

HAMPDEN ACADEMY

PROGRAM OF STUDIES 2024-2025



*"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."
~Theodore Roosevelt*

89 Western Avenue
Hampden, Maine 04444
Main Office Phone: 207-862-3791
Student Services Office Phone: 207-862-4111
<http://ha.rsu22.us>

HAMPDEN ACADEMY

PROGRAM OF STUDIES

2024-2025

INDEX

Index.....	1
Letter from the Interim Principal of Hampden Academy, <i>Reg Ruhlin</i>	2
Hampden Academy Mission Statement	3
Guidelines for Course Selection.....	4
Graduation Requirements.....	5-8
Personal Learning Plan Worksheet	9
Sample Course Description.....	10
School Counseling Department.....	11-13
Academic and Emotional Support Services.....	14-16
Course Offerings:	
United Technologies Center.....	17-19
Wellness	20-22
English.....	23-32
Social Studies	33-36
World Languages	37-40
Mathematics	41-45
Science	46-52
Technology Education	53-56
JMG.....	57
Navy Junior Reserve Training Corps (NJROTC)	58-59
College and Career Development	60
Performing Arts.....	61-64
Visual Arts (including Fine Arts Course List)	65-68



Hampden Academy

89 Western Avenue, Hampden, ME 04444 • Office: 207 862-3791 • Fax: 207 862-4577

Reg Ruhlin
Principal

Ryan Crane
Assistant Principal

Barry Terrill
Athletic Director

Principal's Message

Dear Hampden Academy Community,

Welcome to another exciting year at Hampden Academy!

We are thrilled to have you as part of our school family. Our top priority at HA is building strong relationships within our student body and the community, because we believe that together, we can create an environment where every student has the opportunity to thrive.

At HA, we are dedicated to providing the best learning experience possible for all our students. Our ultimate goal is to help each student achieve their highest potential. As educators, we know that high achievement starts with a strong sense of belonging and acceptance. That is why we work hard to create a welcoming learning environment where both students and staff feel like they truly belong.

Our teachers, staff, and administration are experienced, knowledgeable, and committed to their roles. They firmly believe that education is a powerful force that transforms individuals and society as a whole. Our diverse staff and student body come from various backgrounds, cultures, and perspectives, adding a vibrant richness to our school community.

As we embark on this academic journey together, we want to emphasize the importance of collaboration, respect, and understanding. We encourage you to embrace the challenges and opportunities that lie ahead, as it is through these experiences that you will grow, learn, and discover your true potential.

Here's to a year filled with engaging and rigorous learning experiences, friendships that will last a lifetime, and personal achievements to be proud of. Let's make this year at HA truly amazing!

GO BRONCOS!

Reg Ruhlin
Principal

Accredited Member of the New England Association of Schools and Colleges •

"Far and away the best prize that life has to offer is the chance to work hard at work worth doing."
~Theodore Roosevelt

Hampden Academy challenges all students to achieve individual excellence.

HAMPDEN ACADEMY VALUES

Academic Excellence
Personal Integrity
Active Citizenship
Critical and Creative Thinking
Responsible Independence
Personal Connections

We Believe:

Learning is a lifelong process.

Students learn and demonstrate their learning in individual ways.

A safe, supportive environment is essential to learning.

Learning requires rigorous experiences, connections among disciplines, and application of knowledge in relevant situations in and out of school.

Timely and specific feedback and self-reflection are critical supports for continuous improvement for all members of the school community.

High school is a developmental process in which responsibility for learning and behavior shifts to the student.

Effective learners monitor and balance their physical and emotional well-being.

Staff participation in professional development enhances their knowledge and skills and promotes reflection and collegiality.

A synergistic partnership among students, school, parents, and community is fundamental to education.

Technology is an essential 21st century tool that used productively enhances teaching and learning.

Respect is a right of all people.

21st Century Learning Expectations

Academic Content (Know)

Students will demonstrate a breadth and depth of knowledge and skills across eight content areas.

Career and Education Development

English Language Arts

Mathematics

Modern and Classical Languages

Science and Technology

Social Studies

Visual and Performing Arts

Wellness

Learning Habits (Work)

Students will demonstrate habits of mind that will serve them well for a lifetime of learning.

Self-Directed and Life-Long Learner

Clear and Effective Communicator

Collaboration (Engage)

Students will demonstrate collaborative work skills.

Responsible and Involved Citizen

Complex Reasoning (Think)

Students will think creatively and critically.

Creative and Practical Problem-Solver

Integrative and Informed Thinker

Begin with this booklet. Read all of the first section. The second section of this directory contains descriptions of all Hampden Academy courses including the courses offered at United Technology Center, the regional vocational high school.

Develop a personal learning plan. Use the worksheet on page 9 to make a four-year plan to show the courses you plan to take. As you progress through school, you will keep track of the credits. Each year you will be given a copy of your transcript to review. **Note:** If you would like a copy of your transcript at another time, please see Mrs. Lothrop in the Student Services Office.

Obtain recommendations from your current teachers for follow-up courses. This is especially important for English, math, all AP courses and any course that does not follow a normal sequence, such as taking two sciences at the same time.

Fill out the course selection form specific to your grade. Each grade has a different course selection form. Make sure you have teachers initial those courses that need teacher permission or recommendation. This form will help you when you get on-line to register for your courses.

Go over everything with your parent/guardian. Have a parent/guardian look at your four-year plan and your completed course selection form.

Use your user ID and password to get on-line. Open up the icon for course registration and register for the classes you have on your course selection form.

Give the completed and signed course selection form to your academic advisor. If you are not able to register for any course on-line, tell your School Counselor.

Review the course confirmation sheet. In an academic advisory in early April, you will receive a confirmation sheet of your courses. Check it over carefully. Note any errors and return it to your academic advisor.

Review your final schedule. Before the beginning of the next school year you will receive a final schedule. If there are any questions regarding your final schedule, the student services office will be open starting two weeks prior to the first day of school. You may call (862-4111) during that time for an appointment. Students who have no schedule will have priority in appointments. Students with schedule issues will be able to change their schedules during the first week of school during the add/drop period.

The RSU #22 Board of Directors has set the graduation requirements for the Class of 2025-2028. To that end students in the class of 2025-2028 must earn a minimum of 22 credits. Students should be enrolled in six classes each semester. The following table outlines the required credits.

<i>Class of 2025-2028</i>	
<i>Subject</i>	<i>Credits</i>
<i>English</i>	<i>4</i>
<i>Mathematics</i>	<i>3</i>
<i>Science</i>	<i>2</i>
<i>Social Studies:</i>	
<i>World History.....</i>	<i>1</i>
<i>U.S. History.....</i>	<i>1</i>
<i>What Comes Next?/Modern Gov't.....</i>	<i>1</i>
<i>Health 9.....</i>	<i>½</i>
<i>Fine Arts.....</i>	<i>1</i>
<i>Health 10.....</i>	<i>½</i>
<i>Physical Education – 2 semesters in 2 years</i>	<i>1</i>
<i>Advisory</i>	<i>1</i>

All students should be enrolled in six classes each semester. The requirements listed above are the minimum a student needs to get a high school diploma. For a student to graduate from Hampden Academy with as many options as possible the course of study pursued should significantly exceed the minimum requirements. All students should graduate ready to continue their education in some manner, contribute positively as a citizen, and embark on a career.

For example:

An admissions office at a four-year college typically reviews a student application for the following:

1. 4 years of English
2. 4 years of college preparatory mathematics
3. 2 or more years of one foreign language
4. 3 or more years of lab science (Honors Biology, Honors Chemistry, Physics, Anatomy & Physiology, AP Biology, AP Chemistry, AP Physics)
5. 3 or more years of social studies
6. electives that expand one's knowledge base, skills and experiences either broadly (liberal arts) or focused (such as a particular science class)
7. additional experiences such as work, volunteerism, and/or post-secondary course work

An admissions office at a two-year college typically reviews a student application for the following:

1. 4 years of English
2. 3 or more years of college preparatory mathematics
3. 3 or more years of science (see community college requirements)
4. 3 years of social studies
5. electives that are related to planned major, such as the plumbing and heating course at UTC, or Applied

Physics

6. additional experiences such as work, volunteerism, post-secondary course work, and/or licensure (such as a CNA).

An employer would review a student transcript and look for the same items as listed above and would also look for a portfolio of positive work experiences, licensure (such as CNA) pertinent to the job, and strong recommendations from teachers and past employers.

In addition to the expectations listed above the following list contains suggestions and/or requirements for special situations.

1. Students who take Advanced Placement courses are required to take the AP exam in order to receive credit in the course.
2. Students who plan to go into a nursing program, (RN) need College Biology and Chemistry, and we strongly recommend Anatomy & Physiology.
3. Physics is required in some programs, e.g. Maine Maritime Academy, X-Ray technology, or engineering.
4. Students who plan to attend a four-year college are strongly urged to take more than the minimum requirements during their four full years of high school. Admission officers are looking not only for good grades, but also for a quality high school program from prospective college students.
5. The armed services require that students receive their high school diplomas (before entering any of the services) and take the ASVAB (Armed Service Vocational Aptitude Battery). ASVAB scores are influenced by course taking and performance history.
6. Most colleges (2 & 4 year) require a placement test in English and math. It is required that students take English each year of their high school career and recommended four years of math courses.

Students and parents should consult with the high school counselors regarding any special requirements that the various post-secondary schools of interest may have. College Board Exams for acceptance into college must be completed before certain dates. The student should meet with his/her counselor well before their senior year in order to be prepared to submit a strong application

College Preparatory

The requirements for 4-year degree programs are clearly spelled out. Following is an example of “Subject Area Entrance Requirements” for some 4-year programs at the University of Maine.

Academic Requirements for Admission into the University of Maine by College

The required high school academic course of study, combined with academic electives, should equal at least 20 credits. All subjects listed below are required unless otherwise noted. For world language requirements, the two years of study must be in the same language.

All students selected for admission to the University of Maine must meet the admission requirements listed below. Students may fulfill certain math and foreign language requirements in middle school. High school level computer sciences and fine arts courses are strongly recommended but not required.

English	Algebra 1 and 2	Geometry	History / Social Sciences	Computer Sciences	Fine Arts
4	2	1	2	S-1	S-1

College / School	Degree(s)	Senior Math	Foreign Language	Lab Biology	Lab Chemistry	Lab Physics	Physical Education
The Maine Business School	B.S.	1	2	2 lab sciences			
Accounting Finance Management Marketing International Business							
Education and Human Development	B.S.						
Child Development and Family Relations	B.S.		2				
All education majors	B.S.		2	1			
Engineering	B.S.	1			1	1	
School of Engineering Technology	B.S.	1			S-1	1	
Liberal Arts and Sciences	B.A. / B.F.A.		2	1	1 additional lab science		
Liberal Arts and Sciences	B.S.	1		2 lab sciences including Chemistry or Physics			
Natural Science Forestry and Agriculture	B.A.	S-1	2	1	1 Either Chemistry or Physics		
Natural Science Forestry and Agriculture	B.S.	S-1		1			
Nursing	B.S.	S-1		1	1		

Units marked as “S-1” are strongly recommended by faculty for success in the program, but not required.

Please refer to the [Academic Program Fact Sheets](#) for more specific degree entrance requirements.

*Select from trigonometry, pre-calculus, calculus.

Please refer to individual undergraduate catalog listings and/or Academic Program Sheets for more specific degree entrance requirements.

Key:
S=Strongly
Recommended

Two Year Degree Program

The requirements for two year degree programs in the State of Maine are being defined through the Technical Preparation initiative, also known as “Tech Prep” or “4 + 2 Program”. As one can see from the chart, the requirements for Eastern Maine Community College Program Prerequisites are as clearly defined as the entrance requirements for the University of Maine on page 7.

Desired: This course is not necessary for admission but is of significant value in the intended program of study. All applicants are expected to have successfully completed at least one year of math and one year of science in high school. The chart is intended for use as a guideline for students when choosing an appropriate curriculum. The Director of Admissions urges interested applicants who do not meet these requirements to call and discuss alternatives.

1. It is strongly recommended that students take physics with lab as a prerequisite for admission in the mechanical, building, electrical, and Medical Radiography programs.
2. English Composition and keyboarding (must be at a rate of 25 words per minute on a 3 minute timing with 3 or fewer errors) for Health Care Secretary, Medical Transcription, Office Administration, and Office Technology required.
3. Four (4) years relevant work experience required.
4. Prerequisites outlined for program also apply to program upgrade.
5. Students must be familiar with Microsoft Office, e-mail, and the Internet.

PROGRAM PREREQUISITES

Key to Abbreviations

AA = Associate in Arts
AAS = Associate in Applied Science
AS = Associate in Science
DIP = Diploma
CRT = Certificate
R = Required
D = Desired

Technology

The EMCC program-specific prerequisites follow:

		ALG	ALG	GEO	TRI	BIO/	PHY	CHE/	A&P/
= Associate in Arts									
AAS = Associate in Applied Science		I	2	M	G	L	S	L	L
AS = Associate in Science						A	I	A	A
CRT = Certificate						B	C	B	B
R = Required									
D = Desired*									
Automotive Technology	AAS	R	D	D			D or D ¹		
Automotive Technology	CRT	R							
Building Construction	AAS	R	D	D			D or D ¹		
Building Construction	CRT	R							
Business Management ²	AAS	R							
Computer Repair Technology	CRT	R	D						
Culinary Arts	AAS	R	R				R or R or R ¹		
Culinary Arts	CRT	R	D				D or D or D ¹		
Diesel, Truck & Heavy Equipment	AAS	R	D	D			D or D ¹		
Diesel, Truck & Heavy Equipment	CRT	R							
Early Childhood Education	AAS	R							
Early Childhood Education	CRT	R							
Education	AAS	R							
Electrical & Automation Technology	AAS	R	R	R			R or R ¹		
Electricians Technology	CRT	R							
Emergency Medical Services	AAS	R					R or R		
Emergency Medical Services	CRT	R					R or R		
Fine Woodworking & Cabinet Making	AAS	R							
Career Studies	AAS	R							
Health Care Secretary	CRT	R							
Hospitality & Tourism Mgmt	AAS	R							
Liberal Studies	AA	R							
Medical Assistant	AAS	R				R			
Medical Radiography	AS	R	R	R		R	R or R ¹		
Medical Office Technology	AAS	R							
Nursing	AS	R				R		R	R
Refrigeration & Air Conditioning	AAS	R	D	D			D or D ¹		
Restaurant & Foods Service Mgmt	AAS	R							
Surgical Technology	AAS	R					R or R		
Trade & Technical Occupations	AAS	R		D			D		
Welding	AAS	R	D	D			D or D ¹		
Welding	CRT	R		D					

*Please see your School Counselor with questions about specific requirements, as they are subject to change.

Personal Learning Plan Worksheet

Program of Studies 2024-25

*Students must attain **22** credits to graduate. All students must earn .25 credit each year through Academic Advisory activities.

*Students are expected to take **6** courses each semester

*Students must demonstrate proficiency with computers

Name: _____ Class of _____

Career Plan: _____

Post Secondary School Plans _____

Hampden Academy Plans: _____

Graduation Requirements:	9 th grade Year	10 th grade Year	11 th grade Year	12 th grade Year
English – 4 credits*	<u>Eng. 9a/Eng. 9b</u>	<u>Expos/Comm.</u>	_____	_____
Math – 3 credits*	_____	_____	_____	_____
Science – 2 credits*	_____	_____	_____	_____
Social Studies – 3 credits*				
World History (9)	<u>World History</u>			
U.S. History (10)		<u>U.S. History</u>		
What Comes Next? (11)			<u>What Comes Next?</u>	
Modern Governmental Perspective (11)			<u>Mod. Gov't</u>	
Health 9 .5 credit*	<u>Health 9</u>			
Health 10 .5 credit*		<u>Health 10</u>		
Physical Education 1 credit* 2 semesters in 2 years	<u>PE 9</u>	<u>PE 10, Pers. Fitness</u>		
Fine Arts – 1 credit*	_____	_____	_____	_____
Academic Advisory 1 credit*	_____	_____	_____	_____
Elective	_____	_____	_____	_____
Elective	_____	_____	_____	_____
Elective	_____	_____	_____	_____
Credit Total	_____	_____	_____	_____

*Graduation Requirement minimum

Please read the sample course description below and the explanation which follows:

(course #) (Title of course) (Course Description) (Course open to students in this grade)

↓ ↓ ↓ ↓
790 CRIME SCENE INVESTIGATION ↓ 12

Jump into the exciting world of crime scene investigation, students will see science and technology through the eyes of a crime scene investigator. Students will report out with detailed crime scene reports while they learn the different techniques that crime scene investigators use to solve crimes and find out “Who Done It” in several different scenarios throughout the semester. The class will be broken down into four different areas of science and through the use of different technological systems the students will learn “Critical-Thinking Skills,” which will reinforce the skills of observation, experimentation and logical thinking. “Physical Science Lessons,” which employs techniques such as analysis of unknown mixtures. “Life Science Lessons,” concentrates on evidence left at a crime scene by living things and teaches principles of inheritance, DNA analysis, skeletal structure, and characteristics of hair and skin. Lastly “Earth Science, Archaeology and Anthropology Lessons,” shows how the reconstruction of past events and knowledge of the soil’s composition can influence the outcome of a criminal investigation.

