem solving techniques will be used to foster a deeper understanding of the universe and how objects in our universe behave and interact with one another.

FA1.Astronomy.3 - Observational Astronomy

Students will become proficient in the many topics of Observational Astronomy, such as how to use telescopes, observing astronomical objects in different wavelengths, light and its properties, mapping out objects on the celestial sphere, etc.

Prerequisite: Successful completion of Algebra I.

Forensics

Forensics is an integrated science course in which students learn how to investigate crime. Students will learn to apply the scientific method to the crime scene. Topics may include physical evidence analysis such as blood typing, DNA analysis, and ballistics analysis. Topics may also include human profiling techniques such as handwriting analysis, statement analysis, and digital footprints.

In addition to Academic Initiative, students earning credit in Forensics will satisfactorily complete the following standards:

FA1.445.1 - Biological & Chemical Investigation

Forensic Biology is the application of biology to law enforcement. It can include the disciplines of anthropology, botany, entomology, odontology and DNA or protein analysis. Biological investigation is often closely related to chemical investigation in that some of the techniques used overlap.

FA1.445.3 - Physical Investigation

Physical Investigation refers to a broad spectrum of activities during crime scene analysis and the collection of evidence. Physical investigation includes areas of expertise such as latent print evidence retrieval, footwear and tire track impression analysis, digital evidence collection (i.e. cell phone, email and Internet logs), tool and mark evidence and ballistic analysis.

Prerequisite: Successful completion of Physics and Chemistry or instructor approval.

Inventing the Future

This course helps students learn the basics of computer hardware and software programming. After developing an understanding of how computers work, students will develop basic proficiency in HTML, CSS, and JavaScript through a project-based approach.

In addition to Academic Initiative, students earning credit in Inventing the Future will satisfactorily complete the following standards:

FAI.601.1 - Ethics and Research

Students will effectively use research methods to explore current issues in modern technology and Internet ethics. Students will investigate using a variety of resources and will apply the gathered information to develop and support their own opinions on the subject matter.

FAI.601.2 - Logic

Students will use logic and critical problem solving skills to learn HTML, CSS and JavaScript code. Students will be able to read and write their own code in these languages as well as learn how to “think like a computer.”

FAI.601.3 - Application

Students will use the information discussed in class and apply it to build their own websites, disassemble a personal computer, encrypt messages with binary, argue in a class debate and create and write their own blogs. Many of the projects will take an interdisciplinary approach to enhance the overall learning experience.

FAI.601.4 - Troubleshooting and Communication

Students will be able to communicate effectively in a variety of media, including both written and oral. Students will also be able to troubleshoot/debug problems and learn how to explain their setbacks and solutions to teach others.

Prerequisite: None.

Robotics

This course introduces students to basic robotics and electronics through hands-on use with EV3 Mindstorm robots and Arduino kits. Students will develop proficiency in building electronic circuits, reading and drawing schematic diagrams, and writing code in Arduino’s IDE software language. An understanding of the equipment and programming are de-

veloped through laboratory experiences. Scientific practices are assessed through formal lab reports.

In addition to Academic Initiative, students earning credit in Robotics will satisfactorily complete the following standards:

FA1.ROBOTICS.1

Students will have an understanding of basic robotics, electrical circuits and coding that will aid them in building their own prototypes. Students will research fields that use technology and related areas to broaden their understanding of the social and economic impact of technology.

FA1.ROBOTICS.2

Students will be able to design robotics and/or circuits to solve problems or replicate real world use of technology. They will be able to sketch and read schematic diagrams for electrical circuits. Students will learn to be creative and practical problem solvers.

FA1.ROBOTICS.3

Students will be able to build their own robotics and/or electrical circuits. Students will need to use their understanding of the equipment and their design to build successful robots and/or circuits.

FA1.ROBOTICS.4

Students will learn basic computer programming using the open source Arduino IDE. Students will use this programming language to code Arduino Uno boards and RedBot boards to perform different tasks. Students will understand how to use functions, create and use variables, add if/else statements, etc.

Prerequisite: None.

Coding with Python

Coding with Python will introduce the fundamentals of coding used in scientific and mathematical applications. Some topics to be covered include functions, strings, lists, interface design, loops, conditionals and debugging. Students will apply their knowledge to solve relevant problems in the fields of math, physics and computer science. Scientific practices will be assessed through labs, problem sets and group work.

In addition to Academic Initiative, students earning credit in Coding with Python will satisfactorily complete the following standards:

FA1.CODING.1

Students will learn about basic operators and commands, creating new functions, nesting functions and simple methods of debugging through solving mathematical and scientific problems. Students will have to use their creative problem solving skills to find solutions to such problems.

Topics include:

- Programming as a formal language
- Basic operations
- Variables, expressions, and statements
- Intro to functions

FA1.CODING.2

Students will become familiar with Python's turtle module for drawing and design. Students will gain an understanding of the types of functions and commands required to create common displays and simple design. For loops will be studied to aid in simplifying code for repetitive tasks as well as other techniques to make code more concise and easier to read.

FA1.CODING.3

Students will learn boolean expressions to use within if statements to control what lines of code are executed in a program. They will also learn about fruitful functions and return values to produce more useful functions within the moduli they create. The while statement will be explored in the context of iteration to create more effective and concise code.

Prerequisite: None.

Local Ecology (Summer Course Only)

Local Ecology is a Science Elective course offered by Foxcroft Academy, that takes place during a three week time period over the summer break. Classes run from 8AM until 2PM Monday through Friday, and much of the time is spent off of the Foxcroft Academy campus. Days spent off campus are totally at the whim of the local weather, but three days a week is the minimum goal for the class to be outdoors doing hands on science.

The purpose of Local Ecology is to enable students to have a deeper understanding of the natural systems surrounding them in Central Maine. The primary focus area of the course will be working in, on, and around Sebec Lake. Students will learn how to identify local species of aquatic plants, as well as gain the ability to identify unwanted aquatic species of plants and animals.

The course will cover five standards: **Ecology, Measurement, Population Studies, Academic Initiative and Science Practices.**

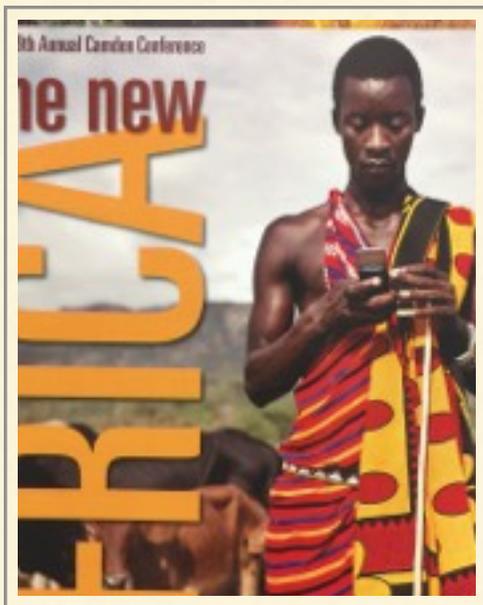
The Ecology standard is and can be used as a replacement standard of the traditional Ecology standard used by Foxcroft Academy as outlined in the course guide.

The Measurement standard will test the students' ability to utilize various tools and techniques in order to quantitatively measure data for use in the local Invasive Plant survey, as well as in class specific projects.

The Population Studies standard goes hand in hand with the activities using the Measurement standard. Students are required to record specific species encountered in the field, as well as show the ability to identify plants, animals, and trees with the aid of resources such as dichotomous keys and Peterson's Field Guides.

6

Social Studies



To graduate from Foxcroft Academy, students must earn credit in Intro to Global Politics, American History A, American History B, and one Social Studies elective course.

Required Courses

Honors Intro to Global Politics

Intro to Global Politics CP

Intro to Global Politics

This course focuses on the important themes and concepts in comparative governments and the influence of geography in different regions of the world. Specific cases studies will include: the United States, Mexico, the United Kingdom, Nigeria, Russia, the People's Republic of China, and Iran. Cross-country comparisons will be made throughout the semester.

In addition to Academic Initiative, students earning credit in Intro to Global Politics will satisfactorily complete the following standards:

FA1.POL.1 - Comparative Governments

Students will compare and contrast political concepts, themes, and generalizations of multiple countries. They will also learn the strengths and weaknesses of different countries and how they compare to each other in past and modern times.

FA1.POL.2 - Knowledge of Core Countries

Students will be required to understand basic components of individual core countries. These components include: political figures,

electoral processes, laws, and past history. They will have to distinguish between countries that include: the United States, Great Britain, Mexico, and Nigeria.

FA1.POL.3 - Geography

Students will study the patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.

Students will examine geography and its influence on the development of culture and government. Beginning with the United States, students will use what they learn about different regions of the world to compare, contrast, and critically analyze international relationships.

FA1.POL.4 - Critical Thinking

Students will analyze, interpret, reflect their personal opinions on topics ranging from world current events to individual themes of different countries in the modern era. Students will use the avenues of formal debate and argumentative essays to support their claims for specific topics.

FA1.POL.5 - Writing and Analysis

To meet the Writing and Analysis standard students will be required to respond to a historical question by developing a thesis and then analyzing reliable sources to support or prove their position. Source citations and written expression will be taken into consideration in meeting this standard.

Prerequisite: None.

American History Standards

In addition to Academic Initiative, students earning credit in American History Courses will satisfactorily complete the following standards:

FA1.HIS.1 - Origins and Evolution of the American Political System

Political systems originate from a need to protect a society from both internal and external threats. The need creates a set of legal institutions that constitute a government. The seeds were sown for the American political system almost as soon as the first British colonists landed on American soil. Historically the American government has changed and evolved yet has still retained its original fundamental principles. Meeting this standard requires that students comprehend American government and its political parties. This comprehension includes identifying reasons for change in the American political system and understanding how the multi-tiered American governance operates. Students will evaluate differing interpretations of the Constitution as well as distinguish the opposing perspectives of political parties.

