



# **Massabesic High School**

## **Program of Study**

### **2023-2024**



***PREPARES RESPECTFUL, RESPONSIBLE AND CREATIVE  
THINKERS  
FOR SUCCESS IN THE GLOBAL COMMUNITY***

# Massabesic High School

**Ty Thurlow**

*Principal*

**Scott Lavertu**

*Assistant Principal*

**James Fryzlewicz**

*Assistant Principal*

**Brendan Scully**

*Activities Director*

**Allison Ellis**

*Dean of Academics*

**Sara Gallo**

*Culture and Accountability Coach*

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= Ncaa approved courses



## **RSU #57 Massabesic High School Profile of a Graduate**

### **Academic Expectations**

A1. Effective Communicator

A2. Critical Thinking

A3: Be an independent learner

A4: Responsibility

### **Civic Responsibility**

C1. Take initiative to deepen understanding and to make informed decisions

C2. Respect diversity with awareness

C3. Be a collaborative worker and identify needs of the community to work for a solution

C4. Be an informed citizen

### **Social Responsibility**

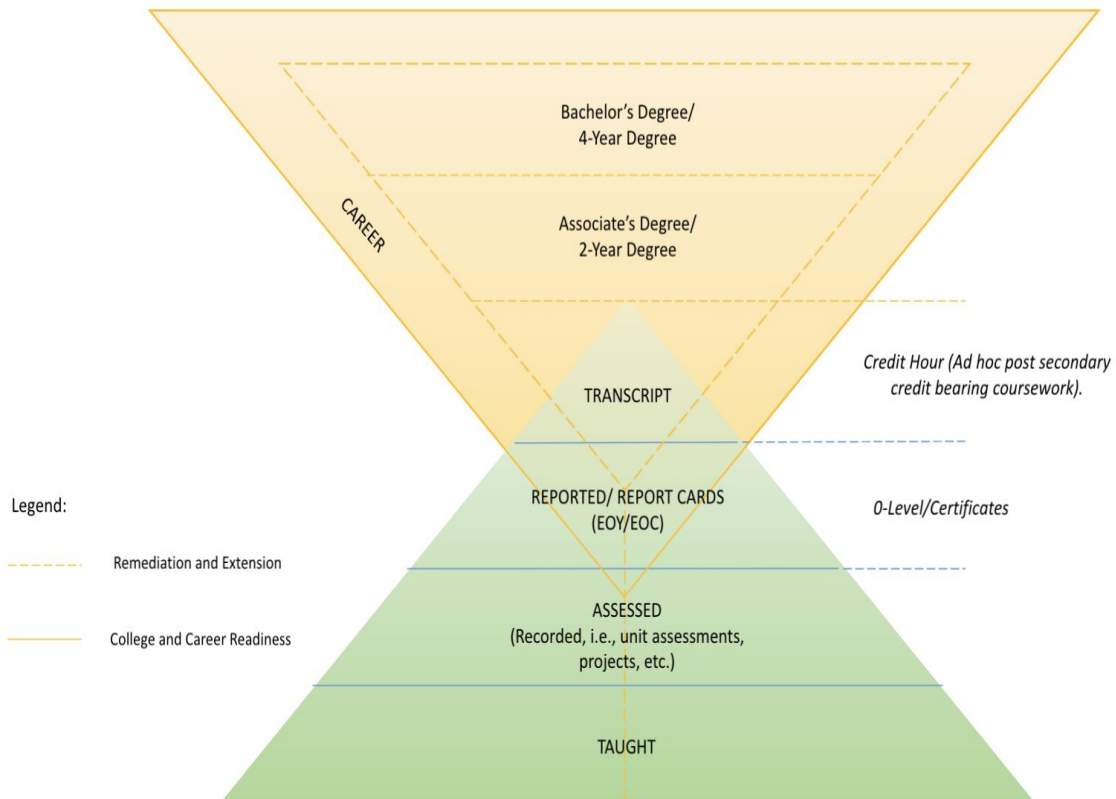
S1. Demonstrates integrity and responsibility for their own actions

S2. Listen to and accept ideas of others when collaborating

S3. Be open-minded and accept multiple perspectives

S4. In a group setting, encourage your group members and teammates

## RSU 57 Career and College Readiness (CCR) Framework



### ***Proficiency Accountable-Standards-Based***

Each course will contain a pre-assessment and post-assessment in order to measure student learning growth for the course of study.

## **INTRODUCTION**

Our Program of Study is designed to assist students in planning their academic program at Massabesic High School. It is important and necessary for students, with assistance from their parents or guardians, to make proper course selections. This will take time, but will be beneficial in planning for college, career, and vocational goals after MHS. Each student should discuss their academic program and course selections with their parents/guardians, teachers, and counselor. Special attention should be given to the course description, prerequisites and the amount of credit given for each course. In this book, content, and teacher assignment are subject to change.

## **SELECTION OF COURSE LEVEL**

Many courses have a prerequisite in order to take the next course. It is important for each student to check with his/her teacher to see if they qualify for the next course sequence.

**Please know that a student's guidance counselor may adjust a student's schedule based on past grades and/or needed courses missed in the selection process.**

## **CO-CURRICULAR ELIGIBILITY**

To be eligible for participation in interscholastic athletics and co-curricular activities, the student, during the preceding grading period, must have been fully enrolled in four classes. Performing at a 2.5 or higher in all courses.

(Please see school board Policy JJIC for more details)

## **ACCELERATED LEARNING AT MHS:**

Accelerated courses (previously known as honors) have been re-developed for students who choose to study at increased cognitive complexity levels. In Accelerated courses, students are expected to maintain at least a course score of a 3.0 on all Accelerated level assessments.

## **ADVANCED PLACEMENT (AP) CLASSES**

Students taking Advanced Placement classes are required to pay the AP Test fee as set by the College Board. Students must take the AP exam near the end of the course in May. Payment for the AP exam is the responsibility of the student or his/her parent/guardian. Financial assistance is available for those who qualify. Please see your guidance counselor for more information.

### **Conversion Scale for AP/Dual Enrollment Courses Only**

NUMERICAL SCORE RANGE	RUBRIC SCORE	Weighted Score
100 - 96	4.00	4.40
95-94	3.75	4.13
93-92	3.50	3.85
91-90	3.25	3.57
89-85	3.0	3.30
84-78	2.75	3.03
77-70	2.50	2.75
69-68	2.25	2.47
67-66	2.0	2.20
65-60	1.50	1.65
59-0	1.00	1.10



### **Ranking System**

Student recognition will be determined based on the Latin Honor System. An Honor Roll List for each semester as well as graduation honors will be determined using this 4.0 system.

Honor Roll recognition each semester is based on the following GPA:

- 3.20 - 3.39 Cum Laude
- 3.40 - 3.59 Magna Cum Laude
- 3.60 - and higher Summa Cum Laude

Students will be ranked for college and scholarship purposes only.

### **Honor Roll Eligibility**

In order to be eligible for Honor Roll, a student must be enrolled in MHS as a full-time student and pass all of their classes. A student's cumulative average for the semester must meet be between the follow GPA in order to be eligible for Honor Roll:

- 3.20 - 3.39 Cum Laude
- 3.40 - 3.59 Magna Cum Laude
- 3.60 - and higher Summa Cum Laude

### **10 - Point Scoring Scale**

- 4.00 Extending
- 3.75 Approaching 4.0
- 3.50 Approaching 4.0
- 3.25 Approaching 4.0
- 3.00 Meets the Standard(s)
- 2.75 Approaching 3.0
- 2.50 Approaching
- 2.00 Developing
- 1.50 Emerging
- 1.00 Emerging with Support
- I- Incomplete

The pass/fail option is administered as follows:

- Pass/Fail requirement maximum of one class per year for a total of two credits.
- Grade of Pass awarded based on demonstrated proficiency.
- The gradebook will show P/F in the course.

All students must be enrolled as a **full time** student. Juniors need to be enrolled in five courses per semester. Seniors must be enrolled in four courses. **Students who have successfully completed all graduation requirements will be permitted to participate in graduation exercises.** *Foreign Exchange students may participate and will receive a certificate of appreciation from our district.*

For athletics, freshmen, sophomores, and juniors must be enrolled in five classes. Seniors can be enrolled in four courses to participate.

### **TRANSFER STUDENTS**

Transfer students must have completed three full semesters of academic work at Massabesic High School to be included in the latin honor system.

### **WEIGHTED GRADES**

All courses designated as Accelerated or Advanced Placement and/or College courses approved by the Principal in advance will have the final percent grade calculated as follows:

Accelerated	x 1.05
Advanced Placement	x 1.10
Dual Enrollment	x 1.10

Weighted grades will be used for the following purposes:

1. Establishing class rank for scholarship purposes.
2. To determine co-curricular eligibility
3. To determine honors based on the Latin Honor System
4. To determine eligibility for National Honor Society

## **Service Learning at MHS:**

*Students need to complete 25 hours of Service Learning Hours.*

**All hours need to be signed off by an adult who is not a parent or guardian of the student. Hours need to be submitted within four months of service.**

*Suggested Schedule for completion:*

9<sup>th</sup> grade – 5 hours

10<sup>th</sup> grade – 6 hours

11<sup>th</sup> grade – 7 hours

12<sup>th</sup> grade – 7 hours

Total: 25 hours

New students who enroll from out of the district will be required to meet only the hours suggested for the grade(s) they need to complete. For example, a student entering as a 10<sup>th</sup> grader will need to complete 20 hours, the suggested hours for grades 10-12.

Students will have the opportunity to complete service learning credits using the “United Nations Sustainable Development Goals.” These can be individualized or group projects that can be completed in and out of the classroom.

Please use the following link to see the UN Sustainable Development Goals:

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

## **Pathways at MHS:**

Each content area has developed a pathway to graduation in order to ensure every learner is able to attain their academic goals and to prepare them for post-secondary education and/or their career.

Each of the core subject areas in this program will show the different pathways available for students in order to help them with their course planning.

Students can navigate their own pathway with their guidance counselor and the Extended Learning Opportunities Coordinator in order to reach their college/career goals.

## **Extended Learning Opportunities**

### **Program:**

A program that involves all learners and that is primarily organized through advising for planning and providing support for Learners to engage in multiple pathways. These extended learning opportunities will be focused around the interest level and talent of the individual Learner. By participating in a pathway, students will acquire the skills and experiences needed to compete for quality employment in a 21st century workforce and be academically competitive in college. Pathways include but are not limited to concurrent enrollment, certification, and apprenticeship.

The program engages students in their area of interest through areas such as:

- Dual Enrollment/Concurrent Enrollment
- School-to-Work
- Independent Study
- Service Learning Project
- Internships/Job Shadowing

See:

<https://sites.google.com/rsu57.org/eloprogram/home>

# GRADUATION REQUIREMENTS

## CHOOSING A COURSE OF STUDY

All students must enroll in the following

English	4.0 Credits
Mathematics	3.0 Credits
Science	3.0 Credits
Social Studies	3.0 Credits
Visual and Performing Arts	1.0 Credit
Wellness	1.5 Credits
College & Career Ready (Formerly Life Skills)	4.5 Credits
TOTAL	20 Credits

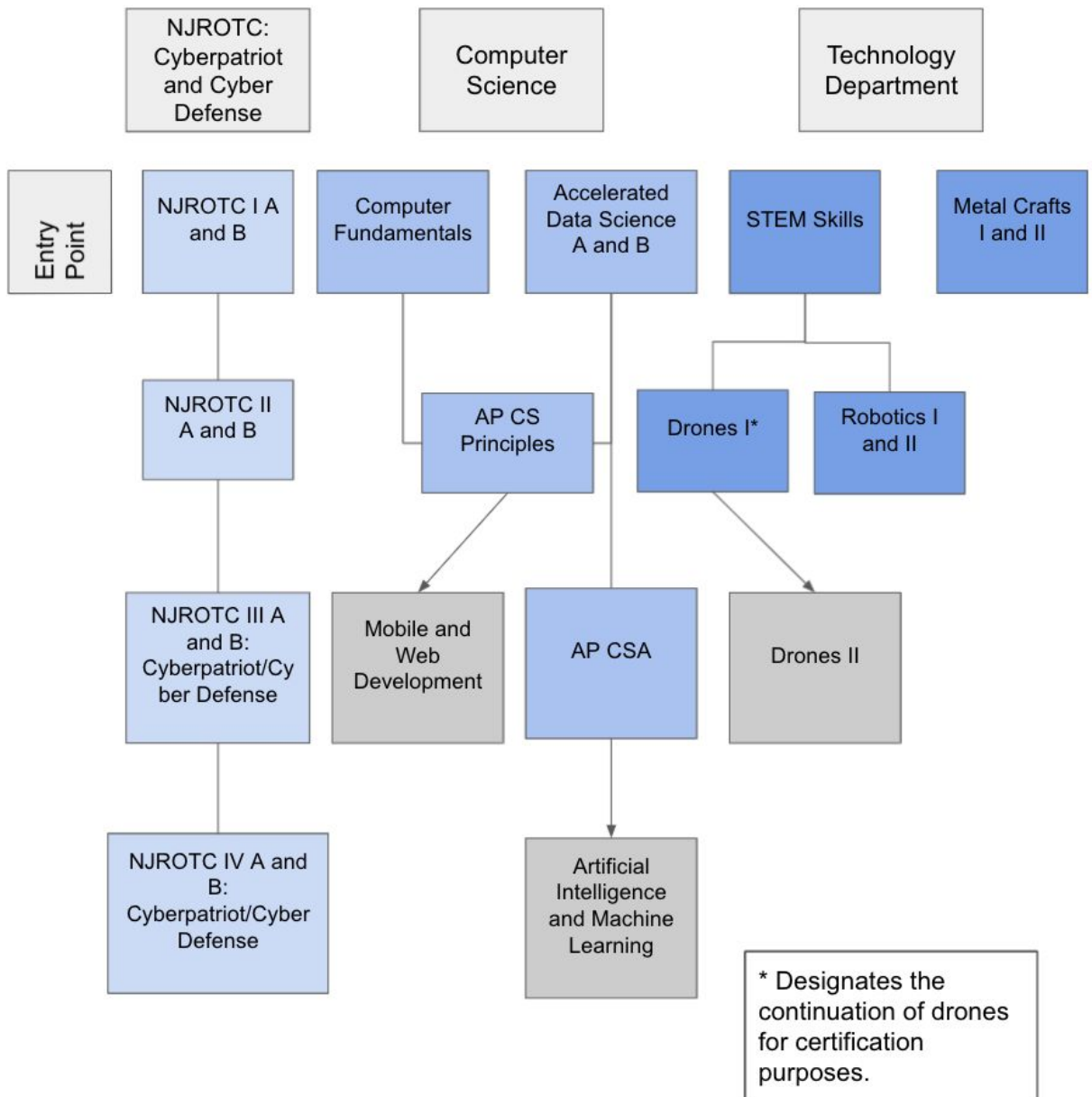
**\*\*Students are required to take the following Social Studies courses by Maine State Statute: United States History, Civics and Government and Economics**

In addition, Life Skills and elective courses will fall under College-Career Readiness courses. These courses will be determined by the student's career pathway that is established and updated on a semester/year basis.





# RSU 57 Career and College Readiness (CCR) Framework: **STEM Pathways**



## PLANNING FOR COLLEGE

Students who are planning to pursue a two-year and/or four-year college should begin planning with the end in mind in high school. Using pathways, students will be able to plan their courses and high school career on a college/career pathway. Colleges and degree programs include prerequisites that can be met while in high school. **Massabesic High School and Sanford Regional Technical Center have articulation agreements to earn college credits while in high school!** Please see the dual enrollment section of this book for more information.

### ATTEND A COMMUNITY/BUSINESS OR VOCATIONAL/TECHNICAL COLLEGE:

Most Community and Business Colleges along with Vocational/Technical schools have entrance requirements, which you must take in high school. For example, many of these schools require Algebra I, Algebra II, Geometry, Chemistry, and Physics. Students should see their counselor to find out specific requirements of the individual schools they might be thinking of attending. Admission to a technical school is based on the extent and quality of course work here at Massabesic High School.

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### NCAA Eligibility

Student athletes who might be interested in playing college athletics at an NCAA participating school is encouraged to read the [NCAA's Guide for the College-Bound Athlete](#) which contains information the athlete and family should consider starting with grade 9.

### ATTEND A FOUR YEAR COLLEGE -

Most colleges require students to complete a strong base of courses in high school. In general these courses include:

- 4 years of English
- 3-4 years of math
- 2-3 years of the same world language
- 3-4 years of lab science - Biology – Chemistry- Physics
- 3-4 years of social studies

A four-year college are also requires entrance exams for students to prepare for and take while in high school. Students should plan to take higher-level courses in core subject areas. The more advanced courses students take and do well in at MHS, the better their chances for acceptance.



## MHS Bell Schedule

Homeroom
7:30-7:45
1
7:49-8:36
2
8:40-9:27
3
9:31-10:18
Mustang Time (RtL/Seminar)
10:22-10:56
4
11:00-12:07
5
12:11-12:58
6
1:02-1:49

# ENGLISH/LANGUAGE ARTS

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All students are required to earn 4 credits/8 experiences in English/Language Arts to graduate. Each course will include elements of literature and writing as the main emphasis. Reading and writing will address skills established by state guidelines appropriate to grades 9-12. Differentiated instruction, college level expectations, and other challenges will be provided for each individual student to achieve at their highest potential in the Language Arts Department.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

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## Instructional Staff

Chris Estes  
Jessica Gregory  
Christina Hoar  
Mark Mercier  
Joseph Paine  
Anna Piirainen  
Marianne Stephenson  
Tom Wilson  
Ian Villmore

## English Pathways



= Ncaa approved courses

# FRESHMAN ENGLISH I

## World Humanities A & B

### **1 credit**

This will be a co-taught course by an English teacher and social studies teacher. Students will be engaged in content and skills from both disciplines. Students will meet the C3 Framework Standards and Common Core English Standards through a wide range of units such as:

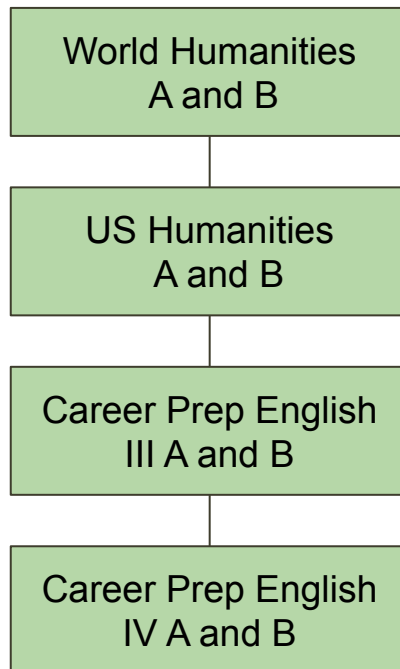
- Creation Myths
- The Rise and Fall of Rome
- The Sword in the Stone
- The Renaissance
- French Revolution
- Industrial Revolution
- World War II
- Modern World
- Decolonization (Things Fall Apart)

## Literacy A & B

### **1 credit**

This course is individualized at the student's reading level and is designed for students who have struggled with English in the past or who need smaller, more individualized classes in order to be successful.