S Cr. 1/2 Pr. None ← (Prerequisite to take the course. This course has no prerequisite)

↓ ↓
 ↓ (Credit to be offered for the course)
 (Length of course)

Across from the title is the grade level 12, which indicates the course is open to students in that grade. (If the class is to be made up predominantly of sophomores and juniors, but is ALSO OPEN to seniors, provided there is room in the class, the format would be as follows: 10, 11, (12).

Next is the course description.

Following the course description is the additional information:

S (length of course one semester)

Cr. 1/2 (credit one-half)

Pr. None (No other courses have to be completed in order to take this course. If a prerequisite is required, this course would be listed in this place; such as, the prerequisite for French 2 would be French 1)

The length of the course and when it is offered are indicated by the following:

AY = all year

S = semester

The school counseling department can be reached at 862-4111, their website address is ha.rsu22.us/academics/guidance/

Students are assigned a counselor based on the first letter of their last name.

Kelly Weaver – School Counselor

kweaver@rsu22.us

Counselor for:

Class of 2028 – A-G

Class of 2027 – A-G

Class of 2026 – A-G

Class of 2025 – A-G

Charla Lowell – School Counselor

clowell@rsu22.us

Counselor for:

Class of 2028 – H-O

Class of 2027 – H-O

Class of 2026 – H-O

Class of 2025 – H-O

Exchange Students

Christine Veteur – School Counselor

cveteur@rsu22.us

Counselor for:

Class of 2028 – P-Z

Class of 2027 – P-Z

Class of 2026 – P-Z

Class of 2025 – P-Z

Bethany Lothrop – Student Services Secretary

blothrop@rsu22.us

Rudie Robinson – Licensed Clinical Social Worker

rrobinson@rsu22.us

The school counseling department works with students starting in the eighth grade, assisting them with course selection and the transition to high school. Counselors hold individual meetings in the spring with eleventh graders to aid in planning senior year coursework, to ensure they enroll in courses to meet graduation requirements, and to assist with post-secondary planning. Counselors meet individually with seniors during the fall semester to assist with post-secondary planning, college applications, career prep activities, etc. Counselors also are available to provide all students with academic and personal counseling, when needed. Counselors will also schedule meetings with students of all grade levels when an academic or personal concern about the student has been raised by the student, a parent/guardian, or a teacher.

Students are encouraged to make appointments with their school counselor anytime they experience difficulty or are seeking information about opportunities that may help them academically or personally. Parents/guardians are encouraged to contact their student's counselor anytime they have a question or particular concern about their son or daughter.

School Counseling Vision Statement

The vision of the Hampden Academy comprehensive school counseling program is that all students achieve their fullest potential. We envision all students will become self-directed, lifelong learners who make a positive difference in their home, workplace, and global community. Through exploration of their interests, skills and values, students are able to make successful career and postsecondary decisions. All students demonstrate responsible, respectful, honest and compassionate characteristics and have positive and lasting interpersonal relationships. Through a collaborative effort with families, students, community members, teachers, and administration, our school counseling program helps to guide resourceful, self-reliant young adults who are prepared to meet the challenges of the 21st century.

School Counseling Mission Statement

The Hampden Academy comprehensive school counseling program is dedicated to providing an equitable, safe, and accessible environment for every student, regardless of circumstance. Through leadership, collaboration, and advocacy, we provide personal/social, academic and career support to challenge all students to achieve individual excellence. We encourage students to explore up to date educational and vocational trends, and empower them to be informed lifelong learners that will allow them to be successful in a dynamic world.

8th Grade Year

- High school counselors meet with 8th grade students to discuss expectations for high school and course registration.
- Parent Information Night (Curriculum Fair) for incoming freshmen.
- Step Ahead Night

Freshman Year

- Freshman Orientation
- Counselor meets with 9th graders in groups to orient them to counseling services and high school.
- Counselor meets with 9th graders individually for scheduling and academic concerns when necessary.

Sophomore Year

- PSAT test offered during the school day (fall).
- All students attend a presentation on UTC offerings and interested students visit UTC.
- Counselors meet with 10th graders individually for scheduling and academic concerns when necessary.

Junior Year

- Counselors meet with all 11th graders to discuss college/career planning, transcript review and preparation for 12th grade.
- Interested students attend College Information Night to hear presentations from local college and financial aid representatives.
- For students taking AP courses, register and take AP Exam(s).
- Provide ASVAB for interested students.
- Students planning to participate in Division 1 or 2 athletics in college, begin the NCAA Clearinghouse/Registration process.
- Interested students discuss early college course opportunities with counselor.
- SAT testing offered during the school day for interested students.

Senior Year

- Counselors review each 12th grade transcript to ensure students meet graduation requirements.
- Counselors meet with each 12th grade student to discuss post-secondary plans.
- Counselors assist with college application process and write letters of recommendation for seniors, when necessary.
- Financial Aid Night (October)
- Counselors assist with Financial Aid application, when requested.
- For applicable students, register and take AP exam(s).
- Provide ASVAB testing for interested students.
- Disseminate scholarship opportunities.

ADVISORY (Curriculum to be updated 2024-25)

Advisory is a dedicated time when students meet in small groups with an assigned advisor to foster a sense of community, to monitor academic progress, and develop and revise educational and post-secondary plans. The overarching goal for all students is for each student to have an adult, in addition to the school counselors, with whom they have a relationship. In addition, each grade level has a different, secondary goal. The 9th grade goal is: Being Successful in Ninth Grade. Throughout the year, freshmen focus on study skills strategies and academic goal setting. The 10th grade goal is: Creating Opportunities Through Success in High School. Throughout the year, sophomores begin the career exploration process and begin making the connection between success in high school and success after high school. The 11th grade goal is: Making Personal Decisions For Career Planning. Throughout the year, students continue the career exploration process and discuss the importance of college testing. The 12th grade goal is: Life Beyond High School. Throughout the year, students finalize their post-secondary plans and hear from a variety of people from the community on pertinent adult life information such as establishing credit, completing taxes, etc. With the help of their parent/guardian, advisor, school counselor, and other teachers, students will develop a 4-year educational plan based upon their goals. This plan will be updated each year and will:

- ensure preparation for high school graduation
- ensure necessary preparation for admission to a college/university, technical/community college, target post-secondary education and/or employment
- help students take full advantage of the academic opportunities available to them
- help students recognize the wide range of career options available to them
- help students set and meet short and long-term goals.

ALTERNATIVE EDUCATION

The Alternative Education program of Hampden Academy is a small, personalized experience for students who are not achieving success in the larger environment of Hampden Academy. Students apply to be accepted into Alternative Education and through an interview process explore whether this program would match their needs. A final decision is made by a committee. Once in the program students identify goals in three areas: academic, vocational, and personal growth. Students in Alternative Education actively participate in all activities of Hampden Academy.

EARLY COLLEGE

The early college options allow students to take college classes while still in high school. Students should work with their School Counselor to evaluate whether the early college program is appropriate for them. Students need an 85% GPA or better to qualify for the early college program.

GIFTED AND TALENTED

The Gifted and Talented program identifies students who have above average abilities, task commitment, and creativity, and provides guidance to meet their unique needs. Students are identified for specific academic ability using a formal identification process according to the state guidelines. The criteria include student performance, teacher nomination, achievement test scores, parent referral, student self-referral, and a measure of the student's ability. Curriculum and program accommodations are based on each student's particular strength. Consultation among the student, parent, classroom teacher and School Counselor results in an individualized learning plan which can include any of the following differentiation methods to provide an enriched learning environment: acceleration, special projects to differentiate class work, independent study, mentorship, or courses at local college. Students are screened annually for inclusion in the program. Students

who were identified as gifted at the middle school need to go through the identification process and do not automatically continue to receive services at Hampden Academy.

HART

HART (Hampden Academy Response Team) is a group of educators who meet on a weekly basis to identify students who are exhibiting risk factors such as poor attendance, failing, or dropping grades, and repeated disciplinary issues. The team then offers various support options to the student.

INDEPENDENT STUDIES (Art, English, Mathematics, Music, Science, Social Studies, Technology, and World Language)

There are several kinds of credit-earning courses which students design for themselves with the guidance of a teacher. Each independent study is written into a contract. Independent study courses are not intended to replace existing courses at Hampden Academy:

Independent Study Projects (ISP):

Available to 11, 12 graders

One-half credit for one semester of work

Contract requires a journal, an oral presentation with visuals, and a reflection paper (unless the department has identified alternate requirements)

Student must have a mentor teacher who is an expert in the topic chosen.

INTERNSHIPS

Available to 11, 12 graders

One-half credit for one semester of work

We believe, strongly, that students need to explore their interests and use Hampden Academy as a vehicle to help them understand what they want to do after they graduate. Students have the opportunity to submit an **"Internship Proposal Form"** to better meet their own personal academic goals. The process is very simple, but very important towards setting up a successful internship.

1st Step: Decide what type of learning experience you want to have. Contact the possible internship site. Discuss your idea with your school counselor and decide if it will fit into your schedule.

2nd Step: Schedule a meeting with your school counselor to review your idea and get the necessary paperwork. Fill out the paperwork by getting all the signatures you need on the **"Internship Proposal Form"**, showing your job site supervisor the **"Internship Rationale Form"** and then submit that proposal form to your school counselor.

3rd Step: At each grading period, have your internship supervisor submit an **"Internship Evaluation Form"** on your performance and return to your school counselor.

4th Step: When you complete the Internship, be sure to, thoughtfully, complete the **"Internship Reflection Form"** and return it to your school counselor.

LIBRARY – MEDIA CENTER

The Library Media Center is available to all students from 7:15 until 2:30 daily. Students can access the Library Media Center freely before and after school, and from their study halls during the school day. The library

contains a print book collection, reading room, computer lab, printer, equipment to loan, and conference rooms. Library staff are available to provide research assistance. In addition to these resources, students can access digital materials, databases, and eBooks online, from the library website.

SAT PREP

Check with the college you are interested in to see if they require testing. Khan Academy has partnered with the College Board to offer free SAT prep to all students. Please visit their website at khanacademy.org/sat. In addition, students who have taken the PSAT/NMSQT can link their results of the PSAT to the Khan Academy SAT practice to provide personalized test prep. Any questions about the PSAT or the SAT should be directed to the student services office at 862 - 4111.

SCHOOL NURSE

The school nurses deal with issues of health and well-being for students, faculty, and staff. The nurse is available to assist the ill and injured and to work with students requiring regularly administered or short-term medications. Other duties include: review of student immunizations, screening for potential vision and hearing deficiencies, promoting healthy and responsible lifestyles, consulting with the principal in attendance and performance issues affected by physical and mental health, and serving as a classroom resource on particular health issues.

SPECIAL EDUCATION

Students who meet the eligibility requirements for special education services receive a variety of services designed by a team made up of people who work closely with the parents/guardians, and the student themselves. In general, students who are eligible for special education services have a handicapping condition that is having an adverse effect on their performance at school and need specialized instruction to help them progress through high school. If you believe that your child should be considered for special education services please contact your child's School Counselor. Federal and State law governs the special education process.

WRITEOUS WRITING CENTER

The "Writeous Writing Center" is a student staffed program that provides assistance to students who want help with writing skills. These specially trained students provide personalized support in all aspects of writing; from creative writing, research writing, to lab reports. Students can access this service during study hall as well as before and after school.

UNITED TECHNOLOGIES CENTER

11, 12

AY; CR. 3; PR. 16 YEARS OLD

775 MORNING SESSION

776 AFTERNOON SESSION

Hampden Academy is a member of Vocational Region #4 and enrolls juniors and seniors in 20 different programs.

Student selection is based upon the following:

1. Student must be at least 16 years old
2. Interest and need of program
3. Attitude, ambition, and willingness to learn
4. Attendance and punctuality
5. Potential to perform skills in program
6. Parental/guardian permission

Due to limited number of openings in all programs, some interested students may not be selected.

Students attend for one-half the school day, five days a week.

All classes are held at UTC. Round-trip bus transportation is provided by RSU #22. Private transportation is prohibited without permission of the Technical Director, UTC Coordinator, and parent. Except where noted, programs may be taken two years consecutively. All programs carry 3 high school credits, and most now offer college credits.

This course assesses Learning Results content standards in Career Preparation Standards A B C.

AUTOBODY & COLLISION REPAIR:

Craftsmanship Meets Innovation: Embark on a creative journey mastering vehicle restoration, airbrushing, & metalworking. Attain OSHA 10 & I-Car Refinish Certifications, showcasing commitment to quality repairs.

Join a program where every repair is a work of art.

AUTOMOTIVE TECHNOLOGY

Drive Your Passion: Fuel your passion for automotive systems with specialized skill development. Dive into safety, brake systems, & hands-on workshops. Earn ASE, Ford, Chrysler, & other industry certifications. This program accelerates your journey in the fast lane through hands-on experience, not just knowledge.

BUSINESS LEADERSHIP

Lead with Confidence: Transform your aspirations into accomplishments. Dive into communication, marketing, leadership, & finance. Join a program where project-based learning fosters leadership & decision-making abilities from day one.

CARPENTRY

Build Your Future: Shape your career with a comprehensive construction education. Gain expertise in building construction fundamentals & fine woodworking. This program not only hones your skills but also opens doors to a world where craftsmanship is celebrated.

CONSTRUCTION OPERATIONS

Build Your Expertise: Learn diverse construction skills, from equipment operation to site layout. Explore various specialization paths & obtain essential certifications like OSHA 10, ensuring adherence to safety standards. This program is your ticket to a versatile & fulfilling career in construction.

CULINARY ARTS & HOSPITALITY

Master the Culinary Craft: Develop a versatile culinary skillset, from appetizers to entrees. Apply your learning in a school-run restaurant, gaining real-world hospitality experience. Earn industry certifications like ServSafe, positioning yourself for a rewarding career in the culinary & hospitality sectors.

DIGITAL ARTS & SOFTWARE

Design Your Future: Dive into your digital technology journey – learn how to craft and showcase images, logos, and posters. Explore the depths of interactive software design by constructing websites, apps, and video games. Journey down the path to develop and integrate 3D modeling, animation, and AutoCAD technologies to help design our future.

DIESEL MECHANICS

Power Your Potential: Explore foundational engine knowledge in safety, brakes, hydraulics, & electronics. Gain practical skills in workshops, learning to diagnose & perform basic repairs on heavy equipment. Obtain valuable certifications, setting the stage for a rewarding diesel mechanics career.

ELECTRIC VEHICLE TECHNOLOGIES (NEW 2024)

Drive the Future: Delve into the cutting-edge realm of electric vehicles (EVs). Gain a comprehensive understanding of electric drivetrains, battery systems, & charging infrastructure. Engage in practical skill development through hands-on workshops & prepare for a career at the forefront of innovative transportation technologies.

ELECTRICAL

Illuminate Your Path: Learn extensive electrical skills, from residential to commercial wiring methods. Earn industry certifications like the State of Maine Electrical Helpers License & OSHA 10, boosting your credentials, employability in the electrical field, & journeyman license preparation.

EMERGENCY MEDICAL SERVICES

Answer the Call: Delve into comprehensive EMS education, focusing on emergency medical care. Gain practical experience & scenario-based training to develop critical skills for pre-hospital healthcare. Emphasize teamwork & effective communication, which are vital for success in emergency medical situations.

EDUCATOR PREPARATION PROGRAM (NEW 2024)

Inspire the Future: Receive a foundation in teaching. Focused on essential methodologies, child development, & classroom management. Engage in hands-on practicum opportunities through invaluable classroom experience. Benefit from mentorship programs & academic support, fostering confidence in aspiring educators.

HEALTH OCCUPATIONS (NURSING)

Care with Compassion: Gain comprehensive medical training, from CNA clinical skills to EKG & phlebotomy. Work in clinical settings through externships, applying learned skills in real-world medical environments. Follow a clear pathway to a fulfilling & impactful nursing career.

LAW ENFORCEMENT

Enforce with Excellence: Dive into diverse enforcement education, covering patrol, investigations, & crime scene techniques. Gain practical experience & scenario-based training, developing critical skills for law enforcement situations. Emphasize teamwork & effective communication, vital for successful operations in the community.

MEDICAL ASSISTING

Care Beyond Boundaries: Gain proficiency in medical office procedures, clinical skills, & CPR/First Aid. Work in clinical settings through externships, applying learned skills in real-world medical environments. Follow a clear career pathway to a rewarding career in healthcare, where your compassion & skills are in high demand.

NATURAL RESOURCES & OUTDOOR RECREATION

Explore the Outdoors: Gain diverse outdoor skills in tree climbing, forestry, plant identification, & outdoor recreation. Undergo practical training involving plant cultivation & diverse natural resource activities. Explore the exciting realm of outdoor recreation, enhancing your field experience.

SMALL ENGINES & OUTDOOR POWER

Fuel Your Passion: Develop diagnostic & troubleshooting skills for outdoor motorsport equipment. Acquire strong customer service & teamwork skills crucial for equipment maintenance & customer interactions. Earn certifications from major manufacturers, boost employability & expertise in the outdoor equipment industry.

PLUMBING & HEATING (Heating Curriculum for 2024-AM Session Only)

Master the Trade: Prepare for the Maine State Journeyman Exam in Plumbing &/or Heating. Gain hands-on experience, ensuring readiness for the industry. This program equips students for success, providing a clear pathway to a rewarding career. Master the trade with precision & skill.