FA1.HIS.2 - War and Rebellion: Causes and Consequences

War is the most brutal example of inhumanity, and since the beginning of time man has repeatedly taken up arms against its fellow human beings. The consequences of war are often dire, therefore, cir-

cumstances that lead to a breakdown of diplomacy are worth understanding. To meet this standard students will be made to evaluate, analyze, and understand the motives for those wars (declared and undeclared) for which the United States has engaged. As part of understanding conflict students will be asked to examine the perspectives of all belligerents involved. Students will then be asked to apply what they have learned to current United States foreign relations issues.

FA1.HIS.3 - Defining American Capitalism

Economic systems are important to a nation because it determines how a country and government will distribute resources. The evolution of the American economic system can be seen as a shift along a spectrum ranging from command to a complete free market system. To meet this standard students must evaluate why the American economic system, focused on private ownership of property (capitalism), shifts over time. This will include, but is not limited to, Hamilton's Treasury, protectionism vs. free trade, industrialization, Progressivism, and how to effectively deal with booms and busts in the business cycle. Students will be asked to examine this evolution by comparing and contrasting our current capitalist system with that of the past.

FA1.HIS.4 - Challenges of American Cultural Development

The history of United States has been defined by its constantly evolving culture. Immigration patterns, race, ethnicity, gender, technology, capitalism, and political ethos have all contributed to this cultural transformation. This ever changing environment has elicited an identity crisis which has prompted many challenges to this "experiment in democracy". Students will be required to evaluate the American cultural evolution, as well as discern its influence on populist movements, reform efforts, and activist groups that have challenged American social, institutional, and cultural norms.

FA1.HIS.5 - Writing and Analysis

To meet the Writing and Analysis standard students will be required to respond to a historical question by developing a thesis and then analyzing reliable sources to support or prove their position. Source citations and written expression will be taken into consideration in meeting this standard.

American History A

American History A CP

This course is a study of American History beginning with European Colonization and concluding with the Populist movement associated with the Gilded Age (1880's).

In addition to Academic Initiative, students earning credit in American History A will satisfactorily complete the following standards:

FA1.HIS.1 - Origins and Evolution of the American Political System

FA1.HIS.2 - War and Rebellion: Causes and Consequences

FA1.HIS.3 - Defining American Capitalism

FA1.HIS.4 - Challenges of American Cultural Development

FA1.HIS.5 - Writing and Analysis

Prerequisite: Successful completion of Intro to Global Politics.

Pre-AP US History

This course replaces Honors American History A traditionally taught to sophomores and measures the same standards as American History A.

Students will learn US History from the Colonial Period to the Spanish American War. Emphasis will be placed on developing critical writing and reading skills that better prepare students for post-secondary work.

Prerequisite: Successful completion of Intro to Global Politics or World Civilizations.

American History B

American History B CP

This course is a study of American History beginning with the Spanish-American War and concluding with the end of the Cold War.

In addition to Academic Initiative, students earning credit in American History B will satisfactorily complete the following standards:

FA1.HIS.1 - Origins and Evolution of the American Political System

FA1.HIS.2 - War and Rebellion: Causes and Consequences

FA1.HIS.3 - Defining American Capitalism

FA1.HIS.4 - Challenges of American Cultural Development

FA1.HIS.5 - Writing and Analysis

Prerequisite: Successful completion of American History A.

AP US History

This course replaces Honors American History B traditionally taught to juniors.

The content of the course will continue the study of US history from where American History A / Pre-AP US History ends to present day. The critical writing and reading skills emphasized by the College Board will prepare students for post-secondary work. This course

is aligned with the College Board curriculum for US History. This is an internationally recognized curriculum recommended for those seeking acceptance into the nations most competitive universities and colleges. Strong scores on the College Board exam may earn students placement out of their introductory college US History requirement or possibly college credit. The AP exam is mandatory and the cost is borne by the student (financial assistance is available on an as needed basis).

Students who successfully complete this course will be provided a dual credit from the University of Maine Farmington. UMF will award 4 credit hours in US History (HTY 103).

In addition to Academic Initiative, students earning credit in AP US History will satisfactorily complete the following standards:

FA1.HIS.1 - Origins and Evolution of the American Political System

FA1.HIS.2 - War and Rebellion: Causes and Consequences

FA1.HIS.3 - Defining American Capitalism

FA1.HIS.4 - Challenges of American Cultural Development

FA1.HIS.5 - Writing and Analysis

Prerequisite: Successful completion of Pre AP US History or Department Head approval.

Advanced Placement Courses

AP Macroeconomics

Students will develop a thorough understanding of macroeconomics in preparation for the AP exam. This course is aligned with the College Board standards for Macroeconomics and is recommended for those seeking entrance into the nations most competitive colleges and Universities, or interested in pursuing a finance/business related degree. Strong scores on the College Board exam may earn students placement out of an introductory college requirement or possibly college credit. The AP exam is mandatory and the cost is borne by the student (financial assistance is available on an as needed basis).

In addition to Academic Initiative, students earning credit in AP Macroeconomics will satisfactorily complete the following standards:

FA1.294.1 - Foundations of Economics

Students will learn basic Macroeconomic concepts such as scarcity, opportunity costs, specialization, supply and demand, inflation, and unemployment. They will also learn how to use basic models to express their understanding of these concepts.

FAI.294.2 - Measurement of Economic Performance

There are indicators that measure Macroeconomic performance that include unemployment, inflation, and GDP. Students will learn how to calculate and interpret these means of measurement.

FAI.294.3 - Macroeconomic Theory and Policy

There are certain policies and theories prevalent to Macroeconomics. They include, but are not limited to Fiscal Policy, Monetary Policy, Comparative and Absolute advantage, Phillips Curve, and Multiplier Effect. The theory will provide a basis for understanding policy.

FAI.294.4 - The International Economy

The economy of any nation is increasingly tied to a globalized economy. Students will learn the basics of international exchange, why nations trade, and the advantages and disadvantages of international trade.

Prerequisite: Successful completion of American History A or Department Head approval.

AP Microeconomics

Students will develop a thorough understanding of microeconomics in preparation for the AP exam. This course is aligned with the College Board standards for Microeconomics and is recommended for those seeking entrance into the nations most competitive colleges and Universities, or interested in pursuing a finance/business related degree. Strong scores on the College Board exam may earn students placement out of an introductory college requirement or possibly college credit. The AP exam is mandatory and the cost is borne by the student (financial assistance is available on an as needed basis).

In addition to Academic Initiative, students earning credit in AP Microeconomics will satisfactorily complete the following standards:

FAI.293.1 - Foundations of Economics

Students will learn basic Microeconomic concepts such as opportunity costs, scarcity, supply and demand, market equilibrium, and producer and consumer surplus. They will learn how to develop and analyze economic models in order to show their knowledge of the basic concepts listed above.

FAI.293.2 - Functions of Product and Factor Markets

Students will learn how consumers and producers make choices through marginal analysis. They will analyze how consumer's utility and producer's costs impact their choices.

FA1.293.3 - Firm Behavior and Market Structure

Students will evaluate how the market structure impacts a firm's profit maximization point and efficiency. The market structures that students will be responsible for are perfect competition, monopoly, monopolistic competition, and oligopoly.

FA1.293.5 - Market Failure and Role of Government

Students will evaluate how externalities, public goods, and income inequality can make a market fail and analyze how these failures can be solved through government intervention.

Prerequisite: Successful completion of American History A or Department Head approval.

Elective Courses

Contemporary Global Issues

Resolving issues in a globalized society requires understanding of culture, history, and mindset. This demands an approach absent of prejudice or ideological bias, which is difficult, but also important to lasting resolution. The intent of this class is to teach students how to think independently and critically about the world they share with others. The issues studied are real and complex, requiring research, discussion, and critical thinking and writing. The class is affiliated with the internationally renowned Camden Conference, which students taking this class will have the opportunity to attend.

Prerequisite: Successful completion of American History A.

Economics

Economics CP

This course is designed to introduce students to the basic principles and theories of economics. Students will study concepts and principles such as supply and demand, markets and prices, fiscal and monetary policy, inflation, interest rates, and how they apply to every day life in a capitalist society. There is also a personal finance component to this class.

FA1.ECON.1 - Microeconomics

The branch of economics that studies behavior and decision-making by small units such as individuals.

FA1.ECON.2 - Macroeconomics

The discipline of economics that studies economies as a whole and decision making by large units such as governments.

FA1.ECON.3 - Personal and Consumer Finance

Study of financial management by an individual or family. Topic will include how to budget, save, and spend financial capital.

Prerequisite: Successful completion of American History A.

Economics of Sports

This economics course will use empirical analysis to study the economics of sports. This course is data driven and uses statistical analysis to dig deeper into sport related topics. Topics may include: history of data-driven sports analysis; forecasting and predicting team and individual performance; the effect of home field advantage; the economics of professional sports teams; how does team chemistry positively (or negatively) effect a team; relationship between performance and how much they are paid.

In addition to Academic Initiative, students earning credit in Economics of Sports will satisfactorily complete the following standards:

FA1.295.1 - Regression Analysis

Regression analysis is the statistical process for estimating the relationships among variables usually to learn the causal affect of one variable on another. Students will be expected to be able to conduct their own regression analysis by constructing hypotheses and testing them using this technique.

FA1.295.2 - Social Analysis

Social analysis is examining a social issue or trend in connection with the regression analysis. Students will be expected to examine the impact of their findings as a result of their regression analysis.

FA1.295.3 - Historical and Economic Analysis

Students will examine the history of regression analysis in sports. Students will examine the historical components to their hypotheses, in support of answering questions such as: Why did sports stars start getting paid more? Why did they start skipping high school to join the pros? What are the historical and economic driving forces behind these trends?

FA1.295.4 - Writing and Analysis

To meet the Writing and Analysis standard students will be required to respond to a historical question by developing a thesis and then analyzing reliable sources to support or prove their position. Source citations and written expression will be taken into consideration in meeting this standard.

Prerequisite: Successful completion of American History A.

Honors International Relations

This course is designed for students who have a special interest in world affairs. It will include a comparative analysis of varying world economic and governmental systems in light of contemporary issues. Systems will include European, Asian, and African as well as American. Significant reading, writing, and research are strong components of the course. Participation in the University of Southern Maine's Model United Nations is required. This program entails an overnight stay on the USM campus and rigorous competition with students from other schools around the state. A portion of the cost of the Model United Nations is borne by the student.