## **Technical English Pathway**





# FRESHMAN ENGLISH I

## English I Literature A and B:

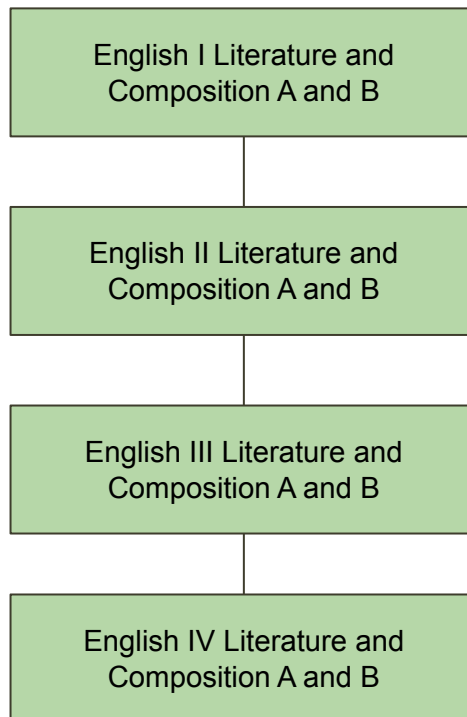
### **1 credit**

This College Prep course introduces and practices ELA Common Core standards with a goal towards proficiency. Units of study will include:

- Behind the Music
- The American Dream
- Short Story
- Point of View
- Digital Narrative
- Creative Spontaneity
- ProCon/ConPro
- Choice Book Theme Unit
- Gauntlet
- Shakespeare Theme Unit
- Theme Playlist



## **Targeted English Pathway**



## Accelerated English I A and B:



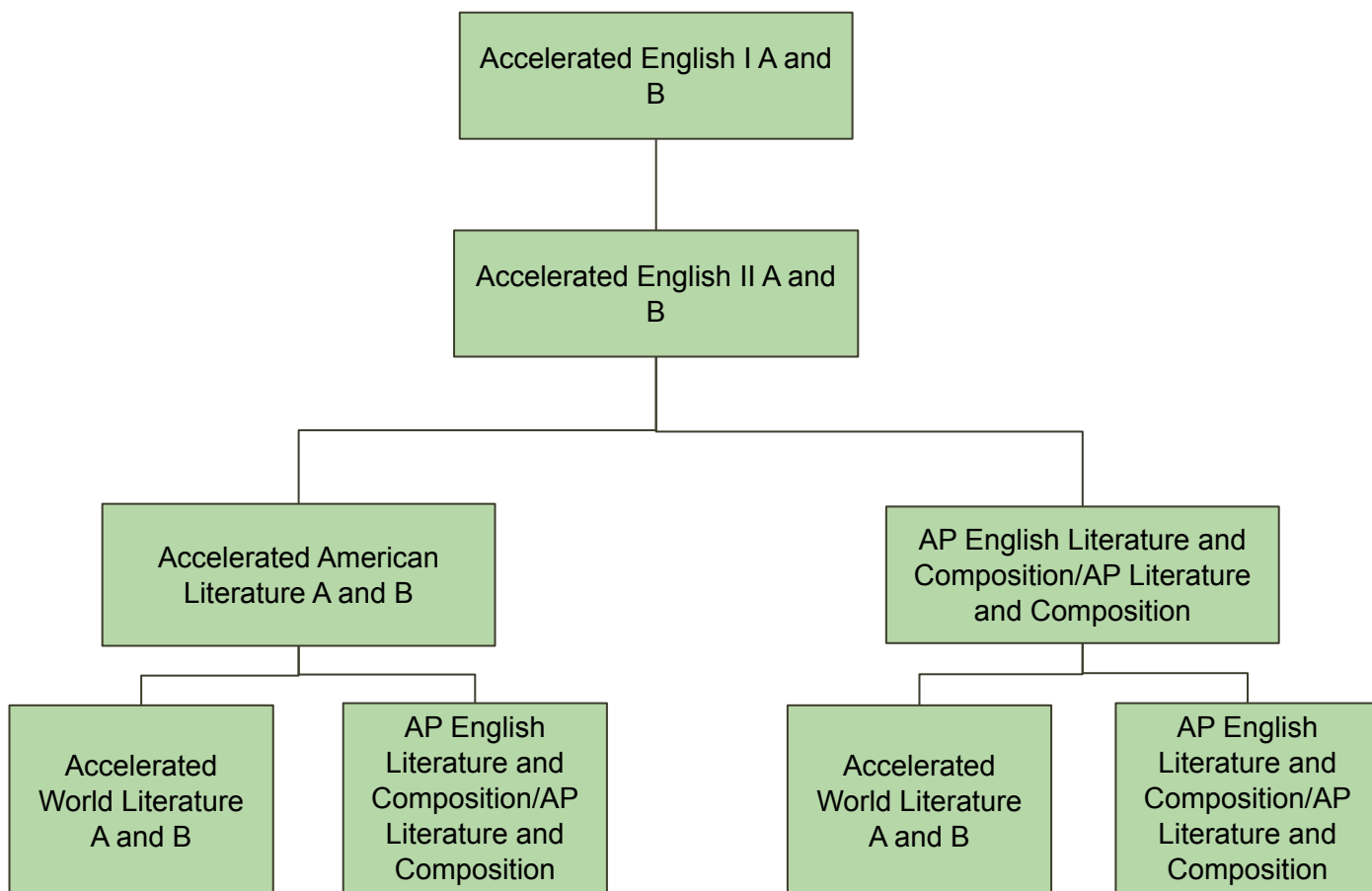
### **1 credit**

This course will increase the focus and development of higher level-thinking skills that include development of arguments and assertions, inductive and deductive reasoning and generating and testing of hypotheses. This course is distinguished by: longer reading and writing assignments, a quicker pace, and increased expectations for insightful and analytical thinking. Students are expected to work independently and collaboratively, and be committed to strict time limits.

The course challenges students to meet and exceed standards through ambitious units of study to including:

- Behind the Music
- Of Mice and Men and The American Dream
- Short Story
- Point of View
- Digital Narrative
- Creative Spontaneity
- ProCon/ConPro
- Choice Book Theme Unit
- Gauntlet
- Shakespeare Theme Unit
- Theme Playlist

### **Accelerated English Pathway**



## SOPHOMORE ENGLISH II

### US Humanities A and B

#### **1 credit/2 experiences**

This will be a co-taught course by an English teacher and social studies teacher. Students will be engaged in content and skills from both disciplines. Students will meet the C3 Framework Standards through a wide range of units such as:

- Nation Building, Nation Dividing and Reunifying (1607-1877)
- The Birth of Modern America (1870-1940)
- Civil Rights
- America on the World Stage (1890-present day)
- Popular Culture (1900-present)
- You be the historian

**Prerequisite: World History A & B, World History Humanities or AP European History.**

### English II A and B:

#### **1 credit**

This college prep course is designed to help students meet the Common Core Standards. Emphasis will be placed on writing, analyzing informational texts, and improving reading skills. Students will read pieces of literature and informational texts.

#### Informational Texts

- Selections from the Civil War
- Holocaust



#### Literary Sections

- Short Stories
- Dystopian Society
- Contemporary Fiction
- Classic Fiction



### Accelerated English II A and B:

#### **1 credit**

This course will focus on higher level-thinking skills that include development of arguments and counterarguments, inductive and deductive reasoning, analysis of authors and literary styles, write and identify clear thesis statements, and using clear evidence to support arguments. This course is designed to meet the Common Core Standards and to prepare students for Accelerated American Literature or Advanced Placement English courses.

#### Literary selections

- Classic Literature (more emphasis)
- Modern Literature

#### -Writing

- Research
- Thesis Essays

## JUNIOR ENGLISH III

### Career Prep English III A and B:

#### **1 credit**

This course is geared for students who plan on attending a two-year college program. An emphasis on nonfiction and informational texts, and various forms of technical writing.

#### Nonfiction and Informational Texts

- Current Events
- Memoirs
- Podcasts
- Documentary-Style Reporting

#### Technical Writing Units

- Reviews
- Business Letters
- Resumes

### Accelerated American Literature Sections A and B:

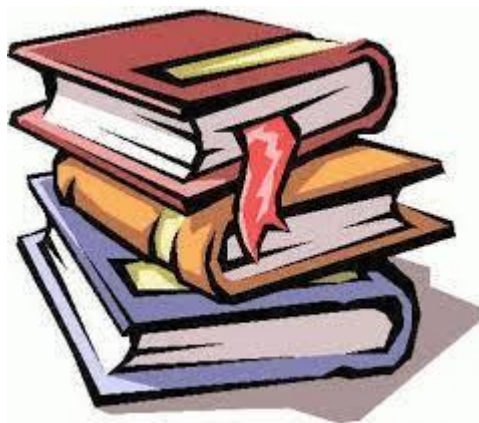


#### **1 credit**

This course focuses on higher level-thinking skills that include development of arguments and assertions, inductive and deductive reasoning and generating and testing of hypotheses. This course moves at a fast pace, includes preparation for the SAT test and will cover a wide-range of material, from the Puritans to modern day literature. This broad study helps students to love and appreciate the literature of our country. Students will be introduced to American literature and its traditions, and will incorporate literature-based writing, vocabulary development and language study. Students will study the influence of the themes of the American Dream and free will on various eras of American literature. Students will read a variety of American authors:

#### Literature

- Poe
- Thoreau
- Emerson
- Twain
- Fitzgerald
- Hawthorne
- Williams



## **Junior/Senior English Literature and Composition Theme Options**

### **Semester One:**

#### **Junior/Senior English Literature and Composition: Mystery and True Crime Literature**

##### ***.50 credit***

This course is designed for the student who likes investigative work, gathering evidence, and analyzing the motives of criminals. Students will study the history of the genre as well as the common elements and themes of the genre. They will write analytical essays as well as shorter response papers. They will write analytical essays as well as shorter response papers. Students will continue meeting the Common Core standards in reading and writing strategies with an emphasis on improving their critical thinking skills for their experiences after high school.

#### **Junior/Senior English Literature and Composition: Creative Writing**

##### ***.50 credit***

This course will focus on writing for publication in three genres: poetry, short story, and creative nonfiction. The material is taught through the reading of a variety of short stories, poems and essays. Emphasis is placed on incorporating advanced techniques into student writing, as well as understanding and recognizing these techniques in literature. Students will be expected to enter final products into professional and/or student contests and seek out ways to publish their writing. They will conference with the instructor, participate in writer response/workshop groups, read contemporary published authors, regularly write in a writer's notebook, and experiment with and revise their writing. Students will continue meeting the Common Core standards in reading and writing strategies with an emphasis on improving their critical thinking skills for their experiences after high school.

#### **Junior/Senior English Literature and Composition: Coming of Age Literature**

##### ***.50 credit***

This course examines a selection of writings from a variety of contexts and analyzes a range of texts across the growing up or 'Coming of Age' genre. The course explores how writers have responded to the challenge of depicting the complex processes informing how we become who we are, and what we understand to be the rites of passage from childhood through adolescence to adulthood. How do we find 'our voice'? They will write analytical essays as well as shorter response papers. Students will continue meeting the Common Core standards in reading and writing strategies with an emphasis on improving their critical thinking skills for their experiences after high school.





## **Junior/Senior English Literature and Composition Theme Options**

### **Semester Two:**

#### **Junior/Senior English Literature and Composition: War Literature**

##### **.50 credit**

This course examines experiences and effects of war through close reading, historical context, and theories of memory and trauma. We will study poems, novels, short stories, graphic novels, and films from the 20th and 21st century; and we will put perspectives from history, philosophy, and the cognitive sciences into conversation with these literary narratives. They will write analytical essays as well as shorter response papers. Students will continue meeting the Common Core standards in reading and writing strategies with an emphasis on improving their critical thinking skills for their experiences after high school.

#### **Junior/Senior English Literature and Composition: Journalism and Podcasting**

##### **.50 credit**

This course focuses on the study of journalism - newspapers, online journals, magazines, and periodicals - in order to understand purposes, ethics, and styles of journalism. The reading will inform how they research, write, publish, and distribute their own stories. They will explore the process of creating and communicating journalistic stories through the medium of podcasting. They will write analytical essays as well as shorter response papers. Students will continue meeting the Common Core standards in reading and writing strategies with an emphasis on improving their critical thinking skills for their experiences after high school.

#### **Junior/Senior English Literature and Composition: Women in Literature**

##### **.50 credit**

This course will tackle the question of what it means for a piece of literature to authentically represent the experience of women. To answer this question, students will read classic and contemporary novels, plays, and poems by both female and male authors. They will explore issues that impact women including identity, erasure, sexism, and violence and how these issues have greater ramifications for society as a whole. They will write analytical essays as well as shorter response papers. Students will continue meeting the Common Core standards in reading and writing strategies with an emphasis on improving their critical thinking skills for their experiences after high school.

### **2024-2025 Junior/Senior English Literature and Composition Themes**

Semester One	Semester Two
The Literature of Social Justice	Sports Literature
Horror Literature	Fantasy and Sci Fi Literature
Writing for the Real World	Public Speaking

# SENIOR ENGLISH IV

## Career Prep English IV A and B:

### **1 credit**

This course is geared for students who plan on attending a two-year college program. An emphasis on nonfiction and informational texts, and various forms of technical writing. A senior project during the second half of the course is required.

### Nonfiction and Informational Texts

- Current Events
- Memoirs
- Serial podcasts
- Documentary-Style Reporting

### Technical Writing Units

- Reviews
- Business Letters
- Resumes



## Accelerated World Literature Section A and B:

### **1 credit**

The year-long course will require the development of skills such as writing, analysis, discussion, questioning, research, synthesis of information and argumentation. A workshop approach to discuss reading and develop writing in peer groups will also be employed.

### Literature

- Mythology
- Classic World Literature
- Modern World Literature
- Renaissance British Literature
- Victorian British Literature
- Modern British Literature

### Writing

- College Essay
- Narrative Essays and Stories



## EXTENDED ENGLISH OPPORTUNITIES



### \*AP Literature:



#### **1 credit**

This course may be taken during a student's junior or senior year. This year-long college-level English course is a rigorous and intense study of fine literature and analytical writing. Summer reading and essay writing are mandatory, and will begin the process leading to the AP Lit and Comp exam in May. Students taking Advanced Placement classes are required to pay for and take the AP exam near the end of the course in May. Payment for the AP exam is the responsibility of the student or his/her parent/guardian. Financial assistance is available for those who qualify. Many colleges accept scores of 3, 4, or 5 for testing out of College Freshman English. A combination of class assigned texts and individual choice books will be the resource materials for discussions, composition tasks and analysis projects. Expect a lively, challenging, media-rich experience.

***Prerequisite: You must attend a spring meeting to receive the summer reading and writing requirements, and to sign a commitment letter with the course expectations. The parent must sign this commitment letter as well. Students who return with their summer work not completed will be taken out of this course.***

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

### \*AP Language & Composition:



#### **1 credit**

This intense college-level course may be taken during a student's junior or senior year. Students will become skilled readers of nonfiction prose written in a variety of time periods and academic disciplines for different rhetorical purposes. Students will analyze the rhetoric of essays, and write essays for a variety of purposes and audiences. Extensive outside reading and writing is required. Emphasis will be placed on preparation for the required AP Lang & Comp exam given in May (there is a fee). A student receiving a score of 3 or higher on the AP exam may earn college credit. **PREREQUISITE: Summer reading and writing assignments will also be given. Students who return with their summer work not completed will be taken out of this course.**

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

### Writing About Film:

#### **.50 credit**

This course will introduce students to classic films. Students will analyze them based on themes and the choices made by the filmmaker. Students will understand how music is utilized in films and its impact. This is an elective course and does not count towards the English graduation requirements.

# MATHEMATICS DEPARTMENT

Knowledge of mathematics is an important life and 21<sup>st</sup> Century skill. All students are encouraged to make the most of the courses offered within the Massabesic Math Department and to pursue, at minimum, one vigorous course past Algebra II. All students are required to earn 3 credits/ 6 Experiences in math to graduate. Please see your math teacher for assistance with the course selection process.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

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## **Mathematics Practices(CCSS, 2009)**

- Make sense of problems and persevere in solving them.***
- Reason abstractly and quantitatively.***
- Construct viable arguments and critique the reasoning of others.***
- Model with mathematics.***
- Use appropriate tools strategically.***
- Attend to precision.***
- Look for and make use of structure.***
- Look for and express regularity in repeated reasoning.***

## **Instructional Staff**

Jennifer Blair  
Denise Goulet  
Hattie Pellegrino  
Abigail Durant  
Michele Martin-Moore  
Clinton Phinney

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## **Mathematics Pathways**



= Ncaa approved courses

## Algebra 1 Part 1 A & B

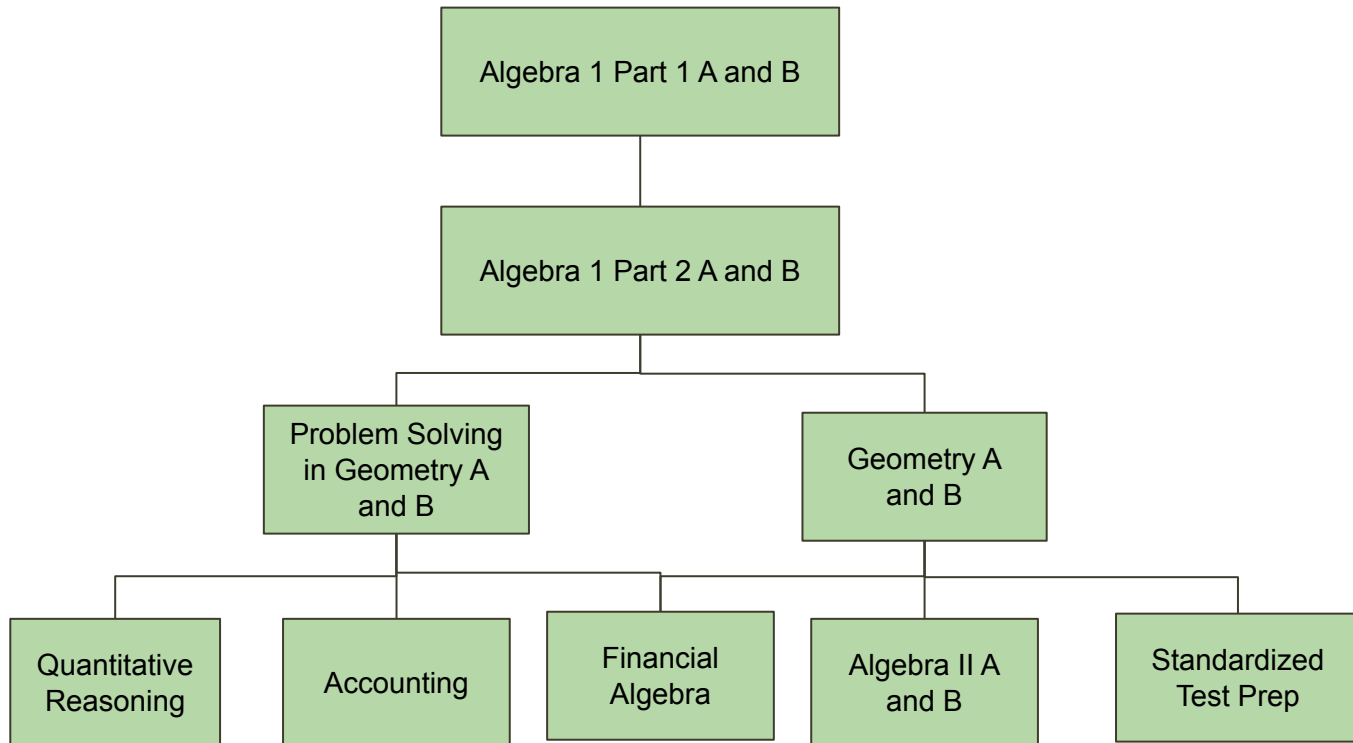


**1 credit**

Students will learn how to solve and interpret multi-step equations and inequalities, and will be able to use these skills to represent and solve real-world problems algebraically in this year long course. Students will meet the Math Common Core Practices through a wide range of units such as:

- Solving Linear Equations
- Solving Linear Inequalities
- Graphing Linear Functions

### **Supported Mathematics Pathway**



## Algebra 1 Part 2 A & B



**1 credit**

This year long course is a continuation of the part one course. Students will meet the Math Common Core Practices through a wide range of units such as:

- Understanding Linear Functions
- Scatterplots
- Probability
- Systems of Equations
- Systems of Inequalities



## \*Algebra 1 A & B

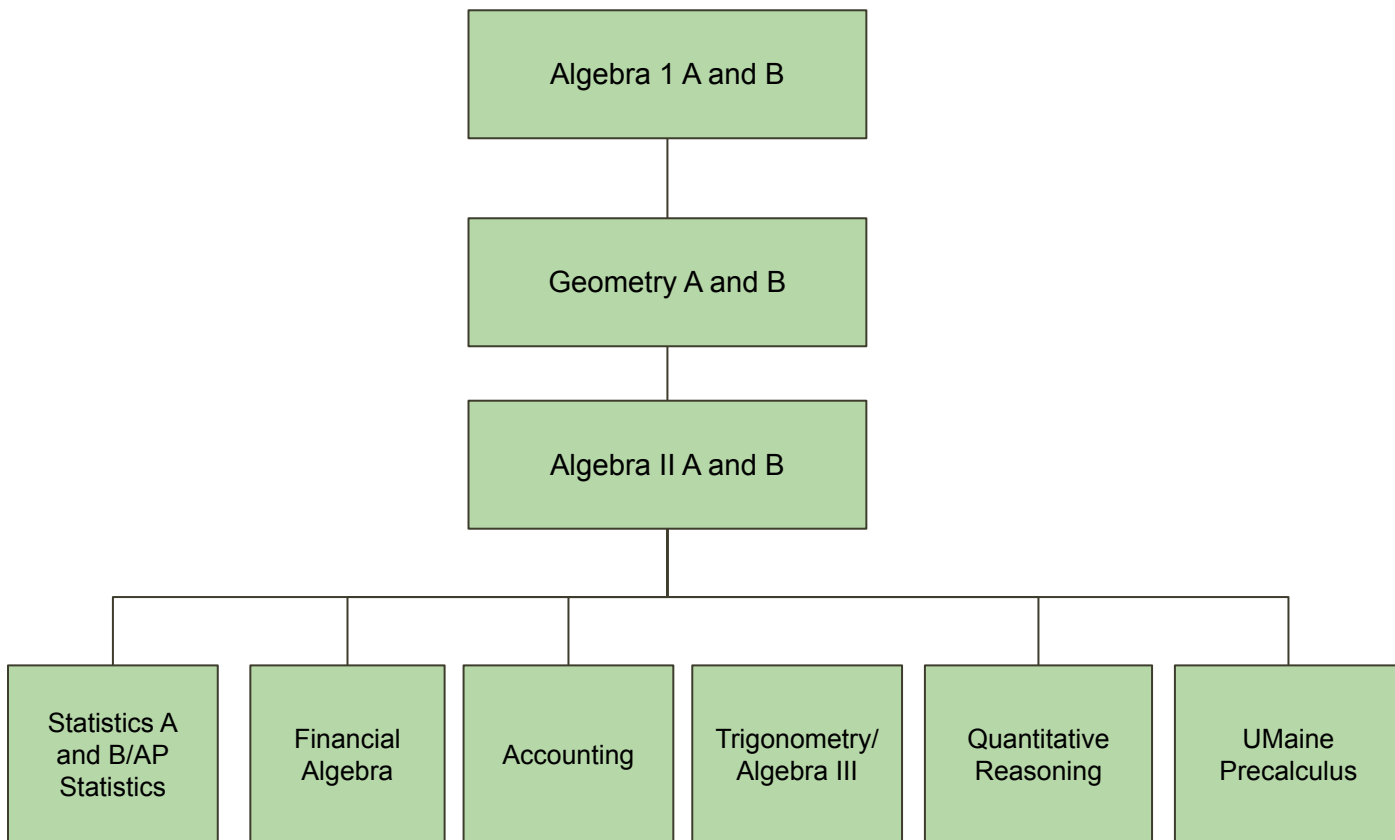
### **1 credit**



In this two semester course , students will discover and apply new ways of thinking through the development of problem solving, critical thinking, logic, patterns, deductive and inductive reasoning, preparing them for future daily life practice. Students will meet the Math Common Core Practices through a wide range of units such as:

- Solving Linear Functions
- Solving Linear Inequalities
- Graphing Linear Functions
- Linear Functions
- Scatterplots
- Probability
- Systems of Linear Equations
- Systems of Linear Inequalities
- **Scientific calculator is required.**

### **Targeted Mathematics Pathway**





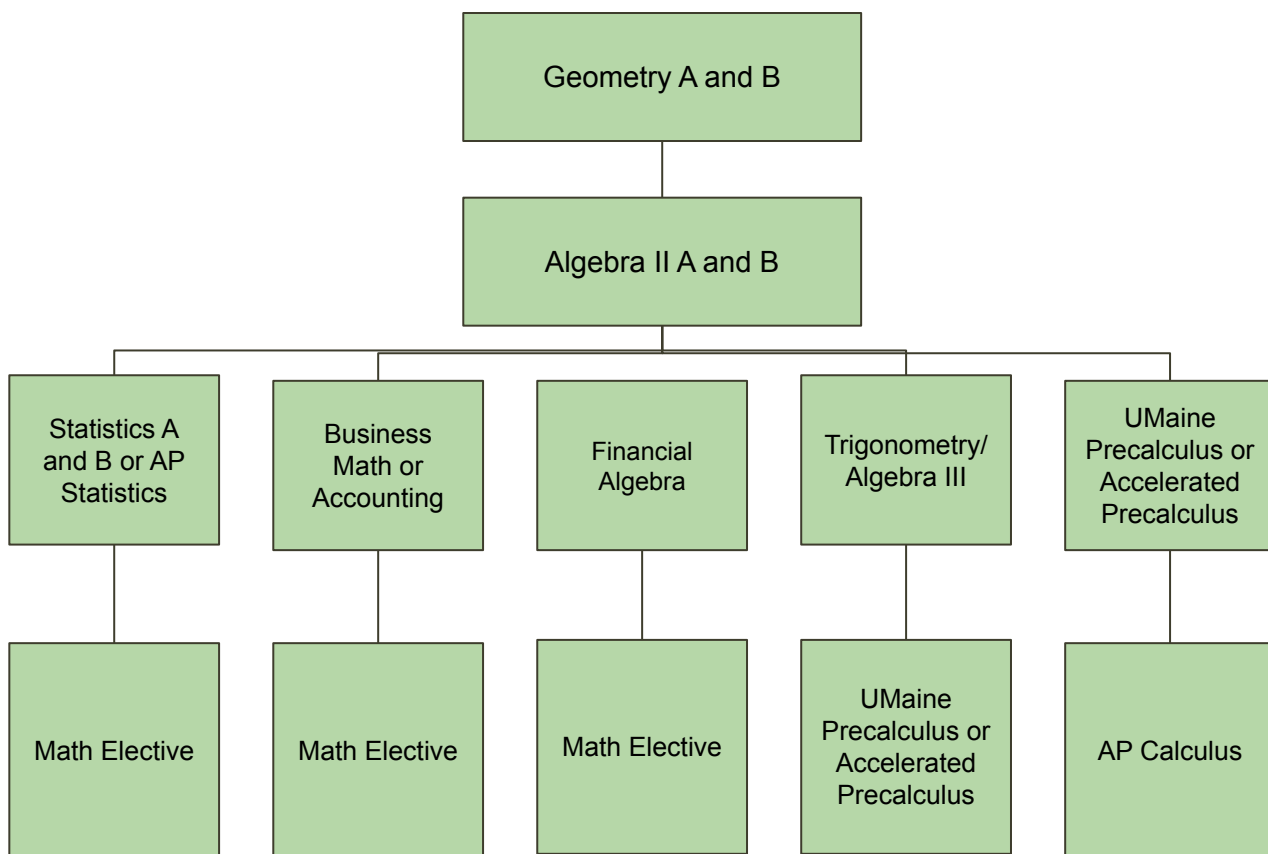
**1 credit**

In this two semester course, students will study the foundations of geometry that relies on the student's prior knowledge of relationships between points, lines, and figures in a plane. Students will meet the Math Common Core Standards through a wide range of units such as:

- Points, Lines, and Plane
- Parallel and Perpendicular Lines
- Triangles
- Quadrilaterals
- Trigonometry
- Congruence Transformations
- Surface Areas and Volume of 3D Figures

**Prerequisite: Algebra I**

### Accelerated Pathway: Geometry



**1 credit**

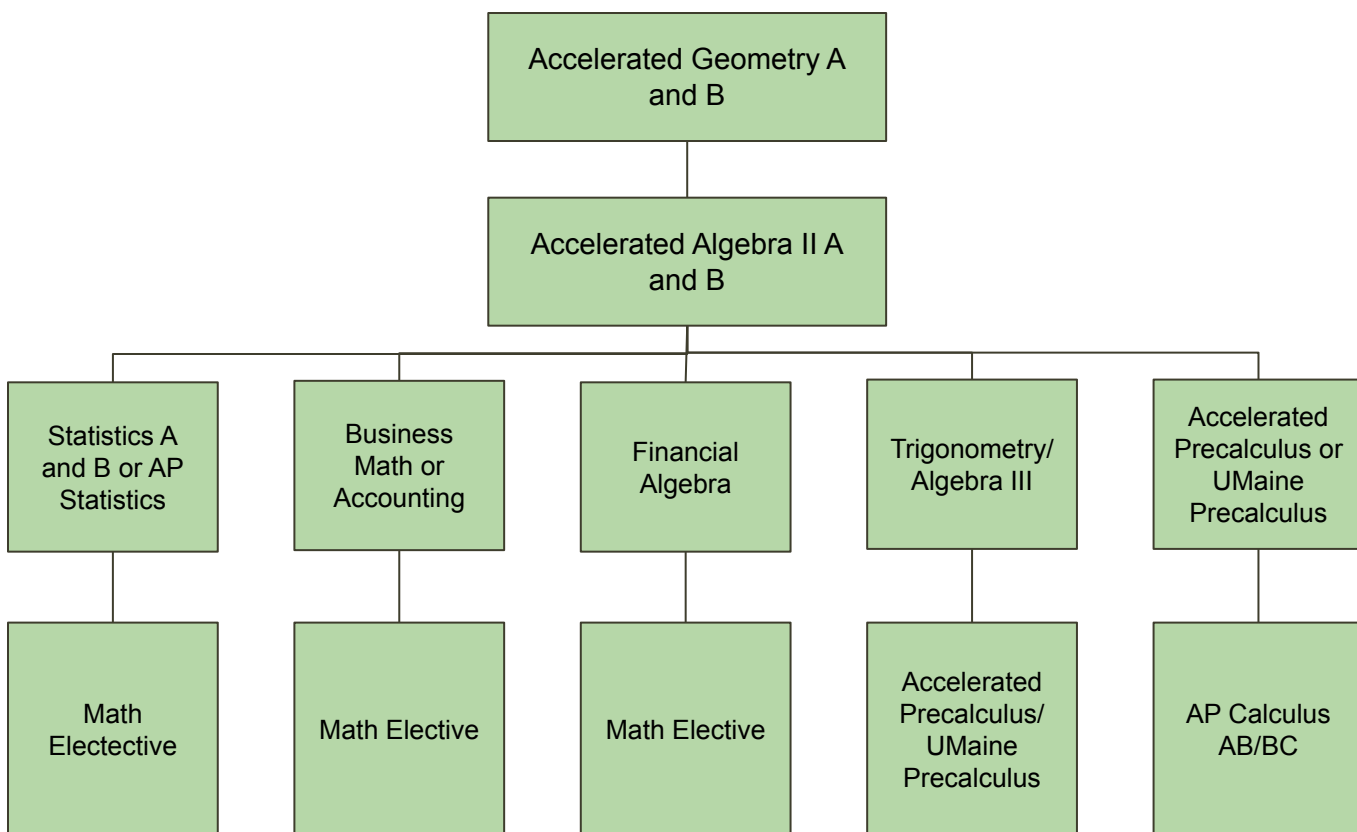
This two semester course includes all of the topics mentioned in Geometry A and B; however, the Accelerated course explores topics in more depth and examines more challenging aspects of the topics, to facilitate the student's ability to handle a level of complexity beyond that of beginning Geometry. Students will meet the Math Common Core Standards through a wide range of units such as:

- Points, Lines, and Plane
- Parallel and Perpendicular Lines
- Triangles
- Quadrilaterals
- Trigonometry
- Congruence Transformations
- Surface Areas and Volume of 3D Figures

**A scientific calculator is required.**

**Prerequisite: Algebra I and teacher recommendation.**

### Accelerated Pathway: Accelerated Geometry



### \*Accounting

#### **.5 credit**

This is a semester long Accounting class. Students will have learning experiences that develop initial and basic skills used in systematically computing, classifying, recording, verifying, and maintaining numerical data. Students will meet the Math Common Core Practices through a wide range of units such as:

- Standards of Mathematical Practices
- Spreadsheets
- Fundamental Operation of Arithmetic
- Ratios, proportions, and percentages
- Basic algebra

**Prerequisite:** *Algebra I or equivalent course.*

### \*Problem Solving in Geometry A & B

#### **1 credit**

This two semester course aims to teach students developmental skills in geometry. Students will meet the Math Common Core Practices through a wide range of units such as:

- Introducing Geometry
- Reasoning in Geometry
- Problem Solving with Triangles
- Problem Solving with Trigonometry
- Problem Solving with Quadrilaterals
- Problem Solving with Circles
- Exploring Probability in Geometric Figures
- Surface Area and Volume of 3D Figures

**Prerequisite:** *Algebra I or equivalent course.*

### Applied Mathematics:

#### **.50 credit**

This .50 credit course allows students to build their foundational knowledge of mathematics in preparation for Algebra 1 Part 1.

- Basic Computation
- Fractions
- Decimals
- Measurements

**Prerequisite:** *Teacher Recommendation*



### **\*Financial Algebra**

#### **.50 credit**

The purpose of Financial Algebra is to integrate algebra with business and personal finances. Real world applications of algebra will be used to help motivate and engage students who will not be using math as a central focus for their career plans. Students will meet the Math Common Core Standards through a wide range of units such as:

- Budgeting
- Banking
- Consumer Credit
- Employment Basics / Income Taxes
- Automobile Ownership

**Prerequisite: Geometry**

### **\*Algebra 2 A & B**



#### **1 credit**

This two semester course extends the concepts and skills introduced in Algebra I, and Geometry through the use of real world applications. Students will meet the Math Common Core Standards through a wide range of units such as:

- Equations and Inequalities
- Linear Relations and Functions
- Systems of Equations and Inequalities
- Quadratic Functions and Relations
- Algebraic Functions and Factoring
- Statistics
- Polynomials and Polynomial Functions
- Inverses and Radical Functions
- Exponential and Logarithmic Functions

**A scientific calculator is required.**

**Prerequisite: Algebra I. Can be taken concurrently with Geometry with teacher recommendation.**

### **\*Accelerated Algebra 2 A & B**



#### **1 credit**

This two semester course includes the study of all the topics mentioned in Algebra II A and B; however, the Accelerated course explores topics in more depth. This course prepares students for success in Accelerated Precalculus with Trigonometry. **A TI-84 graphing calculator is highly-recommended and is used in instruction.** Students will meet the Math Common Core Standards through a wide range of units such as:

- Equations and Inequalities
- Linear Relations and Functions
- Systems of Equations and Inequalities
- Quadratic Functions and Relations
- Algebraic Functions and Factoring
- Statistics
- Polynomials and Polynomial Functions
- Inverses and Radical Functions
- Exponential and Logarithmic Functions

**Prerequisite: Algebra I and Accelerated Geometry and/or teacher recommendation with an ILP to show proficiency on Accelerated Geometry targets not assessed in Geometry. Algebra II can be taken concurrently with Accelerated Geometry with teacher recommendation.**





### \*Algebra 3

**.50 credit**

Algebra III is designed for students who have successfully completed Algebra II. This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration of some pre-calculus concepts. Students will meet the Math Common Core Standards through a wide range of units such as:

- Linear Relations and Functions
- Systems of Linear Equations and Inequalities
- Polynomial Functions
- Logarithmic Equations and Expressions

**Prerequisite: Algebra 2A & B.**

### \*Statistics A & B

**1 credit**

This two semester course teaches students the foundational concepts and goals of statistics. Students will meet the Math Common Core Standards through a wide range of units such as:

- Exploring and Understanding Data
- Exploring Relationships Between Variables
- Gathering Data
- Probability Models
- Confidence Intervals
- Hypothesis Testing
- Testing Differences

**A graphing calculator is required and a TI-84 is used in instruction.**

**Prerequisite: Algebra 2A & B.**



### \*Trigonometry

**.50 credit**

This semester course is a review and application of algebraic and geometric concepts including acute, right and similar triangles. Students will meet the Math Common Core Standards through a wide range of units:

- The Trigonometric Functions
- Acute Angles and Right Triangles
- Radian Measure and the Circular Functions
- Graphs of the Circular Functions

**A graphing calculator is required and a TI-84 is used in instruction.**

**Prerequisite: Algebra 2A & B.**



### \*Accelerated Pre Calculus A & B



#### **1 credit**

The objective of this course is to give students a foundation for further study of mathematics and/or science. Students will meet the Math Common Core Standards through a wide range of units such as:

- Functions and Their Graphs
- Polynomial and Rational Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Analytic Trigonometry
- Solving Non-Right Triangles in Problem Situations
- Sequences and Series

**A graphing calculator is required and a TI-84 is used in instruction.**

***Prerequisite: Successful completion of Accelerated Algebra 2A & B and/or completion of Algebra 3 and Trigonometry.***

### \*University of Maine Pre Calculus A & B

#### **1 credit**

The objective of this course is to give students a foundation for further study of mathematics and/or science. Students will meet the Math Common Core Standards through a wide range of units such as:

- Symbolic Reasoning
- Reasoning About Quantitative Relationships
- Formalizing Relationships Between Quantities
- Exponential and Logarithmic Functions
- Polynomial and Power Functions
- Rational Functions and an Introduction to Limits
- Angle measure and Trigonometry Functions
- Right Triangle Trigonometry

**A graphing calculator is required and a TI-84 is used in instruction.**

***Prerequisite: Successful completion of Accelerated Algebra 2A & B or Algebra 2A & B with teacher permission.***



### \*AP Calculus (AB)



#### **1 credit**

This college level full year course in differential and integral calculus is equivalent to one semester of calculus at most universities. Topics include a review of functions, an introduction to limits and continuity, derivatives and their applications, integrals and their applications, antiderivatives and the Fundamental Theorem of Calculus, and an introduction to differential equations using slope fields. There is an emphasis on conceptual understanding and working with functions represented graphically, analytically and verbally. More information can be found at [www.collegeboard.com](http://www.collegeboard.com).

***A graphing calculator is required for the course and a TI-84 is used in instruction.***

***Prerequisite: Accelerated Pre Calculus and teacher recommendation.***

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

### AP Statistics (342)



#### **1 credit**

This college-level, full year course in statistics is equivalent to one semester of statistics at most universities. It is an everyday class (Semester 1, every other day Semester 2) vigorous course introducing students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include exploration of data and describing patterns, sampling and experimentation of planning and conducting studies, anticipating patterns and exploring random phenomena using probability and simulations, statistical inferences, estimating population parameters and testing hypotheses. More information can be found at <http://www.collegeboard.com>. **A graphing calculator is required and a TI – 84 is used in instruction.** All students must commit to take the AP Statistics Exam in May. There will be summer work assigned that is expected to be completed by the first day of class.

***Prerequisite: Successful completion of Algebra II, and teacher recommendation.***

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**



# NAVAL JUNIOR RESERVE OFFICER TRAINING PROGRAM (NJROTC)

As a NJROTC cadet you are embarking on one of the most interesting and valuable educational experiences of your high school career. In NJROTC you will be given the chance to participate in your education and learn to be a better citizen. Our program provides you with tools and skills you will use to succeed in both high school, and the remainder of your life.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

You will learn to:

**Appreciate the ethical values that underlie good citizenship.**

Citizenship, taught through the study of history and government, demonstrates your character and resolve as you grow. You will learn to make ethical decisions based on core values.

**Develop leadership potential and learn to live and work**

**cooperatively with others.** Teamwork and leadership, within teams and groups, are essential to the smooth operation of any organization. You will learn to increase your skills, not only to lead, but to also work as a member of a team. Service, drills, challenges, and other competitions will make learning and leadership challenging and fun.

**Think logically and communicate effectively both orally and in**

**writing.** You will learn important skills in writing, reading, and test taking that will allow you to excel in your classes outside JROTC. You will learn basic problem solving; financial planning and conflict resolution skills that will help you live in the modern world.

**Appreciate the importance of physical fitness in maintaining good**

**health.** Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. JROTC will teach you what needs to be done to become fit and to maintain that fitness. Instruction will be provided on how your brain functions, how you can maximize your learning and effectiveness, and how to avoid pitfalls such as substance abuse.

**Understand ways to resist negative peer pressure and support**

**others.** Through service learning you will be able to help others to develop the positive strategies you have learned that will enhance their quality of life.

**Developmental management abilities.** You will be able to assess your

skills and learn to make more logical, positive decisions and choices. You will learn how to set goals and develop an action plan that will help you to achieve those goals. Your “Can Do” attitude will show beyond NJROTC.

## Instructional Staff

Michael Donlon

Thomas Bricke



### NJROTC 1A: Cyber Defense and Fitness

#### **.50 credit**

Units of study include:

- Cyber Defense Maintenance and Protections
- CyberPatriot
- Core values: Honor, Courage and Commitment
- Uniform Requirements and Proper Wear
- Ranks, Rates and Insignia
- Customs, Ceremonies, and Etiquette
- Drill using the Marine Corps Guidelines including: Steps and Marching; Squad Drill
- Evaluating Physical Fitness
- Platoon Drill
- Physical Readiness Test (semiannual)

**This course satisfies the Fitness requirement.**

### \*NJROTC 1B: Cyber Defense and World War History

#### **.50 credit**

- Cyber Defense Baseline Configuration Requirements
- CyberPatriot
- Maritime History: World War II: Atlantic and Pacific Wars
- Leadership
- Global Cultural Studies: Russia and the former Soviet states
- World Geography: Western and Eastern Seas

**This course satisfies a Social Studies requirement.**

**Prerequisite: NJROTC 1A.**

### \*NJROTC 2A: Cyber Defense and Wellness

#### **.50 credit**

Units of study include:

- Cyber Defense Software Management
- CyberPatriot
- Components of Fitness and Types of Exercise
- The FITT Principle
- Evaluating Physical Fitness
- Nutrition
- Controlling Fat
- Hygiene

**This course satisfies the Competitive Sports and Cooperative Games Physical Education requirement.**

**Prerequisite: NJROTC 1B.**

### \*NJROTC 2B: Cyber Defense and Civics and Government

#### **.50 credit**

Units of study include:

- Cyber Defense Software Management
- CyberPatriot
- Responsibilities of Citizenship
- Declaration of Independence
- US Constitution
- Foundations of Government
- National Defense

**This course satisfies the Civics and Government requirement.**

**Prerequisite: NJROTC 2A.**





### **\*NJROTC 3A: Leadership, History and Cyber Defense**

#### **.50 credit**

Units of study include:

- CyberPatriot
- Fundamentals of NJROTC Behavior Training,
- NJROTC Professionalism
- Chapter 1: The Importance of Sea Power
- The US Merchant Marine
- Grand Strategy
- US Strategy and the Navy
- National Security and Modern Conflict

**Prerequisite: NJROTC 2B.**



### **\*NJROTC 3B: Leadership, History and Cyber Defense**

#### **.50 credit**

Units of study include:

- CyberPatriot
- Fundamentals of NJROTC Behavior Training
- NJROTC Professionalism
- Career Path
- Career Direction and Choices
- Navy as a Career Option
- Navy Jobs
- Developing Good Study Habits

**Prerequisite: NJROTC 3A.**



### **\*NJROTC 4A: Leadership and Medal of Honor**

#### **.50 credit**

Units of study include:

- CyberPatriot
- Fundamentals of NJROTC Behavior Training
- NJROTC Professionalism
- Portrait of Service Member
- Making a Difference
- What is Courage?
- Decision Making
- History vs. Hollywood
- Volunteerism and Sacrifice
- Overcoming Obstacles
- Sacrifice and Commitment
- What Makes a Hero?
- Citizenship-What is it Really?
- What is Patriotism?