PRE-ENGINEERING (Advanced Manufacturing)

Engineer Your Success: Acquire a robust understanding of advanced manufacturing concepts through hands-on, project-based learning. Develop critical thinking & problem-solving skills, laying the groundwork for success in various advanced manufacturing disciplines at the college level.

VIDEO & AUDIO PRODUCTION

Create Impactful Stories: Immerse in professional media production. Gain hands-on experience with industry-standard equipment for impactful video & audio projects. This program is your gateway to a creative & impactful career in storytelling, editing, & visual communication.

WELDING

Forge Your Path: Immerse yourself in a comprehensive welding education, gaining expertise in various techniques. Apply welding skills in practical settings, earning certifications that enhance employability. Join a program where your creativity & precision in welding are celebrated.

WORK EXPERIENCE (2nd Year @ UTC)

Experience Your Future: Gain practical workplace preparation & real-world work experience. Develop professional skills & etiquette that set you apart in any career. Explore various professions through hands-on experience. Discover your passions & set the stage for future success. Work with your current UTC instructor for more information & planning.

The Wellness Department provides a curriculum that focuses on the mental, physical and social well-being of students. Courses offered to students challenge interpersonal, social and physical skills at all levels. Through our essential questions, students are encouraged to ponder: *“How do our everyday decisions and behaviors affect our wellness?”* in all of our offerings.

In order to graduate, students are required to take and successfully complete a semester each of the following:

Physical Education 9

Physical Education 10 or Personal Fitness

Health 9

Health 10

A variety of electives are available to students in the Wellness Department. Students are encouraged to investigate a possible career path and/or pursue individual interest.

PHYSICAL EDUCATION 9 AND 10

Required of 9, 10

S; Cr. 1/2; Pr. None

001 - Freshmen

002 – Sophomores

The class instructional activity program includes team sports, games and individual activities. Students are given instruction and practice in the fundamental techniques of fall, winter and spring sports activities; they acquire the knowledge needed to be physically fit and take part in healthful physical activity. Students will develop motor skills and apply these skills to enhance their movement and physical performance. Students will also demonstrate responsible personal and social behaviors in physical activity settings.

0021-PERSONAL FITNESS

10

S, Cr. 1/2; Pr. PE 9

This course will be offered as an option for sophomores who have successfully completed PE 9 and as an alternative to PE 10. The purpose of this course is to provide students with the knowledge and skills necessary to lead a healthy and active lifestyle. Students will learn to set personal fitness goals based on fitness assessment results and will then have the opportunity to create and implement a personalized fitness plan.

PE LEADERSHIP

11, 12

S; Cr. 1/2;

Pr. 1 full Physical Education credit. Leadership and permission of the instructor.

These courses are designed for students who have a strong interest in physical education as well as those interested in working with people. During these courses, students will lead warm-ups, assist the teacher with one-on-one instruction, demonstrations, monitoring safety and student participation and create and implement lesson plans. Students will learn to analyze movement and work on giving constructive feedback. This is a great experience for students interested in teaching, summer recreation, coaching, and/or being a camp counselor. These students are required to add to the quality of the class.

005a PE9 LEADERSHIP

Units to be covered: Archery, Tennis, Outdoor Survival, Weight Training and Aerobics, and Volleyball.

005b PE10 LEADERSHIP

Units to be covered: Golf, Ultimate Frisbee, Fitness, Recreational Games, and Volleyball.

005c LEADERSHIP LEADERS

These students will aid the teacher with setting up equipment for cooperative activities, lead in classroom discussions about a variety of leadership skills/topics, officiate cooperative games/activities, manage a team of students within the class, and develop and implement lesson plans.

005d PERSONAL FITNESS LEADERS

Units to be covered: Fitness Components, Methods of Exercise, Advanced Weight Training and Aerobics, and Fitness Planning and Goal Setting.

**Students can enroll in one of each course (i.e.: once PE9 Leadership is taken, student cannot enroll in that course again). Can only take one PE Leadership course per semester.*

008 LEADERSHIP

11, 12 S; Cr. 1/2; Pr. 1 full Physical Education credit

This course is designed to give students the opportunity to improve their leadership skills by using techniques learned in a classroom setting and applying them in our school and/or community. Students will learn how to develop and implement lesson plans to ensure a productive, safe and enjoyable learning environment in a physical education setting. Team building exercises, mission building, group dynamics and conflict management are examples of topics that will be covered.

820 HEALTH 9

Required of 9

S; Cr. 1/2; Pr. None

Required for graduation, Health Education 1 is a one semester course designed for 9th grade students, that focuses on the student's physical, social, mental, and emotional well being. This course includes skills to maintain a balanced life. Included units are decision making, adolescent growth and brain development, consumer health, accessing valid and reliable health information and services, nutrition, disease prevention, healthy relationships, effective communication skills and sexual health using best practices. Students will be assessed through homework completion, class participation, unit tests, and projects.

010 HEALTH 10

Required of 10

S; Cr. 1/2; Pr. None

This is a one-semester course designed for 10th grade students. A holistic approach is taken in the delivery of Health Education that considers the physical, mental, emotional, and social influences on a person's total health. The units of study are; Influences on physical, mental/emotional and social well being, mental health, stress and stress management, Lifelines Suicide Prevention Program, substance use/abuse, and first aid/CPR. Disease prevention is taught throughout each unit. Health education provides health information in such a way that will influence students to examine their behaviors and change attitudes so they may take on positive actions about living a healthy lifestyle. The primary goal is not just about teaching health facts, but rather about gaining the tools to achieve and maintain total well-being for each individual. Students will be assessed through homework completion, class participation, unit tests, quizzes, and projects.

828 BEGINNING FOODS

9, 10, 11, 12

S; Cr. 1/2; Pr. None

This course is designed for the person who has done little to no cooking. The student will acquire knowledge in kitchen safety, food safety, measurements, equivalents and kitchen equipment and recipe terminology. They will also develop skills in preparing recipes over several units including baking, vegetables and salads, proteins, special diets (including plant-based diets), soups and sauces.

The English Department at Hampden Academy offers a rich variety of courses that provide all students with the opportunity to improve their skills in reading, writing, language, and oral communication while they earn the four English credits required for graduation.

OVERVIEW OF THE COURSE OF STUDY BY GRADE LEVEL

Freshman Year:

English 9 is required of all freshmen. Phase level placement in this course is made by their grade 8 ELA teacher recommendations. During this year students will study units in library use, grammar, writing, drama, poetry, short story, and novel. Vocabulary and skills in spelling and punctuation will be extended. It is intended that this course will provide students with a broad base in English skills.

English: FRESHMAN ENGLISH A and B

In Freshman English A, students will focus their studies in two genres of literature: poetry and drama. The course focuses on developing knowledge of literary terms and figures of speech. Close reading of texts is a focus in both the poetry quarter, which surveys multiple famous authors/works, and the drama quarter, during which students will typically read Shakespeare's *Romeo and Juliet*. Students will be expected to read, write, analyze and memorize and will learn how to write a literary essay. They will be expected to write one essay each quarter. Throughout the semester students will also work on developing vocabulary, correct grammar usage and critical reading and comprehension strategies.

In Freshman English B, students will study grammar/usage, writing, short story and novel. In grammar/usage emphasis will be upon study necessary to develop skill in writing including understanding of the language of grammar, recognition of common usage errors, and accomplished demonstration of clarity, coherence, and structure in writing. Writing will range from short pieces to personal, formal and informal essays. Students will study and explore the components and qualities of fiction in the reading of short stories and novels. Students will satisfy many of the Common Core Standards in this course.

There are three levels of English 9:

English 9 Level	Typically Leads to The Following Sophomore English Writing Class
English 9 - Level 106	Expository Writing 106 or Expository Writing 102/104
English 9 - Level 108	Expository Writing 108, or occasionally Expository Writing 106
English 9 - Level 110	Expository Writing 108, or occasionally Expository Writing 110

Sophomore Year:

Sophomores must take one semester of an oral communication course and one semester of a written communication course. The Expository Writing class level is recommended by grade 9 English teachers in the spring. Criteria for placement include a writing competency test, district benchmarks, and achievement in English 9.

Oral Communication - Choose One	Written Communication - Recommended for One
Career Communication	Expository Writing 102/104
Career /Interpersonal Communication	Expository Writing 106
Interpersonal Communication	Expository Writing 108 and Expository Writing 110

90022 ENGLISH 9/10-Short Story and Novel 9, 10 S; Cr. 1/2; Pr. Approval from case manager

This course will give you an opportunity to develop your story analysis skills through short story and novel reading, as well as practice sharpening your grammar, writing, and speaking skills.

118 ENGLISH 11/12 11, 12 AY; Cr. ; Pr. Approval from case manager

This course is designed to address interests in the environment and outdoor activities at the same time that traditional English skills, such as reading, writing, and analysis are developed. Novels will center on experiences in the out-of-doors and on conflicts that humans have in and with the natural environment. Throughout the class, students will have to engage in frequent writing assignments as well as compose three lengthier essays (1-2 pages in length). Films are related extensions of the reading assignments.

120 EXPOSITORY WRITING 102/104	10, (11), (12)	S; Cr. 1/2; Pr. None
122 EXPOSITORY WRITING 106	10, (11), (12)	S; Cr. 1/2; Pr. None
124 EXPOSITORY WRITING 108	10, (11), (12)	S; Cr. 1/2; Pr. None
125 EXPOSITORY WRITING 110	10, (11), (12)	S; Cr. 1/2; Pr. None

A passing grade in the sophomore level writing class, Expository Writing, is required for graduation.

This is a writing intensive course. Students in all Expository Writing courses concentrate on the process of draft writing to complete multiple finished research-based essays. Several larger writing assignments (Literary Analysis, Research and iSearch papers) are required to complete this course. Much time is spent with a focus on editing work and MLA conventions. In addition to writing, several novels are included in the class including *Just Mercy*.

126 CAREER COMMUNICATIONS 10 Phase Level 1-2 S; Cr. 1/2; Pr. None

This is an academic course intended for students who plan to continue schooling for one or two years of post-secondary education or who plan to go directly to work after high school. Students will study effective verbal and nonverbal communication. This course has an emphasis on the process of public speaking with the focus of vocational communication practice and preparation. It includes work with research, note-taking, outlines, speech-writing, editing, and visual aids. It includes projects involving teamwork and listening based on requirements of the Common Core State Standards. The course includes working on both reading and writing skills at the sophomore-level. One of the most important aspects of the class is developing habits for success in school and beyond.

This course is intended for students who plan to continue schooling for at least four additional years of post-secondary education. Students will study the fundamental two-way process of effective verbal and nonverbal communication. This course has a heavy emphasis on the process of public speaking and includes work with research, note-taking, outlines, speech-writing, editing, and visual aids. It includes projects involving teamwork and listening based around requirements of the Common Core State Standards. An examination of rhetoric, argument, and fallacious reasoning is also included. In addition, the course will include work around a minimum of three novels. Several essays are included in the class in addition to the work done around speech-writing.

****Although the emphasis for both Interpersonal Communications and Career Communications is on public speaking and communication, the department realizes communication occurs over many diverse mediums and we include an emphasis on reading and writing at grade level.**

Junior and Senior Years:

Students' course selections will depend largely on what they intend to do after high school. Students must select at least four (4) semesters of English during their remaining school years in order to meet the state requirement of four (4) credits in English for graduation. Students may not, however, sign up for more than two (2) English courses each semester without the permission of English Department members. It is required that students have at least one English class during each of their semesters at Hampden Academy. It is also required that at least one English course be taken during the student's last year at Hampden Academy.

The following are guidelines for course selection. Please ask your current English teacher for their opinion as to appropriate courses.

Junior/Senior English Classes Phases 3-5

For students who plan at least four years of post-secondary education, select any two of the following:

American Writers	World Mythology	Creative Writing	English Grammar A
English Writers I	English Writers II	World Literature	Advanced Writing Seminar
College Reading Skills	Shakespeare	The Works of Stephen King	History and Literature Through Film
AP Language and Composition	AP Literature		Advanced Short Story and Novel **

** exclusively for Seniors

Junior and Senior English Classes Phases 1-3

The following courses are designed for Juniors and Seniors who plan on one or two years of post-secondary education or those who plan to go directly into the workforce.

Folklore	Fantasy/Science Fiction	Critical Reading
Tech English	Intermediate Literature	Outdoor Life
Grammar B	Literature of the Sea	English Advantage
Introduction to Story Writing		

READING THE COURSE DESCRIPTIONS

The junior/senior English courses are defined by phase levels in the course descriptions that follow. All phases will focus on the four essential components of English language arts: reading, writing, speaking, and listening. Students will engage in higher level thinking skills and self-assessment in all phase levels.

Phase 1 & 2	These courses are designed for students who need improvement in basic English skills and for whom a modified pace of teaching and learning is appropriate.
Phase 3	These courses are designed for students who have an average command of basic English skills and for whom a moderate pace of learning is appropriate.
Phase 4	These courses are designed for students with a good command of basic English skills and for whom a fairly rapid pace of teaching and learning is appropriate.
Phase 5	These courses are designed for students who have an excellent command of basic English skills and for whom a challenging pace of teaching and learning is appropriate.

119a ADVANCED WRITING SEMINAR

(10), 11, 12

S; Cr. 1/2; Pr. None

Phase Level 4-5

In Advanced Writing Seminar, students work towards two goals: the improvement of their own writing process and skills and the ability to effectively tutor their peers in writing across the curriculum as peer-tutors in the Hampden Academy Writeous Writing Center. Students will read widely, including essays, non-fiction texts, memoirs, and novels, and will demonstrate their understanding of this reading in both oral discussion and written assignments. Students will write extensively in multiple genres, including reflective, personal, analytical, fictional, and research-based pieces.

This course is fast-paced, with high expectations for student achievement; students will be expected to read independently and to produce oral and written reflections and analyses both in and outside of class. Enrollment in Advanced Writing Seminar requires a recommendation from a teacher and an application.

130 TECHNICAL ENGLISH

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-2

Technical English is a class for juniors and seniors looking to gain knowledge not only in literature and essay writing, but also in writing in the workplace. Through self-evaluation, critical thinking, and interpersonal skills, students will be able to focus on necessary skills needed to work in a 21st-century work environment. This includes writing resumes, emails, memos, presentations, etc. Students will also read and analyze novels and write essays to go along with them. Written work, oral work, and project work will be expected.

132 CRITICAL READING

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-2

Students will develop critical reading strategies designed to help them become more effective college level readers. The application of critical reading strategies is emphasized with the goal of each student using critical reading strategies independently at upper high school and entry level college text. Throughout the semester, students work to establish and practice the critical reading and analytical writing skills that will enable them to be successful readers and writers at the college level.

133 LITERATURE OF THE SEA

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-2

This class is offered to students in their junior or senior year at Hampden Academy. The scope of this course includes broad learning goals: An immersion in a range of literature (most of it with a nautical setting or theme), vocabulary acquisition and retention, competence at and confidence in public speaking, and a strengthening of reading skills (fluency and comprehension).

136 FOLKLORE

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-3

This is a course designed to introduce students to the folk component of culture--the oral and imitative knowledge that includes traditional tales, legends, beliefs, and crafts--through reading, writing, listening, and speaking. The course presents such topics as legends, superstitions, weather lore, death lore, birth lore, folk songs, fairy tales, and folk crafts. Students are required to do a research project or to construct a folk artifact.

138 OUTDOOR LIFE

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-3

This course is designed to address interests in the environment and outdoor activities at the same time that traditional English skills, such as reading, writing, and analysis are developed. Novels will center on experiences in the out-of-doors and on conflicts that humans have in and with the natural environment. Throughout the semester, students will have to engage in frequent writing assignments (weekly journals, and short in class writes) as well as compose three lengthier essays (4-5 pages in length). Films and guest speakers are related extensions of the reading assignments.

****Note:** This is a grade-level English course and is not designed to teach survival techniques or specific outdoor skills.

144 ENGLISH ADVANTAGE

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-2

This course is designed for those students who struggle with English. It is a course designed to help students read with less difficulty. It teaches practical reading skills that can be transferred to both in-school and out-of-school situations. Short, highly structured writing assignments are part of this course.

147 INTERMEDIATE LITERATURE

11, 12

S; Cr. 1/2; Pr. None

Phase Level 1-3

Intermediate Literature is a class for Juniors and Seniors in which we will be reading poetry, fiction, and creative non-fiction through the lens of the well-known conflicts in literature. The goals of the class include examining the role of the individual within society through literature and creating work which reflects that examination.

The literature will be examined in depth with both oral and written responses. Emphasis will be on developing skills in close reading of text for key ideas and details, recognition of craft and structure, and cognizance of underlying ideas and themes. Writing will be both informal and formal including essay, argument, research and creative responses.

150 FANTASY AND SCIENCE FICTION 11, 12 S; Cr. 1/2; Pr. None
Phase Level 1-3

In Fantasy and Science Fiction, students will read, discuss, and analyze novels and short stories, including both contemporary and classic texts from both genres. Students will examine and analyze these texts in terms of what their themes can teach readers about modern life. Throughout the course, students learn and practice skills in written and oral interpretation and analysis. An emphasis on reading and writing is stressed to help student improve on their basic English skills and abilities.