In addition to Academic Initiative, students earning credit in Honors International Relations will satisfactorily complete the following standards:

FA1.292.1 - Historic and Current Events

Students explore historic and current events as they are related to MEMUNC topics.

FA1.292.2 - Public Speaking

Students will practice Public Speaking through debates, presentations, and parliamentary procedure.

FA1.292.3 - Writing and Analysis

Students demonstrate ability to apply facts discovered through research for position papers, reflections on current events, and analysis as the result of research.

FA1.292.4 - Country and Committee Research

Students will use research skills to discover facts about MEMUNC topics and countries.

FA1.292.5 - MEMUNC Performance

Student performance is assessed at the Maine Model United Nations Conference (MEMUNC).

Prerequisite: Successful completion of American History A at the CP or Honors level of study. Senior standing, or by instructor permission.

Psychology

Honors Psychology

This course provides students with a basic understanding of the subject and careers that can be pursued within the field. The psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and

phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.

In addition to Academic Initiative, students earning credit in Psychology will satisfactorily complete the following standards:

FA1.PSY.1 - Historical and Theoretical

- A recognition of the diversity of individuals who advance the field
- An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals
- An understanding that different content areas within psychological science are interconnected
- A knowledge of the variety of careers available to those who study psychology

FA1.PSY.2 - Applied and Sociological

- An ability to relate psychological knowledge to everyday life
- An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
- A multicultural and global perspective that recognizes how diversity is important to understanding psychology
- Social cognition/influence
- Perspectives on abnormal behavior
- Aging and its components
- Different types of learning (classical, operant, cognitive)

FA1.PSY.3 - Research and Scientific

- An awareness of the importance of drawing evidence-based conclusions about psychological phenomena
- An appreciation for ethical standards that regulate scientific research and professional practice
- Encoding, storage, retrieval of memory
- Categories of psychological disorders
- Research methods, measurements, and statistics

Prerequisite: Successful completion of American History A.

Topics in History - 20th Century Conflict

The 20th century was arguably the most violent century in the history of mankind. Many have attempted to make sense of this proclivity for violence in an attempt to understand the causes. But, consequences of conflict are also important since they have often contributed to further conflict. In short, making the peace is not as easy as it would appear. The conflicts that will be studied will include World War I and World War II (studied as one conflict), The 1st and 2nd Indochina War (Vietnam War), and Middle East Wars. The class will be taught from an American mindset (cannot be helped), but the perspective of all countries involved will be examined and analyzed. The causes and consequences of war will be considered primarily from a viewpoint of national foreign policy interests, but neither will the human cost of war be ignored.

In addition to Academic Initiative, students earning credit in Topics in History will satisfactorily complete the following standards:

FAI.258.1 - Historical Knowledge

Some common knowledge and chronology is required to enable students to assess more complicated questions concerning a historical period or event. This will be provided by familiar methods such as readings, textbooks, and lectures, and assessed with exams, quizzes and short essay responses.

FAI.258.2 - Culture and Geography

20th century conflicts might have been avoided had nations been better educated in the culture and geography of their opposition. There are many examples of miscalculations based upon ignorance and arrogance that eventually cost the lives of millions.

FAI.258.3 - Civics and Government

War is the continuation of politics through other means (Clausewitz). In order to understand the causes and consequences of conflict one must be familiar with the political environment.

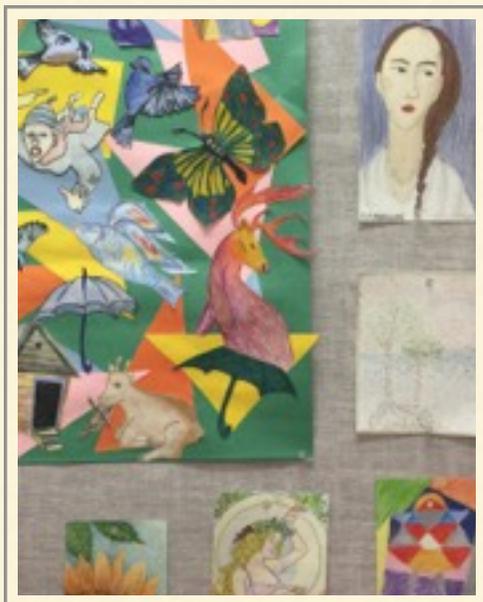
FAI.258.4 - Historical Writing and Analysis

Students will be required to prompt and then respond to a historical question based upon their research, which includes personal interviews when appropriate. They will then analyze their findings to determine the extent of wars influence on social/cultural norms.

Prerequisite: Successful completion of American History A.

7

World Language and Culture



To graduate from Foxcroft Academy, students in the Class of 2018 and beyond must earn credit in at least one World Language and Culture course.

In addition to Academic Initiative, students earning credit in World Language courses will satisfactorily complete the following standards:

FAI.WL.1 - Interpersonal Communication

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

FAI.WL.2 - Interpretive Communication

Learners understand, interpret, translate and analyze what is heard, read, or viewed on a variety of topics.

FAI.WL.3 - Presentational Communication

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

FAI.WL.4 - Language Comparisons

Learners use the target language and their native language to investigate, explain, and reflect on food, music, customs, religious practices and other aspects of cultures of the peoples and nations studied.

FAI.WL.5 - Culture

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Please note that Latin does not have Interpersonal Communication.

Classical

Latin I CP

Honors Latin I

Salvete amici! Latin I is the first of the four course sequence in Latin. Topics for study include Latin grammar, Latin vocabulary and derivatives, Roman life and culture, Roman history and Greek mythology. Latin provides the base for learning other languages such as French, Spanish, and Italian, and is a standard for those considering careers in law, languages and medicine. Students are encouraged to join the Maine Junior Classical League, which provides conferences and competitions throughout the year. Students are also encouraged to participate in the National Latin Exam in March. Although there are no prerequisites, a higher placement in math and/or English is a strong indicator of success in Latin.

Prerequisite: None.

Latin II CP

Honors Latin II

Students begin with a refresher unit in vocabulary and grammar, and throughout the course move on to more advanced constructions. The primary emphasis in this course is on the necessary tools for complex translations in Latin III and IV. Increased vocabulary is also a key goal. Students are challenged with translations from mythology and Roman life and are exposed to the writings of Julius Caesar. Discussion on the military and politics is an integral part of this class. Students in Latin II are strongly encouraged to take the National Latin Exam and participate in the Maine Junior Classical League.

Prerequisite: Successful completion of Latin I.

Honors Latin III

Students review vocabulary and grammar, then move on to a full-time study of great Roman prose authors such as Julius Caesar, Cicero, Pliny, and Livy. The history, government, and politics of the Republican Period are also studied. Students are strongly encouraged to participate in the Maine Junior Classical League and to sit for the National Latin Exam.

Prerequisite: Successful completion of Latin II. Recommended final grade of B- or better.

Honors Latin IV

Latin IV is a study of the prose and poetry of a variety of Roman authors. Students will translate the Labors of Hercules, Jason and the Argonauts and the works of Ovid, Horace and Catullus are also translated in detail. With each new author comes a review of his life and style of writing. Scansion of poetry and figures of speech are also taught. Students are encouraged to design group research activities and participate in the Maine Junior Classical League and the National Latin Exam.

Prerequisite: Successful completion of Honors Latin III. Recommended final grade of B- or better.

French

Introduction to French

Focuses on the fundamental elements of the French language with a cultural context. Emphasis is on vocabulary and study skills required for World Language acquisition.

Prerequisite: None

Novice French I CP

This beginning French Course stresses the active use of the language with the goal of communicative proficiency through the five language skills of speaking, listening, reading, writing, and culture. The study of language requires an investment of time and energy, and active and verbal participation is a must.

Prerequisite: None

Honors Novice French I

This course provides the students with the opportunity to develop listening, speaking, reading and writing skills in the French language. Oral skills are developed through the rigorous use of appropriate language, technology, dialogues and hands-on learning activities. Students will be introduced to many aspects of the French culture. Active and verbal participation in French while learning is required.

Prerequisite: Teacher recommendation or approval.

Novice French II CP

This course is an advancement of Semester I. The primary aim of French CP Semester 2 is to strengthen and expand the five basic language skills acquired in semester I of French. Students will study the cultural aspects of the French-speaking world. Active use of the language to improve proficiency is required.

Prerequisite: Successful completion of Novice French I.

Honors Novice French II

In this course, the students will continue to develop their French language skills. Oral skills will continue to be emphasized along with an in-depth study of French grammar. The students continue to develop a better understanding of the French speaking world and cultures. Active and verbal participation is required.

Prerequisite: Successful completion of Honors Novice French I or teacher approval.

Intermediate French Language and Culture through Film

Continuing students' work with the four language skills: listening, reading, writing and speaking, students will watch five French feature-length films inside and outside of the classroom. This course is an intermediate level course, that explores French language, culture, grammar and vocabulary as it relates to the films. Students are expected to utilize French in the classroom 50-90% of the time depending on the task.

Prerequisite: Successful completion of Novice French II. Recommended final grade of B- or better.

Honors Intermediate French III

This course builds on the communication skills acquired in semesters I and II. Continued use of authentic documents, contemporary film, and literature are integral to the attainment of a higher degree of proficiency in all skill areas. Active use of the language is required in this advanced-level course.

Prerequisite: Successful completion of Novice French II. Recommended final grade of B- or better.

Honors Intermediate French IV

The student selecting French Semester IV must have a good command of the basic language skills and be highly motivated to improve his/her level of proficiency in the language. Cultural material will be presented and vocabulary expanded through selected readings and online resources. It is expected that students commit to the daily use of the language in class. Active use of the language is required in this advanced-level course.

Prerequisite: Successful completion of Honors Intermediate French III. Recommended final grade of B- or better.

German

Introduction to German

This course serves not only as an introduction to the basics of the German language, but also to the German culture and history. Emphasis will be placed on practical language skills and students will learn everyday communication. Basic vocabulary acquisition, familiarity with grammar, along with the reading of simple texts will sport conversational practice. Assessments will include projects, in-class role-playing, worksheets, vocabulary tests, and simple translations. The standards for World Languages will be the standards assessed.

Prerequisite: None.

