

Revised February 2020

# Continuing Your Journey!



## Massabesic High School

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

## Freshman Planning Handbook 2020/2021

### **A Resource for Eighth Graders, Parents and Guardians**

**Principal:** James A. Hand

**Assistant Principals:** Amanda Suttie, Scott Lavertu

**Activities Director:** Brendan Scully

**Guidance Staff:** Eric Ouellette, Director of Guidance  
Morgan Beaulieu, Guidance Counselor  
Deborah Curtis, Guidance Counselor  
Andrew French, Guidance Counselor  
Susan Mulcahy, Guidance Counselor

Dear Parents, Guardians and Eighth Grade Students,

We are pleased that you will be joining our community called Massabesic High School in the fall of 2020! We will do everything that we can to support your transition from Massabesic Middle School to Massabesic High School. The Freshmen Orientation Meeting will be our first introduction. Over the next year, we will provide you with information and support whenever needed. We know that the freshman year can be exciting, confusing and stressful. The guidance staff at MHS is an important resource for you.

We wish each and every family a successful and rewarding freshman year at Massabesic High School.

Sincerely,

MHS Guidance Staff

**Resources Available to Freshman Team Students, Parents & Guardians:**

<b>Guidance Counselors</b>	Eric Ouellette, Director	247-3141 x2260
	Morgan Beaulieu	247-3141 x2217
	Deborah Curtis	247-3141 x2225
	Andrew French	247-3141 x2263
	Susan Mulcahy	247-3141 x2248
<b>Guidance Staff</b>	Audree Roy, Secretary	247-3141 x2268
<b>ELO Coordinator</b>	Allison Ellis	247-3141 x2290
<b>High School Registrar</b>	Jayne Schreinemachers	247-3141 x2214
<b>MHS East Office</b>	Mary Porter, Secretary	247-3141 x2300
<b>School Nurse</b>	Nancy Sobanik	247-3141 x2215
<b>School Resource Dep.</b>	Deputy Jason Solomon	247-3141 x2208
<b>Main Office Staff</b>	Liane Renaud, Secretary	247-3141 x2210
	Tammy Dube, Secretary	247-3141 x2213
<b>Principal</b>	James A. Hand	247-3141 x2202
<b>Assistant Principals</b>	Amanda Suttie	247-3141 x2211
	Scott Lavertu	247-3141 x2280
<b>Activities Director</b>	Brendan Scully	247-3141 x2216

Alternate phone number for Massabesic High School ~ 499-7576

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# GRADUATION REQUIREMENTS

Typically, every course that students take at Massabesic High School is worth half (.5) a credit. Courses lasting two semesters are worth one credit. Students pass a course by earning a 2.5 and above.

In order to graduate from Massabesic High School, each student will earn credits by demonstrating their knowledge on their summative and interim assessments in their courses. Required credits/courses for a student's high school experience are as follows:

**English - 4 credits / 8 experiences**

**Math – 3 credits / 6 experiences**

**Science - 3 credits / 6 experiences**

**(Must have 1 credit / 2 exp lab science)**

**Social Studies - 3 credits / 6 experiences**

**(Must have US History, Government & Economics)**

**Visual and Performing Arts - 1 credit / 2 experiences**

**Wellness – 1.5 credits / 3 experiences**

**College & Career Ready – 4.5 credits / 9 experiences**

\*Student advisors may refer to Maine State Title 20-A: Part 3:  
Chapter 207-A : Subchapter 3 to satisfy high school diploma requirements.

**To be considered in good academic standing heading into a student's sophomore year, for example, a student must earn five credits (including a full credit in each of their core classes) during his/her freshmen year.** To be considered in good academic standing heading into the junior year, students should have earned ten credits (including two credits of English, Social Studies, Science and Math). To be considered in good academic standing heading into the senior year, students should have earned sixteen credits.