**Prerequisite: NJROTC 3B.**



### **\*NJROTC 4B: Leadership and Medal of Honor**

#### **.50 credit**

Units of study include:

- CyberPatriot
- Fundamentals of NJROTC Behavior Training,
- NJROTC Professionalism
- Drill
- Manual of the Sword
- Manual of the Guidon
- Introduction to the Middle East

**Prerequisite: NJROTC 4A.**



# SCIENCES DEPARTMENT

Every Massabesic High School student needs to have a working knowledge of physical, life and earth science in order to meet graduation requirements 3 credits/6 Experiences. Developing proficiency will also support students meeting standards on local and state assessments, and to achieve the goals of the Maine Learning Results. Students will use their mathematics and language arts skills to report on, and make meaning of, the results of scientific inquiry. This knowledge will help each student support society in: Making intelligent choices when confronted with issues involving material resources, health, energy, and the environment, and to see the importance of science in their daily lives.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

**Students need at least 1 year of a lab science to graduate from Massabesic High School. Lab Science includes Biology, Chemistry, Physical & Chemical Science.**

## Science Standards (NGSS, 2013)

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Use Mathematics and Computation Thinking
- Constructing Explanations and Designing Solutions
- Engage in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

## Instructional Staff

Dennis Nadeau  
Katherine Carroll  
Carrie Emerson  
Katherine Keefe  
Delaney Prentiss  
Clinton Nash  
Lori Pennell  
Molly Shannon

## Science Pathways



= Ncaa approved courses



## **Earth Space Science Course Offerings**

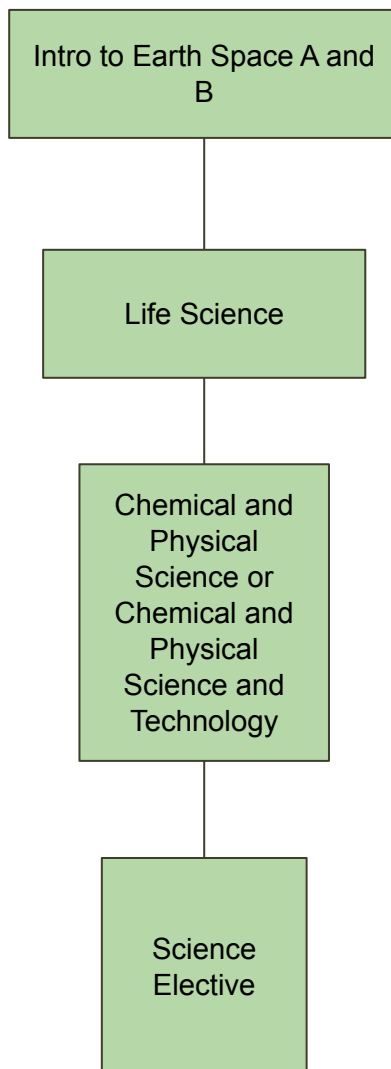
### **Intro to Earth Space Science A & B**

#### **1 credit**

Co-taught Intro to Freshman Earth Science not only teaches students about the Earth and Space but prepares students for higher level science courses through higher order thinking and lab safety. Students will meet the NGSS Standards through a wide range of units such as:

- Energy
- Basics of Chemistry
- Waves
- Climate Change
- Geology
- Astronomy

### **Science Pathway**



## Earth Space Science Course Offerings

### Earth Space Science A & B

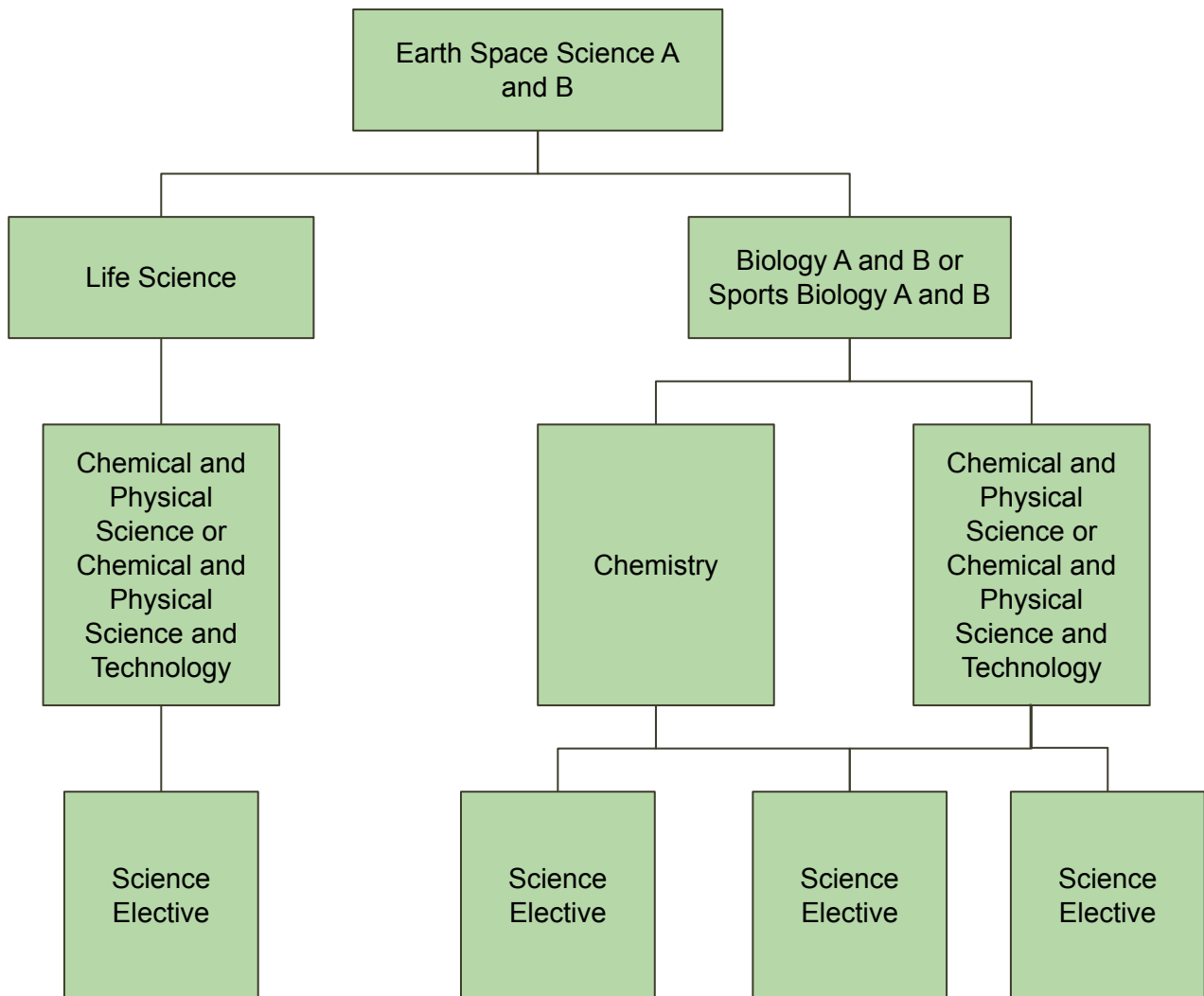


**1 credit**

Freshman Earth Science not only teaches students about the Earth and Space but prepares students for higher level science courses through higher order thinking and lab safety. Students will meet the NGSS Standards through a wide range of units such as:

- Energy
- Basics of Chemistry
- Waves
- Climate Change
- Geology
- Astronomy

### **Science Pathway**



## Earth Space Science Course Offerings

### Accelerated Earth Space Science A & B

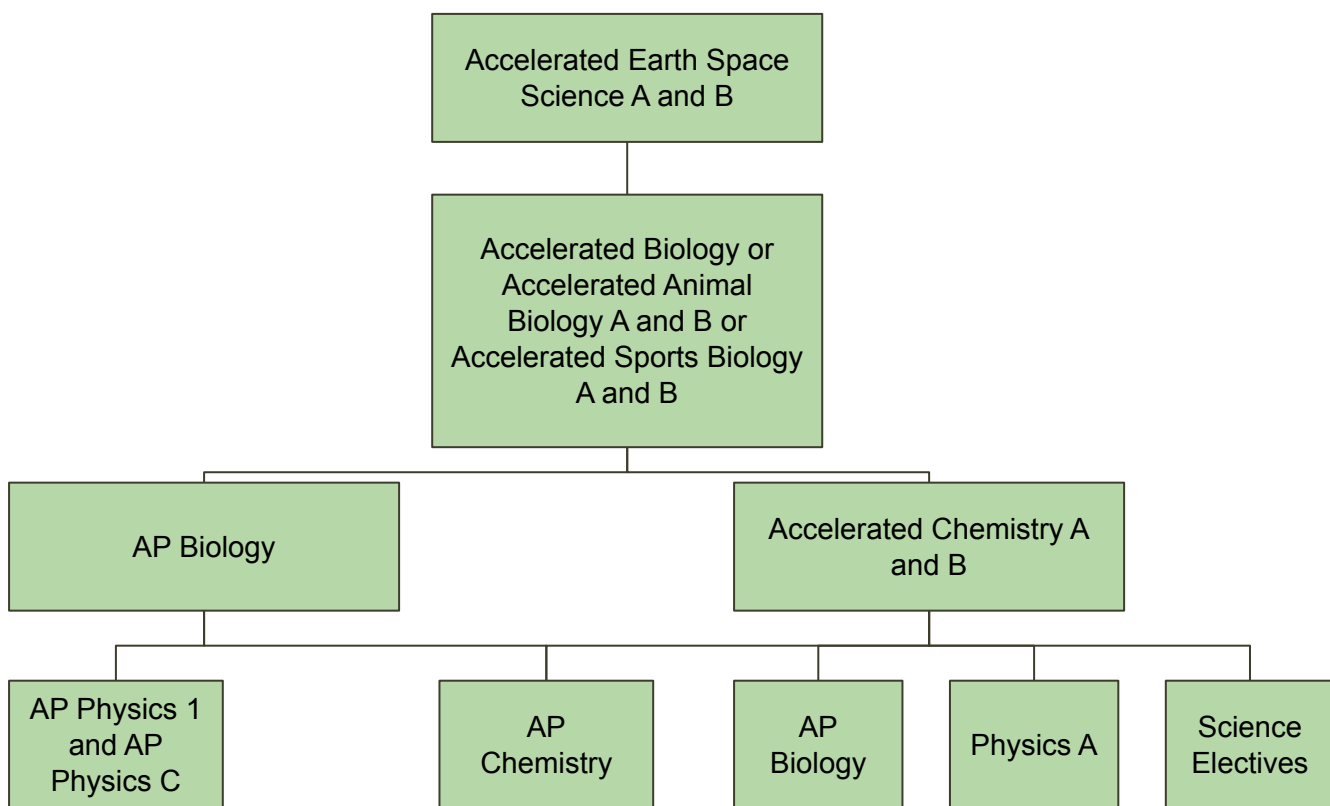


**1 credit**

Students enrolled in this course will be required to complete the same requirements of Freshman Science A & B plus complete three additional targets. This course is designed to use the scientific process to perform more in-depth inquiry based learning activities and then communicate their understanding through differentiated performance based assessments. Students will meet the NGSS Standards through a wide range of units such as:

- Earth's Place in the Universe
- Earth Processes
- Energy in the Earth System
- Structure and Composition of the Atmosphere

## **Accelerated Science Pathway**



## **Biology Course Offerings**

### **\*Life Science A & B**

#### **1 credit**

Students will meet the NGSS Standards through a wide range of units such as:

- From Molecules to Organisms
- Energy
- Genetics and Mutations
- Natural Selection

### **\*Biology A & B**



#### **1 credit**

Students will meet the NGSS Standards through a wide range of units such as:

- Heredity
- Diseases
- Food and the Body
- Cell Transport
- Environment

***Prerequisite: Completion of Earth & Space Science A & B***

### **\*Evolutionary Biology (Science Elective)**

#### **1 credit**

Students will be able to describe the history of life on Earth.

- Mechanisms by which evolution occurs
- Mutation
- Migration
- Genetic Drift
- Non - Random Mating
- Natural Selection

***Prerequisite: Completion of Earth & Space Science A & B***

### **\*Accelerated Biology A & B**

#### **1 credit**



This course is recommended for those who may be pursuing a career in a S.T.E.M Field. Students will complete the same requirements of Biology plus extra units of study. Students will meet the NGSS Standards through a wide range of units such as:

- Heredity
- Diseases
- Food and the Body
- Cell Transport
- Environment
- Independent Research Project

***Prerequisite: Successful completion of Accelerated Earth & Space Science A & B, or a Teacher Recommendation***

## **Biology Course Offerings Cont..**

### **\*Biology A & B – Botany Option**



#### **1 credit**

This class will cover all the required targets for Biology A & B by focusing on the study of Botany. Students will meet the NGSS Standards through a wide range of units such as:

- Plant Anatomy
- Plant Reproduction and Life Cycles
- Genetics
- Plant and Community Ecology
- Photosynthesis and Respiration
- Plant Taxonomy

**Prerequisite: Completion of Earth & Space Science A & B**

### **\*Biology A & B – Animal Option**



#### **1 credit**

This class will cover all the required targets for Biology A & B by focusing on the study of Botany. Students will meet the NGSS Standards through a wide range of units such as:

- Energy and the Environment
- Animal Nutrition
- Animal Health
- Animal Diseases
- Animal Breeding
- Independent Research Project

**Prerequisite: Completion of Earth & Space Science A & B**

### **\*Accelerated Biology A & B – Animal Science Option**



#### **1 credit**

This class will cover all the required targets for Accelerated Biology A & B by focusing on the study of sports performance and exercise science. Students will meet the NGSS Standards through a wide range of units such as:

- Energy and the Environment
- Animal Nutrition
- Animal Health
- Animal Diseases
- Animal Breeding
- Independent Research Project

**Prerequisite: Successful completion of Accelerated Earth & Space Science A & B, or a Teacher Recommendation**

## Junior/Senior Year Offerings

### **\*\*Chemical and Physical Science and Technology A & B**

#### **1 credit**

Physical Science is a combination of both Chemistry and Physics. The two tie together often and therefore, will flow nicely throughout the course of the year. Combining the Physical Science standards with the Woods I requirements, will enable students to learn concepts and then demonstrate learning through the construction of tangible products. Students will learn about the Physics behind bridges and in the woodshop, engineer and construct the bridges to hold weight.

Chemistry & Physics

- Matter
- Atoms
- Periodic table
- Chemical reactions & Gases
- Heat & kinematics
- Work and energy
- Momentum

**Prerequisite: Successful completion Biology A & B**

**\*\*This course is NOT certified with the NCAA for students to be able to play sports in their first year of eligibility for Division I & II.**

### **\*\*Chemical and Physical Science A & B**



#### **1 credit**


This is a yearlong course, which covers the topics of energy, forces and motion, electricity and magnetism, and mechanical systems. Students will meet the NGSS Standards through a wide range of units such as:

- Chemistry & Physics
- Matter
- Atoms
- Periodic table
- Chemical reactions & Gases
- Heat & kinematics
- Work and energy
- Momentum

**Prerequisite: Successful completion Biology A & B**

### **\*Chemistry A & B**

#### **1 credit**

Students will meet the  Standards through a wide range of units such as:

- Measurement
- Matter
- Periodic table
- Nuclear chemistry
- Excited electrons,
- Chemical bonding
- Chemical reactions

**Prerequisite: Successful completion of Biology A & B.**

**Math Prerequisite: Successful completion of Geometry B or higher.**



### \*Accelerated Chemistry A & B



#### **1 credit**

This course is designed for students considering science as a field of study. An excellent work ethic is a must in this accelerated course. It is intended for students planning to major in areas related to STEM (science, technology, engineering or mathematics) and any medical field in college. Students will meet the NGSS Standards through a wide range of units such as:

- Converting units
- Matter
- Periodic table
- Atomic structure
- Nuclear chemistry
- Excited electrons,
- Chemical bonding
- Molecular shapes
- Polarity,
- Chemical reactions

**Prerequisite:** *Successful completion of Accelerated Biology A & B or teacher recommendation.*

**Math Prerequisite:** *Successful completion of Geometry B or higher.*

### \*Physics A



#### **.50 credit**

This course introduces the concepts of Newtonian Mechanics and brings them into contact with daily experience. Students will meet the NGSS Standards through a wide range of units such as:

- Kinematics
- Forces
- Momentum
- Work and Energy

**Prerequisite:** *Successful completion of Biology A & B.*

**Math Prerequisite:** *Successful completion of Geometry B.*

### Astronomy

#### **.50 credit**

This course introduces to students to the concepts of astronomy. Students will meet the NGSS Standards through a wide range of units such as:

- 
- A Brief History of Astronomy
- Study of the Universe
- Types of Galaxies
- Nucleosynthesis and HR Diagrams
- Astronomical Measurements and Calculations
- Astronomical Motion
- Tools and Technology
- Evolution and the Extremes of Life

## Science Extended Opportunities

### \*AP Biology



#### **1 credit (AP Biology Lab: Up to an additional .5 Credits)**

This course is intended to supplement two semesters of Introductory Biology at the college level. The curriculum follows the College Board Advanced Placement Biology guidelines which are structured around four big ideas:

- The process of evolution drives the diversity and unity of life.
- Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
- Living systems store, retrieve, transmit, and respond to information essential to life processes.
- Biological systems interact, and these systems and their interactions possess complex properties.

Extensive reading is required.

**Prerequisite:** *Successful completion of Biology A & B and concurrently enrolled in Chemistry A or higher.*

**Please Note:** Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.

### \*AP Chemistry



#### **1 credit (AP Chemistry Lab: Up to an additional .5 Credits)**

This course is intended to supplement two semesters of Introductory Chemistry at the college level. The curriculum follows the College Board Advanced Placement Chemistry guidelines which are structured around six big ideas:

- The chemical elements are fundamental building materials of matter, and all matter can be understood in terms of arrangements of atoms. These atoms retain their identity in chemical reactions.
- Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them.
- Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons.
- Rates of chemical reactions are determined by details of the molecular collisions.
- The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter.
- Any bond or intermolecular attraction that can be formed can be broken. These two processes are in a dynamic competition, sensitive to initial conditions and external perturbations.

Extensive reading is required. Students will be required to complete summer assignments before entering the class.

**Prerequisite:** *Successful completion of Accelerated Chemistry A & B and Algebra II A & B or Teacher recommendation.*

**Please Note:** Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.

## **\*AP Physics 1 and AP Physics C**



### **1 credit**

This course is intended to supplant a one-semester, calculus-based course in Introductory Physics at the college level. AP Physics will prepare you to take and pass the AP Physics C: Mechanics examination given in May of each year. Students will understand the four big ideas for AP Physics:

- Kinematics and Requisite Mathematics
- Forces and Torques
- Momentum and Angular Momentum
- Work and Energy

***Prerequisite: Students enrolled in AP Physics C are recommended to have completed Physics A and be co-enrolled in AP Calculus. Students can take AP Physics A with teacher recommendation. Math***

***Prerequisite: Students must be enrolled in Algebra II.***

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

## **AP Computer Science Principles**

### **1 credit**

The AP Computer Science Principle Course is meant to be the same as a first-semester introductory college computing course. Taking this course, students will develop and use skills related to computer science.

- Internet Routing and Electrical Circuitry
- Digital Information, Loops, and Boolean Logic Introduction
- Introduction to Programming, Functions, and Robotic Responses
- Big Data, Privacy, and Programming
- Building Apps, Designing Mechanisms, and Engineering Processes
- Data Manipulation, Visualization, and Simulations

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

## **AP Computer Science A & B**

### **1 credit**

The AP Computer Science Course is meant to be the same as a second-semester college computing course. Taking this course, students will develop and use skills related to computer science programming through the use of the Java language

- Object Oriented Programming Design
- Programming Implementation
- Programming Analysis
- Standard Data Structures
- Standard Operations and Algorithms
- Computing in Context

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

### \*Anatomy and Physiology



**.50 credit**

This one semester introductory course provides students with an understanding of the structure and function of human bodies. Students will meet the NGSS Standards through a wide range of units such as:

- Cell structure
- Tissues
- Body systems

Students will be required to perform dissections. This course is designed for students interested on entering a health field: medicine, nursing, lab technology, or veterinary medicine.

**Prerequisite: Two science credits earned.**

### \*Accelerated Anatomy & Physiology A & B



**1 credit**

Anatomy and physiology are the tandem studies of the human body. The field of anatomy deals specifically with the structures of the body, while physiology examines the functions and interplay between anatomical structures. This full-year course is split into two sections, students will meet the NGSS Standards through a wide range of units such as:

#### **A:**

- Cellular Biology & Medical Terminology
- Histology
- Integumentary System
- Muscular System
- Skeletal System
- Nervous System/Special Senses
- Circulatory System

#### **B:**

- Respiratory System
- Endocrine System
- Lymphatic/Immune System
- Digestive/Excretory System
- Reproductive System

**Prerequisites: Students must have completed or is concurrently enrolled in Chemistry.**

*\*This class is not recommended for online learners*



### Paleontology



**.50 credit**

Students will understand the relationships between seemingly unrelated organism. They will learn how life on Earth has changed since its inception. By the end of the course, students will understand how extinction events have shaped life through its history.