Spanish

Introduction to Spanish

This is an action-based course designed to acquaint first-time learners of Spanish with basic vocabulary, question and sentence formation and other skills necessary for language acquisition. In addition, cultural activities will be interwoven to introduce the students to Hispanic culture. Music, educational films, art, simple readings, and projects, are some examples of what will be included.

Prerequisite: None.

Novice Spanish I CP

This beginning Spanish course stresses the active use of the language with the goal of communicative proficiency through the five language skills of speaking, listening, reading, writ-

ing, and culture. Students are expected to use Spanish as a means of communication within and beyond the classroom. The study of language requires investment of time and energy and a commitment to fulfilling the requirements of the course.

Prerequisite: None.

Honors Novice Spanish I

Students will cover more than in the traditional Spanish Semester I class, at a rigorous and accelerated rate, with expanded vocabulary, grammar, and cultural experiences. Those completing Honors Spanish Semester I will, with teacher approval, be eligible for Honors Spanish Semester II. Honors students are expected to use the target language as often as possible.

Prerequisite: Teacher recommendation or approval.

Novice Spanish II CP

This course is a continuation of Spanish Semester I. The primary aim of Spanish Semester II is to strengthen and expand the five basic language skills acquired in the first semester of Spanish I. Students will study the cultural aspects of the Spanish-speaking world. Active use of the language to improve proficiency is required. Students will participate in cultural activities and work on projects related to the Spanish-speaking world.

Prerequisite: Successful completion of Novice Spanish I.

Honors Novice Spanish II

Students will be expected to cover more than traditional Spanish II with the addition of more reading, listening, writing and speaking activities, focusing on real world situations and current events. It includes a rigorous program of grammar, writing, reading and speaking in preparation for Honors Spanish Semester III.

Prerequisite: Successful completion of Honors Spanish I or teacher approval.

Honors Intermediate Spanish III

Spanish III builds on the communicative skills acquired in levels one and two. Continued use of authentic documents and contemporary film and literature are integral to the attain-

ment of a higher degree of proficiency in all skill areas. Active use of the language is required in this advanced-level course.

Prerequisite: Successful completion of Novice Spanish II. Recommended final grade of B- or better.

Honors Intermediate Spanish IV

The student selecting Spanish IV must have a good command of the basic language skills and be highly motivated to improve his/her level of proficiency in the language. Cultural material will be presented and vocabulary expanded through selected readings and online resources. It is expected that students commit to the daily use of the language in class. Active use of the language is required in this advanced-level course.

Prerequisite: Successful completion of Honors Intermediate Spanish III. Recommended final grade of B- or better.

Electives

These courses do not meet the World Language graduation requirement.

Exploring Hispanic Language and Culture

This course will explore the Latin American Countries and Spain through colloquial language, culture, culinary, and creative venues. The approach to learning will be “hands-on”, including project-based activities. Projects will include culinary investigations of different Hispanic foods as well as art to assist student cultural understanding.

In addition to Academic Initiative, students earning credit in this course will satisfactorily complete the following standards:

FAI.CUL.1 - Creation and Expression

Students will generate and conceptualize artistic ideas and work. They will understand that artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

FAI.CUL.2 - Cultural Knowledge and Connections

Students will understand and demonstrate comprehension of objects, information, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues that communicate meaning and a record of social, cultural, and political experiences and cultivate appreciation and understanding.

FA1.CUL.3 - Aesthetics and Criticism

Through engagement with the appearance and quality of artworks, students will develop individual aesthetic and empathetic awareness, to understand and appreciate self, others, the natural world, and constructed environments.

Prerequisite: None.

Greek Mythology

Of all the mythologies in the world, Greek mythology has had the most influence on Western culture. Literally thousands of artists and writers have used this mythology as their muse, bringing ancient stories to life through sculpture, painting, poetry, and song. Myth-inspired phrases and words may already be familiar, including “Achilles heel”, “Oedipus Complex”, labyrinth and mentor. Students will engage in extensive nightly reading, research writing, and other assessments.

In addition to Academic Initiative, students earning credit in Greek Mythology will satisfactorily complete the following standards:

FA1.506.1 - Interpretation

Students read the myths and interpret the theme, analyze characters, and discuss the ancient significance of the stories as they relate ancient religious and cultural understandings of the world.

FA1.506.2 - Culture

Students glean information regarding ancient cultures and reflect on the meaning of these behaviors and belief systems. Student learn about ancient food, music, religion and politics, marriage, family, government and warfare.

FA1.506.3 - Presentational Communication

Students write about what they have read, they discuss their thoughts and opinions about the myths.

FA1.506.4 - Comparisons

Students compare the ideas, belief systems, religion, lifestyles and morals of the ancient world with those of modern society. Myths have impacted literature, the Bible, medical terminology, psychology and other disciplines and comparisons as they relate to these areas.

Prerequisite: None.

Practical Spoken French for Hospitality and Tourism (Summer Course Only)

This course will feature spoken French language necessary for a different area of hospitality or tourism each week with an unpaid internship/work shift at the end of each week (likely in either Bar Harbor or Old Orchard Beach). The internships will be at a business within the field studied that week. For example, week 1: dining; internship to be done at a restaurant shadowing hosts and servers in order to assist with French language that pertains to those positions; week 2: hospitality; internship to be done at a hotel working as a concierge or information desk assistant; week 3: hospitality/tourism; internship to be done in one of three locations: gift shop, chamber of commerce, tourist information desk.

Dates: Monday - Friday, 8am - 3pm (with significant flexibility for internship experiences and the travel involved), July 23 - August 10.

Classification: Elective with opportunity to remediate specific French standards.

Prerequisite: Successful completion of French I or teacher approval.

8

Jobs for Maine's Graduates (JMG)



Jobs for Maine's Graduates (JMG) course offerings provide students an opportunity to develop important skills for success in high school and beyond, while earning credit that counts toward the electives graduation requirement.

JMG Essentials

In addition to Academic Initiative, students earning credit in JMG Essentials will satisfactorily complete the following standards:

FAI.480.1 - Communication and Reasoning

Students will learn communication skills, time management skills, and work on making decisions and setting goals.

FAI.480.2 - Planning for Your Future

Students will learn about building a better person, career exploration and tracking, and educational planning and tracking.

FAI.480.3 - Financial Literacy

Students will learn about budget, expenses, salaries and wages.

This first semester class is required for ninth graders. JMG Essentials is intended to make the freshman's transition into Foxcroft Academy successful. JMG Essentials will focus on topics ranging from adjusting to high school life to skills for the future. Students will participate in a variety of activities including: career prep; research career interests; test-taking strategies; transcript analysis; high school policies / handbook; PowerSchool; use their email to communicate with teachers; hands-on activities; classroom discussions; class readings; projects; team building; group work.

Essentials is designed to help students learn and develop new skills that will make them a success at Foxcroft Academy and into the future.

Prerequisite: None.

JMG Freshman

JMG Freshman is a continuation of JMG Essentials and is an inquiry-based semester-long course designed for students to explore three main areas: themselves; careers; post-secondary education. This inquiry is done through a combination of individual and group work, utilizing research and the community as primary tools. Students will also build employment skills through mini-lessons during the semester.

Prerequisite: Specific permission, interview, application, and recommendation from guidance and JMG Specialist.

JMG 10-II

JMG 10-II is designed and developed to provide a successful transition from school to career for JMG students at Foxcroft Academy. Students will be involved in career development, community service, financial literacy, career research, and communication. Through JMG 10-II, students should be able to demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies to improve those skills to aid them in making successful career and life decisions.

Prerequisite: Specific permission, interview, application, and recommendation from guidance and JMG Specialist.

JMG 12

JMG assists students in graduating from high school and preparing them for the world of work. This is a competency-based curriculum in which students will learn basic skills, career development, job attainment, and retention. Students will learn how to write powerful resumes and cover letters to better their chances of getting a job. Aside from in-class tasks, students will be asked to actively participate in community service, focus on college searches, recommendation profile, student profile, essay writing, FAFSA, college applications, interviewing, financial aid, scholarship searches and college campus visits. After graduation, the Job Specialist will follow-up on the JMG Seniors for 12 months to make

sure they all achieve a positive outcome (full-time job, technical school, college, part-time job, etc.). Students must be willing and able to participate in every phase of the program.

Prerequisite: Specific permission, interview, application, and recommendation from guidance and JMG Specialist.

9

Performing Arts



To graduate from Foxcroft Academy, students must earn one credit in the Arts (Performing and/or Visual). Many opportunities are provided for further elective study.

Theater

In addition to Academic Initiative, students earning credit in a Theater course will satisfactorily complete the following standards:

FA1.920.1 - Visual Art Literacy

Illustrating an understanding of terms and techniques.

FA1.920.2 - Aesthetics and Criticism

Taking direction, and applying it to a given project.

FA1.920.3 - Expression

Performance (acting OR tech) in front of a crowd (rest of the class).

FA1.920.4 - Visual Connections

Combining disparate elements of theater (actor, costume, lighting, etc.) into one cohesive show.

Intro to Stagecraft

In this semester-long course, students hone and refine their skills at live storytelling, and the modern technology involved. These skills include basic stagecraft, script reading, acting, using light to set a scene, live audio and sound effects, the design process, and crewing a show.

Prerequisite: None.

Acting in a Musical

This class is very similar to Acting in a One Act Play, except that the focus is on the specifics of acting in a musical and performing in the FA musical production. Classes and rehearsals will be similar in terms of meeting times and frequency. Performances will take place on the Foxcroft Academy stage in mid-November.

Prerequisite: Instructor permission.

Acting in a One-Act Play

The most accomplished student actors and technicians are brought together for an intensive rehearsal and production process, to be showcased in performances at Center Theatre, and culminating with participation in the MPA competition in early March.

Prerequisite: Instructor permission.

Acting in a Three-Act Play

This is a large-format theatrical production, both in terms of cast and crew, in which up-and-comers get the chance to work their craft alongside the best actors in the school, culminating in a multiple-performance engagement at the Center Theatre in the spring.

Prerequisite: Instructor permission.

Music

In addition to Academic Initiative, students earning credit in a Music course will satisfactorily complete the following standards:

FAI.MUS.1 - Performance

Students will practice and perform on their instrument improving tone, articulation, range, registers and proper performing technique.

