Curriculum Bulletin

2014-2015

Fryeburg Academy

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FRYEBURG ACADEMY

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Mission Statement

Fryeburg Academy is an independent secondary school that serves a widely diverse population of local day students and boarding students from across the nation and around the world. The Academy believes that a strong school community provides the best conditions for learning and growth. Therefore, we strive to create a supportive school environment that promotes respect, tolerance, and cooperation, and prepares students for responsible citizenship. Within this context, the Academy's challenging and comprehensive academic program, enriched by a varied co-curriculum, provides the knowledge and skills necessary for success in higher education and the workplace.

Graduation Requirements

Courses	Carnegie Credits
English	4
Math	3
Science	3
Social Studies	2
U.S. History	1
Fine Arts	1
Wellness	2
Electives	5
Total Needed	**21**
World Languages	3 (recommended but not required)

One Carnegie Credit is defined as two semesters of work. Students are required to earn four credits to qualify as a member of the sophomore class, nine credits for the junior class, and 15 credits for the senior class. To qualify for a Fryeburg Academy diploma, students must complete four years of study with a minimum of 21 credits. Students must also take the equivalent of four years of math and of English.

Registration

In July or August, students are sent a letter outlining the procedures for the opening of school. This includes a school calendar, an activities schedule, and an academic course schedule. **A registration form must also be completed and signed by a parent or legal guardian.** *Students cannot be registered without complete academic and medical records from their previous school.* Students new to a MSAD 72 sending town must get approval from the MSAD 72 superintendent. Students who wish to discuss program changes or acquire additional information must make appointments with the Assistant Head of School for Academics. Summer office hours are 9:00 a.m. to 3:00 p.m., Monday through Friday. Appointments should be made in advance.

Transferring Credit From Other Institutions

Fryeburg Academy recognizes credits only from other accredited institutions. Home schooling work does not receive credit unless it is done under the aegis of an accredited, recognized institution and a transcript is issued from that institution. Transfer credits are not factored into GPA and class rank calculations.

Academic Program

To help students identify and follow a pathway to post-secondary study, the Academy has identified standards which prepare students for higher education. By the time a student graduates, he or she should be considered proficient in the skills, and informed about the content represented by, those standards. Our goal is to prepare each student for success in either two- or four-year institutions of higher learning.

When we work with students in the process of course selection, we seek to aid them in first developing an educational goal and then in selecting the proper pathway to that destination. This is one of the most serious decision-making processes young men or women are asked to undergo, for it strongly impacts their futures. Guidance counselors work with parents, advisors, and teachers to aid students in making these crucial decisions, but all actual course requests will be routed through the offices of the class deans and the Center for International Students. Conferences may be arranged at any time.

The Academy reserves the right of final student placement in individual classes. In general, we strive to create the smallest possible, evenly-sized classes. Research has shown that class size is one of the strongest determinants of educational quality. We therefore cannot honor requests for specific sections or teachers.

Choosing a Curriculum

Fryeburg Academy offers three levels of curricula, each of which is designed to meet the demands of differing post-secondary placements.

The competitive college curriculum is comprised of honors, Advanced Placement (AP), and college level (CL) courses and is designed to meet the requirements of the most competitive colleges. We offer honors courses at the introductory level of most course sequences. Students may take more advanced courses depending on their prior preparation and achievement. For example, depending on what mathematics courses he or she has already taken, a freshman may take Geometry or Algebra II. Curricula at this level should be individualized, and courses should be chosen in concert with the class deans. Students should take four years of the same foreign language and as many honors and AP courses as possible. This curriculum is considered "very demanding" or "most demanding" by competitive colleges.

The college preparatory curriculum is a sequence of studies designed to meet the requirements of a wide range of colleges. Students must take four years of English and four years of mathematics, at least three years of science, and three years of social studies including United States History. We also recommend that students take at least three years of a foreign language. This curriculum is considered "demanding" by four-year colleges.

The vocational/technical curriculum is designed to meet the requirements of two-year colleges or vocational/technical schools. Students must take four years of English, four years of mathematics and several other required courses. Enrollment at Lake Region Vocational/Technical Center or in technical courses at the Academy are important options. From this curriculum, the student could continue studying at a college such as Southern Maine Community College, a technical school, or could seek job placement.

Sample Four-Year Courses of Study

The following sample programs are provided as ***helpful illustrations only***. Each student's actual program should be individualized to meet interest and post-secondary goals.

Competitive College Preparatory Program

Freshman Year	***Sophomore Year***	***Junior Year***	***Senior Year***
English *English I H/L1* **Math** *Geometry H/L1* **Science** *Biology H/L1* **Social Studies** *Western Civ. H* **World Language** *Second Year Lang.* **Wellness** *Fitness/Health* **Elective** *Arts or Study*	**English** *English II H/L1* **Math** *Algebra II H/L1* **Science** *Chemistry H/L1* **Social Studies** *Amer. Stud. I H* **World Language** *Third Year Lang.* **Wellness/Computer** *Fitness/Computer* **Elective** *Arts or Study*	**English** *English III AP or H* **Math** *Pre-Calculus* **Science** *Physics H* **Social Studies** *U.S. Hist. AP/ 101* **World Language** *Fourth Year Lang.* **Elective 1** *Science AP* **Elective 2** *Arts or Study*	**English** *English IV AP or H* **Math** *Calculus AP* **Science** *Bio, Chem, Phys. AP* **Social Studies** *European Hist. AP* **World Language** *Language AP* **Elective 1** *Math/Sci/Hist.* **Elective 2** *Arts or Study*

College Preparatory Program

Freshman Year	*Sophomore Year*	*Junior Year*	*Senior Year*
English *English I LI/H* **Math** *Algebra 1 L1* **Science** *Earth Science L1/H* **Social Studies** *World History 1* **World Language** *First Year Lang.* **Wellness** *Fitness/Health* **Elective** *Arts or Study*	**English** *English II L1/H* **Math** *Geometry L1/H* **Science** *Biology L1/H* **Social Studies** *Amer. Stud. I L1/H* **World Language** *Second Year Lang.* **Wellness/Computer** *Fitness/Computer* **Elective** *Arts or Study*	**English** *English III L1/H* **Math** *Algebra II L1/H* **Science** *Chemistry L1/H* **Social Studies** *Amer. Stud. I L1* **World Language** *Third Year Lang.* **Elective 1** *Fine/Tech Arts/Fit.* **Elective 2** *Arts or Study*	**English** *English IV* **Math** *PreCal/Math Topics* **Science** *Physics* **Social Studies** *Ethics/Psych* **World Language** *Forth Year Lang.* **Elective 1** *math/sci/history* **Elective 2** *Arts or Study*

Two-Year College or Technical School Preparatory Program

Freshman Year	*Sophomore Year*	*Junior Year*	*Senior Year*
English *English I/Eng Skills* **Math** *Intro. to Math* **Science** *Integrated Science* **Social Studies** *Civics* **Wellness** *Fitness/Health* **Elective 1** *Fine/Tech Arts* **Elective 2** *Arts or Study*	**English** *English II L2/L1* **Math** *Algebra 1A* **Science** *Biology/ Desc. Bio* **Social Studies** *World Civics* **Wellness/Computer** *Fitness/Computer* **Elective 1** *Fine/Tech Arts* **Elective 2** *Arts or Study*	**English** *English III L2/L1* **Math** *Algebra 1B/Alg. 2* **Science** *Energy/ Technology* **Social Studies** *U.S. History L2* **Elective 1** *Vo. Tech/Internship* **Elective 2** *Fine/Tech Arts* **Elective 3** *Arts or Study*	**English** *English IV* **Math** *Alg. 2/ Accounting* **Science** *Elective* **Social Studies** *Ethics/Psychology* **Elective 1** *Vo. Tech/Internship* **Elective 2** *Fine/Tech Arts* **Elective 3** *Arts or Study*

Course Selection Procedure for New Students

Every fall the Academy is happy to welcome students from Fryeburg and the surrounding villages, a dozen U.S. states and more than 20 countries. **All students are required to carry at least six courses each semester. All students must take a math and an English class each semester.**

Incoming students from Molly Ockett Middle School (MOMS) begin the course selection process in May through a meeting with the Assistant Head of School for Academics (AHoA). Students receive a copy of the curriculum bulletin and should begin discussions with their teachers and parents regarding their courses of study for the following year. **Students complete their course selection sheets and submit them to the Guidance Office at MOMS no later than May 31st.** Once all the forms are submitted, the AHoA, working with teachers, students and parents, places students in the proper courses and creates the master schedule based on the needs and interests of students. Students receive a copy of their individualized schedules in early June. The schedule the student receives in June may not include teacher names, as teaching assignments are not finalized until the summer. It is important to remember that the Academy does not accommodate course changes based on the teacher or on friends. Students from MOMS and their parents are encouraged to schedule individual meetings with the Freshmen class dean in May, June and July.

Incoming commuting day, domestic boarding and local day students who did not attend MOMS should contact the office of the AHoA to schedule an in-person or phone conference once they are officially enrolled at the Academy. Based on this conference, previous course work and sending school teacher recommendations, students will receive an individualized schedule. During the first week of school, all new students take a reading and a math placement test to verify their course placements and to identify any individual learning differences.

Incoming international students take an English and math placement test during new student orientation. Following testing, the Director of the Center for International Students meets with international students individually to choose and sign up for courses. Every student will receive a class schedule during orientation and will start classes on the first day of school.

Course Selection Procedure for Returning Students

Every student should consider seriously which program of study to pursue and should form goals early on in his/her Academy experience. A student should also consult with his/her advisor, teachers, parents, class deans, and college counselor before making final choices. **All students are required to carry at least six courses each semester. All students must take a math and an English class each semester.**

In March, the course selection process for the following year officially begins. Students receive a copy of the curriculum bulletin and should begin discussions with their advisors, teachers, college counselor and parents regarding their course of study for the following year. Students will complete their course selection sheets and submit them to their advisors. Advisors, in turn, will submit the course selections to either the students' class dean or to the Director of the Center for International Students. **Students must submit this form no later than April 1st.** Once all forms are submitted, the AHoA, working with teachers, students and parents, places students in the proper courses and creates the master schedule based on the needs and interests of the students.

Students receive a copy of their individualized schedules in May. The student should review this schedule with his/her parents, advisor, college counselor and teachers. The schedule the student receives in May does not include teacher names, as teaching assignments are not finalized until the summer. It is important to remember that the Academy does not accommodate course changes based on the teacher or on friends. **Any change requests should be submitted to the class dean no later than June 30th.** Unless unusual circumstances require it, schedule changes for returning students will not be considered after August 1st.

Parents and students are encouraged to take a proactive role in the course selection process. Students and parents should consult with advisors, college counselors, teachers or class deans whenever they have a question or concern.

Course Changes

Course selection should be a careful and thoughtful process. Therefore, changes should occur infrequently. If it becomes necessary to make changes, they should be made after consideration and deliberation involving students, teachers, parents, and the class deans. Parental approval is required for core course changes.

For the first two weeks of a semester students may change most courses merely by consulting with their class dean or the Director of the Center for International Students. After that date and until the first marking period ends, a student may drop or, more infrequently, add a course by filling out a drop/add slip which requires the signatures of all concerned. A course dropped during the first two months will not appear on the transcript. After a period of a few weeks, it is not likely a student will be allowed to add a course because too much work will have already been accomplished. During the second marking period, the same drop/add procedure is followed, but a WP for Withdrawn Passing or a WF for Withdrawn Failing is registered on the transcript. There is no add/drop period during May Term.

Grading

An **A** grade represents work in the high honors category; **B** represents honors work; **C** is average; **D** is passing; and **F** is failing. Within each semester, a new marking period begins each month. Because of projects, term papers, research papers, etc., the marking periods may not carry equal weights. Grades are cumulative over the entire semester and are the official grades recorded on transcripts and permanent records. Grades are posted on the first Monday of the month are meant to be indications of progress and warnings to those not performing satisfactorily. During the May Term, the same grading system is used, but there is no midterm progress report. Final semester/term grades are recorded on the transcript and permanent record.

Grade Weights

Courses are weighted by level. Standard classes are given no extra weight. Advanced Placement (AP) and College Level classes will be awarded a full 1.0 extra towards a student's Grade Point Average (GPA). Honor Classes will be awarded .5 extra.

Grade	Level 1/ Level 2	Honors	Advanced Placement/ College Level
A	4.00	4.50	5.00
A-	3.67	4.17	4.67
B+	3.33	3.83	4.33
B	3.00	3.50	4.00
B-	2.67	3.17	3.67
C+	2.33	2.83	3.33
C	2.00	2.50	3.00
C-	1.67	2.17	2.67
D+	1.33	1.83	2.33
D	1.00	1.50	2.00
D-	0.67	1.17	1.67
F	0.00	0.00	0.00

Honor Rolls and Class Rank

Honor rolls are calculated after each semester. To be considered for the honor roll and class standing, students must be carrying a minimum of six courses per semester. Exceptions may be made for seniors in special circumstances and for students carrying three or more AP courses. Honor rolls and class standing include weighted grades given to Honors and AP courses. In order to be ranked within a class, students must have attended the Academy for three or more semesters. A GPA of 3.0 is necessary for honors and 3.67 for high honors. Recognizing that individuals may be separated by hundredths of a point in GPA, class rank will be reported as a percentile, not a specific number. Students will be informed annually (after completing three semesters) if they are in the top 5%, 10%, 20%, 30% or 50% of their class. Honor roll designations on the commencement program are determined after the seventh semester.

Effort Grades

Student effort is an important aspect of the Academy's evaluation of a student. If a student is making a reasonable effort as defined by the teacher, that student should pass the course. If a student is making an inadequate effort, that alone can be enough to earn a student an F. In other words, effort is something like a contract between student and teacher: we may not all be natural scholars, but we can all try to do as well as possible.

A "reasonable" effort is usually one that includes doing all the work, performing well in class, and asking for help when necessary. There may also be components specific to individual courses, e.g. safe behavior around power tools is an important component of effort in a Technical Arts class.

Making a good effort is related to having well-formed study skills, a high level of intent, and an informed seriousness of purpose. We want Academy students to understand that what they do here has an impact on what their futures hold.

Academic Calendar

The school year is made up of two semesters and a three-week term in late May and early June. The first semester begins the week of Labor Day and ends December 19th. Second semester begins January 5th and ends May 15th. The last week of the second semester is followed by a final exam week. May Term begins May 26th and ends on June 12th. May Term is required for all underclassmen. Seniors must participate in Senior Session which begins on May 26th and ends Sunday, May 31st at commencement. Seniors must participate in the Senior Session in order to participate in commencement ceremonies.