151 HISTORY AND LITERATURE THROUGH FILM 11, 12 S; Cr. 1/2; Pr. None
Phase level 4-5

This is an upper level English class with a heavy focus on reading and writing. Students will be asked to read several novels and will learn to think and write critically about literature. For each book read there will be various writing assignments, a research and/or literary review, a viewing of the film with comparative analysis, and projects. This class will explore the relationship between film and literature with a focus from a historical perspective.

****Note:** This is a grade-level English course and is not a film survey class.

154 AMERICAN WRITERS 11, 12 S; Cr. 1/2; Pr. None
Phase Level 3-5

This course is a chronological survey of representative American writers from early settlement to the present. The class looks at such themes as the individual vs. society, people and the natural world, the impact of religious and political beliefs. Poetry, journal, essay, short story, and novel will be studied as well as literary schools. The course will trace the major developments of American writing including Puritan Literature, Neoclassicism, Romanticism, Regionalism, Realism, Naturalism and Modernism through reading, lecture, discussion, presentation, film, and creation of student products. Projects, class participation, oral presentations, and writing of various types are required.

156 ENGLISH WRITERS I 11, 12 S; Cr. 1/2; Pr. None
Phase Level 3-5

This one-semester course introduces students to British poetry, prose, and drama from *Beowulf* in the 8th century to the last of the poets in the 17th century. The course offers a chronological survey of the development of the literature by looking more closely at a number of major authors and texts as well as the most important historical events of the period. This course includes such authors/works as *Beowulf*, the Age of Chivalry, and Shakespeare's *Macbeth*.

158 ENGLISH WRITERS II 11, 12 S; Cr. 1/2; Pr. None
Phase Level 3-5

This one-semester course concentrates on English Literature from 1600 to the present. This is a great survey class for a student looking to read some of the most famous British works from the last 500 years. The class begins in 1660 at the start of the Restoration era, and progresses through the Romantics, Victorians, and Modern authors. This course includes such authors as Byron, Wordsworth, Shelley, Keats, Blake, Tennyson, Browning, Stevenson, T.S. Eliot, and George Orwell.

****Note:** Students do not need to take English Writers I prior to taking English Writers II.

159 WORLD LITERATURE

11, 12

S; Cr. 1/2; Pr. None

Phase Level 3-5

In World Literature, students will read, discuss, and analyze a variety of literary genres from around the world, including poetry, short stories, essays, memoirs, and novels. Students will examine and analyze these texts in terms of both their specific cultural context and their universal themes and messages. This course has a strong reading and writing emphasis; students will be expected to read independently and to produce oral and written analyses both in and outside of class.

162 ENGLISH GRAMMAR A

11, 12

S; Cr. 1/2; Pr. None

Phase Level 3-5 (A)

Grammar A is designed to familiarize students with both the terminology and practical application of standard English grammar, mechanics, and usage. Students will have opportunities to review and extend their skills at identifying parts of speech, parts of a sentence, and phrases and clauses. They will also hone their skills at editing their own written work by correcting common errors such as faulty parallelism, agreement, tense, and idiomatic expression. Grammar texts used include Warriner's High School Handbook, Great American Speeches, and Barron's English Exercises. Both Grammar A and B use sample exercises from recent SAT and ACT sample tests.

163 ENGLISH GRAMMAR B

11, 12

S; Cr. 1/2; Pr. None

Phase Level 2-3 (B)

Grammar B is a lower phase class designed to familiarize students with both the terminology and practical application of standard English grammar, mechanics, and usage. Students will have opportunities to review and extend their skills at identifying parts of speech, parts of a sentence, and phrases and clauses. They will also hone their skills at editing their own written work by correcting common errors such as faulty parallelism, agreement, tense, and idiomatic expression. Grammar texts used include Warriner's High School Handbook, Great American Speeches, and Barron's English Exercises. Both Grammar A and B use sample exercises from recent SAT and ACT sample tests.

164 ADVANCED SHORT STORY AND NOVEL 12

S; Cr. 1/2; Pr. None

Phase Level 4-5

This class is offered exclusively to students in their senior year at Hampden Academy. Designed to mirror a comparative literature class that students will encounter at a university, Advanced Short Story and Novel considers pieces of fiction in conjunction with one another, seeking common thematic ground and unique authorial perspective. This course gives seniors the opportunity to make connections between diverse, complex texts in a fashion that anticipates immersion in a college classroom.

165 WORLD MYTHOLOGY

11, 12

S; Cr. 1/2; Pr. None

Phase Level 3-5

This course will survey creation stories from across the globe while honing in on ancient cultures and storytelling. By reading, analyzing, and discussing mythology students will be better able to understand how myths are adapted to influence contemporary fiction and nonfiction. Students will also gain a deeper awareness of human values, attitudes and belief systems by examining various universal themes, allusions, and symbols

found in world mythology and similar ancient texts. This course has a strong reading emphasis; students will be expected to read and to produce oral and written analyses both in and outside of class.

166 INTRODUCTION TO STORY WRITING 11, 12 S; Cr. ½; Pr. English 9A, English 9B

In this Phase 1 - 3 version of creative writing, students will work to improve their reading and writing skills through the consumption and production of short fiction, both independently and collaboratively.

The course will center on two main units of study: plot structure and character development. In each unit, students will learn the fundamental skills associated with this concept, first in isolation and then in context through a variety of short stories and other short fiction pieces. Each unit will conclude with a multi-draft creative writing assignment in which students will show their understanding of the unit focus through the creation of their own short story.

170 CREATIVE WRITING 11, 12 S; Cr. 1/2; Pr. None
Phase Level 3-5

In this course students will extensively study and practice the writing of poetry, creative non-fiction and short stories. Techniques and elements specific to each genre will be studied by examining established literary works and will include both practice and inclusion of these elements and techniques within student works. Length of assignments will be dictated by the type of creative writing being practiced. Assignments will include poetry, reflections/journals, essays, memoir, creative non-fiction and fiction. The focus of the class is on the writing process and development of a community of writers.

176 COLLEGE READING SKILLS 11, 12 S; Cr. 1/2; Pr. None
Phase level 4-5

This course is for the college-bound student reading on or above grade level. Content includes units on study skills, analytical and critical thinking, and intense vocabulary word study. Short, structured writing assignments are required, and a lengthy research project will be an emphasis in this course.

This course is designed to help students develop skills in reading and writing about a variety of classic texts recommended by the College Board. Students are expected to read and write both during and outside of class. In general, students read plays by Sophocles and a selection of college level and classic novels. Written work includes short analyses of assigned passages, comparison essays, and an oral presentation.

178 SHAKESPEARE 11, 12 S; Cr. 1/2; Pr. None
Phase Level 4-5

This course is designed to help students appreciate what has made William Shakespeare one of the greatest writers in the English language. A selection of plays and sonnets are studied within the context of the Elizabethan Age. Papers and oral presentations are part of the content requirements.

S; Cr. 1/2; Pr. Grade of 85 or better in a Phase Level 3-5 literature course

182 AP LITERATURE AND COMPOSITION 11, 12 AY; Cr. 1; Pr. None
Phase Level 4- 5 (Year Long Course)

This is essentially a college course designed for the exceptional English student with the ability and motivation to think, read, and write at a mature, advanced level. Material for the course comes from a broad array of recognized classics in American, English, and world literature. Students accepted for AP Literature must

complete a summer's reading and writing assignment. Failure to complete the assignment *may* mean elimination from the course.

The English Department *recommends* that applicants have taken English Writers 1, English Writers 2, American Writers and/or Bible and Mythology.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

190 INDEPENDENT STUDY

11, 12

S; Cr. 1/2; Pr. None

Phase Level 4-5

This will provide an opportunity for seniors with specific interests in the area of English to investigate particular projects with the guidance of department members. To be accepted in this program a student must present a satisfactory outline of the intended project the semester before taking up the project, which must be approved by the English Department. Typically, students develop their course outline with a department member during the spring semester of their junior year. Often, summer reading and/or writing assignments are part of the course requirement. Application forms are available from the department chairperson.

197 THE WORKS OF STEPHEN KING

11, 12

S; Cr. 1/2; Pr. None

Phase Level 3-5

In this course, students will read, discuss and analyze a variety of writings from the large body of work produced by former Hampden Academy teacher Stephen King. Students will be asked to read several novels and will learn to think and write critically about literature. This course has a strong reading and writing emphasis; students will be expected to read independently and to produce oral and written analyses both in and outside of class.

199 AP LANGUAGE AND COMPOSITION

11, 12

AY; Cr. 1; Pr. None

Phase Level 4-5 (Year Long Course)

This course will follow the curricular requirements outlined by the College Board in the A.P English Language and Composition Course Description, which focuses on building skills necessary for college-level reading and writing. Students will be reading and analyzing texts from a variety of time periods and genres, with a particular focus on non-fiction. Our primary goal in engaging with these texts will be to analyze and evaluate their rhetorical approaches, to understand how authors work to address certain issues and certain audiences effectively. Students will practice utilizing valuable writing techniques through regular in-class writing as well as formal process essays with opportunities for peer-review, instructor feedback, and revision. Students will be expected to engage with challenging, provocative, dense, and sometimes controversial material, that may call into question some of their own closely held beliefs. As this course will be concerned primarily with critical thinking, students will be expected to think reflectively about their own unchallenged assumptions. Because this course will modeled on college seminar courses in English, students will be expected to participate regularly in class discussion, raising thought-provoking questions and ideas that help to propel the conversation. **All students are expected to take the AP exam in May.** Students taking the AP Language course should expect to take the AP Literature course their senior year.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should

not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

The goals of the Social Studies Department are three-fold. First, is to familiarize students with their past, where they come from, and how the past impacts the future. Second, is to provide the students with the skills they will need in the future to be successful citizens. Third, our offerings are geared toward the interests of the students.

“Those who do not learn from the past are doomed to repeat it.”

George Santayana

The courses in the Social Studies Department are designed to be complementary and to help the student understand their past, present, and future. Students are required to take World History, US History, What Comes Next? and Modern Global Perspectives. Through these courses students explore the past to help them understand history and to be able to apply what they have learned to the present and the future.

“A RESPONSIBLE AND INVOLVED CITIZEN

recognizes the power of personal participation to affect the community and demonstrates participation skills; understands the importance of accepting responsibility for personal decisions and actions; knows the means of achieving personal and community health and well-being; and recognizes and understands the diverse nature of society.”

Maine State Learning Results—Guiding Principles

206 WORLD RELIGIONS

11, 12

S; Cr. 1/2; Pr. None

This course covers the major religions of the world (Judaism, Christianity, Islam, Buddhism, etc.) and the reasons why so much conflict exists both within and between those groups. Students will study the history of several religions from their beginnings to present day, discussing not only the evolution of each, but the reasons why so much strife has occurred.

208 WORLD HISTORY

Required 9

AY; Cr. 1; Pr. None

This course is a survey of World History from Ancient Greece to contemporary times. By investigating four historical themes, students will learn about the socio-economic, political, and ideological conditions of various time periods as they study historical events and contemporary issues of world regions. The themes covered in the course include: 1) Philosophy, Religion, and Morality, 2) Power: Uses and Abuses, 3) Inequalities: Haves and Have Nots, and 4) Science, Technology, and the Environment. Using primary and secondary sources, they will utilize critical thinking and problem solving skills as they conduct inquiry-based research, participate in interactive discussions, and complete assignments establishing real-world connections.

234 PSYCHOLOGY

11, 12

S; Cr. 1/2; Pr. None

Psychology is the scientific study of the behavior of individuals and their mental processes. The goals of psychology are to describe, explain, predict, control, and improve human life. This course covers such topics as the scientific method of inquiry, biopsychology, personality development, psychological disorders, intelligence, memory, and learning. Each year Acadia Hospital graciously sends representatives for a panel discussion in an attempt to address the stigma that still surrounds mental health. Students will be expected to participate in class discussions, create and present group projects, and respond to assigned readings. Circle discussions are frequent

with students expected to collaborate with the class on analyzing, interpreting, and evaluating articles and videos on a variety of psychology topics.

235 AP PSYCHOLOGY

11, 12

AY; Cr. 1; Pr. None

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Students are expected to take the AP exam at the end of the course.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

238 SOCIOLOGY

12

S; Cr. 1/2; Pr. None

Sociology is the systematic study of society, including patterns of social relationships, group interactions, and culture. Students of sociology investigate and analyze societal behaviors in order to understand social order, acceptance, and changing norms. Typical topics include: Socialization, Culture, Deviance and Conformity, Family, Race and Ethnicity, and Social Inequality. Students will be expected to participate in class discussions, create and present projects, and respond to assigned readings. Circle discussions are held on a weekly basis with students expected to come fully prepared to collaborate on analyzing, interpreting, and evaluating the assigned readings and videos. Discussions are expected to be lively, revealing, and transformative as we investigate some of the more controversial topics in society today.

250 AFRICAN HISTORY

11, 12

S; Cr. 1/2; Pr. None

Africa is not a country. This course introduces students to the geography, history, government, and cultural aspects of life on the continent of Africa. Students will use primary and secondary sources to investigate the complex history and present challenges on the continent of Africa, with an emphasis on globalization and sustainable development goals.

261 ASIAN STUDIES

11, 12

S; Cr. 1/2; Pr. None

Interested in the history of China, India and Japan? This class will give a background to the history, culture and interactions of the three cultures. In addition, students will look at a variety of other lesser known cultures as well. The course will allow students choice in the direction of the class and in the cultures to explore.

265 LAW AND ETHICS

11, 12

S; Cr. 1/2

Pr. Permission of social studies department

Law and Ethics is a study of law, government, and power. Students will investigate the following: sources of law, criminal law, the trial process, the structure of our state and national court systems, effects and evidence of law in our lives, and legal ideas such as due process and the rule of law. The course will include but not be limited to reading and writing assignments, class discussions, lectures, films, field trips, speakers, and simulations such as a mock trial.

Students who enroll in this course need to be comfortable participating regularly in extended, in-depth class discussions, being questioned closely by the instructor, and reading and writing critically and analytically.

270 SENIOR SEMINAR (Focus on You)

12

S; Cr. 1/2; Pr. None

This interactive course is for senior students who are interested in project based learning centered around current events at the local, state, national, and international level. This course relies on advocacy and students developing and finding a voice. Students should be prepared to work with others and be involved in advocacy projects.

273 CLASSICAL HUMANITIES

(10), 11, 12

AY; Cr. 1

Pr. 10th graders with approval of teacher due to the emphasis on primary source reading. 11th and 12th grades None

The ancient civilizations of Greece and Rome have added much to our modern world and serve as the foundation for many things we see every day. This class will investigate these two cultures and see how they have influenced much of modern Western civilization. Topics covered in the class include: the mythologies and histories of Greece and Rome, the growth of empires, great ideas (democracy, philosophy, and literature), and factors leading to the fall of great societies. There is a heavy emphasis on reading the words of famous thinkers, leaders, and writers such as: Plato, Aristophanes, Thucydides, Cicero, Caesar, Livy, and many others. Students are expected to come to class fully prepared to discuss, analyze, and interpret these readings in roundtable discussions. This approach encourages open minded dialogue and respectful debate in an engaging classroom environment.

276 ADVANCED PLACEMENT U. S. HISTORY 11, 12

AY; Cr. 1

Pr. Permission of department, successful completion of U. S. History (90 or better average) and successful completion of English 108 or higher (90 or better average). Ultimate participation in this class is determined by completion of a rigorous summer assignment that is to be submitted on the first class meeting in the fall.

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. (College Board, www.collegeboard.com)

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

277 UNITED STATES HISTORY

Required 10

AY; Cr. 1; Pr. World History

This course is a survey course of American History. It covers all of the major time eras from settlement to the present. The class is designed to give a student at Hampden Academy a working knowledge of United States History. It covers the following time eras: Contact, Colonialism, Revolution, New U.S. Government, Democracy, Manifest Destiny and Expansion, The Civil War and Reconstruction, Industrialization of American and the

response, Imperialism and World War I, 1920's and 1930's, World War II and the Cold War, Suburbia and Civil Rights, Vietnam and the Protests, the Decades of Change, and the Present.

290 ECONOMICS

11, 12

S; Cr. 1/2; Pr. United States History

This course covers the fundamentals of a study in Economics. The topics included are an introduction to Economics, Microeconomics, Macroeconomics, and Personal Economics. This class has an emphasis on concepts, vocabulary, and is meant as an introduction to the discipline of Economics.

291 WHAT COMES NEXT?

Required 11

S; Cr. 1/2; Pr. None

This junior course is all about preparing to become an adult. It will cover many useful topics such as personal finance, job interviewing, taxes, budgeting, car maintenance, and many other aspects of adult life. This class will be student centered and student driven.

295 MODERN GOVERNMENTAL PERSPECTIVES Required 11 S; Cr. 1/2; Pr. United States History

This junior course selects various global topics to explore in depth. Each of the topics will be looked at from multiple points of view with an eye toward information gathering. The class will also engender much discussion and debate about the issues. All attempts will be made to connect each of the topics to what is impacting the world, our country, our state and our towns.