FAI.MUS.2 - Improvisation, Composition, and Arrangement

Students will learn increasingly more advanced techniques to advance in the parts of this standard through practice using scales, key signatures, voice leading and tonality and sonority development.

FAI.MUS.3 – Theory and Notation

Students will gain working knowledge in major and minor scales, arpeggios, keys, dynamics and other musical conceptual knowledge and skill.

FAI.MUS.4 - Analysis and Evaluation

Students will informally and formally assess and evaluate audio and video examples of music and self-assess their own performances both public and private for musical, theoretical and aesthetic quality.

FA1.MUS.5 - Interdisciplinary and Cultural Relationships

Students will gain understanding of how culture impacts music and how music impacts culture.

Band

Band is the primary instrumental ensemble at Foxcroft Academy for experienced players. The band performs in multiple concerts and occasionally performs at festivals in and out of the state. Pep band music is also performed at football and basketball games. The band also marches in the Memorial Day parades in Monson and Dover-Foxcroft. Practice on primary instrument(s) is crucial to individual musical development, hence it is factored into the student's final grade.

Prerequisite: Two years of experience on a traditional band instrument or permission of the music director.

Chorus

Chorus is a course for anyone who enjoys singing and performing music. The course content of this class will include (but not be limited to) the following: learning and performing a variety of choral music, vocal production, proper rehearsal and performance practices, basic music theory and beginning sight-singing. Singing in all performances is required.

Prerequisite: None.

Music Fundamentals

Students in this introductory to intermediate level course will learn music theory, ear training, music history, and composition.

Prerequisite: Band, or instructor permission.

Piano I

In this class, students learn to play the piano while also gaining some knowledge of music theory and history.

Prerequisite: None.

Piano II

Students will further develop their skills to read music and play more difficult pieces. Intermediate repertoire, chords and major and minor scales will be studied. Students will be graded on in-class assignments, class participation, individual practice and final performance of approved piece.

Prerequisite: Successful completion of Piano I (Intro to Piano) or permission of the instructor.

Guitar I

Students with little or no experience playing guitar will learn the skills necessary for playing simple songs. Elementary chords, scales in first position, and reading music written for guitar will be emphasized so that the student can begin playing alone or in an ensemble. Technical aspects of guitar and music theory will be studied, but the focus of the course is to develop facility playing the guitar.

Prerequisite: None.

Guitar II

Students will study intermediate level chords and major scales. Technical aspects of the guitar and music theory will be developed more extensively with a focus on technique. Students will be graded on in-class assignments, class participation, ensemble performance.

Prerequisite: Successful completion of Guitar I (Intro to Guitar) or permission of the instructor.

Guitar Ensemble

This ensemble provides opportunities for developing guitarists, at varying levels, to read and continue reading, develop technical and interpretive facility, and deepen ensemble playing skills through experience. The ensemble will have opportunities to perform at the two major music program concerts, and to take part in guitar-program field trip / playing opportunities. The ensemble meets 2-3 times a week in the Music Room.

Prerequisite: Successful completion of Guitar II or instructor permission.

Jazz Band

Jazz Band is for the experienced player of traditional jazz instruments. There are multiple performances per year which include concerts and music festivals both locally and throughout the state.

Prerequisite: Two years of experience on a traditional jazz instrument, a required audition, or permission.

Jazz Improvisation I

This course is intended for the singer or instrumentalist who would like to develop skills and confidence as a soloist. Specific tunes used will be in the jazz genre but all musicians will benefit.

Students will learn Ionian, Dorian and Mixolydian modes as well as Pentatonic and Blues scales and related chords. They will play these on keyboard and their primary instrument or voice. The student will be expected to develop a practice regimen and memorize chords with a goal to be able to improvise on Short-form tunes, Bracket-able tunes and Blues forms. Emphasis will be on good time, good sound, and good concept.

This class is highly recommended for the serious musician or college-bound student and should be taken in preparation for (or concurrently with) improvisation in Jazz Band or Select Choir.

Prerequisite: Two years of experience on instrument or voice.

Jazz Improvisation II

Students will further develop their skills in soloing and will advance to longer tunes with more involved chord structures.

Remaining modes (Phrygian, Lydian, Aeolian, and Locrian) will be covered as well as diminished and altered chords. The student will need to maintain a consistent practice routine to continue improving their skills.

Students will perform a solo including improvisation in Performance Class and an optional public concert.

Prerequisite: Jazz Improvisation I or permission of music director

Orchestra / Chamber Ensemble

This ensemble is for experienced musicians who play an orchestral instrument such as violin, viola, cello, double bass, clarinet, oboe, bassoon, flute, trombone, trumpet, French horn, tuba, or percussion. Ensemble material will be dependent on available instrumentation.

Prerequisite: Permission of the instructor.

Percussion Ensemble

The Percussion Ensemble is a relatively recent development in the field of music. The first purely percussion music was written in the 1920s, and since 1980 this medium has gained tremendous recognition throughout the country. In Percussion Ensemble, students will perform music specifically written for traditional pitched and non-pitched percussion instruments. Percussion Ensemble will also explore the nontraditional percussion music of “Stomp” and other “Stomp-like” ensembles. Students in the Percussion Ensemble are required to perform in all marching and pep band performances, as well as any concerts that will take place.

Prerequisite: Permission of the instructor.

Rock Band

Rock Band is a performance based ensemble with concentrations in music technology, sound, and light production. Students will learn how to start a band from the ground up. Knowledge will be gained in arranging, leading, rehearsing, and performing songs selected by the group and approved by the instructor. Students will perform as vocalists, instrumentalists, engineers, and lighting directors to produce their own rock concert for their adoring fans! Previous knowledge and ability on instruments and vocals is expected and a positive attitude is required.

Prerequisite: Priority enrollment given to students who have successfully completed Guitar II.

Select Choir

This advanced *a capella* group learns and performs a variety of challenging vocal arrangements.

Prerequisite: Permission of the instructor.

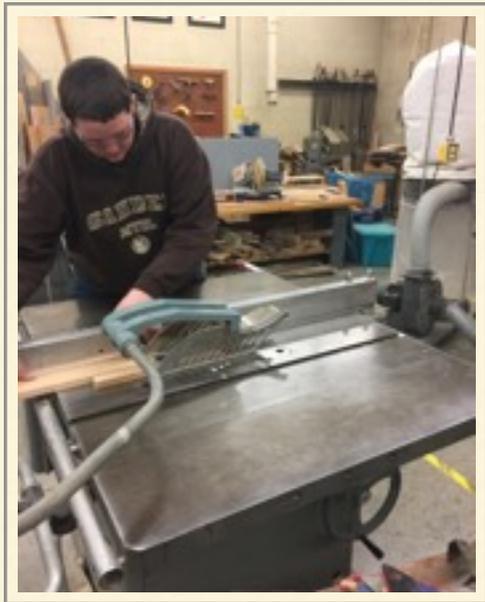
Woodwind Ensemble

Woodwind Ensemble is for any woodwind player interested in playing and performing in a small ensemble. All levels of musicianship are encouraged to participate. There will be a requirement to practice the material outside of class so all students will advance musically. The benefits will be improved sight-reading skills, intonation, blending and balance, and ability to keep time without a rhythm section. Participation in performances is required.

Prerequisite: Two years of experience on a woodwind instrument.

10

Industrial Technology



Industrial Technology course offerings provide students an opportunity to explore interests while earning credit that counts toward the electives graduation requirement.

In addition to Academic Initiative, students earning credit in an Industrial Technology course will satisfactorily complete Technology standards. The Industrial Technology standards are described below and the standards measured by each course are noted below the course description.

FAI.TECH.1 Measurement

The student will understand and demonstrate measurement skills.

- Use measurement tools and units appropriately.

FAI.TECH.2 Communication

Students will communicate effectively in science and technology.

- Use journals and self-assessment to describe and analyze scientific and technological experiences and to reflect on problem solving processes.
- Make and use appropriate symbols, pictures, diagrams, scale drawings, and models to represent and simplify real-life situations and solve problems.
- Employ graphs and tables in making arguments and conclusions.
- Critique models, stating how they do and do not effectively represent .

FAI.TECH.3 Technical Skills

Students will complete tasks using appropriate technology.

-
- Use appropriate tools, materials, procedures and supplied equipment to complete an assigned task.

FA1.TECH.4 Inquiry and Problem Solving

Students will apply inquiry and problem solving approaches in science and technology.

- Make accurate observations using appropriate tools and units of measure.
- Verify, evaluate, and use results in a purposeful way. This includes analyzing and interpreting data, making predictions based on observed patterns, testing solutions against the original problem conditions, and formulating additional questions.
- Recognize, extend, and create patterns and cycles using concrete products and examples of data and ideas or theories.
- Demonstrate ability to use scientific inquiry and technological method with short term and long term investigations, recognizing that there is more than one way to solve a problem and knowing when to try different strategies.

FA1.TECH.5 Health Promotion and Risk Reduction

Students will understand how to reduce their health risks through practicing healthy behaviors.

- Analyze the role of individual responsibility for enhancing health and safety in the community and the workplace.
- Demonstrate strategies to avoid and reduce unsafe and threatening situations.

FA1.TECH.6 - Ecology

Students will understand how living things depend on one another and on non-living aspects of the environment.

- Illustrate the cycles of matter in the environment and explain their interrelationships.
- Illustrate the cycles of matter (carbon, nitrogen and water) and show and explain their interrelationships.

Auto Maintenance

Exploring Small Engines

This course will give the student an understanding of all of the internal and external engine parts of a Briggs and Stratton small engine as well as basic two and four cycle engine theory, maintenance and troubleshooting methods. Lab activities will include disassembly, inspection, repair and assembly of a Briggs and Stratton engine. As soon as the student has

shown classroom proficiency they will work on a Briggs and Stratton overhead valve engine; similar to those available as lawn mowers, snowblowers, rototillers and generators.

FA1.TECH.2 - Communication Skills

FA1.TECH.3 - Technical Skills

FA1.TECH.4 - Inquiry and Problem Solving

FA1.TECH.5 - Health Promotion

Prerequisite: None.