# 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.

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 21<sup>st</sup> 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
- Independent Study
- Service Learning Project
- Internships/Job Shadowing

ELO Coordinator: Allison Ellis / [allisonellis@rsu57.org](mailto:allisonellis@rsu57.org)

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

# SERVICE LEARNING AT MHS

Beginning with the Class of 2021, additional graduation requirements include:

Students need to complete 25 hours of Service Learning.

Massabesic High School requires that the graduation class of 2021 and beyond complete a minimum of 25 hours of non-paid service learning to be performed by students as part of their graduation requirements.

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 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/>

# COMMUNITY SERVICE HONORS PROGRAM

This voluntary program honors students who complete 100 or more hours of voluntary community service work at not-for-profit establishments and who turn in documentation for this work to the Community Service Volunteer Coordinator, Allison Ellis at Massabesic High School. We keep track of the total number of hours completed, and if a student completes 100 or more hours prior to June 1st of his/her graduation year, the student is given a community service honor chord to wear at graduation. Students who earn 300-499 hours will earn a pin or pendant and over 500-799 hours will receive a medallion in addition to the purple chord. Students who have earned over 800 hours will be given a service volunteer plaque and become a member of the "800+ Club." **It is the student's responsibility** to turn in time sheets of hours served in order to get credit for them. *If students want a specific accounting of more than just the total number of hours completed, they are encouraged to keep documentation for themselves of both the total number of hours and the specific activities performed.* There are many benefits to completing community service besides the obvious benefit of helping someone else. Colleges and scholarship organizations like to see community service hours completed. Sometimes job applications or resumes have a spot to list community service work, and there may be other opportunities that emerge from the completion of community service hours.

Documentation of hours can be on a form similar to the one that can be downloaded from the high school webpage, picked up in the Main Office or on the letterhead from the organization for which the community service work was performed. The student's name, the signature from the supervisor for whom the community service work was performed, a brief listing/description of the work performed, and the total number of hours completed are needed for documentation. ***Parents are not allowed to sign off on hours for their own children and hours must be turned in within four months of the date the community service was performed.***

# POST-SECONDARY PLANNING



**All students need to consider post secondary (after graduation) options when selecting their courses from the MHS Program of Study each year. Students should enroll in the most challenging coursework possible so as to enhance their learning and future opportunities for success. In general, students should take:**

- 4 years of English
- 3 years of math (4-year colleges and some 2-year colleges recommend more)
- 3 years of science
- 3 years of social studies

**Most four – year colleges/universities prefer 2 years of the same foreign language.**

It may be stated as a number of years of study or as a degree of proficiency. Some colleges prefer that students continue through the highest level attainable in their school. **Parents/Guardians and students are advised to research various university requirements.** The State of Maine is recommending that all students take a World Language. **We recommend all students study another language regardless of their post-secondary plans.**

## **Go beyond the minimum**

We encourage students to take courses beyond the minimum required to obtain their high school diploma. Selecting courses that lead to graduation is important, **but making sure to choose courses that will allow you to attain the knowledge, background, and skills necessary either to enter the world of work, join the military, or enroll in a technical, two-year, or four-year college is vital as well.** The key to ANY future planning is having options! It is important to consult with your guidance counselor and parents/guardians throughout the planning process in order to ensure that you keep a multitude of options open upon graduation.

## **FRESHMAN COMMON UNDERSTANDINGS**

**Mustang Time** – This is a 37-minute block that meets 4 days a week where students are assigned to an MHS Staff member. During this time, students are provided the opportunity for instructional interventions, as well as assistance with organizational, academic, and other school and student-related personal needs. Students are also able to earn enrichment credit during this time by working with a teacher on specified coursework. One goal of Mustang Time is to foster positive relationships between students and staff and to assure that every student at MHS has at least one adult in our buildings whom he/she can use as a support person. Also good for skill development for those entering the world of work.

**College Preparatory Classes** – Are those classes in the areas of English, Math, Science and Social Studies that assist a student in preparing for One, Two and Four-Year Colleges after high school.