- Genetics review
- Origins of life
- Taxonomy
- Extinction
- Final Project - Past Meets the Present

## \*Forensics A and B



### **1 credit**

Forensics is the science of “who did it?” and “how it was done?” This course will show students how the law investigates and processes crime scenes. Students will meet the NGSS Standards through a wide range of units such as:

- Hands on experiments in fingerprinting
  - Hair and fiber analysis
  - Blood spatter analysis
  - DNA sequencing, and ballistics
  - Hands on laboratories
  - Simulations with interrogation techniques
  - Criminal justice filing investigation arson/explosives
  - Autopsy and toxicology reporting computer file analysis and criminal profiling.
- The work of a forensic scientist involves the observation, collection, evaluation, and interpretation of physical evidence as it relates to matters of legal significance.

**Prerequisite: Juniors and Seniors.**

## \*Marine Biology



### **.50 credit**

Marine Biology is an interdisciplinary science that involves the study of organisms in the ocean, estuaries, or other brackish bodies of water

- Marine Algae and Bacteria
- Microorganisms
- Ocean Zones and Habitats / Ecosystem Sustainability
- Invertebrates and Vertebrates
- Local Economic Marine Impact

**Prerequisite: Concurrent enrollment or successful completion of Chemistry A or higher.**

## Natural Resources

### **.50 credit/1 experience**

This course covers Maine’s natural and wildlife resources and the importance of thoughtful management of these resources. Students will be able to identify the major forest and marine resources of our state. Students will understand the role of education in managing our wildlife resources. Students will explore careers in natural resource trades, nature based tourism, environmental science, forestry, and wildlife biology and management.

Rotating Science Extended Opportunities Schedule:

2021-2022 Marine Biology & Astronomy

2022-2023 Oceanography, Environmental Science



# SOCIAL STUDIES DEPARTMENT

Social Studies courses enable students to think critically, respect themselves and others, understand key concepts, communicate effectively, and become contributing members of our society.

Students are required to earn 3.0 credits/6 Experiences in Social Studies for graduation. These expectations are in line with the state learning guidelines and standards through the following courses: United States History, Government, and Personal Economics.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

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## **Social Studies Standards: NCSS (2013)**

***-Dimension 1: Developing questions and planning inquiries***

***-Dimension 2: Applying disciplinary concepts and tools***

- History
- Geography
- Civics
- Economics

***-Dimension 3: Evaluating sources and using evidence***

***-Dimension 4: Communicating conclusions and taking informed action.***

## **Instructional Staff**

Kevin Poulin  
Jill Herrick  
Victoria Gribbin  
Amanda Todd  
Jason Tremblay  
Benjamin Durham  
Griffin Henderson  
Lucas Labbe

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## **Social Studies Pathways**



= Ncaa approved courses

## World Humanities A & B

### **1 credit**

This will be a co-taught course by an English teacher and social studies teacher. Students will be engaged in content and skills from both disciplines. Students will meet the C3 Framework Standards through a wide range of units such as:

- Creation Myths
- The Rise and Fall of Rome
- The Sword in the Stone
- The Renaissance
- French Revolution
- Industrial Revolution
- World War II
- Modern World
- Decolonization (Things Fall Apart)



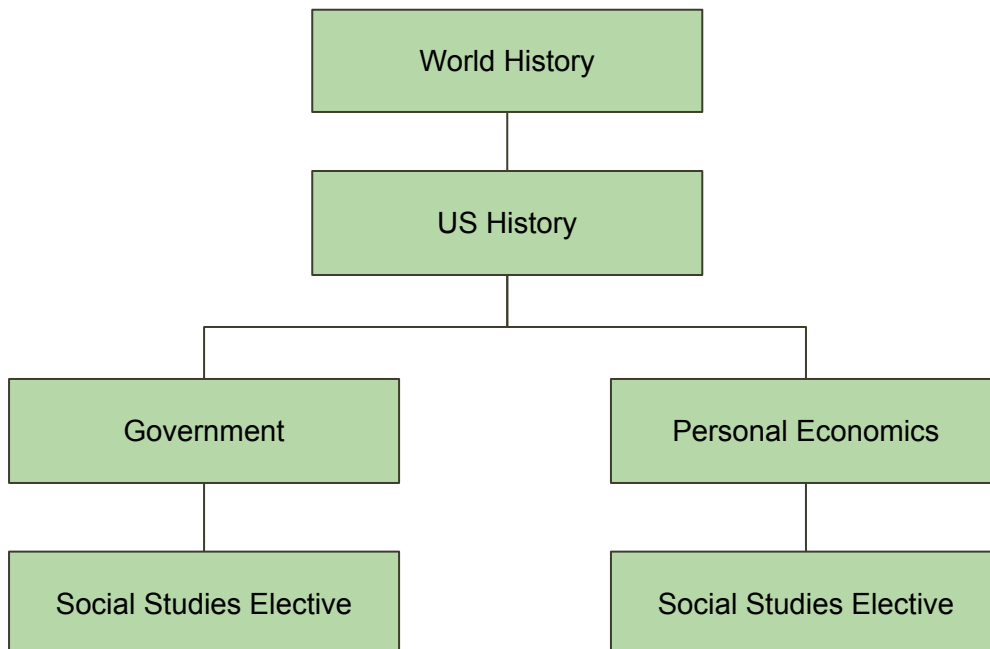
## World History A & B

### **1 credit**

Students will gain social studies content and skills with the goal of being prepared to be effective Citizens of the United States and the world. Students will meet the C3 Framework Standards through a wide range of units such as:

- World Religions and Crusades/Middle Ages
- Renaissance, Reformation and Industrial Revolution
- Enlightenment, French Revolution, Napoleon
- World War I
- Imperialism and Modern China
- Korean War and Modern Korea
- Model UN - Climate Change
- Model UN - Syrian Refugees Crisis

## **Targeted Social Studies Pathway**







### \*Accelerated World History A & B

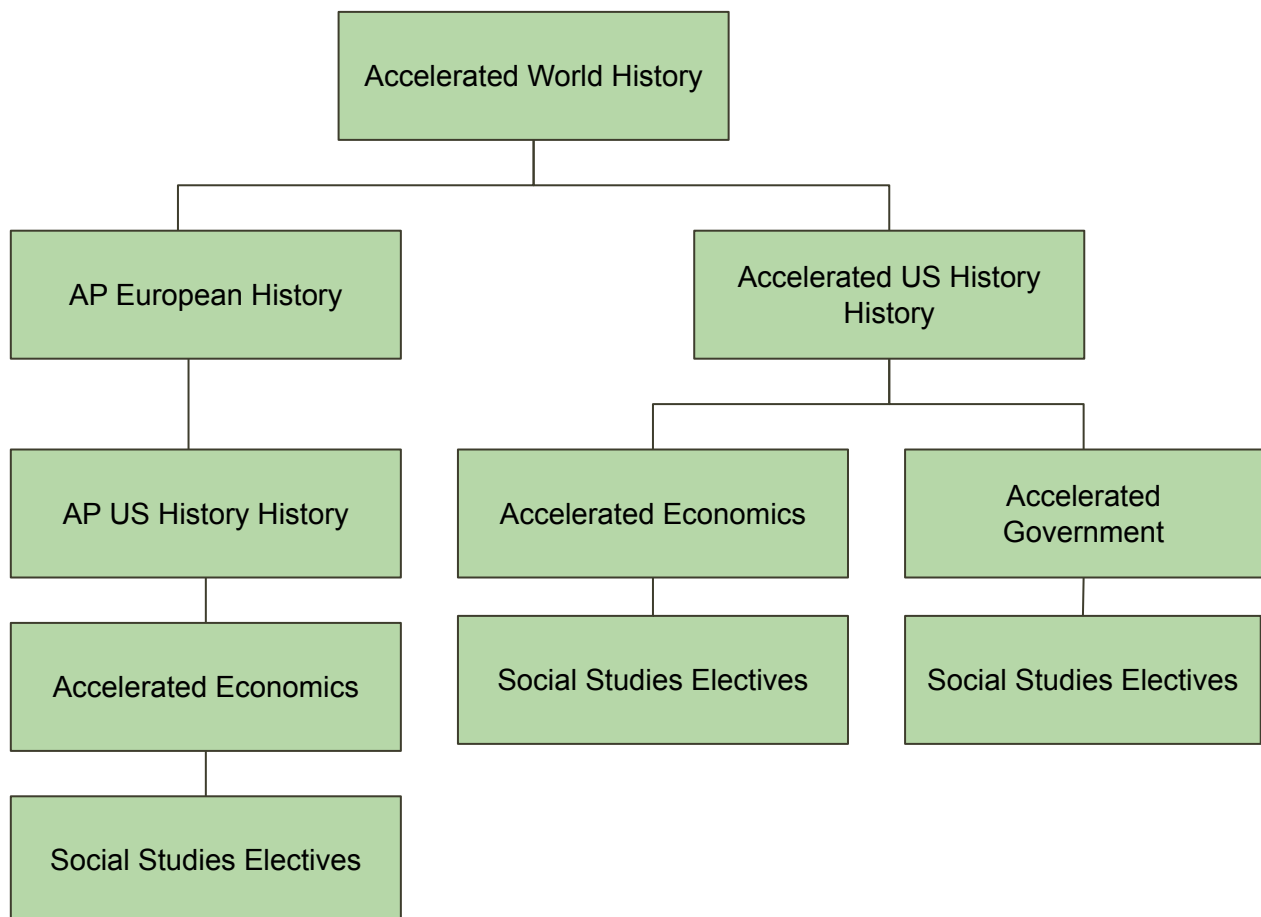
#### **1 credit**

Accelerated World History A & B will expand on the standards covered in World History A & B. Students will meet the C3 Framework Standards through a wide range of units such as:

- World Religions and Crusades/Middle Ages
- Renaissance, Reformation and Industrial Revolution
- Enlightenment, French Revolution, Napoleon
- World War I
- Imperialism and Modern China
- Korean War and Modern Korea
- Model UN - Climate Change
- Model UN - Syrian Refugees Crisis

**Prerequisite: Teacher recommendation.**

## **Accelerated Social Studies Pathway**



## \*AP European History



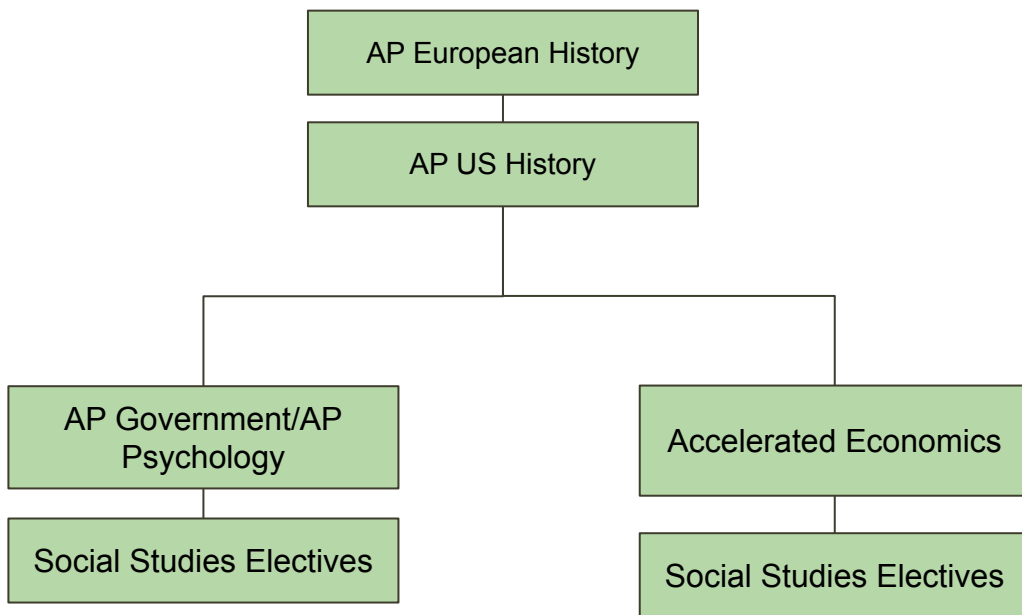
### **1 credit**

In this yearlong course which meets everyday, students will explore the history of Europe from 1450 up through the present time broken down into 4 time periods. The development of both Western and Eastern Europe will be addressed and centered around 5 themes and 19 key concepts. While learning the content through various themes, we will also be focusing on 9 historical thinking skills. This course is designed for the student who wants the challenge of college material. Critical reading and writing skills as well as the willingness to do research outside of school is expected. Writing in depth position papers, summer reading and writing assignments, and a commitment to take the AP exam are required. Students who score a 3 or higher on the AP exam may earn college credit. **Successful completion of this course will earn an extended learning credit only.**

**Prerequisites:** *Successful completion of World History A, B, with teacher recommendation & has a strong interest in history or European culture.*

**Please Note:** Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.

## **Accelerated Social Studies Pathway**



## US Humanities A and B

### **1 credit/2 experiences**

This will be a co-taught course by an English teacher and social studies teacher. Students will be engaged in content and skills from both disciplines. Students will meet the C3 Framework Standards through a wide range of units such as:

- Nation Building, Nation Dividing and Reunifying (1607-1877)
- The Birth of Modern America (1870-1940)
- Civil Rights
- America on the World Stage (1890-present day)
- Popular Culture (1900-present)
- You be the historian

**Prerequisite:** *World History A & B, World History Humanities or AP European History.*

## US History A & B



### **1 credit**

Students will acquire an understanding of various concepts and skills in US History. Students will meet the C3 Framework Standards through a wide range of units such as:

- Nation Building, Nation Dividing and Reunifying (1607-1877)
- The Birth of Modern America (1870-1940)
- Civil Rights
- America on the World Stage (1890-present day)
- Popular Culture (1900-present)
- You be the historian

**Prerequisite:** *World History A & B, World Humanities or AP European History.*

## \*Accelerated US History A & B



### **1 credit**

Accelerated US History A & B will expand on the standards covered in US History A & B. It is a thematically based College Prep Course that provides a close study of U.S. History. Students will meet the C3 Framework Standards through a wide range of units such as:

- Nation Building, Nation Dividing and Reunifying (1607-1877)
- The Birth of Modern America (1870-1940)
- Civil Rights
- America on the World Stage (1890-present day)
- Popular Culture (1900-present)
- You be the historian

**Prerequisite:** *Teacher recommendation and World History A & B or AP European History.*

## \*Civics and Government



### **.50 credit**

To apply civic virtues and democratic principles while evaluating social and political systems in different times, contexts, places while analyzing the impact and appropriate applications of constitutional and human rights. Students will meet the C3 Framework Standards through a wide range of units such as:

- Comparing and Contrasting Governments
- Principles of the U.S. Constitution
- Federalism/ Branches of Government
- Political Parties/Elections

**Prerequisite:** *Juniors and Seniors and teacher's recommendation.*

**NJROTC 1B: Citizenship and American Government satisfies this requirement.**

## \*Accelerated Civics and Government



### **.50 credit**

This College Prep Course is designed to introduce you to the fundamentals of our American government. Students will meet the C3 Framework Standards through a wide range of units such as:

- Comparing and Contrasting Governments
- Principles of the U.S. Constitution
- Federalism/ Branches of Government
- Political Parties/Elections

**Prerequisite:** *Juniors and Seniors and teacher's recommendation.*

### \*Personal Economics

#### **.50 credit**

A College Prep Course designed to give students an understanding of basic economic principles at a personal, national, and global level. Students will meet the C3 Framework Standards through a wide range of units such as:

- Welcome to the Working World (Career Research) – Employment and Income
- Spending and Savings (budgeting)
- Credit and Debt (Types and managing)
- Investing
- Risk Management and Insurance
- Financial Decision Making (College/Trades, Loans, Pitfalls)

**Prerequisite: Juniors and Seniors and teacher's recommendation.**

### \*Accelerated Economics

#### **.50 credit**



Accelerated Economics is a College Prep Course covering the same standards as CP Economics in addition to developing higher level thinking skills. Students will meet the C3 Framework Standards through a wide range of units such as:

- Welcome to the Working World (Career Research) – Employment and Income
- Spending and Savings (budgeting)
- Credit and Debt (Types and managing)
- Investing
- Risk Management and Insurance
- Financial Decision Making (College/Trades, Loans, Pitfalls)

**Prerequisite: Juniors and Seniors and teacher's recommendation.**

### \*Macroeconomics

#### **.50 credit**

This elective continues the content of Economics and focuses on investing and real world economic topics. Units include:

- Stocks
- Investments
- Real-World Budgeting
- Financial Planning and Decisions
- Leadership

**Prerequisite: Juniors and Seniors and teacher's recommendation.**

### \*AP U.S. History

#### **1 credit**

This year long college course will meet everyday studying 9 eras of U.S. History from Pre-Columbian American through the Civil Rights Movement, as well as the application of 10 historical thinking skills and the study of 7 themes. It is designed for the student who wants the challenge of college material. Critical reading and writing skills as well as the willingness to do research outside of school is expected. Writing in-depth position papers, summer reading and a commitment to take the AP Exam are required. Students receiving a score of 3 or higher on the exam may earn college credit. **Prerequisite: Grades 11-12 with teacher recommendation. This course meets the Civics and Government requirement.**

**Please Note: Students taking Advanced Placement classes are required to pay the AP test fee and take the AP exam near the end of the course in May.**

### \*Sociology



#### **.50 credit**

This course introduces students to the study of human interaction. It gives students beginning comprehension of human group relations in today's society. Students will meet the course requirements through a wide range of units such as:

- Cultural Concepts
- Deviance and Prejudice
- Social Institutions and Interactions
- Social Stratification

**Recommended for students going to college.**

***Prerequisite: Juniors and Seniors.***

### Psychology A & B



#### **1 credit**

Psychology is the study of human behavior. This course introduces students to basic concepts and areas of study in the discipline of psychology. Students will meet the course requirements through a wide range of units such as:

- History of Psychology and Methods
- Human Behavior
- Consciousness/Dream
- Conditioning/Memory
- Abnormal Psychology
- Research, Ethics, and Statistics of Psychology
- Experimentation and Methods Application
- Child Development
- Personality, Motivation and Emotion
- Psychological Inquiry

### World Geography

#### **.50 credit**

Students will gain geographical knowledge and skills based not only on a local level, but also at a global level. Students will meet the course requirements through a wide range of units such as:

- Understanding how to use various mapping tools/ resources
- Human Interaction with the Environment
- Human population and impact of migration due to political, economic, and cultural changes.

### \*AP U.S. Government



#### **1 credit**

This is a two-semester college level seminar on American Government and politics. Emphasis is placed on the actual, practical operation of the American federal system (the interrelationships between national, state and, local levels) and on current issues and developments in American politics. The course content includes a general overview of political philosophy and a thorough analysis of the United States Constitution and the controversies that arise from its interpretations and application. Evaluation of contemporary policy issues is also an integral part of this class. Considerable reading of thought provoking material, consistent participation in engaging class discussions, critical thinking and clear self-expression in written assignments is expected.

**Successful completion of this course will cover the 11th grade Civics & Government graduation requirement. This course receives USM credits per completion of the registration process.**

***Prerequisites: Grades 11-12 with teacher recommendation.***

**Please Note: Students taking Advanced Placement classes are required to pay \$93 for and take the AP exam near the end of the course in May.**

# TECHNOLOGY & CAREER EDUCATION

Industrial Technology is changing through labs and classroom experiences our courses offer insight into our changing Global Industrial society. Students will study modern methods, materials, products and processes along with increasing their problem solving abilities. In our technology labs, students will be provided with experiences to help them develop critical thinking in industry.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

## **Instructional Staff**

Scott Swett



= Ncaa approved courses

### Exploring Technology in Action

#### **1 credit**

Develop an understanding of the design and build process. Learn the safe use of tools in the differing technology areas. Students will meet the course requirements through a wide range of units such as:

- Drafting and Design
- Simple Machines
- Wood Technology
- Metal Technology

***This course is only available to freshman & sophomores***

### Wood Technology I and II

#### **1 credit**

This is a semester course dealing with woodworking basics. This course stresses safety and the proper use of tools. Students will meet the course requirements through a wide range of units such as:

- Safety in the shop, hand and power tools
- Material selection and cost calculation
- Production Guide Project
- Sanding and Finishing

***Prerequisite: Grades 10, 11, 12.***

### Metal Crafts I and II

#### **1 credit**

This is a semester course that will introduce students to various areas of the metal working industry. Students will be required to pay for some of the materials used in the course. Students will meet the course requirements through a wide range of units such as:

- Shop & Equipment Safety
- Jewelry and Metals
- Forged Art and Blacksmithing
- Metal Sculpture
- Functional Art

***Prerequisite: Grades 10, 11, 12. This course is meets the Fine Art requirement.***

### Robotics I and II

#### **.50 credit**

This introductory course allows you to develop an understanding of the design, and build process, in basic robotics. Students will meet the course requirements through a wide range of units such as:

- VEX EDR Fundamentals
- VEX EDR Setup and Build
- VEX EDR Movement
- VEX EDR Remote Control
- Review of VEX EDR Fundamentals, VEX EDR Set Up, VEX EDR Movement, -VEX EDR Remote Control
- EX EDR Engineering
- VEX EDR Sensing

***Prerequisite: Grades 10, 11, 12.***

### Entrepreneurship and Business

#### **.50 credit**

Develop the soft skills necessary to excel in the 21st century and business. Students will meet the course requirements through a wide range of units such as:

- Professional Development
  - Work Relationships
  - Entrepreneurship
  - Business Plan
  - The Market
  - Company Legality and Funding
-



### **\*Home Maintenance and Repair I – Interior**

#### **.50 credit**

Learn how your home is constructed and what you can actively do yourself to repair your home. This course is for young people who plan on owning their home or renting an apartment and want to save money doing it. Students will meet the course requirements through a wide range of units such as:

- Safety in the Home / Shop
- Tools and Materials
- Estimating Costs
- Systems in the Home

**Prerequisite: Grades 10, 11, 12.**

### **\*Home Maintenance and Repair II – Exterior**

#### **.50 credit**

This is a semester course for the student wanting to expand outside of their home. Students will learn the best techniques and cost effectiveness procedures are woven into the lab work. Students will meet the course requirements through a wide range of units such as:

- Safety in the Home / Shop
- Tools and Materials
- Estimating Costs
- Rough Carpentry
- Exterior Finish

**Prerequisite: Grades 10, 11, 12.**

### **Computer Basics**

#### **.50 Credit**

Develop the soft skills necessary to excel in the 21st Century. This course will help students develop the computer skills necessary to be successful in multiple career fields.