299 LOST HISTORY: VISIONARIES AND RULEBREAKERS. (10), 11, 12

S; Cr. ½

Pr. 10th graders with approval of teacher due to the emphasis on primary source reading. 11th and 12th grades
None

Why do we study history? Well, through the study of history we are able to put into context current events and changes in society and culture. It also provides a catalyst for our imagination and for new ideas. Every area of human development, invention, and growth is based on foundations of what came before. This class will explore areas of history that we are often unable to fit into our survey courses and provide students with another opportunity to sharpen their analytical skills as they dig deeper into our past. As implicated by the course title, students will begin their journey by reading about the game changers in history; the people who often sparked movements or captured with their words or images the impact of political decisions and social change on the people. It's the 'story' part of history that makes this course of study so compelling. What happened after the Trail of Tears? How did the Osage Nation go from poverty to be one of the wealthiest groups in the country to very nearly losing it all, even their lives? The enslaved peoples of Africa may not have experienced freedom, but they were far from passive. How did Nat Turner and Gabriel Prosser manage to plan and execute slave rebellions in the 18th century and what were the consequences? How did 'feminism' become such a controversial movement and word? What are the links between popular culture (music, sports, art, etc.) and political and social change? So many questions! Students are expected to contribute to regular discussions and collaborate as a class as we interpret and analyze historical documents, images, and video. This approach encourages open-minded dialogue and respectful debate in an engaging classroom environment.

Hampden Academy offers an array of languages, from modern to classical. Students may take up to four years of language in French, Latin, and Spanish. Both French and Spanish are modern languages where speaking, reading, listening, and writing are emphasized. Latin is a classical language which focuses on reading and translating. Students who take at least two years of the same language will gain moderate skill in that language and will have a greater understanding of how to learn languages. Students who take three or four years of the same language will gain a general proficiency in communicating in that language.

Another goal of the language program at Hampden Academy is the understanding of different cultures. Because of this, each language class will focus time on understanding the differences and similarities between groups of people, whether they be separated by geography, as with French and Spanish, or time, for Latin.

320 FRENCH 1	9, 10, 11, 12	AY; Cr. 1; Pr. None
---------------------	---------------	---------------------

French 1 is the study of the basics of the French language. Establishing fundamental communication skills is the goal of the course. Equal emphasis is placed on developing reading and listening comprehension, speaking, and writing skills. The study of the cultural aspects of the French-speaking world is an important element of French 1. At the end of this level the student will have acquired basic communication skills.

322 FRENCH 2	10, 11, 12	AY; Cr. 1 Pr. French 1 with a C average or better
---------------------	------------	--

French 2 introduces more sophisticated vocabulary and grammatical structures providing the basis for further development in reading and listening comprehension, speaking, and writing skills. The study of culture is integrated with the study of the language to foster more meaningful communication in French. Students must have completed French 1 with a C average or better to enroll in this course.

324 FRENCH 3	11, 12	AY; Cr. 1 Pr. French 2 with a C average or better
---------------------	--------	--

French 3 focuses on increasing language ability and cultural understanding. This course will introduce more sophisticated grammar and vocabulary and reinforce skills and previous material. The strong emphasis on all of these five areas of language learning continue this year: reading, writing, listening, speaking, and culture. Students are expected to communicate in class in the target language. Students must have completed French 2 with a C average or better to enroll in this course.

326 FRENCH 4	12	AY; Cr. 1 Pr. French 3 with a C average or better
---------------------	----	--

French 4 refines previously learned material and expands students' ability to express themselves in French. In addition to complex vocabulary and grammar, French 4 includes the study of the literature and art of French speaking countries. Upon completion of this course, students will have the ability to express themselves in French and understand more sophisticated aspects of the language and culture. Students are expected to communicate in class in the target language. Students must have completed French 3 with a C average or better to enroll in this course.

328 ADVANCED PLACEMENT FRENCH	12	AY; Cr. 1
--------------------------------------	----	-----------

Pr. French 4. Summer reading and coursework may be required. This course is offered as an online option only.

AP French Language and Culture is intended for those who have chosen to refine their proficiency in the language, encompassing listening and speaking skills, reading comprehension, grammar, and composition. Emphasizing the use of French for active communication, it has the following objectives: (1) the ability to comprehend formal and informal spoken French; (2) the acquisition of vocabulary and a grasp of syntactic structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in French; (3) the ability to compose expository passages; and (4) the ability to express ideas orally with accuracy and ease of fluency. **This class is currently offered as an online option only.**

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be a determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges. (College Board - www.collegeboard.com)

330 SPANISH 1 9, 10, 11, 12 AY; Cr. 1; Pr. None

Spanish 1 is the study of the basics of the Spanish language. Establishing fundamental communication skills is the goal of the course. Equal emphasis is placed on developing reading and listening comprehension, speaking, and writing skills. The study of the cultural aspects of the Spanish-speaking world is an important element of Spanish 1. At the end of this level the student will have acquired basic communication skills.

332 SPANISH 2 10, 11, 12 AY; Cr. 1
Pr. Spanish 1 with a C average or better

Spanish 2 introduces more sophisticated vocabulary and grammatical structures providing the basis for further development in reading and listening comprehension, speaking, and writing skills. The study of culture is integrated with the study of the language to foster more meaningful communication in Spanish. Students must have completed Spanish 1 with a C average or better to enroll in this course.

334 SPANISH 3 10, 11, 12 AY; Cr. 1
Pr. Spanish 2 with a C average or better

Spanish 3 focuses on increasing language ability and cultural understanding. This course will introduce more sophisticated grammar and vocabulary and reinforce skills and previous material. The strong emphasis on all of these five areas of language learning continue this year: reading, writing, listening, speaking, and culture. Students are expected to communicate in class in the target language. Students must have completed Spanish 2 with a C average or better to enroll in this course.

336 SPANISH 4 12 AY; Cr. 1; Pr. Spanish 3 with a C average or better

Spanish 4 refines previously learned material and expands students' ability to express themselves in Spanish. In addition to complex vocabulary and grammar, Spanish 4 includes the study of the literature and art of Spanish-speaking countries. Upon completion of this course, students will have the ability to express themselves in Spanish and understand more sophisticated aspects of the language and culture. Students are expected to communicate in class in the target language. Students must have completed Spanish 3 with a C average or better to enroll in this course.

336b SPANISH 5

12

AY; Cr. 1; Pr. Spanish 4 with a C average or better

Spanish 5 is an in-depth study of the rich and varied culture of the Spanish-speaking world in the target language. Students continue to develop skills in speaking, reading, writing, and listening in a fully immersive classroom. Upon completion of Spanish 5, students will have the ability to express themselves in Spanish. Students must have completed Spanish 4 with a C average or better to enroll in this course.

337 CULTURE & COMMUNICATION IN THE SPANISH-SPEAKING WORLD 10, 11, 12 AY; Cr. 1
Pr. Completion of Spanish 1 and 2 at the high school level (or 2 years of Spanish); this class may be taken at the same time as Spanish 3, if desired.

This cultural language-based course will emphasize communication in Spanish through a variety of projects and activities. This course is designed for students who wish to advance their Spanish skills without a grammar-based approach. Depending on the enrollment, the level of the student in this course may vary from year to year; therefore, the course content and projects may also differ from year to year. Students wishing a third, fourth or fifth year of the language may predominate.

338 ADVANCED PLACEMENT SPANISH 12

AY; Cr. 1

Pr. Spanish 4 with a C average or better. Summer reading is required, and summer work will be due on the first day the class meets in the fall. This course is offered as an online option only.

AP Spanish Language and Culture is intended for those who have chosen to refine their proficiency in the language, encompassing listening and speaking skills, reading comprehension, grammar, and composition. Emphasizing the use of Spanish for active communication, it has the following objectives: (1) the ability to comprehend formal and informal spoken Spanish; (2) the acquisition of vocabulary and a grasp of syntactic structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish; (3) the ability to compose expository passages; and (4) the ability to express ideas orally with accuracy and ease of fluency. **This class is currently offered as an online option only.**

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be a determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

340 LATIN 1

9, 10, 11, 12

AY; Cr. 1; Pr. None

Latin 1 is the study of the basics of the Latin language and Roman culture. Equal emphasis is placed on developing reading comprehension, grammar, Latin vocabulary, and the connection between Latin words and English vocabulary. The culture of the time, including daily life and the arts, is incorporated in the readings. At the end of this level the student will have acquired basic grammar, reading, and translation skills.

342 LATIN 2

10, 11, 12

AY; Cr. 1

Pr. Latin 1 with a C average or better

Latin 2 introduces more sophisticated vocabulary and grammatical structures providing the basis for further development in reading comprehension and literal translation skills. The study of culture and history is integrated with the study of the language to foster a more meaningful understanding of Latin. At the end of this level the

student will have acquired the ability to read and translate Latin literature from the ancient world. Students must have completed Latin 1 with a C average or better to enroll in this course.

344 LATIN 3

11,12

AY; Cr. 1

Pr. Latin 2 with a C average or better

Latin 3 completes the study of the Roman world through the reading of authentic texts. Students will focus on translating and reading works from ancient Roman authors such as Catullus, Ovid, Vergil, Cicero, and Caesar. The course also takes a deeper look at Roman culture, including important topics in Classics, the makeup and history of the Roman Empire, and mythology. Students must have completed Latin 2 with a C average or better to enroll in this course.

346 ADVANCED PLACEMENT LATIN

12

AY; Cr. 1

Pr. Latin 3 with a C average or better. Summer reading is required and summer work will be due on the first day the class meets in the fall.

Students who have completed three years of Latin may continue their studies in the AP Latin program. Students will continue to build their vocabulary, apply their grammar skills, practice literal translation, and demonstrate reading comprehension. The main focus of this course will be in-depth readings of Vergil's *Aeneid* and Caesar's *Gallic War* in Latin and English. Cultural points will include discussions of classical literature, mythology, classical history, and the impact of these on modern society.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be a determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges. (College Board - www.collegeboard.com)

Mathematics Education must equip all students with skills that provide them with the flexibility, adaptability and creativity to function as productive citizens in the changing technological society of the 21st Century.

Our vision for excellence in mathematics education mirrors the Academic Expectations from Hampden Academy's Mission Statement:

Hampden Academy students are independent and responsible learners who...

Demonstrate breadth of knowledge

Think critically and creatively

Communicate effectively in written, oral, and visual forms

Plan for their education and careers

All students must take, at a minimum, three years (3 credits) of mathematics.

In order to best meet student learning needs, a variety of course sequences are available in the area of mathematics. While the minimum requirement for mathematics is three years, we strongly encourage students to take four years of mathematics.

A Ti-84 graphing calculator is required for advanced mathematics courses (Algebra 2 and on). Students who need financial assistance in order to purchase this calculator need to let their School Counselor know or see one of the co-instructional team leaders of the mathematics department.

Please Note: Students who completed Algebra 1 in the 8th grade may enter the college sequence at the Accelerated Algebra I, or Honors Geometry level. Criteria for courses with the Honors label are faster paced and are designed for the mathematically motivated student.

Typical, but not Exclusive, Course Sequences in Mathematics

Grade 9	Grade 10	Grade 11	Grade 12
Pre-Algebra	Algebra 1	Geometry or CP Geometry	Algebra 2 or CP Algebra 2
Algebra 1	CP Geometry or Geometry	CP Algebra 2 or Algebra 2	College Algebra or Precalculus or Elementary Statistics or Precalculus and Elementary Statistics or College Algebra and Elementary Statistics
Accelerated Algebra	CP Geometry or Honors Geometry or Honors Geometry and Honors Algebra 2	CP Algebra 2 or Honors Algebra 2 or Honors Precalculus or Honors Precalculus and AP Statistics	Precalculus or Elementary Statistics or Honors Precalculus or AP Statistics or Honors Precalculus and AP Statistics or Calculus and AP Statistics or AP Calculus and AP Statistics
CP Geometry Honors Geometry	Honors Algebra 2 or CP Algebra 2	Honors Precalculus or Honors Precalculus and AP Statistics or Precalculus	AP Calculus or Calculus or AP Statistics or Calculus and AP Statistics or AP Calculus and AP Statistics

425 FOUNDATION MATHEMATICS I 9, 10, 11, 12 AY; Cr. 1; Pr. Approval from case manager

The class will focus on foundational math skills with the aim of preparing students for success in their high school math career. Successful completion of this course will fulfill one math credit at Hampden Academy.

425b FOUNDATION MATHEMATICS II 9, 10, 11, 12 AY; Cr. 1; Pr. Approval from case manager

The class will focus on foundational math skills with the aim of preparing students for success in their high school math career. Successful completion of this course will fulfill one math credit at Hampden Academy.

426 CONSUMER MATH 9, 10, 11, 12 AY; Cr. 1; Pr. Approval from case manager

Students will participate in math skills needed to survive, as an intelligent consumer in today's society. Topics will include the mathematics of personal income, buying a car and related expenses, purchasing various types of insurance, housing, unit pricing, discounts and mark up, banking, budgeting, investments, taxes, and travel.

428 PRE-ALGEBRA 9, (10), (11), (12) AY; Cr. 1; Pr. None

Pre-Algebra is for students needing a gradual introduction to Algebra 1. This course will introduce basic algebraic concepts such as operations with positive and negative numbers, operations with fractions, decimals and percent, evaluating algebraic expressions, solving equations, factoring, and introductory word problems. Emphasis will be placed on the mathematics involved in many careers.

436 ALGEBRA 1 9, (10), (11), (12) AY; Cr. 1; Pr. None

Elementary concepts and skills of algebra in the real number system are introduced and their applications are considered. The ideas of proof and deductive reasoning are concepts which are discussed. Precision of terminology is stressed throughout this course. Topics will include equations, polynomials, factoring, rational expressions, inequalities, radicals, and quadratic functions. Challenging problem situations requiring critical thinking skills will be encountered.

438 ACCELERATED ALGEBRA 1 9 AY ; Cr. 1
Pr. Completion of Algebra 1 in 8th grade and teacher recommendation

This course is intended for students who have completed a year of Algebra 1 in middle school but need more of the algebraic skills to move on to Geometry. Topics will include a review of basic algebraic skills, linear equations, exponents and powers, quadratic equations, properties of polynomials, and functions. Challenging problem situations requiring critical thinking skills will be encountered.

441 GEOMETRY 10, 11, (12) AY; Cr. 1
Pr. Algebra 1 and teacher recommendation

Geometry will include the following topics: basic properties of algebra, points, lines and planes, methods of reasoning, angle relationships, parallel and perpendicular lines and planes, triangles, proportional line segments, polygons, similar figures, congruence, circles, arcs, and angles, coordinate geometry, area, surface area, and volume.

442 COLLEGE PREPARTORY GEOMETRY 9, 10, (11, 12)

AY; Cr. 1

Pr. Algebra 1 and teacher recommendation

Students will apply deductive and inductive reasoning to develop proofs and solve problems. Topics will include points and lines, parallel and perpendicular lines, similarity, congruence, polygons, right triangles and trigonometric concepts, coordinate geometry, circles, area, surface area, and volume. Critical thinking skills will be emphasized.

443 HONORS GEOMETRY

9, (10)

AY; Cr. 1

Pr. Algebra 1 and teacher recommendation

This is the most challenging geometry course offered at HA and is designed for the accelerated math student who is self-motivated and has very strong algebraic skills and study habits. Students will apply deductive and inductive reasoning to develop proofs and solve problems. Topics will include points and lines, parallel and perpendicular lines, similarity, congruence, polygons, right triangles and trigonometric concepts, coordinate geometry, circles, area, surface area, and volume. The stage will be set for dealing with the challenging problem situations encountered in Honors Algebra 2. Critical thinking skills will be emphasized.

446 ALGEBRA 2

11, 12

AY; Cr. 1; Pr. Algebra 1 and Geometry

Algebraic concepts and skills in the real number system will be further developed. Topics will include linear functions, systems of linear equations, polynomials, quadratic functions, rational, and radical expressions. Problem solving and critical thinking skills will be an integral part of this course, but at a less intense level than in College Preparatory Algebra 2.

447 COLLEGE PREPARATORY ALGEBRA 2 10, 11, (12)

AY; Cr. 1; Pr. Algebra 1 and Geometry

The real number system is expanded to the complex number system. Comprehension of the function concept in mathematics is stressed. The importance of deductive reasoning and precision of terminology in mathematics are important concepts of the course. Topics will include polynomial functions, trigonometric functions, exponential and logarithmic functions, rational functions. The stage will be set for dealing with the challenging problem situations encountered in PreCalculus. Critical thinking skills will be further developed.

450 HONORS ALGEBRA 2

10, 11

AY; Cr. 1

Pr. Algebra 1 and CP Geometry or Honors Geometry

This is the most challenging algebra II course offered at HA and is designed for the accelerated math student who is self-motivated and has very strong algebraic skills and study habits. The real number system is expanded to the complex number system. Comprehension of the function concept in mathematics is stressed. The importance of deductive reasoning and precision of terminology in mathematics are important concepts of the course. Topics will include polynomial functions, trigonometric functions, exponential and logarithmic functions, rational functions. The stage will be set for dealing with the challenging problem situations encountered in Honors PreCalculus and AP Calculus. Critical thinking skills will be further developed.

454 ELEMENTARY STATISTICS

(11), 12

AY; Cr. 1

Pr. Seniors who have successfully completed College Prep Algebra 2 or above. Juniors who have successfully completed College Prep Algebra 2 **MUST** take Precalculus concurrently with Elementary Statistics.