**Practice (formerly referred to as homework)** – Practice is an extension of class time and learning through preparation, extra reinforcement and enrichment. All core courses will have regularly assigned practice. Teachers will construct practice assignments that guide and shape students' learning. Practice will be directly related to the successful demonstration of learning on summative assessments.

### **Accelerated Learning at MHS:**

Accelerated courses have been developed for students who choose to demonstrate proficiency of course Learning Standards at a faster and more in depth added pace.

### **Seminar**

A credit-bearing course during advisory that incorporates lessons for college and career readiness. Students will complete a lesson each week that will prepare them for post-high school opportunities such as college research and career research. With successful participation each year, students can earn .25 credits, which will end with a full credit.

**Individualized Learning Plan** – 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 PLP to demonstrate their learning for a particular set of standards away from the classroom setting at MHS. PLPs are designed to support individual students in finding alternative ways, based on their needs and interests, in showing proficiency on district and course standards. Students will be required to complete an exit interview with involved faculty to complete course and earn their credit.

### **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. EFS 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 Decision.**

**Intervention Class Opportunities** – A variety of opportunities are provided to students who have not yet shown proficiency in their required course and need more time. Students will be placed in an appropriate intervention based on their individual needs, including but not limited to after school support. In some cases some students may have to re-take the entire course.

### **Intervention Options:**

**Mustang Time** - This is a 37-minute block that meets 4 days a week where students are able to meet with their teachers for additional academic support.

**After school assistance** - Is a time after the busses leave when students can work with course teachers. Each teacher has at least one day where they are available for up to 50 minutes (Mon-Thurs) after the school day ends. **Late busses are available Monday-Thursday.**

**Credit Recovery School (CRS)** - Is a 10-day after-school program, occurring at the beginning of the new semester. Students are able to work with Core Teachers on incomplete assessments and/or alternative or project-based assignments so as to demonstrate proficiency in their course learning targets

from the previous semester. The original course teacher will recommend students for CRS.

**APEX Online Learning-** We use APEX Learning, as it is one of the leading providers of blended and virtual learning solutions in the nation. Its digital curriculum provides an active learning experience that engages students in rigorous coursework to prepare them for college and the world of work. APEX at MHS allows students to take courses not offered at MHS allowing students specific courses in careers they may be interested in after high school. If interested, students are encouraged to speak to their guidance counselor to find out what if APEX will work for them.

## MHS SEMESTER SCHEDULE

Block 1	7:30 – 8:20
Block 2	8:23 – 9:13
Block 3	9:16 – 10:06
Mustang Time (RtL/Seminar)	10:09 - 10:46
Block 4	10:49 - 12:04
Lunch	A: 10:49 – 11:14 / B: 11:39 – 12:04
Block 5	12:07 – 12:57
Block 6	1:00 – 1:50

Students have three minutes between blocks (class periods) to move to their next class and/or go to their locker. Mid-morning announcements will include important reminders; so listening to announcements will help students stay on track and be informed!

# 9<sup>th</sup> GRADE CORE CURRICULUM

## ENGLISH DEPARTMENT

### **Career Prep English I A & B (1 credit / 2 experiences)**

This course geared for students who plan on attending a two-year college program. An emphasis on nonfiction and informational texts. Students will learn technical writing skills.

#### Nonfiction & Informational Texts

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

#### Technical Writing Units

- Reviews
- Business Letters
- Resumes

### **English I Literature & Composition A & B (1 credit / 2 experiences)**

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

#### Various genres of literature:

Shakespeare, Popular Fiction, Classic Literature.

#### Writing Units:

Procon/conpro, Composition, Research, Gauntlet, Digital narratives, and multimedia projects.