- Google Applications
- Microsoft Applications
- Coding
- Web Design

### **STEM Skills**

#### **.50 credit**

This introductory course allows you to develop an understanding of the engineering design process through experiencing a variety of technology including drones, electronics, app building and robotics.

- Engineering Design process
- Drones
- Electronics
- App Building
- Robotics

### **Drones I**

#### **.50 credit**

This course focuses on the development and design of a microcontroller that will be able to successfully interact with selected drones. These may differ slightly from the virtual drone, and will involve troubleshooting by the designer to get the computational software or physical hardware of the drone necessarily synchronized.

**Prerequisite: STEM Skills**

# VISUAL & PERFORMING ARTS DEPARTMENT

The Visual/Performing Arts program at Massabesic High School is a sequential program through which students may progress during their high school career. Students will be exposed to a variety of experiences designed to increase their appreciation of human cultural heritage, to develop their sensitivity toward their environment, to encourage their own expression and to cultivate their ability to solve problems creatively. Students are required to have 1 credit/2 experiences of Fine Arts.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

## **National Art Standard Standards: (2014)**

***-Create: Conceiving and developing new artistic ideas and work.***

***-Present: Interpreting and sharing artistic work.***

***-Respond: Understanding and evaluating how the arts convey meaning***

***-Connect: Relating artistic ideas and work with personal meaning and external context.***

## **Instructional Staff**

Lowansa Tompkins  
Jacqueline Christie  
Catherine Leavitt  
Megan Parent  
Donald Halpin-Desmarais

Art Department Standards  
(CCAS, 2014)



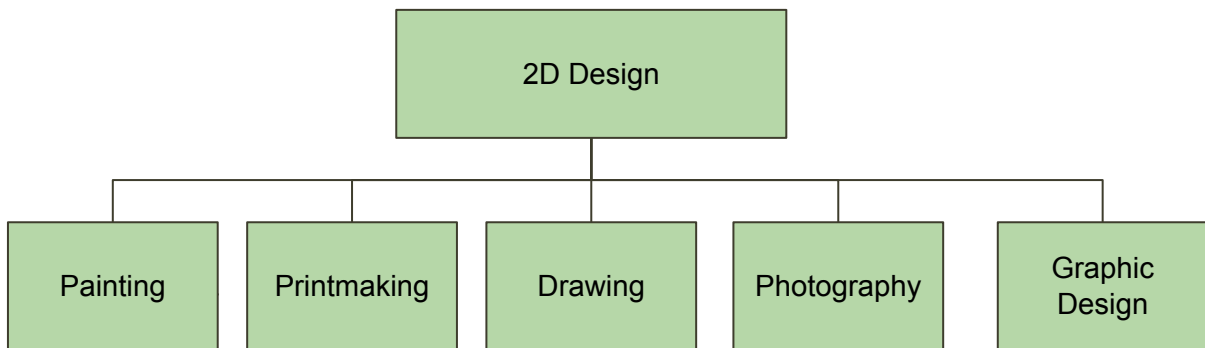
= Ncaa approved courses

## **MHS Art Course Options**

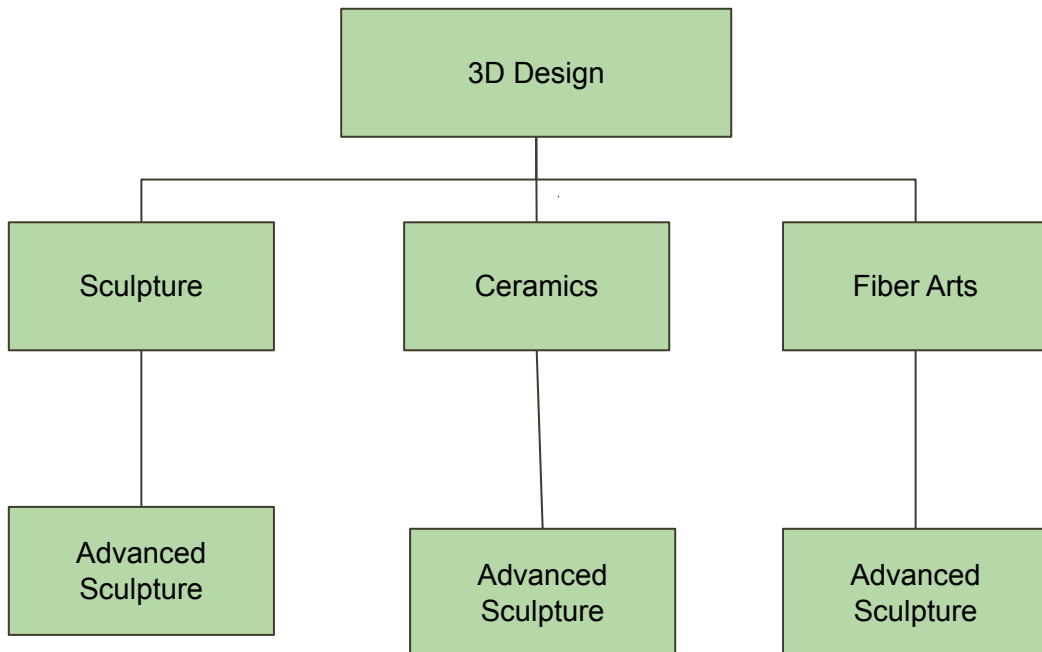
All Art Courses begin with the understanding of the Elements of Art and Principles of Design. Students will learn the language of Visual Art in order to explain Visual Culture. Students will be exposed to various movements of Art History through focused Artist Studies. Students will explore strategies for developing their skills in visual communication and creative problem solving. Students will learn to reflect on their own work and how to give constructive criticism to peers.

All course work is aligned to the National Core Art Standards.

### **2D Design Pathway**



### **3D Design Pathway**



## **MHS Art Course Options**

All Art Courses begin with the understanding of the Elements of Art and Principles of Design. Students will learn the language of Visual Art in order to explain Visual Culture. Students will be exposed to various movements of Art History through focused Artist Studies. Students will explore strategies for developing their skills in visual communication and creative problem solving. Students will learn to reflect on their own work and how to give constructive criticism to peers. All course work is aligned to the National Core Art Standards.

### **2D Design**

**.50 credit**

#### Units of Study

- Elements of Art & Principles of Design
- Drawing Materials & Techniques
- Painting Materials & Techniques
- Mixed Media Exploration
- Visual Culture

**Prerequisite: None**

### **3D Design**

**.50 credit**

#### Units of Study

- Printmaking (Subtractive, Relief)
- Paper Sculpture (Assemblage, In the Round)
- Clay (Additive & Subtractive, Relief, In the Round)
- Carving (Subtractive, In the Round)
- Mobiles (Assemblage, Hanging In the Round)

**Prerequisite: None**

### **\*Ceramics A and B**

**1 credit**

#### Units of Study

- Coiling Method & History of Ceramics
- Soft Slab Method
- Pinch Pots & Combining Techniques
- Creating Meaning in Sculpture
- Historical Vessels
- Whistles & Kinetic Sculpture
- Pottery Wheel Introduction
- Functional Themed Set

**Prerequisite: 3D Design**



## Drawing

**.50 credit**

### Units of Study

- Still Life, Drawing from Life
- Landscapes & Mark Making
- Human Figure & Observation
- Chalk Pastel, Colored Pencil, Charcoal Techniques

**Prerequisite: 2D Design**

## Fiber Arts

**.50 credit**

### Units of Study

- Embroidery
- Yarn & Weaving
- Simple Sewing
- Bookmaking
- Creating meaning & Fiber Sculpture

**Prerequisite: 3D Design**

## \*Film Photography

**.50 credit**

### Units of Study

- Elements and Principles in Photographs Photograms & Darkroom Procedures
- Operating a 35mm Film Camera
- Developing Film
- Darkroom Procedures
- Capturing Movement
- Making Meaning in Photography

**Prerequisite: Grades 11 & 12 and 2D Design**

## \*Media Arts

**.50 credit**

### Units of Study

- Camera Controls
- Photoshop Tools
- Words and Images
- Digital Collage
- Self Directed, Teacher Supported

## **\*Painting A and B**

### **1 credit**

- Color Theory- Feeling blue? How do you know? The crafting of mood.
- Landscape-More than happy little trees
- Composition- Do you like that better here, or over there? Why things go where.
- Pop Art: The art of consumerism and pop culture in America.
- Abstract: More than just splatter paintings.
- Masterpiece Investigation: Just how did they paint that?
- Reflections on Surfaces: Addressing “But it’s clear! How do I paint that?!”
- Snacks!: Elevating the mundane to capital “A” Art!

**Prerequisite: 2D Design**

## **\*Printmaking**

### **.50 credit**

- Linoleum Cut
- Wood Block Carving
- Reduction printing

**Prerequisite: Drawing or 2D Design**

## **\*Sculpture A and B**

### **1 credit**

#### **Units of Study**

- Wire Form Sculptures
- Paper Sculptures, How to connect materials
- Plaster Carving
- Wood Construction
- Mixed Media Mobiles
- Human Figure Sculpture
- Learning how to use armatures
- Non-functional vs. Functional
- Diptych - Relationships between Forms
- Mixed Media Sculpture - Installation Art

**Prerequisite: 3D Design**

## **\*Advanced Sculpture A and B**

### **1 credit**

#### **Units of Study**

- Emulate an Artist: Artist Research Project
- Historical Reference: Movement in History
- Take a Stand:Commenting on Societal Issues
- Exploring Relationships: diptychs & triptychs
- Functional vs Nonfunctional
- Installation Art
- Historical Vessel in Modern Times
- Creating a Portfolio & Show

**Prerequisite: Sculpture B or Ceramics B**

## **MHS Music Course Options**

All music courses are aligned to the National Core Arts Standards

### **Instrumental Music Pathway**

Percussion  
Ensemble

Guitar

Concert Band

Keyboarding

### **Vocal Music Pathway**

Chorus

Chamber  
Singers

Music  
Theory

#### **Chorus A and B**

##### **1 credit**

Chorus is a performance-based course in which students improve their vocal ability through rehearsals, individual practice, and performances.

##### Units of Study

- Performance Practices
- Theory and Score Literacy
- Sight Reading
- Connecting and Responding

#### **\*Concert Band A & B**

##### **1 credit**

Concert band provides students who already play a band instrument the opportunity to improve their skills and bring their music making to a higher level.

##### Units of Study

- Functional Literacy
- Technique Building
- Advanced Literacy
- Self-Assessment and Reflection

**Prerequisite: participation in the MMS band program, or outside instructor recommendation.**

#### **Guitar I and II**

##### **.50 credit/**

##### Units of Study

- Performance Practices
- Music Literacy
- Guitar Posture and Technique
- Connect and Respond



## \*Percussion Ensemble A & B

### **1 credit**

Percussion Ensemble provides students who already play percussion instrument the opportunity to improve their skills and bring their music making to a higher level.

#### Units of Study

- Functional Literacy
- Technique Building
- Advanced Literacy
- Self-Assessment and Reflection

***Prerequisite: participation in the MMS band program, or outside instructor recommendation.***

## Keyboard I and II

### **1 credit**

#### Units of Study

- Performance Practices
- Music Literacy and theory
- Keyboard Posture and Technique
- Connect and Respond

## Digital Audio and Music Production

### **.50 Credit**

#### Units of Study

- Introduction to BandLab
- Drum Machine, Rhythm and Drum Patterns
- Loops and Layering
- Piano Roll, Scales and Melody Writing
- Recording, EQ and Foley Sound Design
- Soundscape Creation

## Music Theory I and II

### **1 credit**

#### Units of Study

- Rhythm
- Pitch Literacy, Scales, Keys
- Intervals, Chords
- Melody
- Chord progressions and basic harmony
- Musical forms
- Four part voice leading

## Film Music

### **.50 Credit**

#### Units of Study

- Instruments, their Qualities and Range
- Intervals, Chords, and their Tonalities
- Composers and History of Music in Media
- Video Games
- Television and Advertising
- Movies, Then and Now



## Performing Arts

*All theatre courses are aligned to the National Core Arts Standards*

### Theatre Arts A and B

#### **.50 credit**

- Theatre Roles and History
- Script Analysis
- Perspective Drawing
- Set Design
- Prop Design
- Costume Design
- Make-Up Design
- Presenting a Technical Plan
- Script Reading and Marking
- Creating a Prompt Book
- Fall Production Technical Plan
- Make-Up Practice
- Spring Show Set Design and Build



### Acting A

#### **.5 credit**

Students will learn the fundamentals of acting through guided drama work. Students will focus on voice and movement as a way to build a character. Students will use script analysis as well as observational techniques to critique drama work. Units will include monologues, pantomime, improv and script work. Students will decide upon a short holiday show to be cast in and perform before winter break. All students must participate in the show.

### Acting B

#### **.5 credit**

Students will continue their work in refining the fundamentals of acting through guided drama work. Students will focus on scripted work and play studies to further their acting and collaboration skills. Students will write their own skits to be performed during the theatre showcase in May. Students must participate in this show as part of their final assessment. Students will conflicts may choose to create a video to share during the showcase. Monologue work will also be given in order to prepare students for the next years fall production.

# WELLNESS DEPARTMENT

All students are required to earn 1.5 credits/3 experiences of Physical Education and Health to meet graduation requirements.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

## **SHAPE Standards: (2013)**

**-SHAPE Standards: Physical Education**

**-SHAPE Standards: Health Education**

## **Instructional Staff**

TJ Hesler

Jennifer Paquin

Wellness Standards:  
National Standards for PE,  
2013.



= Ncaa approved courses

## HEALTH EDUCATION

## HEALTH

**.50 Credit**

- Relationships
- Human Growth
- Mental Wellness
- Substance
- Disease
- Nutrition



## PHYSICAL EDUCATION

## Fitness and Lifetime Activities

**.50 credit**

This course Focuses on the Health Related Fitness Components (HRFC) and the students own fitness goals.

- Understands the F.I.T.T. principle
- Understands the principles of training related to Health Related Fitness Components
- Understands how to self evaluate the effectiveness of a personal fitness plan
- Understands how to use baseline information to create a personal fitness goal
- Tennis, golf, ultimate frisbee
- Badminton, pickleball, volleyball
- Ultimate frisbee, archery, fitness walking/hiking

## Competitive Sports and Cooperative Games

**.50 credit**

In this course students will participate in sports/activities in a competitive setting.

- Soccer, flag football, basketball
- Volleyball, badminton, floor hockey
- Ultimate frisbee, tennis
- Communications
- Problem solving
- Cooperative skills to work together in a non- competitive atmosphere
- Project Adventure, low elements, individual and team sports, recreational activities

# WORLD LANGUAGES

The study of world languages, by definition alone, is an intercultural experience. It engages the student in learning skills that make it possible to be more linguistically and culturally competent in the global marketplace of today. In particular, a language not only helps develop reading, writing, listening and speaking skills that are crucial for communication, but also provides each student with the confidence necessary to make broader choices in both careers and interpersonal relations. All students are encouraged to take two to three years of the same world language.

Courses with an asterisk (\*) have a prerequisite that needs to be completed before taking the course.

## **Dimension 1: Interpersonal and Presentational Speaking**

## **Dimension 2: Interpretive Listening**

## **Dimension 3: Interpretive Reading**

## **Dimension 4: Interpersonal and Presentational Writing**

**Communication:** Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

**Culture:** Interact with cultural competence and understanding

**Connections:** Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

**Comparisons:** Develop insight into the nature of language and culture in order to interact with cultural competence

**Communities:** Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

## **Instructional Staff**

Cynthia Matthews

Rodrigo Rubio

Eva Hernandez

Laura Sastre

## French I A/B



### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Greetings, La francophonie
- Classroom vocabulary, numbers 1-20, colors and France
- Days of the week, months of the year, seasons, and Quebec
- Telling time, parts of the day, numbers 1-60
- Subject pronouns, the verb être, la politesse
- The verb avoir, la famille
- La Cuisine de la Francophonie
- Aimer, French Africa
- Asking questions, Haiti, Martinique and Guadeloupe

**Prerequisites: French I A must be completed before taking French I B, each are worth a half credit/one experience.**

## \*French II A/B



### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Using negation with regular -er verbs, forming questions
- Jouer, activities and sports
- Regular -re verbs, prendre and boire, markets in La Francophonie
- Regular -ir verbs, aller
- aire and weather
- Passé composé with avoir
- Passé composé with être

**Prerequisites: French II A must be completed before taking French II B, each are worth a half credit/one experience. French I A and I B must be completed before beginning French II A.**

## \*French III A/B



### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Body and medical
- Imparfait, l'enfance
- Future proche vs, future simple
- Les vacances, vouloir vs. pouvoir
- Les fêtes
- Reflexive verbs and routine
- Le Petit Prince

**Prerequisites: French III A must be completed before taking French III B, each are worth a half credit/one experience. French II A and II B must be completed before beginning French III A.**

## \*French IV A/B



### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Impressionism
- Art of la Francophonie
- Poetry
- Government and Social Systems
- Canada and l'Autochtone
- Independent study project

**Prerequisites: French IV A must be completed before taking French IV B, each are worth a half credit/one experience. French III A and III B must be completed before beginning French IV A.**

### Spanish I A/B



#### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Where is Spanish Spoken? Introducing yourself and others.
- Describing yourself and others
- What do I like and what do I like to do?
- What do I have? What do you have? Describing and counting our possessions
- Let's play ( Gaming and Sports)
- Where am I? (Location) How do I feel? (Emotion)
- School Life vs. Home Life

**Prerequisites:***Spanish I A must be completed before taking Spanish I B, each are worth a half credit/one experience.*

### \*Spanish II A/B



#### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- What am I going to wear?
- What's for dinner?
- What's your daily routine?
- What's hurts?

**Prerequisites:***Spanish II A must be completed before taking Spanish II B, each are worth a half credit/one experience. Spanish I A and I B must be completed before beginning Spanish II A.*

### \*Spanish III A/B



#### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Negation & Time Constructions with Actions
- Where did you go and what did you do? (Preterite)
- A viajar (Let's travel)
- Prepare now! (Commands )
- Let's go back in time! (Imperfect Tense)
- What would you do? (Conditional tense)
- Distant Future ( What shall you do?)
- Immigration ( Multiple Perspectives)

**Prerequisites:***Spanish III A must be completed before taking Spanish III B, each are worth a half credit/one experience. Spanish II A and II B must be completed before beginning Spanish III A.*

### \*Spanish IV A/B

#### **1 credit**

Students will meet the course requirements through a wide range of units such as:

- Ciencia (Science)
- Mercadotecnia y Publicidad (Marketing and Advertising)
- Redes (Networks)
- Tradiciones (Traditions)
- Mujeres Y Poder (Women and Power)
- Mapas (Maps)

**Prerequisites:***Spanish IV A must be completed before taking Spanish IV B, each are worth a half credit/one experience. Spanish III A and III B must be completed before beginning Spanish IV A.*

# GIFTED AND TALENTED

## GT PACE ~ RSU 57 Gifted & Talented Services



\*PERFORM \*ACCELERATE \*CREATE \*EXTEND

*Our mission is to provide services to help meet the psychological, social, educational, and career needs of gifted potential students.*

- ❖ Help students become capable of intelligent choice, independent learning, problem-solving, and self-initiated action.
- ❖ Strengthen skills and abilities in problem-solving, creative thinking, communication, independent study, and research.
- ❖ Reinforce individual interests and respect for individual diversity.
- ❖ Bring highly able and motivated students together for support and intellectual stimulation.
- ❖ Maximize learning and individual development – while minimizing disengagement and increasing productivity.
- ❖ Provide opportunities to maximize their contributions to self and society.

*"All students are a gift and we need to help all students realize their potential. Students with gifted potential are not more valued.*

*They experience continuous in-depth learning differently".*

*~ Bertie Kingore, Ph.D ~*

The philosophy of GT PACE is to include any students who meet established standards and are committed to participation. Primarily, we service those students who either have been nominated and identified through RSU 57 Gifted and Talented identification process or are nominated by a teacher for further informal observation and classroom extension. Aptitude, need, and motivation are evaluated when deciding whether a student meets the minimum standard. Involvement is based on a revolving door model, where the primary mode of receiving services is through the regular curriculum with the classroom teacher. The revolving door model allows students to participate when they are in need.