Intro to Auto Maintenance

This course will give students a basic understanding of what is going on under the hood of their vehicle. Students will learn how to maintain a vehicle properly, what to look for in used cars, how to buy parts, what is required for state inspection and general car care.

FA1.TECH.2 - Communication Skills

FA1.TECH.3 - Technical Skills

FA1.TECH.5 - Health Promotion

Prerequisite: Driver's permit or license.

Auto Maintenance Technology

This course has a more in-depth look at all the systems that make up an automobile. The student will learn how to remove, rebuild, and replace automotive components, but they will focus on projects that they would be able to complete on their own, in the future. The student will be encouraged to have his/her own projects to work on during the shop portion of the class.

FA1.TECH.3 - Technical Skills

FA1.TECH.4 - Inquiry and Problem Solving

FA1.TECH.5 - Health Promotion

Prerequisite: Successful completion of Intro to Auto Maintenance.

Advanced Auto Maintenance Technology

This course deals with the rebuilding of major automotive components such as engines, transmissions, and differential assemblies. The student will learn about drivability tests, and computerized engine and body controls. The second half of the course will be an

“open shop” for students to further their knowledge and experiences in any direction in which they have interest.

FAI.TECH.3 - Technical Skills

FAI.TECH.4 - Inquiry and Problem Solving

FAI.TECH.5 - Health Promotion

Prerequisite: Successful completion of Auto Maintenance Technology.

Engineering

Architectural Drawing and Design I

If you have ever thought of designing your own house, camp, or living space, this course is for you! Basic emphasis will be placed on developing fundamental architectural drawing skills and techniques including the design process, architectural plans, and support services. Plans will be made by using drawing instruments and computer aided drawing.

FAI.TECH.1 - Measurement

FAI.TECH.2 - Communication Skills

FAI.TECH.3 - Technical Skills

FAI.TECH.4 - Inquiry and Problem Solving

This course counts as an Arts course.

Prerequisite: None.

Electricity and Electronics Technology

This course will cover Ohm’s law, series and parallel circuits, electrical conductors, basic electrical diagrams and residential wiring. The lab portion of this course will consist of soldering, making splices, using an electronic solderless PC board, and setting up and wiring a “live” house model.

FAI.TECH.2 - Communication Skills

FAI.TECH.3 - Technical Skills

FAI.TECH.4 - Inquiry and Problem Solving

FAI.TECH.5 - Health Promotion

Prerequisite: None.

Engineering and Computer Aided Drawing (CAD)

This course is for those students who are planning to go into a technical design field or engineering. Emphasis will be placed on drawing skills enhanced by the use of the computer. Some of the areas covered are isometric and orthographic drawings, layouts, 3-views and auxiliary views.

FA1.TECH.1 - Measurement

FA1.TECH.2 - Communication Skills

FA1.TECH.3 - Technical Skills

FA1.TECH.4 - Inquiry and Problem Solving

Prerequisite: None.

Home Engineering

This course is for students that will someday have their own home or apartment. Some of the areas covered will be: house types, real estate, deeds, electrical, plumbing, heating, appliances.

FA1.TECH.3 - Technical Skills

FA1.TECH.4 - Inquiry and Problem Solving

FA1.TECH.5 - Health Promotion

Prerequisite: None.

How Things Work

Have you ever wondered how a model rocket works or how a paper airplane stays afloat? This course is for students that have interest in finding out how everyday things do what they do. Students will take apart, build and create many objects in this course. Research techniques and safety are also covered in class.

FA1.TECH.3 - Technical Skills

FA1.TECH.4 - Inquiry and Problem Solving

FA1.TECH.5 - Health Promotion

Prerequisite: None.

Principles of Engineering

This is an introductory course for anyone planning to go into the many fields dealing with engineering. This course includes the many phases of engineering design. The basic emphasis will be placed on the design process in solving problems.

FA1.TECH.3 - Technical Skills

FA1.TECH.4 - Inquiry and Problem Solving

FA1.TECH.5 - Health Promotion

Prerequisite: None.

Welding

Exploring Welding

This course will give the student an understanding of the safety and use of several welding and cutting processes. Topics covered and equipment used will include DC arc welding (SMAW), oxy-fuel cutting, and plasma cutting. Students will be using several different welding rods, while working with multiple welding positions. There will be an in-depth oxy-fuel safety seminar and certificate offered by a CWE welding safety professional.

FA1.TECH.2 - Communication Skills

FA1.TECH.3 - Technical Skills

FA1.TECH.5 - Health Promotion

Prerequisite: None.

Welding II

As a continuation of Exploring Welding, the class will concentrate on safety and arc welding with the use of DC stick, MIG, gas and gas-less wire feed welding(GMAW), and TIG welders as well as oxy fuel cutting, gouging, and heating and plasma cutting. Students will be using several different welding rods and wires, while working with multiple welding positions. The class will culminate with the fabrication of a useful project.

FA1.TECH.1 - Measurement

FA1.TECH.3 - Technical Skills

FA1.TECH.5 - Health Promotion

Prerequisite: Successful completion of Exploring Welding or by permission of the instructor.

Fabrication

This class is the next step after Welding II. This class will put the safety and skills learned in Exploring Welding and Welding II to work. The students will be expected to work safely to design and build a project; either alone or with others. The student will be able to use a variety of welding processes as well as a variety of shop tools and equipment.

FAI.TECH.1 - Measurement

FAI.TECH.2 - Communication Skills

FAI.TECH.3 - Technical Skills

FAI.TECH.5 - Health Promotion

Prerequisite: Successful completion of Welding II or by permission of the instructor.

Other

Greenhouse Management

Greenhouse management will include seasonal seedling production and local food production during the fall, winter and spring months. Students will research appropriate species and growing methods. In addition, students will carry out work in a greenhouse setting.

In addition to Academic Initiative, students earning credit in Greenhouse management will satisfactorily complete the following standards:

FAI.TECH.2 - Communication

FAI.TECH.3 - Technical Skills

FAI.TECH.4 - Inquiry and Problem Solving

FAI.TECH.5 - Health Promotion

FAI.TECH.6 - Ecology

Prerequisite: None.

Woodworking

If you are interested in working with wood and expressing yourself through hands-on work, this course is for you. We will cover the safe use of hand tools and machines, project selection and design, layout, construction, assembly, finishing and much more. This course may be used to meet the arts requirement for graduation.

FA1.TECH.1 - Measurement
FA1.TECH.2 - Communication Skills
FA1.TECH.3 - Technical Skills
FA1.TECH.4 - Inquiry and Problem Solving
FA1.TECH.5 - Health Promotion

This course counts as an Arts course.

Prerequisite: None.

Introduction to Industrial Technology

This course splits half of the semester in the small engines shop and the other half of the semester in the woodworking shop. This will be a hands-on, introductory course where students will learn to use tools safely, proper shop behavior and procedures through the disassembly and examination of engines and the creation of a woodworking project.

Prerequisite: Permission of the instructor.

11

Visual Arts



To graduate from Foxcroft Academy, students must earn one credit in the Arts (Performing and/or Visual). Many opportunities are provided for further elective study.

Digital Arts

Digital Photography

This course is designed to teach students skills in digital photography and to gain knowledge of the art and science involved. Students will develop technical skills that lead to successful digital camera operation, as well as working knowledge of the language of photography. Students are taught how to create, manipulate, and optimize images for print and digital media using various software applications such as Adobe Photoshop. Students will explore the history of photography, camera settings, and digital image manipulation. Students will also explore personal style and standards of photography such as value, clarity, composition, and presentation. Students are required to have a camera card (8 gb minimum) and flash drive.

Prerequisite: Successful completion of Art.

Intro to Film

This semester-long course provides students the opportunity to learn the history of the motion picture from both a technical and cultural perspective, as well as gain experience using several tools of the trade. These tools, which include camera techniques, basic editing (both video and

audio), and some special effects, will be learned in the process of the students creating their own short films, to be shown at the annual film festival.

In addition to Academic Initiative, students earning credit in Intro to Film will satisfactorily complete the following standards:

FAI.611.1 - Media Literacy

- Students use the techniques discussed in class

FAI.611.2 - Visual Communication

- Creation of wholly independent projects outside of the classroom

FAI.611.4 - Technical Skills

- Maintaining and use of gear and equipment

Prerequisite: None.

Foxcroft Academy Network (FAN) Broadcast Media

In FAN Broadcast Media, formerly Applied Media Production, students will work together to produce a wide range of dynamic multimedia content (Photos, Videos, and Writing) with the aim of disseminating this content in local newspapers, on Foxcroft Academy's website and social media sites, as well as providing live stream video broadcasting of Foxcroft Academy events (sports, music, drama, etc.). Simply put, we are the student eyes and ears of Foxcroft Academy. This will be a year-long course with occasional class meetings. Students will be expected to meet outside of class to complete assignments, and grades will be based upon duties and activities performed throughout the year.

In addition to Academic Initiative, students earning credit in Applied Media Production will satisfactorily complete the following standards:

FAI.624.1 - Technical skills

FAI.624.2 - Technical Integration

FAI.624.3 - Problem Solving

FAI.624.4 - Research

Prerequisite: Students should demonstrate strong skills in at least one of the following areas: creative writing (including screenwriting), journalistic writing, photography, filmmaking, film editing, photo editing, graphic design, and/or visual arts.

Yearbook Production

This course is designed for students who have an interest in producing Foxcroft Academy's 2013 yearbook. Students will be introduced to all key elements of good yearbook journalism including ladder diagrams, page layout and design, business basics, marketing and photography. Students will learn the value of good organizational skills in meeting deadlines. They will also sharpen their proofreading, writing, listening, speaking and viewing skills.

In addition to Academic Initiative, students earning credit in Yearbook Production will satisfactorily complete the following standards:

FA1.607.1 - Technical skills

Students will create the Yearbook using the digital tools and platform provided by the publisher. Students will learn how to upload, edit, and design pages for the yearbook.

FA1.607.2 - Technical Integration

Students will communicate and collaborate with peers, faculty, and community members to research, collect, curate, and create/transfer information in/into the digital platform for creating the Yearbook.

FA1.607.3 - Problem Solving

Students will develop strategies and skills to overcome the challenges involved in creating the Yearbook, including technical aspects of production as well as sourcing information and interacting with the various people involved in the production process.