Statistics are used in every field of study and are increasingly part of our everyday lives. This course is geared toward students who have completed Algebra 2, and respond best to a moderately paced math course. This course uses a non-theoretical approach in which concepts are explained intuitively and are supported by examples. There are no formal proofs in this course. The statistical applications are drawn from various disciplines, including natural sciences, social sciences, business, economics, and computer science.

457 COLLEGE ALGEBRA

12

AY; Cr. 1

Pr. College Prep Algebra 2 or Algebra 2

This course is intended to broaden and expand upon the topics studied in Algebra 1 and CP Algebra 2. This course is for students who are not suited to the pace and rigor of a traditional Pre-Calculus class. Covers variables and symbols; scientific notation; formulas and literal equations; slope, intercepts, and equations of lines; graphs of linear and quadratic functions; graphs of linear inequalities; solving systems of linear equations; polynomials, products and factors; roots, rational exponents, and complex numbers; rational expressions; solving linear, quadratic, and higher order equations; solving linear inequalities; an introduction to exponential and logarithmic functions, and applied problem solving. This course is not for students who have successfully completed Honors Algebra 2 nor for students who intend to pursue a post-secondary major that requires PreCalculus as a prerequisite. There is an agreement with E.M.C.C for students to potentially earn credit for MAT 116.

Dual Enrollment (Optional): Students taking College Algebra have the option to enroll in college credits through EMCC (3 credits). If registering for the EMCC credit, students should keep in mind the 3 credits will count toward the 12 credits allowable through the State of Maine Early College Tuition Waiver Program.

460 PRECALCULUS

11, 12

AY; Cr. 1: Pr. Algebra 2

This course is for students planning to take calculus. All topics necessary to the study of calculus will be discussed. Topics will include functions (including exponential, logarithmic, trigonometric, and polynomial functions), techniques of graphing, transformation of functions and data, and an introduction to calculus. Emphasis will be placed on techniques of problem solving and critical thinking skills. This course is intended for those students who enjoy the challenge of mathematics and plan college majors with an emphasis in mathematics.

462 HONORS PRECALCULUS

11, 12

AY; Cr. 1

Pr. Honors Algebra 2

This elective course is strongly recommended for students planning to take AP Calculus the following year. All topics necessary to the study of calculus will be discussed at a more intense level than Pre-Calculus. Topics will include functions (including exponential, logarithmic, trigonometric, and polynomial,) techniques of graphing (a graphing calculator is required, recommended Ti-84 or Ti-89), and an introduction to calculus. The emphasis of this course will be on problem solving and critical thinking. The main focus of the class will be the study of functions.

464 CALCULUS

12

AY; Cr. 1; Pr. Precalculus or Honors Precalculus

This course is designed for students interested in careers in mathematics, engineering, physics, business, or the life sciences. It will be an intense study in the field of mathematics dealing with rates of change, areas and volumes. The use and understanding of graphs of functions and relation will be stressed. Topics will include review of algebra, geometry and trigonometry; limits; continuity; derivatives; integrals; and practical application of the concepts.

466 ADVANCED PLACEMENT CALCULUS 12

AY; Cr. 1; Pr. Honors Precalculus

AP Calculus is a full-year college level course. Students should plan on a minimum of one hour of homework per class. A list of topics will include Functions, Limits, Differentiation, and Integration. This course is intended for students with a high ability level in mathematics and an inquisitive nature in high levels of mathematics thought. A **Ti-84 Plus** graphing calculator will be used regularly. Students will be required to complete a summer assignment before class starts in the fall. Failure to do so will result in removal from course.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be a determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

467 ADVANCED PLACEMENT STATISTICS 11, 12

AY; Cr. 1

Pr. Seniors who have successfully completed College Prep Algebra 2 or above. Juniors who have successfully completed Honors Algebra 2 must take Honors Precalculus or Precalculus concurrently with AP Statistics.

AP Statistics is a full-year college level course. Students should plan on a minimum of one hour of homework per class. A list of topics will include, but not limited to exploring data, planning a study, anticipating patterns, and statistical inference. This course is intended for students with a high ability level in mathematics and an inquisitive nature in high levels of mathematics taught. A **Ti-84 Plus** graphing calculator will be used regularly.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be a determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

The science program at Hampden Academy serves several purposes. In a general sense, it is designed to afford every student an opportunity to broaden his or her scientific knowledge which is so fundamental to our technological society. More specifically, it allows those who are considering a career in science, medicine, or technology to explore and develop their interests.

For those students who are planning to go to a four-year post-secondary school, the college preparatory courses are recommended. Furthermore, for those planning to major in any branch of science, engineering, or medicine, a four-year sequence starting with Earth & Physical Science is recommended. College-bound students should also study a college preparatory mathematics course each year. They should expect to do four or more hours of outside study for each science class per week. Applied Physics I is an approved course for the Community College System.

For qualified juniors and seniors seeking college credit, Advanced Placement Biology, Chemistry, Environmental Science and Physics are available.

Typical, but not Exclusive, Course Sequences in Science

Grade 9		Grade 10		Grade 11	Grade 12
Earth Science Concepts	Biology Concepts	Chemistry Concepts	Physics Concepts		
Earth & Physical Science		College Prep Biology		College Prep Chemistry	College Prep Physics and/or Anatomy and Physiology
Earth & Physical Science		Honors Biology or Honors Biology and Honors Chemistry		One or two of: Honors Chemistry AP Biology College Prep Physics AP Physics I AP Environmental Science AP Computer Science Principles	One or two of: College Prep Physics AP Physics I AP Physics C Mechanics AP Biology AP Chemistry AP Environmental Science AP Computer Science Principles AP Computer Science A Anatomy and Physiology Honors Anatomy and Physiology
Honors Biology*		Honors Chemistry or Honors Chemistry and AP Biology		One or two of: College Prep Physics AP Biology AP Chemistry AP Physics I AP Environmental Science AP Computer Science Principles	One or two of: College Prep Physics AP Biology AP Chemistry AP Physics I AP Physics C Mechanics AP Environmental Science AP Computer Science Principles AP Computer Science A Anatomy and Physiology Honors Anatomy and Physiology
*by invitation only					

*Students whose average scores on the 3 most recent NWEA math and ELA tests are at or above the 85th percentile.

Note on Honors Biology in 9th grade: This class is designed to prepare students for future AP science classes. As such, it will move at a faster pace and in more depth than a typical 9th grade science class and so is appropriate only for students who have the interest, drive, and aptitude to accept such a challenge. Performance in biology has been strongly linked to students' ELA and math test scores while performance in chemistry and physics has been strongly linked to students' math test scores. Incoming 9th grade students who have consistently scored in the 85th percentile or above on both their NWEA math and ELA tests, complete the science pathways application, and complete the summer

assignments by mid-July are eligible for placement in Honors Biology as 9th graders. If students do not opt for this honors pathway, they will still have the chance to take Honors Biology during their sophomore year and other advanced science classes in the following years.

527 EARTH SCIENCE CONCEPTS

9, 10

S; Cr. 1/2

This condensed survey course in Earth Systems introduces students to the major themes and concepts that explain the dynamic Earth. This course offers hands-on experiences, learning activities, demonstrations and creative project opportunities. These strategies are designed to examine the study Earth's atmosphere, weather and composition and structure. Mathematics is kept to a minimum.

532a EARTH & PHYSICAL SCIENCE

Required 9

AY; Cr. 1

This is an introductory course in earth science processes. The major themes include: physics & chemistry principles, energy processes, earth & space science systems, and how natural and anthropogenic activities impact earth systems. Students will integrate class and lab activities to achieve an understanding of the concepts developed in the course.

533 BIOLOGY CONCEPTS

9 (10)

S; Cr. 1/2

This condensed survey course in biology introduces students to the major themes and concepts that explain life processes. These major themes include cell biology, genetics, ecology, evolution, survey of kingdoms, and investigation and experimentation. Students will take part in both class and lab activities in order to understand the various concepts covered in the course.

544 COLLEGE PREPARATORY BIOLOGY 10, (11)

AY; Cr.1

Pr. Algebra 1, Earth & Physical Science

This introductory course in biology prepares students for college courses by studying the major themes and concepts that explain life processes. These major themes include cell biology, genetics, ecology, evolution, survey of kingdoms, and investigation and experimentation. Students are expected to integrate class and lab activities in order to understand the various concepts developed in the course.

547A HONORS BIOLOGY

9, 10, (11)

AY; Cr.1.5

Pr. Algebra I, Earth & Physical Science or permission from the instructor

This is a faster-paced introductory Biology class designed for the Honors science student who is self-motivated and has very strong study habits and reading and writing skills. The course covers the major themes and concepts that explain life processes including cell biology, genetics, ecology, evolution, survey of kingdoms, and investigation and experimentation. Students are expected to integrate class and lab activities in order to understand the different concepts developed in the course. This class is designed for students who are planning to continue on with other science classes, such as AP Biology, in high school.

548 ADVANCED PLACEMENT BIOLOGY 11, (12)

AY; Cr. 1.5

Pr. Honors Biology, Honors Chemistry (Chemistry may be taken concurrently) and approval of instructor, based on recommendations of the student's math and science teachers. Class size limited to 16.

The AP Biology course is designed to be taken by students after successful completion of college preparatory biology and chemistry (chemistry may be taken concurrently). It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. AP Biology is a college course taught in the high school setting. The Advanced Placement Biology Exam is a mandatory part of the course and is given by the Educational Testing Service (ETS) of New Jersey. A student who receives a score of 3 or higher on the AP Exam may get college credit from many colleges. Students will be required to complete a summer assignment before class starts in the fall.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges. (College Board - www.collegeboard.com)

551 CHEMISTRY CONCEPTS 10, 11, (12) S; Cr. 1/2
Pr. Earth & Physical Science, College Prep Biology or Biology Concepts

This condensed survey course in chemistry introduces students to the major themes and concepts that explain matter. This course offers hands-on experiences, learning activities, demonstrations, and creative project opportunities. These strategies are designed to examine the study of matter including phases, atomic structure, nuclear chemistry, the periodic table, chemical bonding and acids and bases. Mathematics is kept to a minimum.

552 ANATOMY AND PHYSIOLOGY 12 AY; Cr. 1
Pr. Successful completion of both College Preparatory Biology & Chemistry & teacher recommendation.

This is a laboratory-based course designed for students who wish to pursue a health-related program in college. The course begins with the study of the organization of the human body and descriptive terminology relating to the various segments of the body. Then the study of tissues leads to the study of organ systems. Major themes of the course include structure and function, and the body's ability to maintain stability (homeostasis). Students are expected to integrate class and lab activities in order to understand the various concepts developed in the course.

552A HONORS ANATOMY AND PHYSIOLOGY 12 AY; Cr. 1
Pr. Successful completion of both Honors Biology & Honors Chemistry & teacher recommendation.

This is a faster and more rigorous laboratory-based course designed for students who wish to pursue a medical related program in college. The course explores the organization of the human body, the structure and function of specialized tissues and arrangement in organ systems. This class will focus on deepening understanding of the physiological functions of the human body's major organ systems. Student will be required to participate in a capstone educational experience such as a job shadow or internship.

556 COLLEGE PREPARATORY CHEMISTRY 11, (12) AY; Cr. 1
Pr. Algebra 1, College Prep Biology or Accelerated Biology, Earth & Physical Science

This introductory course in chemistry prepares students for college courses by studying the major themes and concepts in chemistry. The course will stress the overarching concepts of chemistry. In addition, the successful

student will learn problem solving, chemical change and bonding, the behavior of gasses, acids and bases and nuclear chemistry. Laboratory experiences will augment and reinforce the learned concepts, as well as teaching laboratory safety, and techniques. Students are expected to integrate class and lab activities in order to understand the various concepts developed in the course.

556B HONORS CHEMISTRY

(10), 11, (12)

AY; Cr. 1.5

Pr. Algebra 1, Accelerated Biology

This is a faster-paced introductory chemistry class designed for the accelerated science student who is self-motivated and has very strong study habits and reading and writing skills. In chemistry, students will be offered the opportunity to extend their understanding of matter and the changes matter undergoes. The course will stress the overarching themes of conservation of matter, measurement, careful observation, and the scientific method. In addition, the successful student will learn problem solving, chemical change and bonding, the behavior of gasses, acids and bases, and nuclear chemistry. Laboratory experiences will augment and reinforce the learned concepts, as well as teaching laboratory safety, and techniques. This class is designed for students who intend to pursue AP and college science classes.

558 ADVANCED PLACEMENT CHEMISTRY (11) 12

AY; Cr. 1.5

Pr. Honors Biology, Honors Chemistry and approval of instructor, based on recommendations of the student's math and science teachers. .

The AP Chemistry course is designed to be taken by students after successful completion of college preparatory chemistry. AP Chemistry is a college course taught in the high school setting. Students will be required to complete a summer assignment before class starts in the fall.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges. (College Board - www.collegeboard.com)

560 COLLEGE PREPARATORY PHYSICS 11, 12

AY; Cr. 1

Pr. Algebra 2, Geometry, Accelerated Chemistry or College Prep Chemistry

Physics is recommended for those students planning further study in any field of science, medicine, engineering, or technology. Topics considered include the study of motion, energy, wave theory, magnetism, electricity, and nuclear physics. A math proficiency test will be taken at the beginning of the school year.

561 PHYSICS CONCEPTS

10, 11, 12

S; Cr. 1/2

Pr. 1 Cr. Earth & Physical Science, College Prep Biology or Biology Concepts, Chemistry Concepts

This condensed survey course in physics introduces students to the major themes and concepts the motion of objects. This conceptual course offers hands-on experiences, learning activities, demonstrations, and creative opportunities. These strategies are designed to examine the study of kinematics, dynamics, energy, and momentum. Mathematics is kept to a minimum.

562 NATURAL RESOURCE MANAGEMENT 11, (12)

S; Cr. 1/2

Pr. Accelerated Biology or College Prep Biology

Natural Resources Management is a semester course designed to introduce students to various aspects forestry, soils, wildlife, aquatics and land use management with emphasis on these areas as they pertain to our natural resources in Maine. The course will explore the interactions between these areas and the effects and implications of different management strategies, as well as the practical aspects of careers in natural resource fields. In addition, students will have the opportunity to compete in the Envirothon, a national hands-on natural resources problem solving competition. This class would meet every other day.

576 ADVANCED PLACEMENT PHYSICS 1 12

AY; Cr. 1.5

Pr. In general, completion of 3 years of mathematics with an average of 90 or better, and approval of instructor based on recommendations of the student's math and science teachers.

AP Physics 1 is the equivalent to a first semester non-calculus based college course addressing Newtonian Mechanics (including rotational dynamics and angular momentum); work, energy and power; mechanical waves and sound, and introductory electrical circuits. Students will be required to complete a summer assignment before class starts in the fall.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

582 ADVANCED PLACEMENT PHYSICS C MECHANICS 12

AY; Cr. 1

Pr. In general, completion of 3 years of mathematics with an average of 90 or better and concurrently taking either AP Calculus AB or Calculus and approval of the instructor based on recommendations of the student's math and science teachers.

AP Physics C Mechanics is the equivalent to a first semester calculus based college course exploring concepts such as kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. The class involves hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be a determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

584 ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES 11, 12

AY; Cr. 1

Pr. In general, completion of Algebra and Geometry with an average of 90 or better, and approval of instructor based on recommendations of the student's math, English, and science teachers.

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms,

large data sets, the Internet, cybersecurity concerns, and computing impacts. Students will be required to complete a summer assignment before class starts in the fall.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

584B ADVANCED PLACEMENT COMPUTER SCIENCE A 11, 12 AY; Cr. 1
Pr. In general, completion of Algebra and Geometry with an average of 90 or better, and approval of instructor based on recommendations of the student's math, English, and science teachers.

AP Computer Science A gets students familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks. The course will introduce students to primitive types, using objects, boolean expressions and if statements, iteration, writing classes, arrays, array lists, 2D Array, inheritance, and recursion. Students will be required to complete a summer assignment before class starts in the fall.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

585 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE. 11, 12 AY; Cr.1.5
Pr. Algebra 1, Geometry, 1 Cr. Earth & Physical Science, College Prep Biology or Accelerated Biology, College Prep Chemistry or Accelerated Chemistry.

AP Environmental Science is a year long course, designed to be the equivalent of a one semester, introductory college course in environmental science. AP Environmental Science is for students who wish to understand about environmental issues that impact their lives and the future of our planet. Students will learn to identify and analyze environmental problems from multiple perspectives. It includes field and lab work, as well as a seminar approach to understanding environmental issues. Many of the topics covered will include guest speakers or field trips to relate concepts to our own environment here in Maine.

This course provides an opportunity for students to learn the relevance of our actions on a day to day basis. Topics include global climate change, human population, pollution, energy resources and consumption. Learn what effect lifestyle can have on our global system. If you enjoyed the concepts in the class Modern Global Perspectives, this course will interest you.

The Environmental Science course is designed for those juniors and seniors who wish to further pursue topics in science. Students will be required to complete a summer reading assignment before class starts in the fall.

Environmental Science is an excellent option for any student who has completed two years of high school laboratory science, such as one year of Earth & Physical Science and one year of College Prep Biology. Students will be required to complete a summer reading assignment before class starts in the fall.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.
(College Board - www.collegeboard.com)

Technology Education has a twofold mission at Hampden Academy. First, the computer technology program offers courses for those students who choose to pursue technology-related majors in college or to provide entry skills for those students going directly into the work force.