Dorothy Haws, Pk-12 GT Specialist

Monica Wardwell, Pk-12 GT Specialist

Emily MacKinnon, Pk-12 GT/ELO Instructional Coach



Services include academic and affective support with a GT PACE Specialist based on individual ability, interest, and needs of gifted potential students. Communicated on the Specialist's website and online classroom is an assortment of services.

- Ideas for individual and group work.
- Academic competitions in various content areas.
- Facilitation of schedule selection for Enrichment, Virtual, Accelerated, AP and College courses and clubs and activities.
- Consultation with administration, guidance, and classroom teachers regarding extension and curriculum modification with Independent Study and Personal Learning Plans as needed.
- Interest-based mentorships and extended learning.



# Extended Learning Opportunities

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A program that involves all learners and that is primarily organized through advising for planning and providing support for Learners to engage in multiple pathways. These extended learning opportunities will be focused around the interest level and talent of the individual Learner. By participating in a pathway, Learners will be better prepared academically for college or will acquire the skills and experiences needed to compete for quality employment in a 21st century workforce. Pathways include but are not limited to concurrent enrollment, certification, and apprenticeship.

The program engages students in their area of interest through areas such as:

- Dual Enrollment
- Concurrent Enrollment
- School-to-Work
- Edgenuity
- Individualized Learning Plans
- Independent Study
- Service Learning Project
- Internships/Job Shadowing

**Allison Ellis**  
**Dean of Academics**  
[allisonellis@rsu57.org](mailto:allisonellis@rsu57.org)

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## **Extended Learning Opportunities Courses**

### **Career Exploration I**

#### **.50 credit**

After completing career interest exams students will research and explore three different career fields and complete job shadows within those career fields throughout the semester.

- Career Research
- Resume Writing
- Cover Letter Writing
- Job Shadow
- Exit Interview

### **Career Exploration II**

#### **.50 credit**

After completing Career Exploration I, students will choose one career area to focus on and complete research on. This courses will include more job shadow opportunities in the chosen career field.

- Career Research
- Job Shadowing
- Exit Interview

### **Introduction to Business**

#### **.50 credit**

Students will be introduced to the fundamentals and theories of business and create a business plan throughout the semester.

### **Service Learning Credit**

#### **.50 credit**

Students will work with the ELO Coordinator to develop a learning plan throughout the semester to research and conduct a service learning project within the community. Projects will be created using the UN Sustainable Development Goals.

### **Independent Research**

#### **.50 credit**

Students will work with the ELO Coordinator to develop a learning plan throughout the semester to conduct their own research on a subject of their choice. Students will be prepared to present their research at the end of the semester.

### **Research Your Life**

#### **.50 Credit**

Develop the soft skills necessary to excel in the 21st Century. This course is recommended for freshmen. Students will meet the course requirements through a wide range of units such as:

- Career Clusters
- Branding
- Public Speaking/Communication
- Human Relations
- Maine Labor Laws
- Attend and Report out on Career Fair
- Exploring Local Businesses

## **Extended Learning Opportunities Courses**

### **Internship Program**

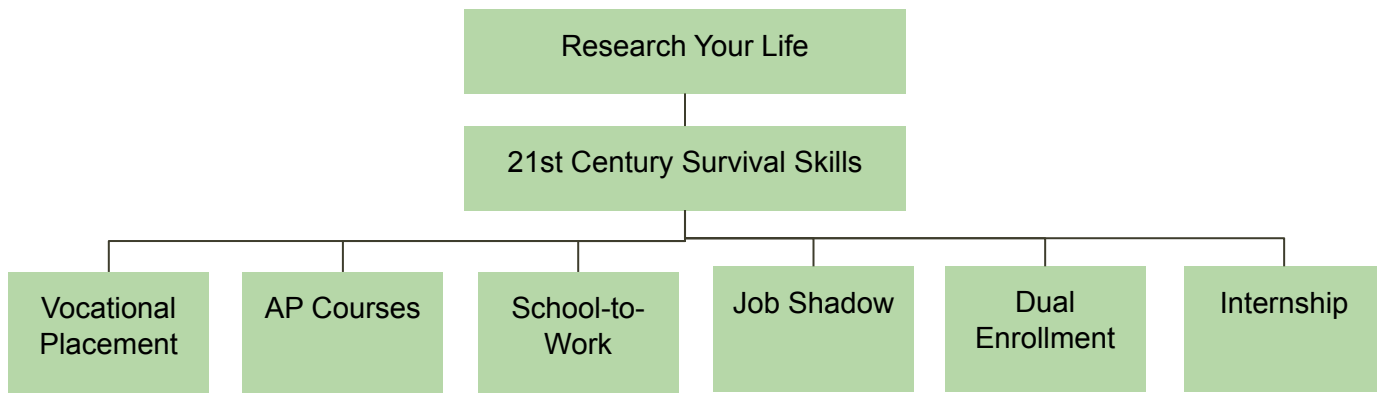
Starting in the 2019-2020 School year, MHS will have its own internship program where students can job shadow or intern and earn credit for it! Please see the Extended Learning Opportunities Coordinator for details and to make an appointment. This program is designed for students to learn about their future careers and includes research and reflection as well as on-site experience. A culminating presentation at the end of the semester is required. An application process is required. Also, a culminating presentation at the end of the semester is required. Book an appointment with Mrs. Ellis through the guidance office for more information!

***Prerequisite or students can be concurrently enrolled: 21st Century Survival Skills***

### **School-to-Work Program**

Formerly called Occupational and Career Exploration, students are able to earn credit through work experience. In addition to the career curriculum, students can be employed and work 15 hours during the school day per week as well as 24 hours after school each week. A student work-agreement must be created with the ELO Coordinator who will submit the paperwork to be recognized by the Maine Bureau of Labor Standards. This course is worth 1.0 credits per semester because half the credit is rewarded for working and the other half of credit is awarded through an online curriculum. Please see the ELO Coordinator for more information.

## **Career Education Pathway**



## **Dual Enrollment and Concurrent Enrollment**

The following learning opportunities must first be reviewed with the Extended Learning Opportunities Coordinator before being selected. Participation in any of these options must have principal approval.

### **Concurrent/Dual Enrollment:**

Sophomores, Juniors and Seniors may, with the approval of the principal, ELO Coordinator, and guidance counselor, enroll in college courses at local college campuses for academic credit. A grant from the state legislature covers part of the student's tuition. Massabesic will cover the tuition of TWO courses per semester and the course fees. Students are responsible for transportation, course supplies, and textbooks. Many times these courses will take the place of high school requirements while earning students' college credit! **Hundreds of students have taken courses through this program over the last five years saving themselves thousands of dollars in course fees!** You should take advantage of this program. Please see the ELO Coordinator for details and applications.

### **AP4ALL:**

Students are able to take an AP-level course online through the University of Maine at Fort Kent. This is an option for students who cannot fit all of their AP classes in their schedule or for those who wish to take the course independently.

### **Partnership Colleges Include:**

- Southern Maine Community College
- University of Maine System
- York County Community College

## **Individualized LEARNING PLANS (ILPs)**

An opportunity for students to create a course curriculum plan developed for and/or by a student in conjunction with the ELO Coordinator. Students may use a ILP to demonstrate their learning for a particular set of standards away from the classroom setting at MHS. ILPs are designed to support individual students in finding alternative ways, based on their needs and interests, in showing proficiency on district and course standards.

When planned and organized correctly, ILPs support student learning in an alternative fashion. Progress within a ILP is guided by assessment parameters as determined through district created rubrics. ILPs allow students to demonstrate proficiency within an MHS course or a potential course not offered at MHS. They serve as a map that guides each student by meeting course expectations through focusing on a student's learning style. All ILP ideas must be discussed with a student's guidance counselor and approved by MHS Administration in advance of their being started.

Students will be required to complete an exit interview with involved faculty to complete course and earn their credit.

### **Physical Education Personal Learning Plan** **.50 credit**

Through participation in athletics and/or dance or other activities, students can earn .50 Physical Education credit for Competitive Cooperative Sports. Students must complete an application prior to the start of their sport's season in order to participate in the program.

## **Independent and Student Volunteer**

**Independent Study:** To provide an opportunity for student enrichment in subject areas not offered in our school's curriculum. It may also be used to provide an alternative learning opportunity for students in completing a student's schedule for fulfilling graduation requirements such as independent study program courses at the College Preparatory, Accelerated and/or advanced study levels. Independent Study may be used towards a student's GPA based on the curriculum and standards to be met and as approved by the ELO Coordinator and Principal.

In order to sign up for an independent study, students need to first get the Independent Study form from guidance. They then need to ask permission and have their form signed by the teacher of record. Students then work with the ELO coordinator to write out their independent study. Students must also have parent/guardian approval.

**Student Volunteer During the Day:** This opportunity is for students who wish to volunteer their time by helping a teacher during the school day. **This opportunity can be used for volunteer hours only.** This needs parents/guardian signature as well as the teacher's approval.

**Important NCAA Eligibility information for Independent Study courses: Students seeking to compete at the NCAA Division I or Division II level college or university must have any Independent Study course approved and certified by the NCAA. Students must see their counselor and check with the Activities Director and notify them of their intent to compete at this level prior to scheduling any Independent Study course.**

Students interested in applying for either an Independent Study or Student Volunteer MUST discuss this program with the ELO Coordinator. **APPLICATIONS ARE AVAILABLE IN THE GUIDANCE OFFICE. NO APPLICATIONS WILL BE APPROVED AFTER THE SECOND WEEK OF THE SEMESTER. ONLY 1.5 CREDITS (GRADUATION UNIT) CAN BE EARNED PER YEAR AND CAN BE APPLIED TOWARD GRADUATION THROUGH THIS PROGRAM.**





Edgenuity offers an engaging, content-rich K–12 curriculum that can be customized to meet the unique needs of students. Standards-aligned courses are taught by highly qualified, state-certified virtual instructors who focus on providing the personalized attention students need to excel.

Students have access to a support system that guides, motivates, and communicates with them. The school will provide an On-Site Proctor (mentor) can provide reteaching, enrichment, and accommodations from an IEP or 504 plan, or opportunities for projects and other hands-on learning. Edgenuity Success Coaches collaborate with on-site proctors, virtual teachers, and district staff to devise engagement plans, offer support to staff, and provide strategies for student success and academic achievement.

Accreditation Recognition:

<https://www.edgevirtualacademy.com/about-us/accreditation/>

<https://www.edgenuity.com/about-edgenuity/accreditation/>

## Edgenuity Enrichment Course Options

- **Communications and Speech:** Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.
- **Integrated Mathematics I:** The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane.
- **Integrated Mathematics II:** This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.
- **Integrated Mathematics III:** This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties



**Environmental Science:** Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester

- **Modern World History:** This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Edgenuity Course Catalog PAGE 14 Social Studies Courses Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.
- **Human Geography:** Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.
- **Introduction to Art:** Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, Intro to Art provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

- **Personal Finance:** This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.
- **Strategies for Academic Success:** Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

# SPECIAL EDUCATION SERVICES

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**Instructional Staff**

Elizabeth Cote  
Sean Falasca  
Elissa Covello  
Erin O’Brien  
Aimee Phelps  
Jessica Creedon  
Katherine Fournier  
Karen Miller

### **Executive Functioning Skills**

*Executive Functioning Skills* is a Special Education/504 service that uses direct and differentiated instruction to help students achieve goals outlined in their IEP/504. Executive Functioning Skills Teachers use current mainstream class materials and assignments to help students achieve success in their classes as well as make progress and growth with their individual goals. Depending upon individual needs, instruction may focus on strategies for initiating and prioritizing work, re-teaching specific concepts, fostering study and test taking techniques, improving organization, developing self-advocacy, preparing for post-secondary transition and/or other goals contained within their individual education plan.

***Prerequisites: IEP/504 Team Determination***

### **The Work Experience Program (WEP)**

The Work Experience Program (WEP), is a semester long, two block class that focuses on students learning soft job/vocational skills within our community businesses. WEP has a partnership with several area businesses that allow our students to volunteer their time and receive a grade/credit based on their individual goals established by their Case Manager and WEP Director. Students are referred to the class by their Case Manager and an IEP meeting is set up to ensure that WEP is the right fit for each student. The purpose of this class is to have every student acknowledge job opportunities for them within their community and gain confidence in their job seeking skills and the ability to perform tasks within each position.

In conjunction with WEP, students are also enrolled in Employment Preparation Class. This class focuses on having students identify their learning style, skills and qualities as well as focusing on maintaining a budget, job applications, cover letters, resumes and professional interviews. The purpose of this class is to have every student leave the class with their own professional portfolio that will assist them in their job seeking endeavors.

***Prerequisites: IEP/504 Team Determination***

### **Applied ELA**

This English Language Arts course introduces and practices the Common Core Standards and Maine Learning Targets with a goal towards proficiency. Units of study will include application of: Reading and comprehension; Essay development; Story content and character development; as well as other topics based on individual needs.

***Prerequisite: IEP Team Determination***

### **Personal Economics**

During this course, students will learn about how people make decisions based off their wants and needs. Also, students will learn about how credit impacts our lives. Other topics being covered include spending and saving, understanding borrowers rights during the credit process, different ways of investing and managing money, and also employee benefits and compensation. Student will be participating in an incentivized classroom economy system where they can earn classroom dollars for fulfilling classroom assigned jobs and meeting behavior expectations.

***Prerequisite: IEP Team Determination***

### **Applied Science 1**

This course will take a more in-depth look into waves, meteorology, energy, geology and astronomy. The course will focus on hands-on learning and making connections to everyday life. In addition, students will be expected to demonstrate knowledge through various projects and presentations.

**Prerequisite:** *IEP Team Determination*

### **Social Skills**

Students will learn the interpersonal communication skills needed to make an appropriate impression in their personal and professional lives. These skills are essential to making a lasting impact on peers, adults and professionals as they move toward higher education and careers. Class objectives include, but are not limited to, using and interpreting nonverbal communication, self-advocacy, perspective taking, emotional regulation and safety awareness including internet safety skills and harassment. Guiding principles will also be addressed.

**Prerequisite:** *IEP Team Determination*



## **MHS Mentor Program**

### **MHS Mentor Program**

#### ***.50 credit or 15 hours of service learning hours earned / Grades 11, 12***

The MHS Mentor Program is designed for juniors and seniors who have a strong desire to be a role model for younger students in grades K-8. While not required, it is especially beneficial to high school students who are considering teaching as a profession.

Selected students will shadow and assist a teacher in a classroom within the RSU57 school district. Interested students will be required to fill out an application provided by the guidance office. Students must be in a good academic standing to participate in this program. Students will be selected by a group of counselors and administrators. Depending on teacher participation spots for this program are limited.

MHS Mentors serve as Ambassadors to Massabesic High School bringing modeled classroom behavior, self and school pride. The program leads itself to having a positive impact on a variety of levels and provides learning experiences for all involved. Classroom teachers, mentors, and students build relationships that can literally span decades.

The MHS Mentor program generates a unique opportunity to blend leadership, career exploration, and volunteerism. Students who participate in this program will be graded Pass/Fail.

## **CREDIT RECOVERY OPTIONS**

### **1. EDGENUITY CREDIT RECOVERY LAB**

The Edgenuity Credit Recovery Program is a computer based learning program designed to assist students in regaining credits lost in their prior coursework. Students may be able to access this opportunity to catch up on credits so as to graduate with their class. Students may work on this computerized program to attain the skills necessary to successfully meet our MHS standards in a wide variety of classes

### **2. APPROVED SUMMER SCHOOL PROGRAM**

Students may receive academic credit from an approved summer school program, providing it is a subject in which he/she had been enrolled in during a prior academic year, but not earned credit at Massabesic High School.

All summer school programs for credit must be approved in advance by the principal.

### **3. APPROVED ADULT EVENING SCHOOL PROGRAM**

A senior may enroll in an approved adult evening school program with prior approval of their day school guidance counselor, the principal, and Director of Adult Education.

A **maximum of 2 credits (see guidance for credit information)** can be counted toward graduation by these methods. Enrollment of day school students in adult education enrichment courses is contingent upon instructor approval and space availability.

# Sanford Regional Technical Center

The Sanford Regional Technical Center provides career and technical education opportunities to students from eight area high schools in York County as they prepare for their lives after graduation. Whether a student's plans call for direct employment, post secondary schooling or enlistment in the armed services, their participation in a technical program can be helpful:

- Employment bound students have the opportunity to acquire entry level skills, to work as part of a team, and to learn skills necessary to find, keep and advance within a job.
- Post-secondary bound students find it to their advantage to take a technical program. It gives them an opportunity to explore, experience and determine a career direction before pursuing advanced schooling. Completion of some programs leads to advanced placement standing at certain community colleges.
- If military service is in a young person's future, the technical center can help with reference materials and provide opportunities to meet with visiting service representatives.

With the variety of opportunities and advantages available to students at the Sanford Regional Technical Center, it makes good sense to get involved.

Applications for SRTC are available beginning February 1, 2021 online at <https://www.sanford.org/o/sanford-regional-technical-center>; Application deadline is March 5, 2021.

More information regarding our center can be found on our website <https://www.sanford.org/o/sanford-regional-technical-center>

## Schedule

The center operates two sessions daily from approximately 8:00 a.m. to 10:05 a.m. (AM Session) and 11:05 a.m. to 1:15 p.m. (PM Session). We are on an every day, year-long schedule; however, there are times when special scheduling arrangements can be made. Ask your school counselor for details.

### **Academy of Business I [AM Session]**

**(4 Credits)**

***Prerequisite for Dual Enrollment: Junior/Senior Status***

### **Academy of Business II [PM Session]**

**(4 Credits)**

***Prerequisite of Academy of Business II: Successful completion of year I, Senior Status and instructor recommendation.***

The mission of SRTC's Academy of Business is to create a community of lifelong learners who aspire to pursue a post-secondary education in business or attain some of the entry-level skills needed to successfully gain employment in the workforce after high school. It is our goal to prepare all students for these ventures by providing them with a challenging curriculum that connects their lives and future to opportunities beyond high school. Students will have the opportunity to be better prepared to achieve academic excellence and make positive contributions by being productive members in an ever-changing workplace. If you decide business is not your career choice after high school, the skills you attain within the program can be transferred to any field you chose to pursue. Students who are accepted into the Academy of Business' two-year program will be dually-enrolled with Thomas College. Upon successful completion of the program, students not only earn 8 high school credits; they will also earn **12 college credits for FREE**. This means they leave high school with almost a full semester of college completed and save up to \$12,000. Now that is good business!



### **Automotive Collision Repair I [AM Session]**

**(4 Credits)**

### **Automotive Collision Repair I [PM Session]-Seniors only**

**(4 Credits)**

***For the 2018-2019 school year only, seniors will be allowed to participate in the PM session of the program to cover the Automotive Collision Repair I curriculum. In most cases, spaces will not be available in the 2019-2020 school year to allow these students to complete the second year of the program.***

This two-year program will train students to work in the collision repair industry and prepare them to pursue post-secondary education or entry-level positions in the field. Working in a modern collision shop environment, students will be expected to learn skills in welding, paint preparation, dent repair, detailing, and the safe use of tools and equipment specific to the collision repair industry. Assessing vehicle damage and writing repair estimates will be a major component of the course. The program is based on the standards for collision put forth by the Automotive Service Excellence organization in collaboration with the National Automotive Technical Education Foundation (NATEF) and student certification will be contingent upon successful completion of the National Automotive Student Skills Standard Assessment at the end of the program. I-Car certification will also be offered to students in the program. Students and parents will be required to complete a safety questionnaire prior to starting the program and may be required to obtain respiratory clearance from a physician.

### **Automotive Technology I [AM Session]**

**(4 Credits)**

### **Automotive Technology II [PM Session]**

**(4 Credits)**

***Prerequisite: Successful completion of Automotive Technology I and instructor recommendation.***

Automotive Technology is a two-year program designed to prepare students for the repair industry and post-secondary education. Students will train according to the “NATEF” (National Automotive Technical Education Foundation) standards in both the classroom and lab. They will also prepare for the State of Maine Motor Vehicle Inspection License. This program covers eight areas: Engine Repair, Electrical Systems, Brakes, Automatic Transmissions and Transaxles, Engine Performance, Heating and Air Conditioning, Steering and Suspension, and Manual Drive Train and Axles. Students will use online repair manuals, follow step-by-step diagnostics and repair procedures, and write repair orders. Customer service, communication, professionalism and time management will be taught in an effort to prepare students for a career in the automotive industry.

### **Building Trades I [AM Session]**

**(4 Credits)**

### **Building Trades II [PM Session]**

**(4 Credits)**

***Prerequisite: Successful completion of Building Trades I and instructor recommendation.***

The first year of this two-year program focuses on developing a working knowledge of the building process as it relates to residential construction. Students begin the year covering hand and power tool use and safety as well as job site safety. They will then move into the building process and start the construction of ranch style home. The house project will cover all aspects of the building process from frame to finish. Other topics that will be covered include: building materials, fasteners, blueprint reading, building codes, concrete foundations and thermal insulation.

Students returning for the second year of the program will develop the skills essential to the cabinetmaking and furniture making industries. Safety practices, tool and equipment utilization, identification of building materials, fasteners, hardware, basic math and blueprint reading will all be addressed. The mastering of these skills and competencies will culminate in the construction of tool boxes, cabinets and furniture.