FA1.607.4 - Research

Students will explore, collect, evaluate, and share data, images, and other forms of media in the process of creating the Yearbook.

Enrollment limited to senior students.

Prerequisite: None.

Maine Shrine Lobster Bowl Media Relations (Summer Course Only)

For the last three years, Foxcroft Academy has been the host school for the Maine Shrine Lobster Bowl Training Camps. For one week (Sunday-Saturday), the best, just graduated senior football players in the state, have the opportunity to put on the pads one more time and raise money for one of 22 Shriner Hospitals across the country. This summer school class will make our FA students the sports information department (reporters) for the Lobster Bowl. We will take pictures, shoot videos, run live stream programming, prepare me-

dia releases, and tell stories about these players and coaches. We will attend the game in Saco (Thornton Academy), and have the chance to write game stories and sidebar pieces. Our work will be posted on the FA website, and all the schools' social media pages. The Shrine may be interested in us taking over their social media presence as well. Days will be long, but for the right students, the opportunity to immerse themselves in football for two weeks could be a great hands on learning experience.

Dates: Saturday, July 14th through Friday, July 27th. Specific times TBD; the first week would be long days, while the second week would be shorter, based on doing follow up editing and post production work.

Prerequisite: Students should demonstrate strong skills in at least one of the following areas: creative writing (including screenwriting), journalistic writing, photography, filmmaking, film editing, photo editing, graphic design, and/or visual arts.

Studio Arts

In addition to Academic Initiative, students earning credit in Studio Arts courses will satisfactorily complete the following standards:

FA1.ART.1 - Visual Art Literacy

Students will generate and conceptualize artistic ideas and work. Art literacy investigates creativity and innovative thinking as essential life skills that can be developed. Students will investigate artistic styles that follow or break with traditions in pursuit of creative art making goals.

FA1.ART.2 - Aesthetics and Criticism

Students will develop aesthetic and empathetic awareness through engagement with art leading to understanding and appreciation of self/others, and constructed environments to include the appearance and quality of work. Measures ability to perceive and analyze the work of each assignment or project.

FA1.ART.3 - Expression

Organize and develop personal artistic ideas and work. Students will understand artists and designers by experimenting with forms, structures, materials, concepts, media, and art-making approaches.

FA1.ART.4 - Visual Connections

Objects, information, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues to communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Art

The studio experience of making art, the history of the visual arts, and criticism of visual art forms will be presented at an introductory level. Art will be explored from two perspectives: its expressive qualities and its reflection of the society from which it comes. The elements of art (line, color, form/shape, texture, space and value) will be explored through a variety of media. Painting and drawing, sculpture and ceramics will be explored. Emphasis will be on creative problem-solving and self-expression. History and criticism of visual arts will be integrated with studio experience.

Prerequisite: None.

Intro to Airbrush

This class is an entry-level course divided into easy to follow step-by-step units; each unit covers a key aspect that students need to learn. Students will gain a simple Airbrushing language. They will also incorporate information regarding key aspects of airbrushing. This will help them to create artwork through simple special effects and core mechanics of Airbrushing.

Prerequisite: Successful completion of Art.

Ceramics

This class is offered to students who are interested in pursuing both hand-building and wheel-thrown techniques. Students will explore high and low relief, slab building, extruding, drape molds and functional and nonfunctional wheel-thrown vessels. A variety of glazing techniques will also be explored.

Lab fee: \$10.00

Prerequisite: Successful completion of Art.

Metal Sculpture

Students will learn basic welding skills as well as shop, tool, and equipment safety. They will apply that knowledge to the process of creating metal artworks that incorporate the elements of art. Students will create a relief, individual sculpture, and a final group project.

Prerequisite: None.

Studio Art

This studio class prepares students in their sophomore and junior year for the Advanced Placement program. The same quality of work as Advanced Placement Art is expected. This course is designed to offer students who will be taking AP Art the opportunity to take a more in-depth approach to the Elements & Principles of Design. Students at this level will concentrate on the breadth section of the College Board requirements.

Students are required to meet the instructor in June of the preceding year to discuss the summer assignment and review the class syllabus.

Prerequisite: Successful completion of Art or permission of the instructor.

AP Studio Art

This studio art class requires the creation of a 24 piece portfolio. Students will choose one of three major areas on which to focus: Drawing Portfolio, 2 Dimensional Design Portfolio, or 3 Dimensional Portfolio. This portfolio will serve as the Advanced Placement exam. College level quality is expected of all work and students will be presented with readings in art history as well as written and oral reviews of visuals. Performance scores from the College Board on the portfolio determine if the student's school of choice will grant college credit. Four finished projects reflecting a significant time commitment will be required for summer and will be due the first week of class.

Students are required to create a CD of their images for submission to the College Board. Portfolio review cost is approximately \$85.00. All costs are borne by the student and must be paid at the beginning of second semester.

Students are required to meet with the instructor in June of the preceding year to discuss the summer assignments and review the class syllabus. Completion of summer work is required to be enrolled in AP Studio Art for the fall.

Prerequisite: Successful completion of Studio Art and/or permission of the instructor.

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Wellness



To graduate from Foxcroft Academy students must earn 0.5 credit in Health and must also earn 1 credit in Physical Education and/or Personal Fitness. In promotion of wellness, students may repeat Physical Education and/or Personal Fitness for credit.

Health

This course offers a broad selection of health related topics to meet the needs, interests and backgrounds of all students. Topics include wellness, stress management, sexual harassment, domestic violence, CPR, best practices (sexuality), nutrition and eating disorders. American Heart Association CPR certification is available to those students who successfully complete the CPR unit.

In addition to Academic Initiative, students earning credit in Health will satisfactorily complete the following standards:

FA1.HEA.1 - Health Concepts

Students will demonstrate knowledge of health promotion and disease prevention concepts and how to use them.

FA1.HEA.2 - Health Information, Services, and Products

Students will demonstrate knowledge of how to acquire information about health risks through the practices of healthy behaviors.

FA1.HEA.3 - Health Promotion and Risk Reduction

Students will demonstrate knowledge of how to reduce their health risks through the practice of healthy behaviors.

FA1.HEA.4 - Influences on Health

Students will demonstrate knowledge of how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.

FA1.HEA.5 - Decisions Making and Goal Setting

Students will demonstrate the ability to set personal goals and make decisions that lead to better health.

Prerequisite: None.

Lifetime Physical Activity

The primary aims of this course are to teach core physical skills, enhance knowledge about sports, exercise, and other forms of physical activity, and to develop immediate and life-long benefits with enjoyment of physical activity. The class will be offered to students who are likely to benefit from a smaller class setting as well as the ability to have closer guidance while obtaining skills to promote lifelong learning.

Prerequisite: Permission of the instructor.

Personal Fitness

Personal Fitness is a physical education class for students who are ready to take an active role in improving their physical health. Students will engage in activities that improve muscular strength, muscular endurance, cardiovascular endurance, flexibility and body composition. Students will participate in fitness tests throughout the semester to monitor progress. Activities include: tennis, snowshoeing, resistance training, yoga, and cardiovascular activities. This course does not include any team sports.

In addition to Academic Initiative, students earning credit in Personal Fitness will satisfactorily complete the following standards:

FA1.908.1 - Physical Fitness

- Participate in health related fitness assessments

FA1.908.2 - Knowledge Concepts

- Demonstrate understanding of rules, gameplay/strategy
- Describe health concepts and fitness skills
- Explain relationship between fitness skills with lifelong health

FA1.908.3 - Motor Skills

-
- Demonstrate a variety of specialized motor skills specific to physical activity

Prerequisite: None.

Physical Education

Physical education activity units are designed to provide students with opportunities to acquire fundamental skills and knowledge of rules, strategies and principles of movement. Instruction and participation in team sports satisfy the immediate needs and interests of the students. In addition, their future needs are anticipated and planned for through the teaching of lifetime activities. Activities include fitness assessments, archery, badminton, floor hockey, ultimate frisbee, tchoukball, volleyball, and pickle-ball.

In addition to Academic Initiative, students earning credit in Physical Education will satisfactorily complete the following standards:

FA1.901.1 - Physical Fitness

Students will regularly and consistently participate in the physical activities of the class at expected levels of performance.

FA1.901.2 - Motor Skills

Students will develop and demonstrate proficiency in the skills required to participate in the physical activities of the class at the expected levels of performance.

FA1.901.3 - Personal and Social Behavior

Students will demonstrate knowledge of the rules of the physical activities of the class and will demonstrate respect for self and others while participating in class activities.

Prerequisite: None.

13

Special Education



The Special Education Department provides direct instruction and/or support services to students with an Individualized Education Plan (IEP). All graduation requirements in English, Mathematics, Science, Social Studies, and other areas are offered at the Basic Level as determined by a student's IEP team.

The method of instruction, pacing or material shall be modified as appropriate to provide students identified as having special needs the differentiation to gain core knowledge and make progress in the general curriculum.

Enrollment in any Special Education course is by permission of the student's IEP Team.

Career Preparation

Small group instruction and community experiences are provided to students who need support in the areas of interpersonal communications (oral and written), social skills and pre-vocational training.

Life Skills

Functional life skills training includes community and school-based experiences such as personal management, consumer education, and community integration. Academics focus on literacy and math skills instruction at individualized levels. Communication and social skills development are emphasized.

Structured Study

Students who need alternative program supports are given direct instruction in a variety of skills to include time management, study skills and testing strategies. Specific skills in reading, writing and math are addressed.

14

Tri-County Technical Center

Tri-County Technical Center is a regional high school program providing occupational preparation courses. Participants attend classes at the Center and their high school on an every other day basis. Students are bussed to and from the Center by the school district. All students attending the Center complete an Employment Portfolio. Students earn three credits for each year of participation. All students have the opportunity to participate in SkillsUSA. Commercial Truck Driving students participate in a Maine State Vocational Truck Driving Competition.

Prerequisites: Successful completion of English I, English II, Algebra I, Biology, World Civilizations, and American History A.

Career and Technical Education Programs

The following program descriptions were provided by TCTC and are presented herein with permission.