The Semesters

For first and second semester, courses are grouped by department and offered at various levels. Students receive 0.5 credits per course per semester and may take up to seven courses. Classes meet according to the bell schedule below:

BELL SCHEDULE 2013-2014 M, W, F

	BLUE	GREEN	ORANGE	RED	WHITE	YELLOW
7:50 – 8:40	A	B	C	A	B	C
8:44 - 9:33	B	C	A	B	C	A
9:37 - 10:26	B	C	A	C	A	B
10:30 - 11:19	D	D	D	D	D	D
LUNCH						
12:00 - 12:39	E	F	G	E	F	G
12:53 - 1:42	F	G	E	E	F	G
1:46 - 2:35	G	E	F	G	E	F
2:55 - 3:45	EXTRA	HELP	TIME	EXTRA	HELP	TIME

BELL SCHEDULE 2013-2014 T,R

	BLUE	GREEN	ORANGE	RED	WHITE	YELLOW
7:50 – 8:34	A	B	C	A	B	C
8:38 – 9:00	Meeting/ Advisory	Meeting/ Advisory	Meeting/ Advisory	Meeting/ Advisory	Meeting/ Advisory	Meeting/ Advisory
9:04 - 9:48	B	C	A	B	C	A
9:52 - 10:36	B	C	A	C	A	B
10:40 - 11:26	D	D	D	D	D	D
Extended LUNCH						
12:15 – 1:09	E	F	G	E	F	G
1:13-1:47	F	G	E	E	F	G
1:51 - 2:35	G	E	F	G	E	F
2:55 - 3:45	EXTRA	HELP	TIME	EXTRA	HELP	TIME

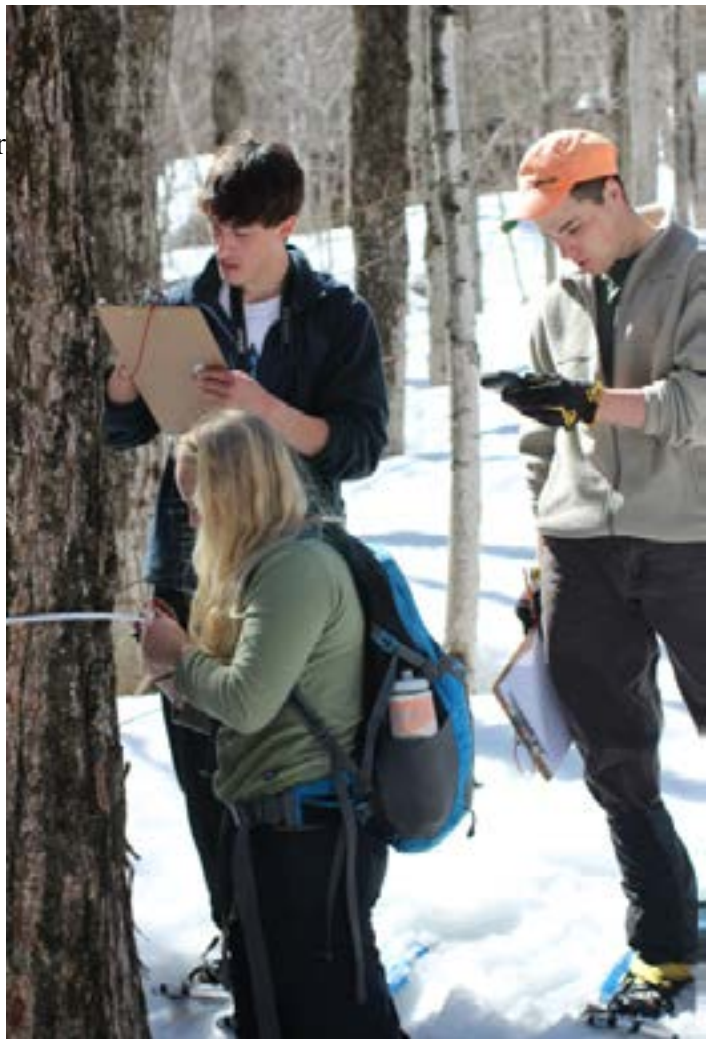
May Term

During the three-week May Term, students take up to four courses and must register for at least 0.75 credits. Each May Term course is worth 0.25 credits. Courses meet for approximately one hour and twenty-five minutes on a non-rotating basis. Courses are offered in a variety of subjects and are listed in the May Term supplement. The schedule for the May Term is as follows:

Time (Mon. - Fri.)	
8:00 - 9:25	A
9:30 - 10:55	B
10:55 - 11:40	LUNCH
11:40 - 1:05	C
1:10 - 2:35	D

Center for Outdoor Learning and Research

The mission of the Outdoor Learning and Research (OLR) is to provide motivated students with a wide range of interdisciplinary and inquiry-based learning opportunities that foster innovation, collaboration, critical thinking, and problem-solving skills. In our on-campus learning center and at outdoor study sites, we present students with challenging learning experiences and provide access to resources in an environment that promotes student achievement and growth.



The overarching theme in Year One is our local environment, explored via ecological field study and environmental biology, writing, and narrative. Year Two focuses on understanding global systems, particularly as explored via sustained research in environmental chemistry and local history. Course work is primarily project-based. The program is heterogeneous; all motivated students are encouraged to take part. **With extra commitment to additional assignments, the program can be taken for honors credit.**

Credits to be earned in Year One

- Science (Biology and Environmental Science) - 1 credit
- English - 1 credit
- Arts - ½ credit
- Wellness - ½ credit

Credits to be earned in Year Two

- Social Studies - 1 credit
- Science (Chemistry and Biology) – 1 credit
- Arts – ½ credit
- Wellness – ½ credit

Students in the program will enroll in a three-period course meeting five days a week for both the first and second semesters of their freshman and sophomore years (see course descriptions that follow). The remainder of the school day (four additional periods) will be filled by courses from within the mainstream curriculum at Fryeburg Academy.

Outline of program sequence for students who participate is as follows:

Year One/ 9th Grade

Place and Purpose
Math
Soc. Studies
Language
Elective

Year Two/ 10th Grade

Investigation and Understanding
English II
Math
Language
Elective

11th Grade/ 12th Grade

Option 1
- AP/Advanced Courses

Option 2
- College Prep Courses

Option 3
- Technical Career Prep

Course Decriptions

Year One Course **- Place and Purpose: Interdisciplinary Connections in Field Biology, Literature of the Outdoors, and Digital Media**

This three-period course for highly-motivated ninth grade students is an interdisciplinary, hands-on opportunity to link the subjects of Biology, English, and fine arts study to a greater understanding of and appreciation for our local environment of Fryeburg, Maine and the Mount Washington Valley. We will study biological processes and ecological relationships in the natural world, human and social habitation within it, and the connections that result. The outdoors is a regular classroom and laboratory space as students pose and test scientific questions in the field, read a thematically related range of literature and non-fiction, and write for a variety of purposes and audiences. Students will also develop visual literacy alongside their own creative capacities and technical skills as young filmmakers as they document and present their own scientific projects, creative writing, and work through digital media. Effective interview techniques and social skills will be learned and put into practice as students engage with active members of the local community on documentary film projects.

This experience-based class will strengthen student skills in critical thinking, collaboration, problem-solving, writing, presentation, and scientific inquiry. Students must be comfortable working independently and outside of the four walls of the traditional classroom. Enrolled students cover a range of academic and learning profiles; honors-level credit in biology and English are available options. Likewise, Place and Purpose will equip high-achieving students who later wish to take Advanced Placement sciences or English with the skills and knowledge to do so.

Year Two Course (Available Fall 2015) **Investigation and Understanding: Interdisciplinary Connections in Chemistry, American Studies, and Creative Technologies**

This three-period course for highly-motivated tenth grade students is an interdisciplinary, hands-on opportunity to link the subjects of Chemistry, American Studies and fine arts study to a greater understanding of and appreciation for global systems and the investigative process. We will study biological and chemical processes, energy and ecological relationships in the natural world, human and social habitation within it, and the connections that result. The outdoors is a regular classroom and laboratory space as students pose and test scientific questions in the field, read and study the local history and connections to the environmental and global systems, and write for a variety of purposes and audiences. Students will also develop further visual literacy alongside their own creative capacities and technical skills as young filmmakers as they document and present their own scientific projects, creative writing, and work through digital media.

This experience-based class will strengthen student skills in critical thinking, collaboration, problem-solving, writing, presentation, and scientific inquiry. Students must be comfortable working independently and outside of the four walls of the traditional classroom. This class will culminate in a long- term, science-based research project and presentation. Enrolled students cover a range of academic and learning profiles; honors-level credit in chemistry and American Studies are available options. Likewise, Investigation and Understanding will equip high-achieving students who later wish to take Advanced Placement sciences or history with the skills and knowledge to do so.

Other Considerations

- To be enrolled in the OLR, a student must be taking Algebra I or higher.
- International students are welcome to participate with the approval of the Director of the Center for International Students.
- A brief application to the program is available on the Fryeburg Academy website, found under the "Academics" heading.

For more information, contact Joel Rhymer at jrhymer@fryeburgacademy.org.

Courses of Study

Advanced Placement (AP) and College Level (CL)
These are the most challenging courses offered at the academy. AP courses are offered to those students who have demonstrated extensive knowledge and interest in the subject and desire to challenge themselves with college level course work while in high school. Students who qualify for work at this level have earned at least a B in an honors class in the preceding semester. They also should maintain at least a B to remain in the AP program. Students taking AP courses are required to take the corresponding College Board AP examination in May. Students who score well on the AP examination receive college credit from most U.S. colleges. The Academy currently offers 20 AP or CL courses.

Honors
Material is covered in depth, and the courses move at a highly-accelerated rate. To qualify for honors classes, students must earn a grade of A in a Level 1 class, a B in an honors course, or receive the recommendation of a teacher. Work at the honors level requires high productivity and presents greater challenges than work in Level I classes. Students must maintain at least a C or have instructor permission to remain in an honors course.

Level I
Level I courses are college preparatory courses, offering students the opportunity to explore their interests while practicing skills in reading, writing, critical thinking, and developing a work ethic. Level I courses are designed to prepare students for admission to a wide range of colleges and universities.

Level II
Level II courses are designed for students to develop skills in preparation for college, military service, or post-high school employment. Students receive the opportunity to explore their academic interests while acquiring knowledge and developing skills.

English

The English curriculum at Fryeburg Academy provides a systematic accumulation of skills that promotes each student's ability to construct meaning through reading, listening, and viewing. It also teaches how to present ideas and information through writing, speaking, and visual media. These skills developed through English language arts are essential for communicating the many dimensions of human experience, for working in other academic disciplines, and for engaging in the benefits and obligations of our culture and democracy. With a primary focus on reading and writing, the English curriculum fosters understanding and appreciation of the English language in all its capacities. Our goals are to enable students to make the experience and enjoyment of English a central part of their lives, as they construct and synthesize meaning from multiple sources, and to facilitate life-long learning.

English I **Honors 110/111**
Work at the honors level requires high productivity and presents greater challenges than work in Level I English classes. Students who sign up for this level should read at grade level or higher. At this level, the emphasis is on reading classic literature. Class discussion and effective communication skills are emphasized. Expectations also include a higher sophistication both in writing and in critical analysis of literature. Students are required to complete the designated summer reading as it segues into the first literary unit in September. Students should also expect to be tested on the assigned summer reading.

English I **Leve1 1 112/113**
Cooperative learning and communication skills are emphasized. Effective interpersonal and group communication skills are taught and practiced. Students read at least three full-length novels each semester, including at least one Shakespeare play in the course of the year. Reading skills for a variety of situations and subjects are examined. Vocabulary is studied through word lists developed by the instructor and the students from their reading. Students learn the elements of fiction and are able to classify them in the texts they are reading. The writing curriculum consists of the basic organizations of descriptive, expository, narrative and persuasive essays. Students learn to research using a variety of sources and references; they are required to complete a substantial research project in the spring semester. Grammar is a large part of the curriculum, focusing on the basic structure of sentences and how to identify parts of speech in a sentence.

English Skills **Level 2 114/115**
This course is offered to freshmen who need to improve their fundamental English skills. The reading program includes contemporary writers, classics, and adolescent literature. The writing program includes instruction and guidance in the steps necessary for writing a research paper, expository writing, and personal essays, with an emphasis on the fundamentals of grammar. Students work to improve their organizational and study skills. Programs are adjusted to meet the abilities and needs of individual students.

English II **Honors 120/121**
Skills addressed include strategies for analytical and interpretive reading, understanding the cultural backgrounds of the literature, and the nature and implications of the language used in the texts. Students will learn to glean appropriate information about the interpretations of the texts from analytical articles. Also, a major focus of the class will revolve around the process of writing and rhetorical applications, including research related support of thesis statements. Standard English conventions will be addressed on a case-by-case basis. Class discussion and various presentations will focus on the process and delivery of speaking to an audience.

English II Level 1 122/123

This year-long course is intended for sophomores who have every intention of applying to college. As such, the reading program features a diverse collection of writers, cultures, and genres, with an emphasis on increasing the students' understanding of figures of speech, imagery, inference, symbolism, satire, and irony. Through writing multiple short essays, students become proficient in analyzing and interpreting textual evidence from primary and secondary sources. Longer essays hone the development and support of thesis statements. Research skills are refined and practiced in at least one research paper that requires multiple sources. Creative writing may include, but is not limited to, journal reflections, poetry, short stories, and one-act plays. At least one Shakespeare play is required. Vocabulary and grammar skills are studied as essential to reading, writing, and oral communication. Each student is required to deliver an original speech by the end of the year.

English II Level 2 124/125

This year-long course is designed for the student who requires extensive time and focus in reading comprehension and writing skills. The reading program features a diverse assortment of writers and genres, with an emphasis on increasing the student's interest in and comprehension of various texts. Writing skills are addressed through multiple short essays to introduce the development and support of thesis statements, longer five-paragraph essays, creative writing, poetry, journal reflections and research. Vocabulary and grammar skills are studied as essential to reading, writing, speaking, and professional communication. Each student is required to deliver an original speech by the end of the year.

AP English Language and Composition 136/137

This course is intended for those students who already exhibit a strong command of standard English grammar and the five-paragraph essay. The aim of this course is to teach students to write effectively in their college courses across the curriculum and in their professional and personal lives. Students will be engaged in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Emphasis is on expository, analytical and argumentative writing that emerges from reading across the curriculum, rather than solely from personal experiences and observations. Students in this course learn to read primary and secondary source material carefully, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by Modern Language Association (MLA). Ultimately, the goal of this course is to increase an awareness of writing and reading as interactions among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. *Prerequisites: Recommendation from sophomore English teacher, successful completion of testing essay, and completion of summer reading.*

English III Honors 130/131

This course is intended to be a demanding survey of American literature, emphasizing the American classics of poetry and prose. A variety of critical formats will be introduced, and students will be required to write frequent critical essays using those approaches to the literature. This class should be seen as preparation for AP Literature and Composition and will therefore develop the skills necessary for that course or for college English.

English III Level 1 132/133

English III focuses on American literature, although at least one Shakespeare play is required reading. Relationships between literature and culture are studied by considering the original context of writings, informed by the students' knowledge of American history. Topics of discussion will include the American dream and how it has changed over time. What has it meant to be an American in the past, and what does it mean now? Vocabulary exercises designed for SAT preparation are included in the curriculum. Speaking skills are integral to classroom work every day and are crucial to formal presentations and public speaking events. This is a rigorous, writing-intensive class requiring students to complete many essays and a research project by the end of the year.

English III **Level 2 134/135**
This course is designed for the student who requires more time and focus in reading comprehension and writing skills. It will include the study of major American writers, a research paper and extensive review of English conventions. The program addresses the process of writing using analytical reasoning. Assessment is based mainly on four to six thesis-based essays written during the semester, reading comprehension quizzes, creative projects and skills development.