**Computer Network Systems I [AM Session]****(4 Credits)****Computer Network Systems II [PM Session]****(4 Credits)**

***Prerequisite: Successful completion of Computer & Network Systems I and or Instructor recommendation. A student may enroll in the second year Network Systems class without taking the first-year course if they have instructor permission.***

The Computer & Network Systems Program is designed to prepare students for the entry level industry certifications including the CompTIA A+ Hardware and Network + exams. Additional community service projects will provide real life experiences enabling students to gain valuable customer service skills.

Year 1 students will participate in hands-on projects that involve the installation of RAM, hard drives, motherboards as well other peripheral devices. In addition to the hardware projects, students are introduced to programming. This class provides the foundation necessary to install hardware, operating systems, configure services and troubleshoot basic network issues.

Year II students will concentrate on networking with hands-on projects with Cisco routers and switches. Programming skills are also sharpened with both Python and BASH languages. Students who excel in the program and show exceptional dedication may enroll in a dual program with Southern Maine Community College or qualify for an articulation agreement with York Community College. System Administration concepts are taught on Microsoft, LINUX and MAC devices. Additional topics covered include sub-netting, firewalls, TCP/IP, configuring DNS, routing protocols, VLANs, network analysis and securing the network.

**Cosmetology I [AM Session]****(4 Credits)****Cosmetology II [PM Session]****(4 Credits)**

***Prerequisite: Successful completion of Cosmetology I and instructor recommendation.***

This two-year program allows students interested in the field of Cosmetology to begin their training by earning approximately 600 hours of the 1500 hours required for a Maine or New Hampshire Cosmetology license over the two years. These hours will transfer to post-secondary Cosmetology schools in the area and enable students to begin their studies with a portion of the program hours completed. Beginning with basic theory and advancing to practical skills, students will explore hair sculpting, color and perm design, as well as basic nail and skin applications. Students will practice their craft in a live salon environment where they will be responsible for day to day business operations and inventory control system.

**Culinary Arts I [AM Session]****(4 Credits)****Culinary Arts II [PM Session]****(4 Credits)*****Prerequisite: Successful completion of Culinary Arts I and instructor recommendation.***

The Culinary Arts program is designed to provide students with the knowledge and skills required to secure employment in the foodservice and hospitality industry. The student must show academic potential as well as commitment to the food service industry. The first-year curriculum teaches students in the basic skills and knowledge associated with culinary arts and the food service industry. Among the areas covered are: introduction to baking; meats/poultry; seafood; table service; cost control; knife skills; soups/sauces; salads and pastry; vegetable/starch cookery; breakfast cookery; safety and sanitation; menu planning; and restaurant operations. The second year curriculum will enable students to gain advanced level knowledge and skill pertaining to food preparation and production as well as food service management. Students will be required to assemble a portfolio of their knowledge and success in and out of class. Among the areas covered in the second year are: career orientation/opportunities; entrepreneurship; regulations and laws; menu design; garde manager; advanced pastry; advanced seafood; hors d'oeuvres/canapés; nutrition; charcuterie; American regional and international cuisine; advanced table service; and culinary competition. To be successful in this program students must be highly motivated and effective team players.

**Digital Design I [AM Session]****(4 Credits)****Digital Design II [PM Session]****(4 Credits)*****Prerequisite: Successful completion of Digital Design I and instructor recommendation.***

Earn College Credit as you explore the world of digital Art by enrolling in the Digital Design course at SRTC. Learn key concepts such as the “Creative Process”, “Color Theory”, “Principles of Design”, “Elements of Design”; and “Typography Design” by completing a variety of projects using the Adobe Creative Suite Programs. In year one students will begin with Adobe Photoshop course (MUL110) earning 3 credits that are affiliated with York County Community College. Finish the year with animating sprites, 2D game making, and a portfolio website. Hands on production with screen printing, vinyl graphics, image transfer and poster printing will enhance and expand your portfolio.

Year two students begin with a course in Adobe Illustrator (MUL122, 3 credits); to learn vector graphics, logo development, vector illustration, and techniques in vector art production. Develop customer service skills through hands on production for non-profit organizations who employ our talents. Explore 3D modeling with Sculptris or Blender, create animations using Adobe Animate, build 2D games with GameMaker and Unity. Students who apply to this program should be proficient in critical thinking skills, computer software navigation, independent learner, able to take criticism, problem solver, be passionate, employ good communication skills both verbally and written.

Opportunities to compete at the State Skills USA; events such as: Advertising Design, Tee Shirt Design, Photography, and more.

## **Early Childhood Education I [AM Session]**

**(4 Credits)**

## **Early Childhood Education II [PM Session]**

**(4 Credits)**

***Prerequisite: Successful completion of Early Childhood Occupations I and instructor recommendation.***

Early Childhood Occupations & Education I -

Level I is an introductory course for both young men and women who are interested in the field of teaching with a focus on young children from birth to age eight. Students will be chosen to participate in the program through an application and interview process during their sophomore year of high school. During the first year of the program, topics of study include learning theory, observation and assessment, classroom management, growth and development, as well as health, safety, and nutrition. Students will have the opportunity to practice their newly acquired skills working with professionals in our on-site Pre-K program to implement theory into practice. Students will be expected to plan and implement developmentally appropriate activity plans with the Pre-K children.

Early Childhood Occupations & Education II -

In level II of the Early Childhood Occupations & Education program, students will explore ethics and professionalism in the field of teaching. They will focus their learning on curriculum and learning environments. Students will have the opportunity to practice their skills in an internship with highly qualified early childhood professionals in our community and surrounding school districts. Students attend internships three days per week for a minimum of two hours per day and attend class two days per week. Upon successful completion of the two-year program, students are eligible to receive the Maine certification qualifying them as a Certified Early Childhood Aide (CECA).

Eligibility requirements for the CECA credential:

- 180 instructional hours
- 180 internship hours
- completion of Professional Portfolio
- completion of NOCTI Exam with 80 or higher

After completion of the two year ECE program, students are eligible to receive three college credits from York County Community College (YCCC). These credits will be used for ECE 101 through the prior learning program. To receive credit for prior learning, the incoming student must create a prior learning portfolio that documents 85% of the course objectives have been met.

**Electrical Wiring, I [AM Session]****(4 Credits)****Electrical Wiring II [PM Session]****(4 Credits)**

***Prerequisite: Successful completion of Electrical Wiring I, apply and hold State of Maine helper's license, and instructor recommendation.***

The Electrical Wiring I program is designed to provide students with entry-level electrical skills. Students learn various wiring methods of residential buildings. Electrical Wiring I students begin with electrical safety and tools of the trade. They use mock-ups to perform the typical wiring of today's modern home. All wiring techniques learned by the students will meet or exceed National Electrical Code standards. Electrical Wiring II students will extend their learning experiences to more complex projects that included EMT (electrical metal tubing) bending, wiring a complete 100-amp service, and wiring homes that the center builds or other non-profit projects throughout the community. Students will learn how to read and work from blueprints. Graduates of this program with an 80 average or better will receive 576 hours credited toward their journeyman license.

**Emergency Medical Services [AM Session]****(4 Credits)****Emergency Medical Services [PM Session]****(4 Credits)**

***The EMT and Firefighting programs are separate one-year programs, although students may opt to take both programs over a two-year period, depending on their schedule and performance in the first year.***

***Due to licensing restrictions, students must be 16 prior to the first day of class.***

The Emergency Medical Technology (EMT) Program provides students with knowledge and skills necessary to respond to emergency calls provide efficient and immediate care to critically ill or injured persons and transport patients to a medical facility. The EMT training program is a one-year course that includes classroom and hands-on education. Students receive instruction in anatomy, physiology, patient assessment, and emergency care. Extensive reading, written work and ambulance ride time is required.

Upon completion of the course the student will be eligible to take the National Registry EMT written exam. Successful completion of that exam will make the student eligible to obtain certification as a Maine EMT-B. College credits are available through SMCC.

**Engineering Applications with Robotics I [AM Session]****(4 Credits)****Engineering Applications with Robotics II [PM Session]****(4 Credits)**

***Prerequisite: Successful completion of Engineering Applications with Robotics I and instructor recommendation.***

In Engineering Applications with Robotics first year students will use the VEX robotics platform to apply design principles in developing products and systems. They will gain an understanding of the nature of engineering, problem solving, and the design process. Basic electricity and programming skills will also be introduced. Additionally, first year students will participate in design challenges and work with our year two students on our FIRST Robotics team. Second year students will take the lead of our FIRST Robotics team and build a complete working robot to meet a new challenge in six short weeks. This year we are registered to compete in two district competitions that will take students' system design and programming skills to higher levels. Second year students will also learn more advanced engineering content including thermodynamics, structures, structural analysis and other engineering content that will serve them well as they prepare to graduate. The course is designed to support students wanting to attend university level engineering programs, technical programs, military and direct industry employment. Mathematics skills will be developed and utilized in the program.

## **Engineering/Architectural Design I [AM Sessions]**

**(4 Credits)**

## **Engineering/Architectural Design II [PM Session]**

**(4 Credits)**

***Prerequisite: Successful completion of Engineering/Architectural Design I and instructor recommendation.***

Join the rapidly changing field in 3D Computer Design called Solid Modeling. Soon you will be designing using holographic images and Virtual Reality. 3D Printing, called additive manufacturing, will revolutionize the way we live. This new technology is already building entire houses, cars, aircraft and rocket engines, prosthetic limbs, and actual working human organs. All Engineering, Architectural and medical colleges are using various 3D printers. Our program is individualized to meet your goals.

We use powerful computers with Dual monitors, two engineering 3D printers and a brand new Helix 3D Laser. During the second year you will progress to advanced 3D design and simulation using SolidWorks Professional, Revit Architectural and CorelDRAW. Your designs are 3D printed or lasers cut and engraved and are yours to keep. You will leave with an impressive design portfolio.

Earn **12** college credits during class and become industry certified in 3D SolidWorks Engineering Design. Also become industry certified in additive manufacturing, (3D printing). You can also join a new college certificate program if you wish. For a small fee you will earn 18 college credits and a college certificate in Mechanical Design. This is a tremendous opportunity

The student is prepared for immediate job entry or will gain a huge head start for college  
Consider this fascinating and exploding career field with a very rewarding future!

## **Fire Science [AM Session]**

**(4 Credits)**

## **Fire Science [PM Session]**

**(4 Credits)**

***Due to safety restrictions, priority for program acceptance will be given to best qualified candidates who will be age 16 by the start of the school year.***

***The EMT and Firefighting programs are separate one-year programs, although students may opt to take both programs over a two-year period, depending on their schedule.***

This one-year program is for students interested in being trained to the National Fire Protection Association's 1001 standards for professional qualifications of fire fighters. This training is required by area fire departments before entering structure fires or attacking car fires. Classes are taught by state certified fire instructors with standard materials used throughout the state. There will be a combination of classroom, fitness training, and hands-on experience using fire fighting tools and equipment. Extensive reading and written work is also required.

This class requires that students achieve and maintain a level of physical fitness to enable the individual to be able to chop, lift, drag, and climb. Students will be expected to work as a team while setting up ladders; climbing ladders to over 30 feet; chopping holes in roofs and dragging fire hose, all while wearing Personal Protective Clothing and an SCBA air pack. Basic Wildland Firefighting Certification can also be attained during this program.

Successful completion of the course will allow the student to take the Firefighter I & II End Tests. Students that pass these tests will receive their State Certifications. State certifications will give them up to 6 college credits at SMCC.

This program also has a concurrent enrollment with Southern Maine Community College for 3 credits in their Fire 105 program.

**Health Occupations [AM Session]****(4 Credits)****Health Occupations [PM Session]****(4 Credits)**

***Prerequisite: Students must be 16 years old by the start of the school year and will have a State Bureau of Identification (SBI) background check done early in the school year.***

This is a one-year program for students considering a career in healthcare. The curriculum follows Maine's Certified Nurse Assistant (CNA) standards (which can be found at [www.maine.gov/doe/cte](http://www.maine.gov/doe/cte)); students who complete all requirements are eligible to take the CNA competency exam in May. This certification provides abundant opportunities for immediate full-time employment or part-time work while completing high school or attending college. The program includes classroom instruction, clinical work-based learning experiences in a local healthcare facility, and job observations in the community to explore a range of health science careers. In addition to CNA care skills, students will explore themes of ethics, empathy, integrity, collaboration, and managing workplace relations and responsibilities. If you enjoy building relationships with new people and feel comfortable assisting with care for bodily functions (eating, bathing, toileting), consider this rewarding program!

**Landscaping and Horticulture I [AM Session]****(4 Credits)****Landscaping and Horticulture II [PM Session]****(4 Credits)**

***Prerequisite: Successful completion of Landscaping and Horticulture I and instructor recommendation.***

The goal of the Landscaping and Horticulture program is to prepare students to enter the Horticulture Industry and/or prepare them for further education and training in the field. The program focuses on topics such as: Greenhouse operation and Maintenance, Plant Identification, Ornamental Plants, Propagation, Orchard Management, Landscape Design and Construction, Integrated Pest Management, Organic Vegetable Production, Floral Design and Aquaculture. These topics (and more) are complimented by hands-on experiences where students are required to complete a variety of landscape projects, operate standard landscaping equipment, manage two school greenhouses, care for an 800-gallon aquaculture system, and maintain various landscapes. Graduates of the program are well prepared to enter the landscape and horticulture industry. They are qualified to work in a variety of settings, including: commercial greenhouses, landscaping companies, tree care companies, floral shops, private estates, golf courses, park and recreation departments, grounds maintenance, and in agriculture.

**Law Enforcement [AM Session]****(4 Credits)****Law Enforcement [PM Session]****(4 Credits)**

Law Enforcement is a one-year program that provides students with the opportunities to prepare for employment in occupations related to the law enforcement industry. Students receive similar instruction to students in the Maine Criminal Justice Academy and learn about Defensive Tactics, Drill & Ceremony, Criminal Investigations, Domestic Violence, Use of Force, Low-Risk & High Risk Vehicle Stops, Crash Investigations, OUI Investigations, Handcuffing, Report Writing, etc. Physical Fitness training is also an important component of the program. The Law Enforcement Program sets high standards and expectations with emphasis on: *Professionalism, Discipline, Respect, Ethics, Integrity and Teamwork.*

**Precision Manufacturing, I [AM Session]****(4 Credits)****Precision Manufacturing II [PM Session]****(4 Credits)*****Prerequisite: Successful completion of Precision Manufacturing I and instructor recommendation.***

This program is designed to train students for entry-level positions in manufacturing. The curriculum is based on the National Institute of Metalworking Standards (NIMS). The traditional metalworking practices are taught through rigorous metalworking projects and theory discussion. Safety, precision measurement, inspection, blueprint reading, lathes - milling - grinding - sawing machines, Computer Numerical Control (CNC) Mill and Lathe, Computer Aided Drawing (CAD) and Computer Aided Manufacturing (CAM) are covered. Students work toward industry recognized credentials in Precision Machining. All second year students will have the opportunity to take the Precision Manufacturing examination through the National Occupational Competency Testing Institute (NOCTI). This program also has a concurrent enrollment with York County Community College for 7 credits in their Precision Machining program.

**Video Production I [AM Session]****(4 Credits)****Video Production II [PM Session]****(4 Credits)*****Prerequisite: Successful completion of Video Production I and instructor recommendation.***

This program incorporates a hands-on approach to provide students with the ability to get a head start on a career in the media field. Students learn various media-related skills, including: cinematography, studio production, directing, producing, editing, scriptwriting, and storyboarding. Students will also learn how to identify and anticipate industry trends and learn the various laws and business practices that are unique to the field. Additionally, students will be actively involved with a variety of projects including public service announcements, instructional videos, commercials, music videos, short films and practice drills. These projects are designed to hone the skills learned to be successful in the field. Students also have the chance to work closely with WSSR-TV (located adjacent to the lab) and have their work broadcast through the station. At the end of their second year in the program students will be able to test for certification approved by the Maine Association of Broadcast Professionals. Second year students will also earn transferable credit through a concurrent enrollment agreement with Southern Maine Community College.

**Welding & Metal Fabrication I [AM Session]****(4 Credits)****Welding & Metal Fabrication II [PM Session]****(4 Credits)*****Prerequisite: Successful completion of Welding & Metal Fabrication I and instructor recommendation.***

This program is designed to prepare students to pursue employment in the welding and fabrication industry with a full set of basic skills and knowledge, well ahead of most entry-level job applicants with whom they will compete. Students will learn to weld sheet metal, plate, pipe, and tubing in all positions using the Stick-Arc, MIG, and TIG processes, on carbon, stainless steel, and aluminum. Students will learn to design, plan jobs, read drawings, lay out, draft patterns, fit, plasma and oxy-fuel cut, grind, shear, punch, drill, and bend for both class assignments and personal projects. The emphasis throughout the program is on the value of a strong work ethic and working in a safe, organized way. In the second year of the program students further develop their skills and knowledge through more advanced assignments including welding and project work suited to their expressed areas of interest (specialty). For some, this will include preparation and testing for professional AWS (American Welding Society) certification. Through strong outreach to the business community students seeking employment are assisted in their search by the instructor.

## **Plumbing**

Plumbing I [AM Session]

(4 Credits)

Plumbing [PM Session]

(4 Credits)

*Prerequisite: Successful completion of Plumbing I and instructor recommendation.*

This two-year program offers students a nationally-recognized educational training curriculum that provides students a pathway to become a licensed plumber. The students will learn installation, repair, and maintenance of plumbing equipment. This program gets students started on the path to the State of Maine Journeyman's License Exam and OSHA 10 certification. The curriculum consists of the National Center for Construction Education and Research (NCCER) Core and Plumbing Level 1 and International Association of Plumbers and Mechanical Officials (IAPMO) Uniform Plumbing Code. Graduates have basic entry-level skills to enter the workforce or continue their education in Plumbing & Heating at a technical college.

For the initial year of this program, seniors will be admitted to the PM session to experience one year of the program only.

## **Career Exploratory [AM and PM Session]-One semester**

(2 Credits)

*Prerequisite: Referral from School Counselor or Administrator*

Introductory course designed for 10th grade students to explore the SRTC STEM (Science, Technology, Engineering and Math) Pathway. Students will experience components of the following existing SRTC programs: Building Trades, Electrical Wiring, Precision Manufacturing and Welding and Metal Fabrication, with attention paid to safety through specific safety training for the equipment utilized in the program. In addition, students may have the option to shadow in other SRTC programs of their choice. Student may be a good fit if they could benefit from a "learn by doing educational approach and are open to exploring all content areas included in this program, willing to participate in a CTE classroom and lab environment that includes utilizing tools/equipment and follow safety expectations, committed to engaging positively in the SRTC community (traveling to and from SRTC daily and following SRTC expectations) and willing to commit to attend SRTC regularly.



## **ENRICHMENT OPPORTUNITIES WHILE AT MHS**

There are several opportunities (partial list below) for students at Massabesic High School to learn away from our school. Interested and/or qualified students are encouraged to seek further information either from our Guidance Office or the providers shared below.

In many cases, applications, transcripts, letters of recommendation and essays may be required to gain admission or acceptance into one of these programs. Fees for participation in these programs are the student's responsibility.

**Academy Introduction Mission (AIM):** AIM is a five-day summer program open to students entering their Senior year of high school sponsored by the United States Coast Guard Academy in New London, CT. AIM is a recruiting program as well as a chance for students to build leadership skills and pursue their interest in attending the U.S. Coast Guard Academy. More information is available online. Typical deadline for applying is April 1st.

**Boys State/Girls State:** This is an opportunity for students to experience state government through active participation. The program is open to juniors who have demonstrated qualities of leadership, scholarship, honor and service in school and in their community. The program supplements high school courses in government.

Students are sponsored through local American Legion Posts. More information is available from your guidance counselor.

**Canadian/American Youth Exchange/Friendship Days:** Participants (who have completed grades 9 or 10) join together with students from Maine and Atlantic provinces to focus on cultural heritage, world peace and leadership through an exchange of ideas and experiences.



## Massabesic High School Course Withdrawal Form

This form is required for student's requesting to withdraw from a class after the add/drop period is over. After the first grading period has closed, dropped classes will be shown on the student's transcript as WP (withdraw passing) or WF (withdraw failing).

Student Name: \_\_\_\_\_ YOG: \_\_\_\_\_

Class Requesting to Drop: \_\_\_\_\_ Block: \_\_\_\_\_ Green White

Brief explanation of reasons for withdrawal request: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I understand that I will receive a WP or WF grade on my transcript if I withdraw from a class at this time.

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

Counselor Signature \_\_\_\_\_ Date: \_\_\_\_\_

Case Manager Signature (if applicable) \_\_\_\_\_

Date: \_\_\_\_\_

### TEACHER

Student's current grade in the class \_\_\_\_\_

I (circle one) **recommend** / **do not recommend** that the student withdraws from this class at this time.

Teacher Signature \_\_\_\_\_ Date: \_\_\_\_\_

**(Optional) Reasons for my decision to recommend or not recommend:**

\_\_\_\_\_

\_\_\_\_\_

### PARENT/GUARDIAN

I understand that my student will receive a WP or WF grade on their transcript if they withdraw from a class at this time. By signing below, I give permission for my student to withdraw from the class listed above.

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

### ADMINISTRATOR

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_