Second, the technology program at Hampden Academy offers students the opportunity to develop their problem-solving skills from the basics in their freshman year with Technology Education 1, to the refined in their senior year with Crime Screen Investigation. All thirteen courses in the technology program offer different levels of problems that the students will work through to solve. You may be designing and building your dream home as part of Technology Education II or producing the school's yearbook which over 800 students, parents and community members will see.

The technology program offers two different levels of credit. When you take Digital Communications, Advanced Digital Communications or Digital Video Production and upon successful completion you will earn fine arts credit. The remaining classes you will earn elective credits.

Whichever classes you enroll in, the technology program will prepare you to work through and problem solve whatever challenges you will face in your academic career and beyond.

720 TECHNOLOGY EDUCATION I

9, 10, 11, 12

AY; Cr. 1; Pr. None

This course is an introductory hands-on course that exposes students to various areas of problem solving within technology. Students are exposed to the safe use and operation of tools and machines. Students will work individually and in small groups to complete projects such as CO2 cars, hydraulic arm competitions, and bridge construction. An introductory unit in robotics will be taught using the VEX Robotics system. Students will be introduced to robotics and the programming that allows the robots to operate and create solutions to a real-world problem. CADD programs will be introduced for the completion of most designs.

730 TECHNOLOGY EDUCATION II

10, 11, 12

AY; Cr. 1; Pr. Technology I

In this course students will continue their exploration of technology. Students will work individually and in small groups to maximize the skills learned in the first course of this series. Projects could range from transportation safety, mousetrap missile launchers, residential home design and construction and new areas in technology as they evolve. An in-depth unit on robotics will be taught using the VEX Robotics system. The students will create and program their robotics to complete a specific task or compete in class competitions. Joystick and autonomous Block C programming will be taught.

746 ROBOTICS

9, 10, 11, 12

S; Cr. 1/2.; Pr. None

In this hands-on class, students will be exposed to the VEX V-5 platform of robotics, where they will all complete the introductory "ClawBot" which will compete in a class competition. During the construction of this robot, students will be exposed to V-5 block programming. This programming language will be used to communicate to and create automatus programs for their robots. After they have passed the introductory phase of the class, the student will be paired up with other students and they will design and build robots to complete specific tasks. Students may have to collect samples from the surface of a faraway planet or navigate a remote ghost town

looking for hidden objects throughout the town. On some design challenges, students will be able to see while controlling their robots and others they will only see what the robot sees while navigating their robots from a different location through the use of robot mounted cameras.

Students will have to complete and maintain a design notebook throughout all of the various class activities. A class rubric, which will include a self-assessment will be developed with the students and will be an essential component to the design notebook. These notebooks will be collected on a weekly basis for assessment.

747 INTRODUCTION TO ENGINEERING 9, 10, 11, 12

AY; Cr. 1; Pr. None

In this hands-on class, students will be introduced to the many different areas of engineering including civil, electronic, structural and /or mechanical. Students will start with learning the design process and document their learning in a design notebook while examining how this process relates to these areas of engineering. A class rubric, which will include self-assessment, will be developed with the students and will be an essential component to the design notebook. These notebooks will be collected on a weekly basis for assessment. They will be using Computer Aided Drafting and Design (CADD) software to complete technical drawings of their designs and a 3-d modeling software to create 3-d printed prototypes before they move into the construction of hands on, team oriented challenges. These challenges may include using the suns rays to cook lunch using a solar cooker, researching different packaging techniques and sending a snowball to the sunny South where it will be measured and weighed to compare it's starting and ending data. Students may research and design a water filtration system to turn mud puddles into drinking water and may take part in a mass production activity which will include 3-D printing and or use of the CNC milling machine.

748 ENGINEERING 101

10, 11, 12

AY; Cr. 1; Pr. None

This hands-on class is a continuation of the Introduction to Engineering class. While still following the design process and maintaining the design notebooks, the classroom activities will larger and more in-depth. Activities could include; designing, building and the launching of cardboard boats, designing and building wind turbines, researching and designing small scale hydro-electric power turbines, and designing and building solar phone chargers for student use. In this class a final capstone project will be utilized. The instructor will present a problem to the class. The class will be broken up into teams and following the design process, will design a solution to the problem. After the design is approved the students will build their solution and present it to a panel consisting of school personnel and school board members.

749 INTRODUCTION TO THE HA MAKERSPACE 9, 10, 11, 12

S; Cr. ½ ; Pr. None

This project-based makerspace course provides students hands-on experience with tools, materials, and processes for creative production and prototyping. Students will learn design thinking, fabrication skills, and cross-disciplinary collaboration while developing unique projects. Students will be exposed to and receive an introduction to these processes while taking this class: 3D printing, CNC engraving, laser cutting and engraving, screen printing, heat press printing, emulation printing using the Cricut, embroidery machine, button making, book making, and a multimedia center. Upon successful completion of this course the students will be able to serve as a Makerspace Ambassador to help other student groups and teachers with the equipment located in the makerspace.

764 INDEPENDENT EXPLORATION

11, 12

S; Cr. 1/2; Pr. Permission of the instructor

This course is designed for students who have an interest in some special area of technology education. This course will allow a student to work and learn in his/her individual interest areas. The student will do research in

his/her area and apply his/her findings to the actual product. A meeting with instructor prior to enrollment will be required, where expectations will be developed, and a contract signed by all involved.

785 INDEPENDENT EXPLORATION ENGINEERING

11, 12

S; Cr. 1/2; Pr. Permission of the instructor

This will be an independent exploration around an area of engineering that a student has a particular interest in. The teacher and student will design a plan and project for that student and upon completion will be presented to the teacher and school administration.

790 CRIME SCENE INVESTIGATION

12

S; Cr. 1/2; Pr. None

Jump into the exciting world of crime scene investigation, students will see science and technology through the eyes of a crime scene investigator. Students will report out with detailed crime scene reports while they learn the different techniques that crime scene investigators use to solve crimes and find out “Who Done It” in several different scenarios throughout the semester. The class will be broken down into four different areas of science and through the use of different technological systems the students will learn “Critical-Thinking Skills,” which will reinforce the skills of observation, experimentation and logical thinking. “Physical Science Lessons,” which employs techniques such as analysis of unknown mixtures. “Life Science Lessons,” concentrates on evidence left at a crime scene by living things and teaches principles of inheritance, DNA analysis, skeletal structure, and characteristics of hair and skin. Lastly “Earth Science, Archaeology and Anthropology Lessons,” shows how the reconstruction of past events and knowledge of the soil’s composition can influence the outcome of a criminal investigation.

792 DIGITAL COMMUNICATIONS

11, 12

S; Cr. 1/2;

Pr. None (This course meets Fine Arts requirement)

This course will be broken down into two areas of study. The first part will give students a working knowledge of camera handling, digital capture, and digital manipulation. Functions of the digital SLR camera are studied and applied to picture taking situations. Students will learn and use Photoshop Elements to manipulate and enhance their pictures. Compositional guidelines are presented, discussed, viewed, and applied to the student’s own work. This course involves the production and exhibition of a number of the student’s photographs which meet the aesthetic criteria of the course. History of photography is studied as well as photography’s place in history.

In the second area of study, the students will be developing a wide variety of movies. Students will be exposed to the history of movie making up through the latest developments in movie productions. They will be exposed to the art of story boarding and several different techniques of recording video, video editing and video production. The students will be using state of the art video equipment and will use Imovie to complete their productions.

794 ADVANCED DIGITAL COMMUNICATIONS

11, 12

S; Cr. 1/2;

Pr. Digital Communications (This course meets Fine Arts requirement)

In this second level class students will utilize the information gained in Digital Communications to expand their digital communications capabilities. The use of Photoshop Elements will be expanded to further manipulate the digital image. Students’ work will be entered into local photograph competitions. The second part of the class students will expand their movie making capabilities. Students will create video productions ranging from news broadcasts, activity highlight videos and possible working on a video yearbook.

796 DIGITAL VIDEO PRODUCTION

11, 12

S; Cr. 1/2;

Pr. Digital Communications or Permission of the instructor. (This course meets Fine Arts requirement)

This course is designed for the motivated student who enjoys creating videos. Students will create partnerships with businesses in our community who are looking for Public Service Announcements and or television commercials. Students will work closely with these businesses to create a product that is both beneficial to the business and the student. These PSA's or television commercials may be used by our local television stations or be linked to the businesses online presence. The last portion of the class, students will be placed into small groups and as a team they will create a 20 - 30 minute feature presentation that will be presented to the public during a mini film festival in our own Performing Arts Center. Filming techniques, camera angles, drone photography, and green screens will all be used in the creation of these products.

797 DIGITAL ART & DESIGN

9, 10, 11, 12

S; Cr. 1/2;

Pr. None (This course meets Fine Arts requirement)

This course is an art focused technology class that teaches the elements of art and principles of design in the context of new media. Digital Art & Design blends the concepts of traditional art and the technology of the 21st Century with programs such as Photoshop and Illustrator, utilizing a variety of processes, techniques, and information. This course will provide multiple opportunities for your student to express their creativity, practice 21st Century skills, and engage in divergent thinking and creative problem solving skills. Projects to include: Pop Art Portraits, poster designs, digital animation, digital photo manipulation, and multimedia approaches.

**799a INTRODUCTION TO JMG –
JOBS FOR MAINE GRADUATES**

10 AY; Cr.1; Pr. Permission of instructor

In this class students will be introduced to many of the features of the JMG program that they can take as juniors and seniors, and all that it offers.

Featuring career exploration, job readiness, team building skills, building self esteem and confidence and leadership skills, this small, non traditional student centered class allows students to participate in a safe and supportive environment with a Specialist who offers mentoring and support.

Students must complete an application and submit it to the JMG Specialist prior to enrollment.

799 JMG – JOBS FOR MAINE GRADUATES

11, 12 AY; Cr.1; Pr. Permission of instructor

This course is designed to help juniors and senior students establish a successful path towards a meaningful career and productive adulthood. This small, non-traditional, student-centered class allows students to participate in a safe supportive environment. The topics covered include job searches, cover letters, resumes, interviews, college and job applications, scholarships, financial aid, managing money, leadership, communication, teamwork and other workplace values. Activities are designed for students to figure out what they want for their future, what opportunities are available and how to take advantage of them. Students in the course can participate in the student- led Career Association with goals of leadership development, career development, social and civic awareness including community service. Before graduation, each senior student will have a plan for the summer and following year. The instructor, a JMG Specialist, will maintain contact with students 12 months following their senior year to provide guidance and support. Students must complete an application and turn it into the JMG Specialist prior to enrollment. JMG partners with public education and private businesses to offer results-driven solutions to ensure all Maine students graduate, attain post-secondary credentials and pursue meaningful careers.

LEADERSHIP EDUCATION**Navy National Defense Cadet Corps (NNDCC)**

Course Objectives: To instill in the students of Hampden Academy the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. Normally a four-year program, each student will complete a course of academics tailored to a sound appreciation of the maritime heritage and traditions of America. Academics are coupled with weekly participation in military drill sessions including the wearing of an NNDCC uniform, physical fitness training, Naval formations, and ceremonies. After school activities such as a color guard, community service projects, academic and drill team competitions, and field trip opportunities will be available on a volunteer basis. Uniforms will be provided by the school and maintained by the students.

Eligibility Requirements: For a student to join or remain in the Hampden Academy NNDCC program, they must:

1. Be enrolled at HA in grades 9-12.
2. Be physically qualified and medically cleared to participate in the HA physical education program. However, careful consideration will be made for some physical limitations.
3. Meet and maintain NNDCC grooming standards as outlined in the cadet field manual.
4. Meet and maintain uniform requirements to include wearing the uniform at least one 8-hour day per week as set by the Senior Naval Science Instructor.
5. Maintain the HA academic standards requirement for athletics.

Successful participation in the NNDCC unit earns an elective credit. In addition to gaining valuable leadership experience, students who complete 3 or 4 years will become eligible for immediate advancement of 1-2 ranks if they decide to enlist in any military service upon graduation. Successful completion may also result in college scholarships and/or nomination for appointment to a military service academy.

800 NNDCC - Naval Science 1

9, 10, 11, 12

AY; Cr. 1; Pr. See eligibility requirements above

This course serves as an introduction to the NNDCC program and is a requirement for all first-year students regardless of grade level. There are ten subjects that will be covered in addition to the weekly drill requirements.

1. History of NNDCC, its missions, goals, and objectives.
2. Leadership / followership traits and principles.
3. Military drill ceremonies.
4. Citizenship, review of the Constitution/Declaration of Independence.
5. Mission and construction of Naval ships, customs, and courtesies.
6. Uniform appearance, maintenance, and inspection
7. Navy ships and aircraft, their operations and organization.
8. Physical fitness, health, and nutrition.
9. 7 Habits of Highly Effective Teens by Sean Covey.
10. Introduction to disaster preparedness.

801 NNDCC - Naval Science 2

10, 11, 12

AY; Cr. 1; Pr. Naval Science 1

Available to all second year NNDCC students as well as any new students who have completed at least one year of NNDCC at another academic institution. The following 13 subjects will be covered at a minimum in addition to weekly drill requirements.

1. Individual, squad and company close-order drill, physical fitness.
2. Influence of sea power on the growth of early Western civilization.
3. Naval history and heritage during the American Revolution, 1775-1783.
4. Growth of American sea power, 1783-1860.
5. Naval history during the Civil War, 1861-1865.
6. The Navy's role during the rise to world power status, 1865-1914.
7. The Navy's role during World War I, 1914-1918.
8. Events of the interwar years, 1918-1941.
9. Events and military readiness during World War II, 1941-1945.
10. Naval history during the Pacific War, 1941-1945.
11. Naval history during the Cold War era, 1945-1991.
12. Naval history from the 1990s and beyond.
13. Maritime geography, oceanographic study, meteorology, and astronomy.

802 NNDCC - Naval Science 3

11, 12

AY; Cr. 1; Pr. Naval Science 2

Available to all third year NNDCC students as well as any new students who have completed at least two years of NNDCC at other academic institutions. The following 15 subjects will be covered at a minimum in addition to weekly drill requirements.

1. Individual, squad and company close-order drill, physical fitness.
2. Sea power and national security.
3. United States Merchant Marine strategy and preparedness.
4. United States Navy's mission, role, and tactics.
5. Naval operations and support functions.
6. Naval communications.
7. Naval intelligence.
8. Navy logistics.
9. Navy research and development.
10. Military law, discipline, and punishment.
11. Fundamentals of international law, law of the sea, and law of war at sea.
12. Ship construction, damage control and Naval shipboard organization.
13. Basic seamanship.
14. Small-boat ship handling.
15. Maritime navigation and time.

000CE Career Exploration Dual Enrollment 10, 11 (or by permission of dept.) S; Cr. 1/2;
Pr. This course is available to all planning on attending a 2 or 4 year college or university after high school. Students must also enroll in UMaine Early College to take this class.

A dual enrollment class with the University of Maine (INT 193). This course is designed to help Early College and Dual Enrollment students with exploring and identifying career interests and goals through the utilization of a structured career development process. This class would be especially suited for students entering a 2 or 4 year college, students taking or interested in taking early college classes, and students who would like more direction in selecting a college major, college and ultimately a career after college. Successful participants in this class would be awarded .5 Hampden Academy credits AND 2 UMaine credits

911 SYMPHONIC BAND

9, 10, 11, 12

AY ; Cr. ;1

Pr. Previous experience in fundamentals of performance and the ability to perform on an instrument at a minimum level of proficiency set by the director.

This course is available to any student who demonstrates a basic ability to perform on a Wind/Percussion instrument. Students study basic technical skills such as proper posture, and breath support. Students will demonstrate the ability to perform individually as well as in an ensemble. The literature chosen is geared to the ability of the ensemble. On a graded scale of 1-6, 6 being the most difficult, this group will perform music graded 2-4. Students will perform traditional band works consisting of marches, overtures, etc., as well as multi-cultural works and more contemporary band works. In sectional rehearsals, students will study basic music theory consisting of musical terms, form and chord progressions. Students perform at several concerts throughout the year in addition to several athletic events, parades, music festivals and community functions. This course includes required performances at several concerts and music festivals throughout the year.

912 JAZZ BAND

9, 10, 11, 12

AY; Cr. 1/2;

Pr. Must be a member of Concert Band or Symphonic Band

An ensemble available to any student who demonstrates the ability to perform basic skills on a Wind, Keyboard, String or Percussion instrument. This ensemble rehearses twice a week before school for 45 minutes. The literature chosen for this ensemble is geared towards the ability of the ensemble. Musical styles will include Swing, Be-bop, Rock, Jazz/Rock, Funk and other more contemporary musical styles. Students will be encouraged to improvise in various styles on their instruments. Students will perform at several concerts throughout the year as well as music festivals, dances and other community events.

913 JAZZ ENSEMBLE

9, 10, 11, 12

AY; Cr. 1/2;

Pr. Audition - Must be a member of Symphonic Band or Wind Ensemble

A select ensemble available to those students who meet the requirements through an audition. The audition consists of performing two blues scales, a prepared piece and sight-read music written in a "swing" style. This ensemble rehearses two times a week for forty minutes before school. The literature chosen for this ensemble is geared towards the ability of the ensemble. Musical styles will include more advanced Swing, Be-hop, Big Band, Rock, Jazz/Rock, Funk and other more contemporary musical styles. Students are strongly encouraged to improvise in various styles on their instruments. Students will perform throughout the year. This group meets two mornings a week before school.