English IV **Level 2 162/163**
This course will include contemporary literature, a research paper, and writing of personal and analytical essays.

AP English Literature and Composition 140/141
The Advanced Placement course is the equivalent of a first-year college course in literature and composition. Students must have at least a "B" average in a college preparatory English course to be eligible to take AP English and must also complete a summer reading requirement. Students will read a variety of literature in several different genres and time periods, ranging from the early 1800's to contemporary times. This course has a heavy reading load and requires a great deal of writing at a high level of sophistication. Students in this course are required to take the AP examination in English Literature and Composition (given in May) that determines whether a student may be eligible to receive college credit for the course.

One-Semester Senior Electives

The twelfth grade program offers students a choice of semester electives designated by section numbers. Only those courses with sufficient enrollment will actually be offered.

British Literature **Level 1 160/161**
This is a course for college-bound students and will include study of major British writers and a research paper.

Writing About Film **Level 1 151**
What are you really seeing when you watch a movie? The focus of this class is to develop an awareness of the rhetoric of film. Students will analyze typical plot devices, stereotypes and varied approaches to subject matter as interpreted for film. Students will become familiar with the technical terms of the genre. Film viewing during class ranges from classics like *Citizen Kane,* and *Chinatown* to contemporary movies like *The Hours*. Students will individually choose films for home viewing for each of the seven or eight writing assignments.

English in the Great Outdoors L1/L2 126/1026
The great outdoors is the muse to many famous writers. Through reading the books and short stories from this genre, we will explore the influence of nature on literature. Using texts such as *A Walk in the Woods, Epic, and The Earth Speaks*, we will explore the power nature has on man. In addition to reading, students will be honing their writing skills while out on the trail experiencing the outdoors first hand. Other elements of this class include interviewing naturalist/outdoor enthusiasts, writing essays and maintaining journals in the development of analytical thinking skills. Skills addressed include the writing process, reading comprehension, and review of English conventions. Assessment for this class involves approximately five essays, double entry drafts, reading comprehension quizzes, creative projects, a reading journal, skill development, and a course reflection portfolio.

Gothic Literature **Level 1 147**
Fear is at the root of many of the world's greatest events, and it is at the root of Gothic Literature. By reading books and stories from this dark and mysterious genre, we will explore the fears of our past and present. Using books such as *The Castle of Otranto*---considered the first gothic novel, *The Strange Case of Dr. Jekyll* and *Mr. Hyde, The Island of Dr. Moreau, Frankenstein* and *Interview with a Vampire,* we can discuss and understand the repressed, often twisted desires that cause us to ask who we really are. Other elements of this class include, at Halloween, a horror story competition and in some years a field trip to Salem where themes common to gothic stories become something more tangible. Assessment is based on the four to six essays written during the semester, reading quizzes, and creative projects as well as skill development.

Graphic Novels **1106**
Comic books have come a long way since the 1940's, and the recent explosion of graphic novels has created a whole new genre that uses a sophisticated and interesting coupling of literature and art. In this elective students set out to explore a variety of topics explored through the engaging medium of graphic novels. These topics range from super villains to contemporary African life. We will explore the role of art and how designers and writers use art to convey concepts in ways words alone can't. We will also discuss common themes among graphic novels and common methods of creating meaning. Aside from reading, the course will include student journals that discuss elements in this relatively new literary form. A major assignment, however, will be the construction of a graphic novel. Texts include the following: *Beowulf, American Born Chinese, Aya, The Joker, Palestine, The Swamp Thing, Watchmen, Persepolis* and many others.

Literature of the Holocaust Level 1 149
How can we account for the atrocities that occurred during the Holocaust? In this class we will grapple with the complicated nature of this historic event, as well as the universality of hate, discrimination and victimization. Readings will provide first hand insights into the ethical decisions confronted by the survivors, perpetrators, rescuers and bystanders. Students will examine the historical perspectives regarding the Jewish legacy of discrimination and the birth of Nazi Germany with Adolf Hitler and the SS. Readings include but are not limited to: Elie Wiesel's *Night*, Maine resident Judith Isaacson's *Seed of Sarah*, and various readings from the anthology *Images of the Holocaust.* Assessment is directed toward analytical and rhetorical skill development. Writing assignments include double entry journals, a self-selected research paper, and short and long essays concerning both written and visual texts. Class participation is a must!

Literature of the Insane Level 1 150
This elective explores representations of mental illness in literature and culture and seeks to understand how artists have long used their work to maintain their sanity. We shall delve into human psychology, a smattering of existential philosophers, poets, novelists, playwrights and short stories as well as a variety of visual artists in an attempt to understand multiple levels of insanity. What, exactly, is the definition of "insanity," and how has it changed over time? What is society's responsibility, if any, in regard to the "insane"? How does a piece of art represent madness - that is, what devices does the author choose to convey a sense of sanity or insanity? Assessment is based on several short essays, longer critical essays, poetic analyses, journal entries, and a final research project. Vocabulary, grammar, and essay-writing skills are reviewed as needed.

World of Fantasy L1/L2 166
"The mighty hero of extraordinary powers--able to lift Mount Govardhan on a finger, and to fill himself with the terrible glory of the universe--is each of us: not the physical self visible in the mirror, but the king (queen) within"(Campbell). In this course, we will focus on the Hero's journey by reading fantasy literature and exploring our own stories. We will study the Hero's journey using Joseph Campbell's definitions from *The Hero With A Thousand Faces*. We will investigate the powerful influence of myths throughout the world and explore their similarities and differences. We will discuss and analyze myths in our own culture and their vast influence on our daily lives. If you like to daydream, read fantasy or love myth this is the course for you. Students will be graded on four to six analytical essays as well as their own creation of a fantasy story as a final project.

Visions of the Underworld Level 1 169
Perhaps the most pervasive belief underlying all of the world's myths is that of an afterlife. Humanity believes, in some fashion or other, that life continues after death. With many of these myths, there is included, usually in great detail, an underworld. This elective will explore the visions of these various underworlds to find their similarities, their differences, their allure. We will start with descriptions from the world's oldest civilizations: Sumer (in Ancient Mesopotamia), Egypt (The Book of the Dead), China, Native America, the Incas, the Aztecs, and the Mayans. From discussion and understanding of these myths, we will turn to myths related in more recent literature like Milton's *Paradise Lost* and Dante's *Inferno*. We will discuss not only the power of different versions and how they reflect the beliefs of their respective cultures, but we will also try to appreciate the myths as literary art. Assessment for this class involves creative projects, four to six essays, double entry drafts, reading quizzes, and skill development.

Native American Literature Level 2 1148
This elective explores Native American Myths and Legends of New England and other tribes of the United States and Canada. Experiencing a literary range from the wise words of Chief Seattle, "the earth is rich with the lives of our kin" to the fascinating tales of the Micmac, students will read and analyze novels, short stories, and periodicals to explore the tales of yesterday. Assessment is based on many short essays, longer critical essays, journal entries, reading quizzes, and a final research project. Other elements of this class include a possible trip to various Native American museums in Maine, as well as interviews with guest speakers on the subject. Vocabulary, grammar, and writing skills are reviewed as needed.

Creative Writing **1152**
Discover your writer's voice! The Creative Writing elective offers students a chance to write short stories, poems, personal essays, and poetry, with the additional goal of creating a literary magazine and publishing at least one polished piece. Creative work will be discussed in a workshop setting, with students giving each other constructive feedback. Students will also create an online literary magazine, and publish their own work alongside the work of their fellow students. We will read plenty of great short stories, poems and creative nonfiction as inspiration along the way. Assessment is based on participation, daily writing, and the final writing portfolio, including 2 polished revisions.

College Composition **1120**
In this course students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process through drafting, revising, and editing.

English for Speakers of Other Languages (ESOL) & Center for International Students (CIS)

The Center for International Students (CIS) at Fryeburg Academy serves all international students, regardless of language ability. Our CIS includes English for Speakers of Other Languages (ESOL) courses, TOEFL Prep courses, specialized college and financial aid assistance, and a college writing course to prepare students for college-level essay writing. Our faculty members work with students on topics such as course selection and cultural issues. The CIS also provides students assistance in writing papers for their mainstream classes.

The ESOL Department, specifically, promotes learning that enables students to achieve greater independence in their academic endeavours, become lifelong learners, and be responsible, involved individuals. Our goals are for students to use English to communicate and achieve academically, and to use English in social and culturally appropriate ways. In addition to English courses, the department also offers core courses for students who are in the process of building their language skills. The department also serves to advise international students and provide support in the process of acculturation.

ESOL English Courses
ESOL English classes focus on the development of academic language skills and proficiency. Students are grouped together by communicative ability and skill level. All ESOL English classes integrate reading, writing, speaking, listening and grammar directed at preparing students to succeed in FA mainstream courses as well as post-secondary studies.

College Writing **178**
Required for international college-bound seniors.
The course prepares students for college-level writing. Essay topics reflect the type of essays students will be required to write in college such as descriptive, comparison/contrast, critical analysis and argumentation. To begin the semester, students compose three essays for their college applications. In addition, the students learn how to critique their peers' essays; thus, they are expected to analyze and verbally review each other's work. (English Credit)

Global Studies **474/475**
This course is designed to help students develop greater fluency in English through the medium of social studies. International students discuss, read, analyze, and write about world issues. The course also stresses the skills and concepts necessary for success in social studies. The school edition of Time Magazine provides material for students to respond to essay questions; process information in articles, charts, graphs, and surveys; understand and respond to class discussion; as well as discuss current and past events and their impact. (Social Studies Credit)

Multicultural World History **470/471**
Journey around the globe and across time to learn how human cultures have developed, changed, persevered, and disappeared. Skills of inquiry, analysis and interpretation go hand in hand with strengthening language skills in this course. Comparative study of influential individuals, social movements, and belief systems will also be a key tool for understanding patterns in history. Students will be asked to share knowledge of their own cultural history and view it from new perspectives. Connecting past and present so as to imagine the future is one of the essential goals of this course. (Social Studies Credit)

ESOL Biology **328/329**
ESOL Biology covers the characteristics of living things, scientific method, and evolution along with an in-depth look at the many phyla of the animal kingdom. Vocabulary, reading, writing and listening skills are also developed in this course. (Science Credit)

TOEFL Preparation **179**
(Test of English as a Foreign Language) This course is designed for students who have already developed a foundation in English, and who need to polish and expand their English and test-taking skills. Students will do intensive work in listening, vocabulary, grammar and analysis, essay writing, and reading in preparation for the TOEFL examination. Students take practice tests, focus on skills, and learn certain tactics specific to taking the actual test. The students will take the TOEFL test at the end of the semester. (Elective credit; o*pen to juniors in the spring.)*

Multicultural United States History **472/473**
Acquiring fundamental knowledge of American social and political history as well as good English skills are the basis of this course. Students study the origin and growth of American social, cultural and political traditions from the colonial era to the Twentieth Century. Interpretive social studies skills, listening, note taking, research (both print and web-based), discussions and writing are all important components of the course. (Social Studies Credit)

Fine Arts

The fine arts curriculum is a participation-based program built upon the idea that exposure to the arts leads to a desire for further enrichment and creative freedom. Students will:

- **Develop capabilities for creating, understanding, performing, analyzing, and appreciating art.**
- **Enhance communication through art by developing intellectual, emotional, and physical faculties for designing, entertaining, and expression.**
- **Develop problem-solving skills.**
- **Develop self-esteem, self-discipline, self-motivation and cooperation.**
- **Enable life-long learning and achievement through sharing with the community.**
- **Develop an understanding of human experiences, past and present, and the interdependence of work in the arts and worlds of ideas and events.**

Art I: Foundations of Art 721
In this course, students will learn the basic principles of design including drawing, composition, and color. Emphasis will be placed on creating artwork that communicates an understanding of fundamental principles of art using a variety of media, techniques and processes. Students will learn to use these elements to find solutions to specific visual arts problems and begin to use this vocabulary as a means of creating and evaluating works of art.

Art II: Creative Expression 722
In this course students will demonstrate an understanding of the principles of design while being introduced to a variety of new mediums and processes including sculpture and the pottery wheel. Students will begin to develop an awareness of periods and concepts that shape the arts with emphasis on the contributions of the 20th century. Students will demonstrate personal aesthetic and begin to understand criteria for critiquing artwork.
Prerequisite: Art I; Lab fee: $30

Art III: Artistic Development 723
In this course students will further explore new mediums and techniques while learning to communicate ideas through visual expression. They will be challenged to solve artistic problems using their imaginations and knowledge of the principles of design. Students will compose artworks that express specific ideas, feelings and emotions, and use critique as a means of interpreting and evaluating their influence on the viewer.
Prerequisite: Art II; Lab fee: $30

Art IV: Portfolio Development 724
This course is designed for self disciplined students to develop their own personal styles of expression. Self evaluation and group critique will be used as tools to revise and refine artwork and enhance communication through the arts. Emphasis will be placed on creating a portfolio of artwork that communicates skills and personal strengths in the arts for presentation to colleges. Students in this course are expected to be focused and independently motivated.
Prerequisite: Art II and Art III; Lab fee: $30

Theater 740/741
This course is designed for the student who wants to learn more about theatrical performance both through observation and through creative expression. During the semester students will attend professional performances and write evaluations to develop critical awareness of the varied components of stage performance as well as develop a deeper appreciation for the relationship between performance and the diversity of culture. In the classroom students are expected to enhance self-expression through scenes, character study and improvisation. Experience is not necessary- just a willingness to participate. Because the material is as varied as individual choice and skill, students can elect to take this course multiple times and receive credit.
Course fee: $30

Lighting/Sound Tech 744
In this one-semester class students will learn to design and run lighting and sound for a variety of theater and performance events at the academy. Students will learn about using computers to design sound and lighting needs for a performance and about the instruments to make that come to life.

Band 730/731
This performance course is open to instrumental students of all ability levels, and encompasses instrumental performance, theory, and ear training. Types of music covered include classical, rock, jazz, and marching band pieces. Additionally, students will be expected to participate in a number of marching performances, and large and small group concerts during the course of the school year. Honors credit can be earned by qualifying for All-States.

Chorus 750/751
All students are welcome in this vocal music offering with no prior musical experience required. The course focuses on rehearsal and performance of vocal music from the 1400's through modern days. Numerous performance opportunities are provided during the school year in both the classical and pop genres. Honors credit can be earned by qualifying for All-States.

Introduction to Theory 754
This course will examine basic music fundamentals with focus on music reading, writing, and analysis. Concepts covered will include note reading, minor/major key signatures, scales, time signatures, form, harmony, chord analysis with Roman numerals, composition (limited to the ideas covered in the course), instrument ranges, and a look at various musical styles. Exams will cover concepts mentioned above and may include take-home composition projects. *No prior musical experience is required.*

Technology in Music 755
This course will cover fundamentals of technology in music, with a special emphasis on computer applications. Students will learn the basics of live sound engineering, MIDI recording, digital audio, sample and loop-based computer recording, and computer mastering. Class projects will be central to the course; additionally students will be required to set up and run sound for student performances and academic events.

Piano Keyboard/Theory 760
This course is designed to develop keyboard proficiency in the novice pianist and a knowledge of music theory for any instrumentalist. Students will progress from learning about intervals and scales to chords and simple harmonization. Keyboard technique will be introduced, and reading and writing musical notation will be stressed. Evaluation is based on student effort and progress. Each student will perform a "recital" at the end of the semester, which will include a melody composed and harmonized by the student.