Automotive Technology

The Automotive Technology Program is a NATEF Certified program that provides all high school junior and senior students the opportunity to start a very rewarding and demanding career in the automotive industry. Our program is designed to be the first step in making this a realistic goal for all highly motivated students that complete the two

year program. All incoming students are required to complete a program shadow for one complete school day prior to enrollment.

All students will complete a rigorous safety training program including the online Safety and Pollution program as part of initial orientation into the program. With ever changing technology in this field, the employment opportunities continue to grow. Our program covers the following eight areas required by ASE: Steering and Suspension Systems, Braking Systems, Electrical, Heating/Air Conditioning, Drive trains, Automatic and Manual transmissions, and Engine Performance. Working with our ASE Master Technician Instructor, students will learn all of the entry level skills needed to start a career in the automotive field. Students spend one-third of the time in a classroom setting learning the fundamentals of automotive technology, diagnosis and repair, and developing a job skill portfolio. The remainder of class time is used to complete real work projects by servicing and repairing both manufacturers donated and customers' vehicles. Students use the latest automotive computer diagnostic tools and computerized automotive information systems to assist in these repairs. Many students continue their education in related fields, at technical colleges, or other automotive training facilities.

The mission of the Automotive Technology program is to provide educational opportunities to individuals that will enable them to obtain the knowledge skills and attitudes necessary to succeed in the field of automotive technology.

Outcomes: NATEF Diploma, AYES Internship, Safety and Pollution Certification, Snap On Multimeter Certification, Maine Oxy Certification.

Building Trades

The Building Trades Program instructs students in the skills associated with residential house construction. Students are involved in a variety of building projects within the community that provide hands-on experience at a job site. Building Trades students learn industry accepted practices for the use of hand and power tools, ladders, and standards of construction with an emphasis on safety. Students have the opportunity to learn basic building techniques involved in house construction, as well as develop their employability skills. Students who meet the requirements of the NCCER (National Center for Construction Education and Research) Core curriculum will have the opportunity to receive a transcript and be registered on a National Registration Database that will follow them during

careers and is recognized by many construction companies in the United States. Students will also be exposed to construction practices and post secondary education opportunities through field trips and visits from colleges and industry representatives. Students also take pre- and post- test for NOCTI certification. Students may also earn OSHA 10 and 30 hour construction safety cards. Successful completion of the program provides students with entry-level skills and a strong base for further training in the field of Building Trades.

Outcomes: Competency Certificate, Skill Profile, NOCTI certificate, NCCER National Registry Transcript, and OSHA 10 and/or 30 Hour Safety Cards.

Commercial Truck Driving

The Commercial Truck Driving Program qualifies students to be tested by the State of Maine Department of Motor Vehicles for a CDL Class A and/or CDL Class B Commercial Driver's Permit and a CDL Class A and/or CDL Class B Commercial Driver's License, IF the requirements of mandated hours are met. Instruction is based on state laws, industry regulations, and equipment inspection required for licensing.

State of Maine standards for classroom and driving instruction are adhered to during the course. The Commercial Truck Driving student is required by the State of Maine and the Professional Truck Driving Institute of America to receive a specific number of training hours so repeated absences may lead to student dismissal from the program.

Federal law mandates that Commercial Drivers be pre-employment and random drug tested, students in the C.T.D Program will be required to submit to all required drug testing. Students must hold and maintain a valid Maine Driver's license in good standing and must be sixteen (16) years of age, according to recent revamped driving laws in Maine.

Outcomes: Competency Certificate, Skill Profile, Maine Commercial Drivers License (CDL) Class A or Class B with endorsements, MaineOxy Certification.

Computer Systems Technology

This program is designed to help students build skills in IT and other areas of Computer Science. Students progress through a curriculum designed to prepare them for the CompTia A+ certification and AP Computer Science Principles. Eligible students can take the A+ and the AP Computer Science exams at the end of the year.

To supplement and augment components of the curriculum, students will also learn how to create a web page using HTML and CSS, build an app for the Android platform, program robotics, and some 3-D printing. If time allows, students will also participate in the online Harvard University “Intro to Computer Science” class that will grant students a certificate of completion if they perform given projects. In addition, students will be able to participate in dual/concurrent enrollments with Husson University and the Community Colleges.

Students in this program will learn specific IT skills and will receive exposure to the Computer Science fields (Internet, digital information, algorithms & programming, data and privacy, and building apps) so that they can gain a more clear picture of what the Computer Science field has to offer for careers and opportunities.

For best results, it is **STRONGLY** recommended that students have a computer they can use outside of TCTC and an Internet connection so that they can do the outside work that is expected of them.

Students will be expected to take the Comp Tia A+ test, do all work assigned in class and homework, and must be able to operate independently during lab times to engage themselves in their studies and related activities.

Outcomes: Competency Certificate, Skill Profile, NOCTI certificate, A+ Certification, AP Computer Science Principles, various badges, and exposure/competency levels in coding.

Criminal Justice

The Criminal Justice Program prepares students for an exciting and challenging career in the field of Law Enforcement, Criminal Investigations, and/or Forensic Science. Students in the Criminal Justice Program will get a broad overview of the criminal justice system. It will provide competency-based instruction in crime scene investigation, professional ethics, evidence handling, fingerprinting, case preparation, constitutional rights, court systems, emergency vehicle operation, and police combat shooting. Students also participate in ceremonial work and live fire training.

Students are expected to follow law enforcement unit procedures, wear a BDU (Battle Dress Uniform), and complete physical training. Parts of the physical training and curricu-

lum are based on the Maine Criminal Justice Academy requirements. Many units are supported with federal, state and local law enforcement personnel.

The course is recommended for students interested in pursuing careers in Criminal Justice, Law Enforcement, or the Military.

Outcomes: Competency Certificate, Skill Profile, First Aid/CPR/AED certification

Culinary Arts

The Culinary Arts Program prepares students for work in the restaurant management/hospitality industry. Students learn the skills of operating a full service restaurant, which includes front of the house management, line cook, prep cook, dishwasher, a full service commercial bakery, and a part-time catering service. Students are given many real-life work opportunities by participating with various banquets, luncheons, and events. Food preparation, knife skills, sanitation procedures, presentation, and food service management are taught as well. Students learn to work in a teamwork atmosphere and are required to participate in all areas of the Culinary Arts program. They learn how to organize their work area and develop a clean-as-you-go approach to assigned tasks in the Culinary Arts kitchen. In addition, students learn extra skills such as how to carve pumpkins, make gingerbread houses, and prepare edible art with fruits and vegetables. Students explore and are encouraged to pursue post secondary education and work placement in the Culinary Arts and Hotel/Restaurant Management fields.

Outcomes: Competency Certificate, Skill Profile, NOCTI Certificate, and National Sanitation ServSafe Certification

Graphic Design and Communications

The Graphic Design & Communications program provides self-paced, project based instruction and practice in the field of graphic arts and visual communication. Students learn digital imaging concepts and skills in a modern graphic arts lab while gaining valuable workplace skills such as dependability, resourcefulness, initiative, diligence, and interpersonal skills.

Students will gain experience in the following areas using the professional-level software packages of Adobe Illustrator, Adobe InDesign, and Adobe Photoshop: Project Manage-

ment Skills, Design Skills, Research and Communication Skills and Technical Skills. Students will design several projects in class, for example: a digital photo collage, a logo, a business card, an advertisement, a brochure, a newsletter, a mini-yearbook, a career portfolio, flyers, newsletters, calendars and magazine covers.

Students may have the opportunity to apply those skills on “real” customer projects. Jobs may include business cards, photo IDs, brochures, advertisements, invitations, photo calendars, and more. Students have access to state-of-the-art equipment including digital cameras, scanners, high-speed printers, wide format printer, digital drawing tablets, and a 3-D scanner and printer.

Outcomes: Competency Certificate, Skill Profile, and Adobe Certified Associate Certification, NOCTI certificate, and three college credits in Photoshop I.

Health Occupations

Health Occupations is designed to be a career awareness course with skills learned for diverse medical jobs. Units of instruction include health career search, health and disease, anatomy and physiology, medical terminology, human growth and development, communication, health care responsibilities, and job seeking skills. Hibbard’s Skilled Nursing and Rehabilitation Center, Mayo Regional Hospital, and Sebecook Valley Health provide sites for clinical experience. During clinical rotations, students apply skills learned in the classroom at local health care facilities. Students wishing to obtain state certification as a certified nurse assistant (CNA) may do so through this program. This program also offers certification in Basic Life Support including Automated External Defibrillator (AED) use and First Aid for Healthcare Professionals. For those students who are college bound, we also offer a college course in Medical Terminology in which students can earn three college credits upon completion of the curriculum provided by Central Maine Community College. Students can also compete in SkillsUSA and put their skills to the test at the local, state, and national levels.

Outcomes: Competency Certificate, Skill Profile, Certified Nurse Assisting (CNA), Certification in BLS and First Aid for Healthcare Providers, NOCTI certificate, NOCTI college credit certificate, and three college credits in Medical Terminology.

Outcomes: Competency Certificate, Skill Profile, Certified Nurse Assisting (CNA), Certification in BLS and First Aid for Healthcare Providers, NOCTI certificate, NOCTI college credit certificate, and three college credits in Medical Terminology.

Metals Manufacturing

The Metals Manufacturing Program prepares students for employment or post secondary education in metals production occupations. Through application of metal working skills, students learn the manufacturing process. Production work in the program is designed to teach skills in teamwork, problem solving, and human relations. Activities include: blueprint reading, Computer Assisted Drawing (CAD), precision layout and measurement, and the introduction and safe operation of various metal working equipment including grinders, band saws, drill presses, lathes, conventional and Computer Numerical Control (CNC) mills. There are also some basic welding and cutting operations performed.

Outcomes: Competency certificate, Skill Profile, MaineOxy Certification, and NOCTI Certificate.

Pre-Technical

The Pre-Technical Program is designed to provide regional 9th and 10th grade at-risk, hands-on learners a program designed to develop pre-technical skills, attitudes, and understandings leading toward graduation as "a responsible and involved citizen and a collaborative and quality worker." The focus of the program is renewable and sustainable energy sources.

Outcomes: Competency certificate, Skill Profile, MaineOxy Certification, and NOCTI Certificate.

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