914 CONCERT CHOIR

9, 10, 11, 12

AY ; Cr. 1; Pr. None

This course is available to any student who wishes to sing in a vocal ensemble. Students study basic vocal technique using proper posture, breath support and demonstrate the ability to sight sing simple vocal exercises. Literature selected each year is geared to the level of the students in the ensemble and represents various styles. On a graded scale of 1-6, 6 being the most challenging literature, this group will perform music graded 2-4. The focus is to introduce students to some traditional vocal works, multi-cultural compositions, and more contemporary vocal works. Students perform at several concerts and music festivals throughout the year. This course includes required performances at several concerts and music festivals throughout the year.

916 CHAMBER SINGERS

10, 11, 12

AY; Cr. 1; Pr. Audition

This course is available to those students who meet the requirements through an audition. The audition consists of performing a prepared piece and sight-singing a simple melody. Students will study advanced vocal techniques using proper posture, breath support and demonstrate the ability to sight sing more advanced musical exercises. Literature selected each year is geared to the level of the students in the ensemble. On a graded scale of 1-6, 6 being the most difficult, this group will perform music graded 3-5. Students will perform traditional vocal works, multi-cultural works as well as more contemporary vocal literature. Students perform at several concerts, festivals and community functions throughout the year. This course includes required performances at several concerts and music festivals throughout the year.

917 TREBLE CHOIR

10, 11, 12

AY; Cr. 1; Pr. Audition

This course is available to those soprano or alto students who meet the requirements through an audition. The audition consists of performing a prepared piece and sight-singing a simple melody. Students will study advanced vocal techniques using proper posture, breath support and demonstrate the ability to sight sing more advanced musical exercises. Literature selected each year is geared to the level of the students in the ensemble and exploring the sound of a soprano or alto ensemble. On a graded scale of 1-6, 6 being the most difficult, this group will perform music graded 2-4. Students will perform music of various styles in traditional vocal works, multi-cultural works as well as more contemporary vocal literature. Students perform at several concerts, festivals, and community functions throughout the year. This course includes required performances at several concerts and music festivals throughout the year.

918 VOICES UNLIMITED

9, 10, 11, 12

AY; Cr. 1/2;

Pr. Audition - must be a member of Concert Choir, Treble Choir or Chamber Singers

A select vocal ensemble available to those students who meet the requirements through an audition. The audition consists of performing a prepared piece and demonstrating the ability to copy simple dance steps. This ensemble rehearses 2 - 3 times a week for forty minutes before school in addition to several choreography rehearsals held after school. The literature chosen for this ensemble is geared towards the ability of the ensemble. Students will demonstrate the ability to sing and dance. Musical styles will include but are not limited to Jazz, Pop, Broadway, and other contemporary vocal works. Students have a fairly heavy performance schedule, performing locally throughout the year as well as at music festivals and community events. Enrollment is limited to 40 including the rhythm section.

920 INTRO TO THE PERFORMING ARTS CENTER

10, 11, 12

S; CR 1/2; Pr. None

This integrated class will focus on the 900 seat Performing Arts Center and all the backstage area. This class offers opportunities for both the student who is looking to pursue their career in theater, and for the student who would like the opportunity to learn more about theatrical productions. Students have a hands-on opportunity to work on real performances and help manage a working theatre. Units of study include light and sound design, scene construction, set design, and performance. The course offers students a variety of opportunities to get involved with the performing arts.

921 ACTING I

9, 10, 11, 12

S; Cr. ½; Pr. None

Acting I gives an overview of the basic fundamentals of theater. Students will study acting techniques, improvisation, historical foundations, and the technical elements of theater including design, construction, and production. Students will perform solo, in pairs, and in groups in front of the class. At the end of the semester, the class will perform a one-act play for parents and friends.

931 MUSIC INDUSTRY

9, 10, 11, 12

S; Cr. 1/2; Pr. None

This introductory level course is an exploration of relevant topics in music technology. Topics will include: Live Sound Amplification, Audio Recording and becoming proficient at operating recording software. Students will be trained on how to operate the various audio systems at H.A. The ability to read music is not required, but highly encouraged.

932 MUSIC THEORY

9, 10, 11, 12

AY; CR 1; Pr. Permission of Instructor

This class is available to any student who has an interest in studying music theory. Using the “The Musicians Guide to Fundamentals” students will study music notation; simple and compound meters; musical terms and symbols; major scales; intervals; triads; chord progressions; minor scales with triads; simple composition; and musical form. The second half of the year will include figured bass; chord progressions; modes; composition and arranging. Students will arrange a four part vocal score for an instrumental or vocal group as a final project. Students will do ear training exercises and keyboard exercises that coincide with each unit. This class can also be a dual enrollment/concurrent class for college credit. Enrollment is limited to 16.

934 AFRICAN DRUMMING

9, 10, 11, 12

S; CR 1/2; Pr. None

This class is open to all students who have an interest in studying African Drumming. Students will study the basic techniques of the Djembe including tone, bass, slap, call/response, complimentary rhythms, layered rhythms and authentic African beats. Other ensemble instruments will include cowbell, gankogui, shekere, frame drum, talking drum, guiro, bongos, yankadi, fanga, koukou and others. Students will have the opportunity of working with a Master African Drummer. Students will perform in concerts to be scheduled by the instructor. Enrollment is limited to 12.

936 BEGINNING GUITAR

9, 10, 11, 12

S; CR 1/2; Pr. Permission of Instructor

This class is available to any student who has an interest in learning to play guitar. Students will practice skills of fingering, strumming, and picking; reading music notation; reading guitar tabs; recognizing musical terms and symbols; playing major scales; playing chords. Students will be graded on written quizzes and improvement in playing skills. Enrollment is limited to 12.

937 BEGINNING PIANO

9, 10, 11, 12

S; CR 1/2; Pr. Permission of Instructor

This class is available to any student who has an interest in learning to play piano/keyboard. Students will practice skills of fingerings and hand positions; reading music notation; recognizing musical terms and symbols; playing major scales; Students will be graded on written quizzes and improvement in playing skills. Enrollment is limited to 12.

939 MUSIC IN THE MOVIES

9, 10, 11, 12

S; CR 1/2; Pr. None

What do you think of the music in the last movie you watched? Did you notice it? Can you think of any films where the music score is as popular as the movie? Why is music so integral to filmmaking? This course will explore the close relationship between music and film from its early beginnings in the days of silent film to present, including the work of Foley artists.

Other Musical Opportunities: District V Honors Band and Chorus; Central Maine Youth Symphony; Bangor Symphony; All-State Band, Chorus and Orchestra; All-Eastern Band, Chorus and Orchestra; ACDA Honors Chorus; Jazz All-State Band and Jazz Chorus; Solo and Ensemble, Private instruction given by area professionals; Community Musicals; University of Maine music groups; Summer Music Camps; Master Classes, etc.

Auditions for Jazz Bands and Show Choirs in June.

Typical, but not Exclusive, Course Sequences in Visual Arts

	Grade 9	Grade 10	Grade 11	Grade 12
2-D Art	Art Fundamentals Art 2 – 2D Design	Art Fundamentals Art 2 – 2D Design Drawing and Painting 1 Drawing and Painting 2	Art Fundamentals Art 2 – 2D Design Drawing and Painting 1 Drawing and Painting 2 Advanced Art 1-4 – 2D AP Art	Art Fundamentals Art 2 – 2D Design Drawing and Painting 1 Drawing and Painting 2 Advanced Art 1-4 – 2D AP Art
3-D Art	Art Fundamentals Sculpture – 3D	Art Fundamentals Sculpture – 3D Advanced Art 1-2 – 3D	Art Fundamentals Sculpture – 3D Advanced Art 1-4 – 3D AP Art	Art Fundamentals Sculpture – 3D Advanced Art 1-4 – 3D AP Art

Hampden Academy's Visual Arts program is a comprehensive, sequential, and developmentally appropriate program that focuses on student knowledge and skills related to creative expression, cultural heritage, and criticism & aesthetics. The art program offers a variety of performance-based opportunities for students of all skill levels and varying interests. Focusing on creative problem solving, it is our goal to facilitate learning opportunities that engage students to be life-long lovers and students of art. The visual arts program is designed to meet the needs of all students at their current level, whether they will major in art at a post-secondary level or those who want to pursue art as enrichment, and challenge them to grow and develop while fostering the appreciation of and love of visual arts. As our communities become ever more diverse and we move into a global economy, our students will need an understanding of the universal themes that connect us all. Art education encourages appreciation of different perspectives and encourages students to explore all that is possible.

Our program offers a variety of studio art experiences and levels of study. The visual art experience begins with Art Fundamentals as a prerequisite survey course that exposes students to a variety of two- and three-dimensional media. Students can then choose Art 2: 2D Design or Sculpture: 3D Design, which would fulfill the VPA graduation requirement. The Sophomore year students are offered Drawing and Painting 1 & 2 along with Advanced Art 1 and 2 for 3D Design. The final two years the student may take additional Advanced Art courses in both 2D or 3D design as well as AP Studio Art. AP Studio Art is approved by the College Board and completion of this course requires the submission of a portfolio and exam.

For the students who are interested in art but may not want to engage in the course of study listed above, we offer Art Fundamentals followed by Art 2 or Sculpture and then Advanced Art 1-4.

856 FASHION AS AN ART FORM

9, 10, 11, 12

S; Cr. 1/2; Pr. Art Fundamentals
(This course meets Fine Arts requirement)

In this class students will learn how to apply the elements and principles of design to create a personal and interesting look that expresses their own fashion sense. They will complete a small sewing project, create tie-dye and other fabric surface designs projects, make jewelry, recycle used clothing into something fresh and new, and create fashion art projects dictated by student interest. Historical and current fashion styles are also examined.

942 ART 2: 2D DESIGN

9, 10, 11, 12

S; Cr. 1/2; Pr. Art Fundamentals

Composition! Composition! Composition! Students will use the elements and principles of design to compose bold visual statements that amplify the power of their artistic voice. Two dimensional media exploration will be developed using driving questions and art historical references to inform student's choices. Aesthetics will be formed and reformed in a reflective process of practice, experimentation and revision so that skills develop to support the artistic vision. Students will keep sketchbooks that will be used for daily sketches, design challenges, artist reference pages, student reflections and note taking. Students can expect to develop their ability to draw from observation as well as to work from reference photos.

944 SCULPTURE : 3D DESIGN

9, 10, 11, 12

S; Cr. 1/2; Pr. Art Fundamentals

Explore, visualize, and expand - In sculpture a variety of mediums (clay, plaster, paper mache, wire, found objects, etc.) will be used to explore form. Investigating sculpture from various time periods and cultures will be presented and explored in class. Students will be expected to keep a sketchbook with preparatory sketches, vocabulary, and notes on techniques and class discussions. Students will expand their ideas through reflective writing about art and art making, participate in critiques and to maintain some amount of homework. This is a hands-on class making attendance crucial for success.

948 DRAWING AND PAINTING 1

10, 11, 12

S; Cr. 1/2;
Pr. Art Fundamentals and 2 D Art and Design

Process! Process! Process! Students will use painting and drawing materials and techniques to develop a process of creating work. Media exploration will be grounded in technique and characterized by experimentation. Students will understand their own work in the context of historical and contemporary art and be required to do some artist research in relation to studio projects. Students will keep sketchbooks that will be used for daily sketches, design challenges, artist reference pages, student reflections and note taking. Students can expect to develop their ability to draw and paint from observation, to work from reference photos and to express themselves abstractly.

949 ART FUNDAMENTALS

9, 10, 11, 12

S; Cr. 1/2; Pr. None

Art Fundamentals is the art department's entry-level course. This course introduces students to the tools, materials, and processes of the artist and an introduction to the history of art. Students will explore the sources of creative ideas and understand the concept of originality. The four units of study are: drawing, painting, printmaking, and sculpture with art history incorporated throughout. Careers in art are discussed when applicable. Students are expected to be reflective in their writing about art and art making, participate in critiques and to maintain some amount of homework. Art Fundamentals is a prerequisite for ALL other studio art classes and satisfies one half of the fine arts requirement for graduation. This is a hands-on studio experience. Therefore, attendance is crucial for success.

950 DRAWING AND PAINTING 2

10, 11, 12

S; Cr. 1/2;
Pr. Drawing and Painting 1 or permission of the instructor

Practice! Practice! Practice! This class is for students who really want to develop their voice and ways of using drawing and painting media to express themselves. As in Drawing and Painting 1 Students will use painting and drawing materials and techniques to develop a process of creating work. Media exploration will be grounded in technique and characterized by experimentation. Students will understand their own work in the context of historical and contemporary art and be required to do some artist research in relation to studio projects. Students

will keep sketchbooks that will be used for daily sketches, design challenges, artist reference pages, student reflections and note taking. Students can expect to develop their ability to draw and paint from observation, to work from reference photos and to express themselves abstractly. Students will be required to participate in the installation of the district wide art show in May.

952a AP STUDIO ART: Drawing	11, 12	AY; Cr. 1
952b AP STUDIO ART: 2D (Traditional)	11, 12	AY; Cr. 1
952c AP STUDIO ART: 2D (graphic design and photography)	11, 12	AY; Cr. 1
952d AP STUDIO ART: 3D	11, 12	AY; Cr. 1

Pr. Drawing and Painting 1 and 2 or permission of the instructor. Completion of a summer assignment is required for participation in this course.

Investigate! Investigate! Investigate! AP art is a sustained investigation into a driving question that can grow and change with each completed work. Students in an AP can expect a significant time commitment throughout the year (at minimum 8 hours per week). A.P. Studio Art is a full-year college-level course. A portfolio is submitted to the CEEB Education Testing Service of New Jersey for assessment upon completion of this course. College credit may be obtained by students scoring a 3 or higher on the AP Exam. This course is intended for highly motivated students who are seriously interested in the study of art.

****NOTE:** The Advanced Placement Exam is a mandatory part of this course and is given by the Education Testing Service (ETS) of New Jersey. The cost of the AP Exam is \$95 to the student. This cost, however, should not be determining factor in taking this course. Financial aid is available for qualifying students. A student who receives a grade of 3 or better on the AP exam may be awarded college credit from many colleges.

(College Board - www.collegeboard.com)

954 ADVANCED ART 1 – 2D	11, 12	S; Cr. 1/2
956 ADVANCED ART 2 – 2D	11, 12	S; Cr. 1/2
957 ADVANCED ART 3 – 2D	11, 12	S; Cr. 1/2
959 ADVANCED ART 4 – 2D	11, 12	S; Cr. 1/2

Pr. Drawing and Painting 1 and 2, or permission of instructor

The above semester courses are designed to be self-paced and individualized programs for the advanced art student. Two-dimensional media choices include: drawing, painting, collage and printmaking. Art history, aesthetics, and criticism will provide a continuing basis for appreciation.

962 ADVANCED ART 1 - 3D	10, 11, 12	S; Cr. 1/2
963 ADVANCED ART 2 - 3D	10, 11, 12	S; Cr. 1/2
964 ADVANCED ART 3 - 3D	11, 12	S; Cr. 1/2
967 ADVANCED ART 4 - 3D	11, 12	S; Cr. 1/2

Pr. Art Fundamentals, Sculpture, or permission of instructor

Advanced 3D Art 1-4 are courses that are designed to be student-paced and individualized programs for the advanced art student. Students will pursue advanced 3D art making through a variety of materials both natural and man made. Students will continue applying their understanding of Art history, aesthetics, and criticism as a continuing basis for appreciation and understanding of art and its place within the world. Students are expected to reflect, explore, expand, and take creative risks within their work to grow as an artist. Students will be required to maintain a visual journal that will record their art making process and experiences.

Fine Arts Course List

Program of Studies 2024-25

The following courses will meet the Fine Arts requirements:

Course Number	Course Name	Department	Credit
792	Digital Communications	Technology Education	0.50
794	Advanced Digital Communications	Technology Education	0.50
796	Digital Video Production	Technology Education	0.50
797	Digital Art & Design	Technology Education	0.50
856	Fashion/Art Form	Art	0.50
911	Symphonic Band	Music	1.00
914	Concert Choir	Music	1.00
916	Chamber Singers	Music	1.00
920	Intro to the Performing Arts Center	Music	0.50
921	Acting I	Music	0.50
931	Music Industry	Music	0.50
932	Music Theory	Music	1.00
934	African Drumming	Music	0.50
936	Beginning Guitar	Music	0.50
937	Beginning Piano	Music	0.50
939	Music in the Movies	Music	0.50
942	Art 2: 2D Design	Art	0.50
944	Sculpture 1: 3D Design	Art	0.50
948	Drawing & Painting 1	Art	0.50
949	Art Fundamentals	Art	0.50
950	Drawing & Painting 2	Art	0.50
952	AP Studio Art	Art	1.00
954	Advanced Art 1 – 2D	Art	0.50
956	Advanced Art 2 – 2D	Art	0.50
957	Advanced Art 3 – 2D	Art	0.50
959	Advanced Art 4 – 2D	Art	0.50
962	Advanced Art 1 – 3D	Art	0.50
963	Advanced Art 2 – 3D	Art	0.50
964	Advanced Art 3 – 3D	Art	0.50
967	Advanced Art 4 – 3D	Art	0.50