Guitar Performance/Theory 762
This one-semester offering is available for beginning and intermediate guitar students. An instrument is required, although a limited number of school instruments are available. Students will work with modern guitar literature from blues to jazz to modern folk. Students may study guitar or bass guitar and will be required to perform at the end of the semester. *A student may take this course twice (to advance) with the permission of the instructor.*

Jazz Theory and Improvisation 752
This course, designed for advanced musicians, will follow the common threads of development in jazz theory, with a heavy concentration on performance. Styles analyzed and performed will include Dixieland, blues, modal, be-bop, fusion, and acid jazz. Strong music-reading skills are a must, as is proficiency on an instrument. *Prerequisite: AP Music Theory, or in rare cases, instructor's permission.*

AP Music Theory 766/767
A full-year offering in theory and harmony, materials covered include counterpoint, chorale prelude writing, two part inventions, and jazz harmony. MIDI computer software (Encore, Finale and Cakewalk) is utilized frequently in writing and arranging; there is opportunity for self-designed projects based on student interest, although each semester ends with an assigned written project. The goal of this course is to provide college-bound music students with a solid background in theory and harmony. Students in this course are required to take the AP examination in Music Theory (given in May) which determines whether a student may be eligible to receive college credit for the course. *Prerequisite (one or more of the following): Piano Theory, Guitar Theory, two semesters of band or chorus, AND instructor's permission.*

Journalism 1 1320/1321
Beginning with an examination of the ethics of community journalism, this publishing course provides students with an avenue for creative expression as they master elements of interviewing, reporting, journalistic writing, digital photography and desktop publishing in order to produce monthly newspapers and a full-color yearbook. Using criteria specified by The Columbia Scholastic Press Association, as well as others, students address elements of criticism and aesthetics as they determine the shape of their own publications. They examine the cultural heritage of the press by means of historically significant journalistic works and previous editions of FA student publications dating back to 1884. Planning and implementing a publication budget, distributing newspapers, promoting and selling books, and soliciting advertising provides valuable business experience. The course is work intensive with strict requirements regarding the fulfillment of responsibilities and the meeting of deadlines. While open to students in all grades, preference in enrollment is given to upperclassmen.

Journalism 2 1322/1323
This course is for students who have completed Journalism 1 and wish to continue to study the topic. Students will work on the student publications but will have a greater level of responsibility.

Digital Photo CL 713
This year-long course is taught in conjunction with St. Joesph's College and will help refine skills to move beyond the "snapshot". Basic digital shooting, composition, postprocessing and use of creativity, elements of managing digital data, using Photoshop for sizing, editing, file making, color correction, basic retouching, layout and design, and printing will be taught. Examination of the history of photography and current ethical issues surrounding digital photography media will be examined.

Photography Workshop 1 **711**
This course provides an introduction to film-based photography, digital photography, darkroom techniques, computer imaging and printing.

Photography Workshop 2 **712**
It's traditional photography; just some of the tools have changed. Emphasis will be on merging current computer imaging techniques, (Photoshop, iPhoto, etc.) with traditional photographic concepts that lead to great images. Students will learn techniques in lighting, composition, lenses, color and printing for exhibition. *Lab fee: $30*

Digital Filmmaking 1 **774**
This course will give students an overview of the many aspects of digital film production. Students will be introduced to a wide range of skills including writing, storyboarding, directing, lighting, cinematography and editing. Students have the opportunity to use digital cameras and iMovie editing software to create finished film projects.

Digital Filmmaking 2 **775**
This is a practical, hands-on course for students who want to continue with more advanced filmmaking skills leading to the creation of their own short films. Professional cameras, lighting and Final Cut editing software will be utilized to give students access to some of the same tools used by professionals in the motion picture industry. Students are urged to submit their finished films to be shown during the Fine Arts Festival at the Leura Hill Eastman Performing Arts Center.
Prerequisite: Digital Filmmaking 1 or prior experience/interview with instructor. Lab fee: $30

Writing for The Screen **746**
This class will examine the principles and processes of writing for film. Topics will include finding and developing story ideas, the language of film, and the structure of a script. Students will participate in in-depth film analysis, screenwriting exercises, and workshop-format review of each other's scripts. By the end of the course, students will have completed a treatment (prose description of a proposed film project), a step outline, and a complete script.

Mathematics

The Mathematics Department at Fryeburg Academy believes that math skills must extend beyond the ability to calculate to the use of mathematics to investigate, analyze and interpret. A math course should provide practical experience in mathematical skills that is a bridge to the real world as well as explorations which develop an appreciation of the beauty and value of mathematics. The math department expects that students will learn to enjoy, appreciate, and use mathematics as they progress through the curriculum. Students who are challenged to reach these goals will be better prepared for a future in which math will be increasingly important in their lives.

Fryeburg Academy students will develop a sense of what numbers mean and how they are used. They will demonstrate computational skills including estimating, evaluating, and reasonableness of answers. Additionally, students will develop spatial and visual skills enabling them to accurately describe and understand the world around them. These skills will enable students to recognize patterns and allow them to make and communicate mathematical decisions based on those patterns. As a part of that decision-making process, students will be provided opportunities to make connections through collaboration and discussion of mathematical concepts. All courses require a scientific calculator. A course in Algebra is required for graduation.

Introduction to Math **216/217**
This course is for freshmen who need to improve their fundamental math skills before moving on to Algebra 1A. Students will understand and demonstrate computation skills; measurement attributes; algebra concepts such as variables, expressions, and one-step equations; coordinate representations of geometric figures and their transformations.

Linear Algebra **1248/1249**
This post-AP mathematics course includes a range of topics selected from: systems of linear equations and echelon reduction, systems of linear equations, matrices, determinants, linear independence, span, basis, dimension, vectors in the plane and space, isomorphism, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. *Calculus AB is a prerequisite.*

Algebra 1A **202/203**
Algebra 1A is part one of a two-year Algebra I curriculum. Students will understand and apply operations with fractions, percentages, and order of operations; statistical functions including mean, median, mode, range and probability; data patterns, graphs and tables; one step and two step equations and inequalities; basic word problems.

Algebra 1B **204/205**
Algebra 1B is the second part of a two-year Algebra I curriculum. Students will understand and apply exponent operations and square roots, linear functions, equations and graphs, polynomial operations and factoring, set theory, Venn diagrams, and solve two-step equalities and inequalities. *Algebra 1A is a prerequisite.*

Algebra I **212/213**
Students will understand and apply algebraic concepts including one and two-step equations and inequalities; exponent operations and square roots; linear functions, equations and graphs; basic matrix applications; polynomial operations and factoring; word problems; basic statistics.

Intermediate Algebra **Level 2 260/261**
Intermediate Algebra is taken after successfully completing Algebra I. Students will understand and apply complex numbers (real and imaginary), exponents and radicals, matrix operations, systems of equations, polynomial equations, linear and quadratic functions and graphs, function notation and operations, sequences and series. This course moves at a slower pace than 228/229.

Algebra II **Level 1 228/229**
Algebra II is taken after successfully completing Algebra I. Students will understand and apply complex numbers (real and imaginary), exponents and radicals, matrix operations, systems of equations, polynomial equations, linear and quadratic functions and graphs, function notation and operations, sequences and series.

Geometry **Level 1 222/223**
Students take geometry after successfully completing Algebra II. Topics covered include the geometry of two and three dimensions. Use of algebraic principles, probability, discrete math and other topics is integrated throughout the year. The relationship of shapes and their parts are studied through measurement and reinforced through proof and construction. Proof also emphasizes the skills of mathematical decision-making. Discussion and use of real world models enhances learning throughout the year. Students are expected to have a protractor and compass for every class.

Geometry **Honors 220/221**
Standard Geometry material is covered in greater depth with some additional topics involving higher levels of investigation and abstraction.

Algebra II **Honors 226/227**
Standard Algebra II material is covered in greater depth with some additional topics involving higher levels of abstraction. Successful completion of this course will prepare a student well for Pre-Calculus the following year.

Accounting **Level 2 234/235**
Emphasis will be placed on the basic principles, concepts and procedures of accounting. The course begins with the study of the accounting cycle in its simplest form – from the start of the accounting system through the closing of the ledger. This is followed by the study of partnerships and how their accounting procedures differ from those of proprietorships. Financial statements are covered with emphasis on interpretation and readability. Also covered are subsidiary journals and ledgers for merchandising companies. Federal and state income tax preparation is incorporated into the curriculum.

Math Topics **Level 1 1234/1235**
Math Topics can be taken after successful completion of Algebra II, and is intended for students pursuing a non-technical career. Various math topics are covered, including: patterns; set and set theory; logic; linear, quadratic, exponential and logarithmic functions; multiple systems of equations; probability and statistical analysis; and other topics introduced at the discretion of the teacher. SAT review is woven into the course at appropriate times of the year. College credit is possible provided students earn a successful CLEP score at the end of the course.

Pre-Calculus **Honors 244/245**
Algebra II Honors is a prerequisite. The standard Pre-Calculus material is covered to a greater depth with some additional topics and projects. Successful completion of this course will prepare a student well for Calculus AB the following year. A summer homework assignment reviewing Algebra II skills is required prior to the first semester. A Texas Instrument graphing calculator is required for this course. (This is required so that all students can participate in explorations and programs provided.)

AP Calculus AB **242/243**

Pre-Calculus is a prerequisite. The course covers the theory and application of the derivative and its interpretation as an instantaneous rate of change using numerical, graphical and analytical approaches. The theory of the definite integral and antiderivatives is developed with strong focus on applications in geometry, physics and economics. The course follows the College Board curriculum in order to adequately prepare students to take the AP examination, which is required for the completion of the course. A Texas Instrument graphing calculator is required for this course.

AP Statistics **240/241**

Successful completion of Pre-Calculus or outstanding performance in Algebra II is required. The purpose of AP Statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Emphasis will be placed on mathematical reasoning and communication. Probability and statistical concepts along with calculation will be covered. Students will be required to take the AP examination. A graphing calculator is required of each AP Statistics student for the entire year.

AP Calculus BC / Calculus III **248/249**

AB Calculus is a prerequisite. This course begins with advanced integral techniques and covers applications of the integral, sequences, series, Taylor series and vectors. In the second semester students begin multivariable calculus. Students will be required to take the AP Calculus BC examination. A Texas Instrument graphing calculator is required for this course.

Statistics I **254**

Algebra I is a prerequisite. Statistics I is a one-semester elective primarily intended for Juniors and Seniors. Students will understand and apply measures of central tendency, analyze data using a stem and leaf graph and frequency distribution, standard deviation, normal distribution and associated measures, sampling techniques, data and/or study analysis, and ethical considerations.

Problem Solving **255**

Algebra 1 is a prerequisite. Problem Solving is a one-semester elective primarily intended for Juniors and Seniors. This course is an individualized class and is designed to supplement the regular math sequence. Students must be able to work independently and have the self-discipline to handle the flexible structure. Problem sets are chosen consistent with the student's level of skills and ability. It is an excellent course for the student who wants to increase his/her ability to apply math, to learn mathematical topics in depth and to learn material not covered in other math courses. Students who plan to participate on the math team will find this course very beneficial.

Science

Experience through exposure and training in diverse fields of science is imperative for the overall education of young people in a technologically challenging world. The science department offers programs and curricula for students of various abilities and interests.

Scientific literacy is essential for our students to stay abreast of an increasingly competitive world marketplace. Since science is a process used to solve problems, the science curriculum offers and encourages students to develop competency with the scientific method in both theoretical and practical ways. Laboratory science is an integral part of the science curriculum because it allows students to manipulate data variables in a controlled environment and mandates the use of the scientific method in analyzing the results. Mastery of scientific vocabulary and concepts is equally important, for it permits the student to articulate those results. The science faculty firmly believes that the talents of all students will be developed and their potential realized through the pursuit of the department's goals. Additionally, the tremendous benefits that technology offers can only be realized if students accept the challenge of the science offerings. These benefits can be achieved in a framework of environmental and aesthetic respect, as well as in a learning atmosphere that is personal and fun. If our graduates are to survive, compete and flourish in a scientifically oriented global society, they must be prepared and experienced in every aspect of science. The science department feels strongly that its programs can accomplish that goal and is dedicated to helping students find success in pursuing it.

Earth Science **Level 1 312/313**

Earth Science is designed for first year high school students who are preparing themselves to be independent learners and to be successful in post-secondary education. In this course, students study the dynamic Earth through its spheres, atmosphere, lithosphere, hydrosphere, and biosphere and how they interact and influence each other. The processes that occur during this interaction and the forces that cause the continual changes on the planet are introduced to the student. The components of the Solar System and the Universe are also interwoven into the course so the student can see that what occurs on Earth fits into the larger framework of the cosmos. Films are used to examine prevailing theories, to identify bias and stereotypes, to evaluate their accuracy based on current scientific understanding, and to analyze them for possible solutions to social challenges stemming from natural disasters. *Students should read at grade level, have demonstrated the skill of writing paragraphs, desire to improve their reading, writing, listening, note taking and test taking skills, and have achieved a C- or better in science in their eighth grade year.*

Earth Science Honors 310/311
This course is similar to the standard Earth Science course except that the product expectations are higher and more challenging to meet. *Students who sign up for this level should read at grade level or higher, have demonstrated the skill of writing several paragraphs to answer questions, have achieved B+ or higher in science in their eighth grade year, and plan to apply to more competitive colleges.*

Earth Science Level 2 316/317
This course is similar to the standard Earth Science course except that it moves at a slower pace.

Biology Level 1 322/323
Biology introduces students to the diversity and complexity of living things. Topics of study include classification, ecology, cells, biochemistry, genetics, evolution, bacteria, viruses, zoology, botany, photosynthesis, cellular respiration, protists, microscope use, and the use of the scientific method. Our approach includes group and individual class work, homework, lectures, tests, laboratory experiments, projects, and outdoor activities. Students will apply inquiry and problem-solving approaches in class activities. They will learn to formulate, analyze, and justify ideas to make informed decisions about scientific situations and issues. They will practice skills in communicating scientific ideas through the use of appropriate symbols and terminology in a variety of forms. Students will understand the historical, social, economic, environmental, and ethical implications of science and technology in the 21st century.

Descriptive Biology Level 2 324/325
Descriptive Biology is a laboratory-oriented course that introduces students to the diversity among and connections between all living things past and present. Topics of study include adaptation, evolution, biodiversity, classification, identification, biochemistry, cell structure, photosynthesis, cellular processes, and genetics. Students practice and develop laboratory skills through research, experimental design, use of technology, writing of lab reports, and application of the scientific method. Students in Descriptive Biology are expected to be able to memorize short lists of material, take classroom notes, read and understand a textbook, participate thoughtfully in classroom discussions, and take quizzes and tests. In laboratory work, students are expected to follow instructions and work safely without constant supervision. Students will apply inquiry and problem-solving approaches in class activities and laboratory work. They will learn to formulate and justify ideas to make informed decisions about scientific situations and issues. They will practice skills in communicating scientific ideas through use of appropriate symbols and terminology in a variety of forms. Students will understand the historical, social, economic, environmental, and ethical implications of science and technology in the 21st century.

Biology Honors 326/327
Biology Honors is a laboratory-oriented course that introduces students to the diversity among and connections between all living things past and present. Topics of study include: adaptation, evolution, biodiversity, classification, identification, biochemistry, cell structure, photosynthesis, cellular processes, and genetics. Students practice and develop laboratory skills through research, experimental design, use of technology, writing of lab reports, and application of the scientific method. Students in Biology Honors are expected to be able to memorize extensive material, take detailed notes, read and understand a textbook, participate thoughtfully in classroom discussions, and write well-organized essays. In laboratory work, students are expected to follow detailed instructions and work independently. Students will apply inquiry and problem-solving approaches in class activities and laboratory work. They will learn to formulate and justify ideas to make informed decisions about scientific situations and issues. They will practice skills in communicating scientific ideas through use of appropriate symbols and terminology in a variety of forms. Students will understand the historical, social, economic, environmental, and ethical implications of science and technology in the 21st century. *Students should be taking Geometry or Algebra II concurrently with this course.*

AP Biology 320/321
Students experience a rigorous academic year of discussion and laboratories involving detailed studies of several biological disciplines, including molecular biology, cellular biology, genetics, evolution, botany, biotechnology, animal physiology, and ecology. Students apply inquiry and problem solving approaches in daily class activities. They learn to formulate, analyze, and justify ideas to make informed decisions about scientific situations and issues. They practice skills in communicating scientific concepts through the use of appropriate symbols and terminology in a variety of forms. This includes the writing of several inclusive lab reports based on the AP lab requirements. In addition, students will understand the historical, social, economic, environmental, and ethical implications of science and technology in the 21st century. *Must have a C or better in Honors Biology or an A in regular Biology and a teacher's recommendation. Students taking this course are expected to take the College Board AP Biology Test (given in May) in order to possibly obtain college credit.*

Chemistry Level 1 332/333

Chemistry is a college preparatory course in which students are introduced to organic and inorganic chemistry with an emphasis on the structure of matter and the changes it can undergo. Problem solving methods are stressed throughout the course as students are encouraged to make accurate observations using appropriate tools and units of measure, to verify, evaluate, and use results from experimentation in a purposeful way, and to demonstrate the ability to use scientific inquiry and technological methods with short and long term investigations. Topics of study include the development of the atomic model; periodicity; nomenclature; the effect that changes in temperature, pressure and volume have on matter; chemical reactions and stoichiometry; acid-base chemistry; the Law of Conservation of Matter and its implications on chemical reactions; chemical bonding; the physical and chemical characteristics of elements; the relationship among matter and energy, temperature, heat and molecular motion; and quantum theory, including implications of the wave-particle duality of light.

Chemistry Honors 330/331

This course covers the same topics as Chemistry but moves at a highly accelerated pace and incorporates independent inquiry-based research topics.

AP Chemistry 336/337

Advanced Placement Chemistry is a course that is based on the College Board's curriculum, and is the equivalent of a first-year college Chemistry course. Emphasis is placed on helping students apply inquiry and problem-solving approaches in the field of chemistry, while attaining a reasonable competence in dealing with chemical problems. Students are encouraged to develop their ability to think clearly, express their ideas orally and in writing, and work with others to formulate solutions. Laboratory work is an integral component to this course, stressing both quantitative problem solving and conceptual understanding of chemical concepts. Students are assessed on their ability to keep a laboratory notebook as a means of documenting work completed. Topics of study build on principles learned in the general chemistry course, with an accentuation on the mathematical formulation and integration of principles. Strong emphasis is placed on chemical calculations in the areas of modern atomic theory, molecular bonding and hybridization, organic chemistry, stoichiometry, thermodynamic, kinetics, aqueous equilibrium (acids and bases, precipitation), reduction and oxidation, electrochemistry, and nuclear chemistry. *Prerequisite: Must have a C or better in Honors Chemistry or an A in regular Chemistry and a teacher's recommendation or permission from the instructor. Students enrolled in this course are required to take the AP Chemistry exam in May.*

Physics Honors 370/371 Level 1 342/343

Physics is the most basic and the broadest of all the sciences, and is able to explain the workings of many things we encounter in our daily lives. Physics strives to describe the world and universe in the language of mathematics, and this course can be seen as a bridge between the student's math courses and the real world. Physics at Fryeburg Academy is an algebra-based introduction to many topics in physics, and efforts are made to relate topics studied in class to students' experiences outside of the classroom. Emphasis is placed on qualitative understanding before quantitative understanding; in other words, students should be able to describe in words before they get lost in the mathematics. Students should have a strong foundation in mathematics and should be very comfortable with solving equations, isolating variables, and applying logic to solving problems, as well as basic laboratory and measurement practices. A number of lab experiments, hands-on activities and group challenges are used to reinforce material encountered in problems and allow students to apply their knowledge of physics to life outside of the textbook. Honors physics is recommended for students with excellent math skills who plan to pursue a field of study in physical sciences or engineering. Topics to be covered include uniform acceleration and projectile motion, graphical analysis of motion, vectors and scalars, Newton's Laws of Motion (including Universal Gravitation), circular motion, energy and its conservation, linear momentum and its conservation, waves and sound, optics and electromagnetic radiation, electrostatics, electric circuits, and electromagnetic induction. *Prerequisite: Algebra II, must have a C or better in Honors Chemistry or an A in regular Chemistry and a teacher's recommendation. Co-requisite: Precalculus*

AP Physics C: Mechanics 366/67

This course is an intensive study of mechanics, and prepares students to take the AP Physics C exam in. Students in AP Physics will study many of the same topics as Honors Physics, but in greater depth and more rigorous analysis techniques, including calculus. Emphasis will be placed on applying concepts to problem-solving, developing laboratory techniques, analyzing data, and computational techniques. Labs will be more open-ended, with students responsible for developing most of the experimental procedure. Students will compile a portfolio of lab reports to demonstrate understanding of experimental processes. Topics include mechanics, including motion in one, two, and three dimensions, graphical analysis, Newton's Laws, planetary motion, energy, momentum, rotational motion, and simple harmonic motion. *Prerequisites: Precalculus, completion of Honors Physics with grade of B or higher, or permission from the instructor. Co-requisite: Calculus. Students enrolled in this course will be expected to take the AP Physics C exam in May.*

Anatomy and Physiology Level 1 348/349
This course is open to juniors and seniors who have successfully completed college-prep biology. The focus of this course is an in-depth coverage of the major systems of the human body with special emphasis on the integumentary, skeletal, muscular, digestive, cardiovascular, and reproductive systems. The remaining human body systems are referenced and looked at in coordination with the six covered systems. The lab component includes investigations involving cellular biology, histology, cardiopulmonary activities, and during the spring semester, a thorough dissection of the domestic cat. Students apply inquiry and problem solving approaches in class activities. They learn to formulate, analyze, and justify ideas to make informed decisions about scientific situations and issues. They practice skills in communicating scientific concepts through the use of appropriate symbols and terminology in a variety of forms. In addition, students will understand the historical, social, economic, environmental, and ethical implications of the life sciences and technology in the 21st century.

Anatomy and Physiology CL 352/353
Taught in conjunction with White Mountains Community College, this course is open to juniors and seniors who have successfully completed biology. The college level course covers the same topics as the Level 1 course but in much greater depth. Students who complete this course at a satisfactory level receive college credits through WMCC that can be transferred to many colleges and universities across the United States. *Course fee for college credit.*

AP Environmental Science 1302/1303
This course is to provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Theses major themes are : Science is a process, Energy conversions, the earth is interconnected, humans and natural systems, developing sustainable systems, and social and cultural context on environmental issues.

One-Semester Courses

Physics of Flight Level 1 358
Physics of Flight is a one-semester elective primarily intended for Juniors and Seniors. The course introduces students to the possibilities of flight as a scientific discipline and a career choice. Although the curriculum is student directed, core areas of study include basic aerodynamics, meteorology, instrumentation, power plant theory and application, navigation, and flight planning. Each student is required to complete and present a final project of his/her choice. Field experiences are an integral part of the class. *Students are expected to have completed or be concurrently taking Algebra II.* Limited to nine students. Qualifying students may be "signed-off" to take the FAA Pilot knowledge exam at their own expense. Please note: This course does not include flight time; however, it may be arranged if desired.

Physics of Flight II Level 1 365
This course is intended as a preparatory class for those students who desire to take the FAA Private Pilot Exam. Students interested in obtaining their pilot's license as well as those pursuing Aviation as a career would be well advised to study for and complete the FAA test prior to their freshman year at college. Physics of Flight I is not a prerequisite. There is, however, a student-borne cost for the FAA test, which is a requirement. The course is a semi-independent study format. Students will also be encouraged to take at least one flight lesson during the semester, the cost of which is the responsibility of the student.

Principles of Science and Technology 668
This course is based upon an applied physics curriculum developed by the Center of Occupational Research and Development (CORD). Upon completion of the course, the student will understand the practical principles in physical science that help make sense of the behavior of modern equipment. Through a combination of class work and hands-on laboratory studies, the following units are covered: Force, Work, Rate, Resistance, Energy, Power, and Force Transformers.

Principles of Science and Energy 669
This course is an overview of the entire area of energy technology, power, and transportation. Through class work and many hands-on activities, students will learn about forms of energy, transportation systems, engine systems, small engine operation, and mechanical, fluid, and electrical power systems.

Introduction to Organic Chemistry CL 308
Students enrolled in this course will receive an introduction to the covalent compounds of carbon. Topics include structure and reactions of alkanes, alkenes, alkynes, alcohols, ethers, aldehydes, ketones, alkyl halides and amines; nomenclature of organic compounds; stereochemistry; and reaction mechanisms. Students also receive an introduction to the chemistry of biopolymers including carbohydrates, lipids, nucleic acids and amino acids. Laboratory work involves elementary manipulation of organic laboratory equipment, preparation and identification of typical organic compounds and the characteristics of the major functional groups. Students are also encouraged to explore topical research areas in biochemistry. *Prerequisites: Advanced Placement Chemistry or equivalent general chemistry course.*

Ecology Level 1 351
Ecology is the study of how organisms interact with the living and non-living components of their environment. This course focuses on New England ecosystems and wildlife. Topics include: wildlife populations and communities, predator/prey relationships, environmental pollution, environmental ethics, and human interactions with the environment. Much class time is spent outdoors practicing science skills such as wildlife observation, journalizing, sampling, mapping, and animal tracking. Students should expect one to two day-long field trips hiking or snowshoeing, and at least one overnight camping trip per semester.

Ornithology Level 1 306
Students will learn about the unique adaptations that birds have for survival including physiology, migration, and behaviors. Students will also develop skills for classifying and identifying Maine birds in a variety of habitats including the coasts, upland forests, and local wetlands. One or two day-long field trips should be expected. A major focus of the course also deals with conservation and protection of bird species in Maine and around the world.

Botany Level 1 350
Botany students gain knowledge and skills in the art and science of botany. The curriculum primarily involves plant structure and function, soil technology, plant propagation, and landscape design. Other topics included in the course are the classification of plants, ecology, the evolution of plants, plant cells, transpiration, and photosynthesis. In addition, all students must create and complete a final project of their choice that pertains to the study of Botany and the student's specific interests. This is practical and hands-on course with a number of school and community landscape and design projects. Botany is an alternative science course, which uses the outdoors as a classroom and provides students with an enriching learning experience. Students also take field trips to various nurseries and greenhouses, as well as a day trip to the annual State of Maine Horticulture Show. The spring semester includes the students designing, implementing, and managing the Fryeburg Academy booth at the Home, Garden, and Flower Show at the Fryeburg Fair Grounds.

River Systems 1304/1305
The River Course will start at the source, with a study of watersheds as a whole. Traveling from higher altitudes all the way down to the coast, we will take a general look at the geology, hydrology, chemistry, biology, socioeconomics, and environmental impacts of river systems. With its headwaters in the White Mountains, a fertile valley winding through Fryeburg, and a vast estuary emptying into the Atlantic, the Saco River affords a great 'living laboratory.' Learning about the relationship between our river with the land and its people will teach students that all rivers are equal to more than just the sum of their parts.

Social Studies

The courses offered by the Department of Social Studies are designed to meet the needs of young people who will leave the Academy for further formal education and/or seek a useful place in our changing, democratic society. The department seeks to point out the significant events and ideas of the past and present and their influence on the structure, purpose and direction of modern society. Students are provided with the opportunity to study individual and group behavior, and to apply knowledge gained in social science courses to considerations of past and current social and political problems. To accomplish these broad goals, we believe that our social studies program must focus on providing learning experiences in the following disciplines: history, political science, economics, geography, and behavioral sciences. The thrust of our social studies program is to develop individuals who will understand their own social world, the world of people, their activities and interactions. We endeavor to help students become productive and contributing members of a free society who feel a responsibility to help preserve and expand that society's values and heritage.

Throughout the curriculum, students will be afforded multiple opportunities and modalities to demonstrate their understanding of key concepts, methodologies and interactions encompassed by the social sciences.

World Civics Level 2 410/411
This course is intended primarily for ninth graders. Students will understand the rights and responsibilities of civic life. They will examine persistent themes in American democracy involving rights, roles and status of the individual and political institutions in relationship to the general welfare. Each student will come to understand the constitutional principles and democratic foundations of the political institution of the United States. Students will analyze and evaluate the role and influence of various forms of citizen action on public policy. Students will develop and defend a position on a public policy issue within our society. They will compare and contrast different political systems selected from historical and contemporary settings. Students will assess the reasons why participation of an attentive, knowledgeable and competent citizenry is important to constitutional democracy. They will be able to describe the circumstances under which civil disobedience might be justified and demonstrate an understanding of the process of voter registration and voter participation.

Western Civilization Honors 414/415
This course is offered as an intensive study of world history. Students will read, interpret, analyze and critique primary sources to develop skills in historiography and the methodology of historic inquiry to prepare them for future AP courses. They will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past using a variety of sources, checking their credibility, validating and weighing evidence for claims and searching for causality. Students will investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas and persistent issues. Students will develop an understanding of how social and cultural values can affect one's worldview and be reflected in the historical record.

World Studies Level 1 418/419 Level 2 466/467
Students will apply key concepts such as time, chronology, causality, change, conflict and social and cultural complexity to explain, analyze and show connections among patterns of historical change and continuity. They will apply ideas, theories and modes of historical inquiry to analyze historical developments within past cultures and societies and their effect on the contemporary world. Each will systematically employ the processes of critical historical inquiry to reconstruct and reinterpret the past using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. Students will investigate, interpret and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues.
Students will learn to evaluate resource material such as documents, artifacts, maps, artworks and literature learning to make judgments about the perspectives of the authors and their credibility when interpreting historical events. Through a study of contemporary issues, they will identify and analyze major events and people that characterize the significant eras in world history from the emergence of civilizations, through the classical civilizations of the Mediterranean, India, Asia, to the eras of expansion and interaction of civilizations and finally the causes and effects of major events in contemporary world history.

American Studies I **Level 1 458/459**
Students will explore the development of America through a multidisciplinary study of primary sources. Special emphasis will be placed on the role that global events played in American history from the early explorations and primitive settlement of North America through the emergence of a self-conscious, technological United States from the crucible of the Civil War. This is a sophomore class.

American Studies I **Honors 440/441**
While covering all of the material included in American Studies, the honors sections will include more reading and interpretation of primary materials. Students will also be called on to interpret the views of American history throughout the development of the nation. This is a sophomore class.

American Studies II **Level 1 460/461**
This course explores the development of America's multicultural society. Using all of the social sciences, students will look at primary sources to study the processes that helped a nation come to terms with the many cultures that come to define it. Special attention will be paid to the emergence of the United States onto the global stage and how that contributes to the make-up of the world we live in today. This is a junior class.

American Studies II **Honors 468/469**
While covering all of the material included in American Studies II, the honors sections will include more reading and interpretation of primary materials. Students will also be called on to interpret the views of American history throughout the development of the nation. This is a junior class.

United States History **Level 2 434/435**
This required course is a chronological, comprehensive study of our nation's unique history. Students study the forces that shaped and continue to shape our political, economic, and social institutions from colonial to present times. Changes in cultural values, the impact of a growing international involvement, and the changing responsibility of government will be subjects of discussions. Supplementary readings and/or preparation of research papers will be assigned as teachers deem appropriate.

American History 101/102 **CL 464/465**
In cooperation with Syracuse University, we offer US History 101 and 102 for six college credits to Juniors. These are Syracuse University courses taught during the regular school day at the Academy. This set of courses offers high school students the opportunity to earn a Syracuse University transcript while exploring the requirements of true college courses in a familiar atmosphere. More information is available at http://supa.syr.edu.

AP U.S. History **430/431**
Advanced Placement United States History is designed for students who display a serious interest and aptitude for U.S. History. The focus of the course is to enhance the basic curriculum with supplementary readings including primary sources and in-depth scholarly writings. Students taking the class will be required to take the Advanced Placement Exam to qualify for college credit. GS

AP Modern European History **422/423**
Beginning with the Renaissance, students will examine the development of western civilization and its impact on the rest of the world. Students will use primary and secondary research materials to assess, analyze and understand the major social, cultural, political, economic and intellectual movements that define Western culture. They will trace the development of a current major world event and predict the possible outcomes and demonstrate how domestic policy may impose constraints or obligations on the actions of nations in the world. Students will evaluate the benefits and difficulties of international cooperation. This course focuses on preparing students to take the required Advanced Placement Examination. *Prerequisite: AP U.S. History and/or teacher recommendation. GS*

One-Semester Courses

U.S. War View **Level 1 439**
A look at the strategies, tactics, weapons, causes and effects of conflicts on the North American continent from early Native American conflicts through the Civil War and the early twentieth century. The class will examine the social, scientific, technological and environmental impact of these conflicts.

Ethics **Level 1 445**
This one semester course is designed to give students a forum in which to explore the complexities of ethical concerns confronting society today. Through readings, discussions, written assignments, and the use of both historical and current case studies, students will be asked to deal with issues such as what differentiates ethical from unethical behavior; are there universal values which establish the guidelines for ethical behavior; and how do these issues apply to their own lives.

Introduction to Economics **Level 1 444**
This course is designed to give students a basic understanding of both macro and micro economic theory. Students will be introduced to the fundamental concepts and workings of the market system including the study of scarcity, supply and demand, opportunity costs and equilibrium GDP. Students will also study the relationships between business, households and government as they relate to the functioning of the market system.

Topics in Economics **Level 1 403**
This course will explore specific topics in the field of economics. Topics to be studied include income inequality and poverty, agricultural policy, international trade, regulation of financial markets and the economics of developing countries. *Prerequisites: Introduction to Economics or AP U.S. History.*

Anthropology **451**
Who are we? What defines us as human beings? Have you ever wondered where your language originated? Why are there so many different cultures? Anthropology is the "study of the origins and social relationships of human beings". The quest of the anthropologist is to seek answers to questions that will forever change as humans change. In this class we will survey anthropology through observation, reading, and field work using books, film, articles, interviews, art and other forms of media. We will begin to explore who we were, who we are, and who we will become! Students will be required to complete three to five essays, small projects and one final research project.

Sociology **448**
Sociology is designed to explore human behavior in a social context. Students will learn about relationships within groups such as family and peers, and will explore human relationships within society at large. The course will focus on the current social issues and problems facing America today. Specific topics of study include issues of race, gender, equality, poverty and crime. Students will be required to research these and other topics as well as participate in a number of structured debates.

World Geography **424/425**
This course is offered primarily to seniors and can be taken for one or two semesters. The course is designed to give students an appreciation and understanding of the issues and problems confronting humankind today. Through the study of various regions and cultures, students will be introduced to the interrelationships among human beings, nature, and technology and how societies develop socially, politically, and economically. The course will center around a discussion of what constitutes progress and an analysis of the traditional paradigms which define this process.

Technical Arts

Courses in the Technical Arts Department aim for proficiency in the use of the tools, materials, machines and processes used in industry. Through hands-on experiences in each of the areas, students will develop marketable skills, which will be of significant value when seeking post-secondary education and/or employment. In each of the technical courses, students will have the opportunity to construct quality products using proper construction and design techniques and increasing aesthetic awareness and creativity. Students will understand the term "technology"; will understand how advances in technology have changed the social, economic, and environmental implications of industry; will understand the applied science related to the design of products; and will learn problem solving.

All Technical Arts courses have a lab fee associated with them. The amount will be determined by the size of the product and material to be used. Each student will be aware of his or her responsibility toward the lab fee before construction of product begins.

Beginning Woodworking **601**
The course is designed for the beginner to understand the tools and materials associated with the wood industry. The emphasis will be focused on care and use of hand tools and machinery. Safety practices and good workmanship will be stressed at all stages of the process. All students construct the same product, allowing each to experience the processes used. Units of instruction include science of wood, forest management and conservation, techniques of the past and present, construction and finishing application, and related mathematics.

Furniture Construction **602**
This course expands upon the skills learned in the beginning level by introducing several new techniques useful to the woodworker. Each student will construct a small piece of furniture by using a set of plans. Interpreting drawings and an increased level of measurement skills are necessary. Units of instruction will be in furniture design, product planning, cost calculation, joinery techniques, finishing, and adhesives. Consumer knowledge and career opportunities are discussed to better the understanding of the industry. Safety is emphasized at all times. *Lab fee. Prerequisite: Beginning Woodworking*

Advanced Woodworking 603
This advanced course in wood technologies will expand upon the skills, techniques and knowledge gained in previous courses as well as explore new and more difficult strategies and experiences. Areas of wood technology from which to choose may include custom cabinet making, furniture construction, canoe and boat building, clock making, and fiberglass technology/ reinforced molding. The course is a very intense, self-motivating, hands-on experience culminating with the creation of a product of superior design, construction and finish. *Prerequiste: Furniture Construction. Lab fee.*

Beginning Metalwork 604
This course is based upon product planning and manufacturing. The student will complete a scale drawing using technical drawing techniques and, using those specifications, produce the product on machinery in the lab. Students gain better understanding of the importance of a quality working drawing and the role the metals industry has on their everyday lives. Units taught include types of metals, metal lathe and other machining processes, precision measuring instruments and finishing metal products.

Machining and Fabrication 605
Given the opportunities for employment in the metals industry, this course can be an important link to future work for many students. The course is designed to give the students a thorough understanding of the tools and processes used in the metals industry and enable them to use these tools to construct a product in the lab. Units include precision measurement and tolerances, welding practices including oxy-acetylene and MIG, the metal lathe, the milling machine, and reading working drawings. Safety is stressed at all stages, and a good work ethic is emphasized as a skill necessary for employment. *Lab fee. Prerequisite: Begninning Metalwork.*

Engineering Design with Metal 608
This course is designed for the student who has completed the previous metal courses and is considering a career in an engineering or manufacturing field. The skills and technologies from levels I and II will be expanded to further understand the principles in tool and machine use. Emphasis will be placed upon the engineering techniques, design criteria, material use and creation of computer-generated plans. Projects in this class can be individual in nature or group projects involving items made for the school or design challenges. Safety is stressed in all areas and environmental concerns are addressed as necessary. This course will be offered as a semester course and will be offered both fall and spring semesters. *Lab fee. Prerequisites: 604 and 605*

Technical Drawing 606
The Technical Drawing course is designed for students who have career interests in engineering, architecture, interior design, machine or construction technology. It is an opportunity to gain the basic skills and knowledge related to these fields. Topics will include sketching, three-view orthographic projection, and isometrics, oblique and perspective drawings. Computer Aided Drafting (CAD) will also be included. This is a Semester I class.

Architecture and Design 607
Skills learned in Technical Drawing will be further enhanced during this course. The student will develop a plan for a house of his or her own design, and study design aspects, interior layouts, construction techniques, and elevation drawings. Assessment for drafting classes is based upon a completion of a series of drawings, increasing in difficulty. This is a Semester II class. *606 recommended but not required.*

Technology

The goal of the technology department is to provide students the opportunity to understand the newest computer technologies, using hands-on courses. Students are able to explore their interests and expand their abilities through courses designed around some of the most popular topics in computer technology.

Introduction to Computer Science 820
Programming is the number one job in 2011 and it is about problem solving. It is not gaming and it is not the computer itself (operating system or hardware). This one semester course covers the computer background and programming basics found in most procedural programming courses.

Introduction to Robotics 1330
This class is an introduction to building and programming robots using the LEGO Mind storms NXT Robotics System. Students will practice construction and programming with the NXT intelligent brick with servo style motors and ultrasonic sensor. In pairs, students build different robots and program them with a computer to move, react, and make sounds in order to solve challenges.

Introduction to Object Oriented Programming 839
This course is an introduction to computer programing using JAVA. Students will learn the basics of computer programing.

Computer Technology
This course is an introduction to the world of information technology. An introduction to networking, computer systems, hardware and more.

AP Computer AP 840/841
This course focuses on structured algorithm development using the Java programing language to solve problems. Object Oriented Programming methodology is emphasized including the study of data structures, program design and data abstraction techniques. This course counts as either a math or computer credit. *Algebra 2 is a prerequisite.*

Introduction to Web Design 1331
This course is an introduction to designing and working with websites.

Introduction to Networking 1332
In this course, you will learn the fundamental concepts of networking, and then immediately apply this knowledge to the configuration of a router and switch. By the end of the course, you will have enough knowledge to set up a network environment that has multiple subnets over multiple virtual LANs (VLANs), use network address translation (NAT) to connect to the Internet, and hand out IP addresses automatically. Additionally, you will take a deep dive into IP addressing, using binary, to really gain a fundamental understanding of how endpoints are addressed.

Wellness

Today, more than ever, teenagers have the right to receive information and learn skills to achieve a high level of health in all of its aspects. Throughout students' lives, their personal health will be deeply influenced by their attitudes, choices and decisions. With a solid foundation of learning for their physical, mental and social well being, Academy students will be equipped to take responsibility for their health.

Health 522
A requirement for graduation, this course provides information and teaches skills for teenagers to effectively develop their personal, physical, mental, and social health. Discussion is based on empowering students to form positive attitudes toward their health responsibility, the consequences of problems and concerns teenagers face in today's society. The course covers such areas as mental health, stress management, nutrition, growth and development, human sexuality, prevention and control of disease, alcohol and drug abuse, and physical and emotional abuse.

Fitness **514/515**
This course teaches students the basics of physical fitness. Strength and conditioning and cardiovascular workouts are important aspects of this course. Students will learn the importance of lifetime fitness and how to develop a personal fitness routine. *Requirement for all students: appropriate clothing and sneakers.*

Early Childhood Development **450**
This semester course is designed to help the student follow a child's growth and behavior. It will touch on the understanding of the responsibilities of parenthood along with developing the skills needed to serve as a caregiver to young children. Hopefully, by the end of the semester, each student will be able to reflect on whether children will have a major or minor role in their future. This course will include such areas as prenatal development, physical-motor development, cognitive development, social-emotional development, and caring for children.

Psychology **Level 1 446**
Psychology is a semester course for seniors and motivated juniors. Beginning with the psychological function of the brain, students will trace the origins of human behavior and learn how behavior develops from infancy to old age. Other topics studied are emotions, abnormal psychology, genetics, stress and stress management, sleep and sleep disorders, and Sigmund Freud's theories of development and psychosexual development. Each student must keep a notebook and must complete a number of current periodical readings from the field of psychology.

Wellness Credit Alternatives

All students must have two Wellness credits (including at least half a credit earned by taking Health) in order to graduate. Two seasons of sport waive 0.5 credits; 10 seasons of sports waives an additional 0.5 credits. Health cannot be waived.

World Languages

As the world grows more interconnected, we have the responsibility to think and act with a global perspective. Advances in communication, technology, and commerce demand that we understand the languages and cultures of other peoples better than ever before. Our French and Spanish programs offer the opportunity to learn about our American neighbors, Canada and Mexico, along with their European counterparts; to prepare for business and pleasure travel; and to reconsider our role in the global community. In addition to modern languages, Latin is offered for students wishing to expand their study of language and explore the culture of ancient Rome and its influence upon Western civilization. While studying Latin vocabulary and grammar, students build reading and translating skills and develop a better understanding of English grammar and derivatives. Mandarin Chinese is spoken by roughly one fifth of the world's population. Learning this language will bring students closer to both their native-speaking Chinese schoolmates and Chinese people worldwide.

Latin I **910/911**
The Latin I course emphasizes basic vocabulary and workings of the language. Reading and writing skills, as well as understanding of English derivatives, are developed as the year proceeds. This course is offered to students at all grade levels.

Latin II **920/921**
Following a brief review, students in the first semester of Latin II continue the study of the workings of the language. In the second semester, students are introduced to brief selections from various Latin authors and the cultural practices, products, and perspectives of Ancient Rome. *Prerequisite: successful completion of Latin I and/or departmental testing to ensure equivalent prior knowledge.*

Advanced Latin **950/951**
Students will study the advanced workings of the language and reading for understanding, supplemented with historical and mythological excerpts in translation exploring cross-cultural connections and comparisons. Students will read selections from Ovid, Livy, Vergil, Cicero, Horace, and Catullus, as well as a variety of other ancient and medieval authors. *Prerequisite: successful completion of Latin II (or a higher course) and/or departmental testing to ensure equivalent prior knowledge, plus permission of the instructor. This course may be taken a second year for Honors credit under course number* ***940/941)***

French I 912/913 and Spanish I 914/915
A balanced development of the four basic language skills – listening, speaking, reading, and writing – is emphasized in these first courses. Fundamental vocabulary and workings of the language are presented in context and reinforced through oral and written presentations. Students read and write short selections to practice their new skills and become familiar with worldwide Franco or Hispanic cultural practices, products, and perspectives. These courses are offered to students at all grade levels.

French II 922/923 and Spanish II 924/925
Following the format of the first year of study, second level courses continue the development of the four basic skills. Vocabulary growth and increasingly complex grammatical structures are emphasized. Written communication expands from sentence to paragraph formation. Supplementary readings reinforce these learnings and explore the history, geography, and customs of France or Spain with a view to cross-cultural connections and comparisons. *Prerequisite: successful completion of the first level course and/or departmental testing to ensure equivalent prior learning.*

French III 932/933
This course provides an intensive review and expansion of the basic vocabulary and workings of the French language. Particular emphasis is placed on person-to-person communication – both oral and written – in everyday household, school, and travel situations. Students learn about the Francophone regions of the New World and participate in outreach projects to become aware of historical and current cultural connections. They also explore cultural practices in holidays, cuisine, schooling, sports and other pastimes. *Prerequisite: successful completion of French II and/or departmental testing to ensure equivalent prior learning.*

Advanced French (French IV AND V): Honors 954/955
This two-year sequence presents French language, culture, and current issues/events through the reading, listening, and viewing for understanding of authentic short stories, articles, and film. In response, students explain and discuss main ideas, and express and support their viewpoints in oral and written presentations about what they have read and seen. Advanced vocabulary and workings of the language are introduced and studied in context. Students also explore the Franco contribution to the arts, literature, and civilization in conjunction with a survey of French history. *Prerequisite: successful completion of French III or its equivalent, plus permission of the instructor. This course may be taken for two consecutive years or followed by an AP French course in place of the second year.*

AP French Language 952/953
Advanced Placement French Language is a college level course which prepares students to take the AP French Language examination in May. Students solidify and refine their knowledge of the French language through intensive, daily practice in person-to-person communication; reading, listening, and viewing for understanding, and oral and written presentation. Cultural practices, connections, and comparisons are discussed as encountered in the short novels, stories, articles, and films which provide the basis for the course. Workings of the language are fine-tuned on an individual basis. This course is reading, writing, and speaking intensive and is only for the highly motivated student. *Prerequisite: successful completion of one year of Advanced French or its equivalent, plus permission of the instructor.*

World French Cultures 956/957
A French language immersion experience, World Francophone Cultures explores French-speaking cultures outside of France through the study of their historical, social, and geographical traits and the expression of French influence in their Francophone literature and films, cuisine and culture. Six areas of the world are considered: Canada, Southeast Asia, the United States, Europe, Africa, and the Antilles. *Prerequisite: successful completion of one year of Advanced French and/or permission of the instructor. This course may be taken for credit as either a language or a social studies course.*

Spanish III 934/935
The third year of Spanish strengthens and expands the vocabulary and workings of the language studied in Spanish I and II. This course targets person-to-person communications as a goal for each student. Students explore Hispanic culture through reading and discussion of short stories, plus oral and written presentations which move the Spanish II student towards a more sophisticated level of communication and understanding of cross-cultural connections and comparisons. *Prerequisite: successful completion of Spanish I – II and/or departmental testing to ensure equivalent prior knowledge.*

Spanish IV Honors 944/945
Spanish IV provides the opportunity to polish advanced grammar and writing skills. Vocabulary is expanded thematically through the reading of plays and stories, plus listening and viewing for understanding. These authentic resources also give students the opportunity to gain a deeper understanding of the Hispanic culture in comparison with their own. *Prerequisite: successful completion of Spanish III or its equivalent, plus permission of the instructor.*

AP Spanish Language 948/949
Advanced Placement Spanish Language is a college level course which prepares students to take the AP Spanish Language examination in May. Students solidify and refine their knowledge of the Spanish language through intensive, daily practice in person-to-person communication, reading, listening, and viewing for understanding, and oral and written presentation. Cultural practices, connections, and comparisons are discussed as encountered in the short novels, stories, articles, and films which provide the basis for the course. Workings of the language are fine-tuned on an individual basis. This course is reading, writing, and speaking intensive and is only for the highly motivated student. *Prerequisite: successful completion of Spanish IV or its equivalent, plus permission of the instructor.*

Mandarin I 980/981
Students will learn Chinese language and culture through dialogues, conversations, games, songs, poetry, stories, calligraphy, videos, websites, and celebrations. There will be opportunities to interact with native speakers of Mandarin both in person and through email. Mandarin I covers the basics of the language including how to converse using high frequency sentences and vocabulary, differentiate tones, read and write the pinyin phonetic system, write and type Chinese characters on computers. Early on, students will learn to understand and speak useful phrases for functioning in the Mandarin classroom.

Mandarin II 982/983
This course will increase students communicative skills and learning strategies for Chinese. Using classroom activities, online resources, and books, students will continue to build vocabulary and grammar knowledge and reformulate them to express original thoughts. Mandarin II will expand students knowledge of China and the Chinese Diaspora through cultural excursions and contact with native speakers.

Mandarin III 984/985
Students will learn to express increasingly complex ideas in speech and writing. They will practice reading texts in traditional as well as simplified characters. There will be opportunities to share their knowledge of Mandarin and Chinese culture outside the classroom. Mandarin will be the main language of instruction.

Mandarin IV Honors 988/989
Students will learn to express increasingly complex ideas. Student will apply their knowledge in creative ways and engage in conversation with native speakers.

Lake Region Vocational - Technical Program

Lake Region Vocational Center offers a variety of sequential two-year programs and one four-year program. These programs are designed to give students an entry-level skill in an occupational area and/or serve as preparation for further education/training.

Students who attend the Pre-Vocational Program (Diversified Occupations) at Lake Region and/or the Vocational Programs will receive 4 credits for a full year of work (2 credits per semester). No additional credits are awarded for May Term. Credits earned through Lake Region are awarded by Fryeburg Academy and will be distributed to subject areas as determined by the AHoA so as to fulfill Fryeburg Academy's high school graduation requirements. Grades received in vocational programs are recalculated to conform to Fryeburg Academy's grading system.

Programs are as follows:
- Automotive Technology I & II
- Business Office Technology I & II
- Cooperative Education "Co-Op"
- Construction Technology I & II
- Culinary Arts I & II
- Diversified Occupations
- EMT/Fire Fighting
- Health Occupations – CNA, Health Professions
- Law Enforcement

More information on these programs can be found in the guidance offices or at http://lakeregion.mainecte.org/.

Dual Enrollment

In collaboration with Central Maine Community College, Fryeburg Academy offers "On Course for College". This program is available to high school juniors in the spring semester or to seniors during fall or spring semesters. A maximum of six credits may be taken each academic year with a 100% tuition scholarship for Maine students, though students are responsible for purchasing their own books. Each successfully-completed course is worth three college credits and 0.5 credits at the Academy. In order for the student to enroll in a course, Fryeburg Academy must approve the enrollment. Students must have demonstrated readiness, capability, and motivation to complete college-level work. Parental approval is also required. These courses are available to non-Maine students at the CMCC tuition. See your guidance counselor if you wish to enroll.

ACC - 210 Financial Accounting
3 Credits, 3 hrs/wk, 15 wks
This course is a beginning accounting course that introduces the student to basic financial statements and the double-entry accounting system. The course includes methods and procedures such as merchandising operations, internal control, accounts and notes receivable and accounting for merchandise inventory.

SOC 101-X1 Introduction to Sociology 1452
Mondays 5:00pm 7:55pm, 3credits, $74.40
This course is an introduction to the study of influences of social and cultural factors on human behavior. Among topics discussed are culture; conformity/non-conformity; equality/inequality of different races, sexes, and ages; social institutions; group processes; and how change occurs in society.

Fryeburg Academy also offers the following dual enrollment courses on campus with these other institutions:

White Mountains Community College
Anatomy & Physiology
This year-long course is worth 4 credits and is open to juniors or seniors. The fee is about $150. Scholarships are available for New Hampshire residents. See page 26 for course description.

Syracuse University
American History
This year-long course is worth 6 credits and carries a fee of about $600+. Scholarships are available through the university. See page 29 for course description.

St. Joseph's College
Digital Photo
This year-long course is worth 4 credits and carries a fee of about $100. See page 20 for course description.

Online Courses/Transfer Credit

Fryeburg Academy accepts transfer credit from other institutions in the following ways:

1. Fryeburg Academy will transfer in credit (no grades) from accredited institutions for students who enter into the Academy after the first semester of their freshman year. These credits will count towards the students' graduation requirements but will not be factored into GPA or class rank. The specific determination of which courses are awarded credit and how they count towards graduation requirements is determined by the AHoA.

2. Fryeburg Academy will accept students to a specific grade (9th, 10th, 11th, 12th) based on previous course work. If this course work is not done at an accredited U.S. institution, the Academy will most likely not transfer in the credit but may use it to accept a student to a higher grade. Students accepted to the 10th, 11th or 12th grade are subject to the three-, two- and one-year graduation requirements, respectively, as found in the curriculum bulletin. The Academy does not transfer in any credit from primary or middle schools.

3. Fryeburg Academy will transfer in credit from accredited or otherwise approved institutions for current students with pre-approval from the AHoA. These credits may count toward graduation requirements but will not count toward GPA or class rank. The number and type of transfer credits which students will be awarded is determined by the AHoA. The AHoA may also limit the number of non-Fryeburg Academy credits that will count towards graduation.

In most cases the number of online courses that will count toward graduation will be limited to two credits.

When students apply to post-secondary institutions, it is their responsibility to make sure that they provide the institution with official transcripts for non-Fryeburg Academy courses. Students should also keep in mind that some post-secondary institutions may not view certain transfer credits as equal to those taken at Fryeburg Academy.

The Center for Entrepreneurship

The Center for Entrepreneurship provides education, advocacy, consultant, and technical assistance to small- and medium-sized enterprise. Located at Fryeburg Academy, the center is the only one of its kind in the Northeast at the secondary level. Instruction is provided by entrepreneurs with over 20 years of experience using proven and tested teaching materials.

Fryeburg Academy Entrepreneurship Course **462/463**

The entrepreneurship program focuses on the writing of a business plan from an entrepreneur's point of view. The subjects covered are: vision, mission, values, the development of an entrepreneurial culture, marketing [domestic and international], sales development, operations and financial planning. In addition, we stress the importance of critical thinking, calculated risk taking, problem solving and supply and demand strategies for a business startup. We also place our discussions in the context of the current global economic situation. We take field trips to interesting small businesses and we have guest speakers who have various expertise in the subject matter of entrepreneurial development. Fryeburg Academy has a partnership with the University of Southern Maine School of Businesses Center for Entrepreneurship for this course. The program delivery is similar to college. We expect the students to be self-starters and motivated. The students may choose any business idea that interests them and develop a business plan for it. At the end of the spring semester they must present the plan to the Head of School, selected members of the faculty and business community.

Academic Review

It is the policy of Fryeburg Academy that a student may fail a course only if that student is not making a satisfactory effort. Here, effort is defined as regularly completing the homework, taking a positive role in class proceedings, and seeking help from the teacher, advisor or other creditable source if difficulty is encountered. It is the purpose of the Academic Review process to aid the student in improving his/her academic performance and to ensure that the student is progressing toward graduation. There are four levels of Academic Review.

1) Academic Alert - If a student fails one or more courses, especially for the first time, the class dean will send the parents a letter along with the grades alerting them to the student's poor performance. The advisor will also be sent a copy of this letter. Students who have a free period will be assigned to the Learning Center for that period until their grades improve.

2) Academic Warning - If a student continues to fail over a period of time, the class dean will send a letter warning the student of the consequences of failure and may request a conference which may include the parents, the student, the advisor, the guidance counselor, and any teachers who are essential to the process. If behavior or absenteeism is a problem, the Class Dean may be asked to attend. At that conference, the student's study plan will be reviewed, and additional specific steps to implement it will be organized. Supervision is the responsibility of the advisor, and specific mechanisms will be put in place at the conference.

3) Academic Probation - If matters do not improve, the student will be placed on Academic Probation. The class dean will contact the parents and a conference with the AHoA may be mandated.

4) Academic Expulsion - If, after all of these steps, the student is still not progressing toward graduation, a review board consisting of the advisor, the class dean, the AHoA, and at least one teacher, will be empaneled. That board may conclude that the student should be expelled or should engage in some other process, where he/she will be more successful. The student may be expelled for academic reasons only if he or she has reached his or her seventeenth birthday. Students who are expelled for academic reasons will be encouraged to seek academic alternatives. This may include applying to the Pequawket Alternative School, pursuing Job Corps, attending the Adult Learning Center in Bridgton, considering the GED, or numerous other educational offerings.

Special Services

The faculty of the Special Services Department has a humanistic outlook and considers the needs of the whole child. Instruction begins at a level where the student can succeed, and each student is accepted as a unique individual with different learning styles. To enable students to develop self-esteem through successful learning experiences, each student's strengths are recognized and instruction is built on those qualities. The faculty accents the positive. Realizing that adolescents with learning problems are apt to suffer from frustration after experiencing repeated academic difficulties, rapport and trust between teacher and student are an integral part of the program. We believe that all students benefit from the experience gained in school and from working with others of diverse abilities and differences. These interactions help students function more effectively as members of society.

The Special Services Department provides specialized instruction and supportive services to students who have been identified as having a disability which requires specialized instruction in order to make progress in the general curriculum. Under the federal Individuals with Disabilities Education Act or IDEA, Maine is required to identify and evaluate students who have disabilities and to offer them individualized education programs (IEP) for special education and related services. Decisions regarding the services that are included in an IEP are made by a team using a process specified in the law.

504 Services

A person is considered to be a "disabled person" under Section 504 when he/she "has a physical or mental impairment, which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment." 29 U.S.C.§706(8)(B)

Students who are disabled under Section 504 qualify for reasonable accommodations. Accommodations are determined by the 504 team and must be relevant to the disability as well as necessary, rather than just beneficial, to the student. By definition, "changes in course/standard/test presentation, location, timing/scheduling, expectations, student response, and/or other attribute which provide access for a student with a disability to participate in a course/standard/test, which do not fundamentally alter or lower the standard or expectations of the course/standard/test, and which abide by conditions developed by the test maker or course/standard designer so that the results are valid, and curriculum/standard integrity is maintained."

Students who qualify for Section 504 are only entitled to accommodations and not modifications. If the regular education teacher considers the accommodation to invalidate the test or the integrity of that course (be an essential component), the accommodation is no longer considered an accommodation, but rather a modification.

Alternative Education

Fryeburg Academy offers two alternative education programs: The Outlook Program and the Pequawket Valley Alternative School. Students who are interested in learning more about these programs should talk to their class dean.

The Outlook Program

The Outlook Program is an alternative education program for ninth and tenth grade students who have struggled with academics and attendance in traditional classes at Fryeburg Academy. The program's primary goals are to engage students in learning and to assist them in developing the social and emotional skills necessary to improve academic achievement and graduation rates. By developing close teacher-student relationships and employing evidence-based alternative educational practices including outdoor education, experiential learning and community service opportunities, Outlook seeks to expand students' world views and bolster their self-esteem and academic self-efficacy.

Pequawket Valley Alternative School

The Pequawket Valley Alternative School (PVAS) at Fryeburg Academy is designed for 3rd and 4th year students who have been unsuccessful in the traditional school setting and whose strengths may not have been reflected in their past school performance. Our faculty provides an integrated curriculum focusing on the individual learning styles of the students with a strong focus on experiential education.

Another core element of the PVAS curriculum is community service. In addition to many local projects, each year students and faculty plan, fundraise, and partake in a large service learning project. These opportunities integrate academic classroom curriculum with meaningful service, in keeping with our philosophy of experiential education while enriching the learning experience and teaching civic responsibility.

PVAS enrolls a maximum of sixteen students per semester with two full time teachers and follows the Maine State guidelines for all curriculum requirements. In addition to earning a high school diploma, students are guided through the exploration process of post secondary education planning and career choices.

Early Graduation

Fryeburg Academy requires all students to complete their course of study in four, full academic years. However, modifications to this requirement may be requested and a student may be granted permission to leave early (i.e., withdraw from the Academy before May of the senior year). Please note, however, that because Fryeburg Academy graduates students once a year in May and awards diplomas only at this time, the Academy does not technically offer "early graduation".

A student may be granted permission to leave early provided the following:
1. He or she has satisfactorily completed the course and graduation requirements set by Fryeburg Academy.
2. He or she has completed at least seven semesters of high school.
3. He or she has obtained parent/guardian support to leave early.

Students requesting the option to leave early must understand the following:
1. Students interested in participating in college sports must have already met NCAA requirements.
2. Students will not be eligible for any dual enrollment course offered by Fryeburg Academy once they withdraw.
3. Courses students have scheduled for Semester II of the senior year will be dropped.
4. Class rank will continue to be calculated as if students are enrolled until graduation.
5. Students granted permission to leaving early **cannot** participate in any school sponsored sport, club or related activity for the term they are released from their high school curriculum.
6. Students granted permission to leave early **may** participate in prom, senior award night, graduation practice, baccalaureate, project graduation and the graduation ceremony.

Opportunities for earning credit to leave early may be earned in the following ways:
- taking English courses simultaneously (e.g., English 11 and 12 in the same year)
- taking any course in any grade level, but prerequisites will remain in effect
- participating in dual enrollment courses provided by Fryeburg Academy prior to their senior year
- successfully completing on-line/virtual school courses (limited to two) with prior authorization
- taking accredited college courses

PLATO or similar on-line course delivery program (e.g., MOODLE) will only be accepted for credit recovery (courses failed before the senior year). Summer school will not be considered at this time; however, Fryeburg Academy reserves the right to permit acceptance of summer courses from institutions with which the Academy is familiar. Accumulation of May term credits will only be applied towards electives and may not be applied to required courses (e.g., ¼ credit in English during the May Term cannot be accumulated for a senior English requirement).

Process

Students must declare their intention to leave early and complete all documents by April 15 of their junior year. Before this date, students must do the following:
1. Meet with their school counselors to
   - Discuss post-high school plans
   - Discuss reasons for early graduation and how they align with post-high school plans
   - Review credit requirements
   - Hold a parent/guardian discussion about this choice and obtain support for this decision
2. Meet with the class dean to
   - Conduct an academic credit check
   - Set up a tentative final schedule

Following these conferences, the Assistant Head of School will notify the students and parent(s)/guardian(s) of the final decision.

Remaining Eligible Once Approved

•Once approved to leave early, students must maintain a minimum of 2.5 GPA in courses taken during the first semester of their senior year. Failure to do this will result in students being required to remain enrolled with a full schedule through the end of their senior year.
•Once approved to leave early, students must meet with their school counselors twice each year to monitor progress. A student's plan may be terminated or adjusted at any meeting if criteria are not being met.

Deciding to leave early from high school is an important decision that should only be made after serious consideration of the impact of this choice. See your school counselor for more information and discussion.

Recommended Course of Study for International Students Who Wish to Earn a Fryeburg Academy Diploma

1-Year Student: Must earn a minimum of five credits including
1 English, 1 math, 1 science, 1 U.S. history, 1 elective

2-Year Student: Must earn a minimum of ten credits including
2 English, 2 math, 2 science, 1 U.S. history, 3 electives

3-Year Student: Must earn a minimum of 14 credits including
3 English, 3 math, 3 science, 1 U.S. history, 1 social studies, 3 electives

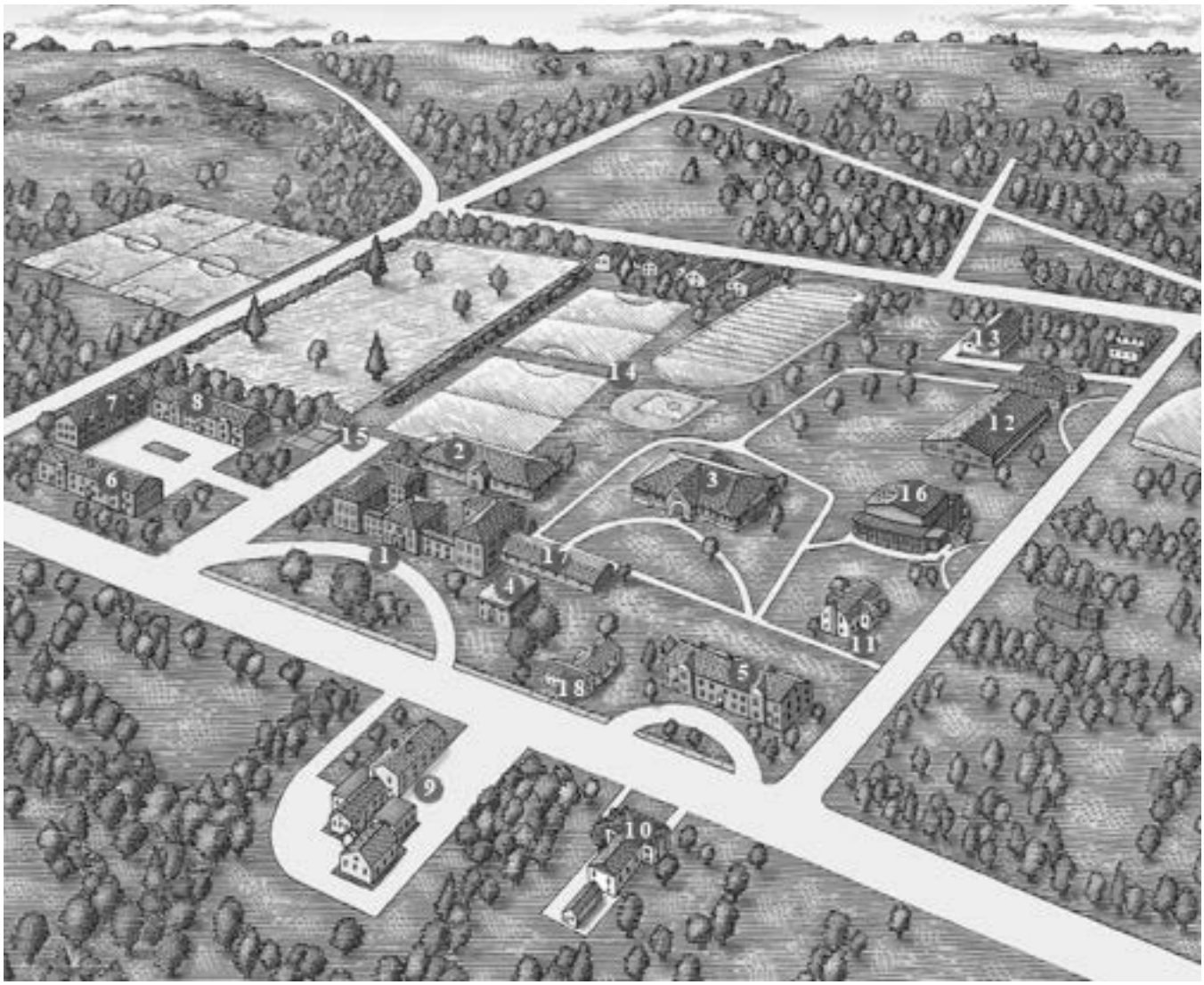
4-Year Student: Same as the general graduation requirements found on page 1

The Bion R. Cram Library

The Bion R. Cram Library has the challenge of meeting the needs of the students from widely varied backgrounds. The mission of the library collection is to provide students with access to a variety of media consistent with curricular needs, enrichment materials which are related to the curriculum, and recreational materials. Located in the faculty research room within the library is the professional collection of educational and teaching materials, all of which address the curriculum. While the library does not attempt to satisfy all the needs of the local community, the community may use our existing resources. The library supports the mission of the school by not only teaching the use of the library, but also by providing an atmosphere consisting of respect, learning, and growth. Using the library is presented as a lifelong skill. The library provides personalized service to meet the needs of the students. We can accommodate up to three classes and study hall students at once. We have carrels for quiet study, group study rooms, and easy chairs for reading. The library is approximately 8,500 square feet.

The school archives collection is also housed here. We display items in the cases in the library lobby. Many students are very interested in the archival displays. In the outer lobby of the building is the Goldberg Gallery, which displays artwork by professional artists. This may be viewed by the community during library hours.

Campus Map



1. Main Building
2. Harry K. Eastman Science Building
3. Bion Cram Library
4. Chase Hall
5. Frye Hall
6. Webster Hall
7. Payson-Mulford Hall
8. Hastings Hall
9. Alumni House
10. Fessenden House
11. Gibson Music Hall
12. Harvey Dow Gibson Athletic Center & Ada Cram Wadsworth Arena
13. Walker Industrial Arts Building & Weston-Atwood Ski Building
14. Athletic Fields
15. Gordon Hall
16. Leura Hill Eastman Performing Arts Center
17. Mr. and Mrs. LaCasce Dining Hall
18. Infirmary

Colleges and Universities That Have Recently Accepted Fryeburg Academy Seniors

Bold type indicates schools attended by the Class of 2013

American University
Arizona State University
Averett University
Becker College
Binghamton University
Boston College
Boston University
Bridgewater State University
Buffalo State College of SUNY
Central Maine Community College
Central Texas College
Champlain College
Chulalongkorn University
Clark University
Clarkson University
Colby College
College of Saint Benedict
Columbia College Chicago
Community College of Rhode Island
Cornell University
Curry College
Delaware Valley College
Drew University
Drexel University
Eastern Arizona College
Eastern Nazarene College
Eckerd College
Ellsworth Community College
Elmira College
Elon University
Emerson College
Emmanuel College
Endicott College
Eugene Lang College The New School
Fisher College
Florida Institute of Technology
Florida Southern College
Franklin College Switzerland
Franklin Pierce University
Georgia Institute of Technology
Granite State College
Green Mountain College
Hampshire College
Hobart and William Smith Colleges
Hofstra University
Husson University
Indiana University at Bloomington
Ithaca College
James Madison University
John Hopkins University
Johnson & Wales University
Johnson State College
Keene State College
Lasell College
Maine Maritime Academy
Manchester Community College
Marquette University
Marywood University
McGill University
Mercyhurst University
Miami University, Oxford
Michigan State University
Minnesota State University, Moorhead
Mount Ida College
New England College
New England School of Communications
Newbury College
Northeastern University
Otis College of Art and Design
Pace University, New York City
Pennsylvania State University
Pfeiffer University
Plymouth State University
Polytechnic Institute of NYU
Pratt Institute
Providence College
Purdue University
Ramapo College
Regent's College
Regis College
Rensselaer Polytechnic Institute
Roanoke College
Rochester Institute of Technology
Roger Williams University
Rutgers, The State University of New Jersey at New Brunswick
Sacred Heart University
Saint Joseph's College
Saint Michael's College
Salem State University
Seton Hall University
Simmons College
Southern Maine Community College
Southern Methodist University
Southern New Hampshire University
Spatech Institute
St. Lawrence University
Stetson University
Stony Brook University
Suffolk University
SUNY College at Potsdam
SUNY Fredonia
Susquehanna University
Sweet Briar College
Syracuse University
Texas State University-San Marcos
The University of Arizona
Thomas College
Trinity College
Union College
United States Air Force Academy
University of California at Berkeley
University of California at Davis
University of California at Irvine
University of California at Los Angeles
University of California at San Diego
University of California at Santa Barbara
University of Colorado at Boulder
University of Dayton
University of Florida
University of Hartford
University of Illinois at Urbana-Champaign
University of Maine
University of Maine at Farmington
University of Maine at Fort Kent
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Miami
University of Michigan
University of Missouri, Columbia
University of New England
University of New Hampshire
University of New Haven
University of North Texas
University of Oregon
University of Pittsburgh
University of Rhode Island
University of Rochester
University of Southern California
University of Southern Maine
University of Toledo
University of Toronto
University of Vermont
University of Washington
University of Wisconsin, Madison
Ursinus College
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Washington College
Washington State University
Washington University in St. Louis
Wells College
Wentworth Institute of Technology
Western New England University
Wheaton College
Wheelock College

Notes:

FRYEBURG ACADEMY SCHOOL CALENDAR 2014-15

August	18 Mon.	Fall Sports - Preseason Practice Begins
	26-29 Tue.-Fri.	**Faculty Professional Development Workshop**
September	1-2 Mon.-Tues.	**New Boarding Students** Arrive (10 a.m. dorms open)
	2-5 Tue.-Fri.	**All Faculty** on **Campus**
	3-4 Wed.-Thu.	**New Boarding Student Orientation**
	4 Thu.	Orientation for **New Day Students** (not M.O.M.S. students)
	5 Fri.	First Day of School for **all Freshmen –** Lifetouch Studios
	5-6 Fri.-Sat.	**Returning Boarders Arrive**
	8 Mon.	First Day of School for **all Students –** Lifetouch Studios
	13 Sat.	ACT
	20 Sat.	Homecoming
October	3 Fri.	No School - Fryeburg Fair
	6 Mon.	Grades Post
	13 Mon.	No School - Columbus Day
	15 Wed	PSAT
	18 Sat.	Parents' Day-Parent/Teacher Meetings
	25 Sat	ACT
	29 Wed.	Early Release
November	3 Mon.	Grades Post
	8 Sat.	SAT
	11 Tue.	No School – Veterans' Day
	25 Tue.	Thanksgiving Recess – End of School Day
	30 Sun.	Boarding Students Return
December	1 Mon.	Classes Resume/Grades Post
	2 Tues.	Financial Aid Workshop – 7:00 pm (Snow Date Dec. 16)
	6 Dec.	SAT
	14 Sun.	Christmas Candlelight Service (2 performances)
	19 Fri.	End of First Semester/Christmas Recess
January	4 Sun.	**All Boarding Students** must be on campus
	5 Mon.	Second Semester Begins
	14 Wed.	Early Release
	19 Mon.	No School - Martin Luther King, Jr. Day
	28 Wed.	Early Release
February	2 Mon.	Grades Post
	11 Wed.	Early Release
	13 Fri.	Winter Recess - End of School Day
	22 Sun.	Boarding Students Return
	23 Mon.	Classes Resume
March	2 Mon.	Grades Post
	11 Wed.	Early Release
	21 Sat.	Dorm Olympics
April	6 Mon.	Grades Post
	17 Fri.	Spring Recess - End of School Day
	26 Sun.	Boarding Students Return
	27 Mon.	Classes Resume
May	2 Sat.	SAT
	4 Mon.	Grades Post
	15 Fri.	End of Second Semester
	19-22 Tue.-Fri.	Final Exams
	25 Mon.	Memorial Day – No School
	25 Mon.	Baccalaureate
	26 Tue.	May Term Begins/ Senior Week
	31 Sun.	Commencement
June	6. Sat	SAT
	12 Fri.	End of May Term/Last Day of School
	13 Sat.	ACT

During Thanksgiving, Christmas, Winter, and Spring Recess, all school facilities are completely closed. School will be dismissed at the end of the last school day preceding the vacation.

Our automated notification system will call, text and/or email you regarding school closings, etc. Local radio and television stations will continue to announce closings and include WMWV 93.5 FM and WBLM 102.9FM.

FRYEBURG ACADEMY

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