### **Accelerated English I Literature & Composition A & B (1 credit / 2 experiences)**

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:

#### Various genres of literature (Not limited to)

- Shakespeare
- Steinbeck

#### Writing Units

- Persuasion
- Composition
- Research
- Digital Narratives
- Multimedia projects

## MATH DEPARTMENT

### Algebra 1 Part 1 A & B (1 credit / 2 experiences)

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

### Algebra 1 A & B (1 credit / 2 experiences)

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

### **Accelerated Algebra 1 A & B (1 credit / 2 experiences)**

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. 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 Algebra I. Students will meet the Math Common Core Practices through a wide range of units such as:

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

### **Geometry A & B (1 credit / 2 experiences)**

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 Geometry A & B (1 credit / 2 experiences)**

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 Algebra 2 A & B (1 credit / 2 experiences)**

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.***

## SCIENCE DEPARTMENT

### **Earth Space Science A & B (1 credit / 2 experiences)**

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

### **Accelerated Earth Space Science A & B (1 credit / 2 experiences)**

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 Python Data Science A & B (1 credit / 2 experiences)**

Accelerated Data Science A is an in-depth intro to object oriented programming focused on data analysis of trends in regards to Earth and Space Science. Accelerated Data Science B: Accelerated Data Science B is an introduction to data structure focused programming based on data analysis of trends in regards to Earth and Space Science:

- Students will be able to explain how electricity and magnetism allow for modern communication and computation
- Students will be able to explain computational models and data that show the influence of various forces in the shaping of the universe
- Student will be able to utilize object oriented programming to create equitable
- Students will be able to explain computational models and data that show influences of various forces affecting the earth's climate, tectonic movements, and energy resources

-Students will be able to explain computational models and data that show influences of various forces affecting the earth's climate, tectonic movements, and energy resources.

### **Accelerated Biology A & B (1 credit / 2 experiences)**

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, students that have participated in the summer science program, or a teacher recommendation.***

### **Accelerated Biology A & B (Animal Sports Science Option)** **(1 credit / 2 experiences)**

This class will cover all the required standards for Biology A & B by focusing on the study of animals science. This course is recommended for students who are interested in a future career in veterinary science, veterinary technician, animal husbandry, agriculture or have a strong personal interest. 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, students that have participated in the summer science program, or a Teacher Recommendation.***

## **SOCIAL STUDIES DEPARTMENT**

### **World Humanities A & 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:

- 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

### **World History A & B (1 credit / 2 experiences)**

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

### **Accelerated World History A & B (1 credit / 2 experiences)**

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

### **World Geography (.50 credit / 1 experience)**

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.

## **WELLNESS DEPARTMENT (Physical Education)**

### **Fitness and Lifetime Activities (.50 credit / 1 experience)**

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, pickle ball, volleyball
- Ultimate Frisbee, archery, fitness walking/hiking

### **\*Competitive Sports and Cooperative Games (.50 credit / 1 experience)**

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, and recreational activities.

\*Students can complete the Competitive Sports and Cooperative Games requirement using a PLP. Please see the Extended Learning Opportunities Coordinator for more information.

**WELLNESS DEPARTMENT**  
**(Health Education)**

**Health** **(.50 credit / 1 experience)**

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

**VISUAL / PERFORMING ARTS DEPARTMENT**

**ART COURES OPTIONS**

**2D Design** **(.50 credit / 1 experience)**

Units of Study:

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

**3D Design** **(.50 credit / 1 experience)**

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)

**Fiber Arts** **(.50 credit / 1 experience)**

Units of Study:

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

## MUSIC COURES OPTIONS

### **Chorus A & B (1 credit / 2 experiences)**

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 / 2 experiences)**

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 & II (.50 credit each / 1 experience)**

Units of Study: Performance practices, music literacy, guitar posture and technique, connect and respond.

### **Introduction to Musical Theater (.50 credit / 1 experience)**

Units of Study: Improvisation and acting, singing with expression, staging and character development, musical theatre history, connecting and responding.

### **Keyboard I & II (.50 credit each / 1 experience)**

Units of Study: Performance practices, music literacy and theory, keyboard posture and technique, connect and respond.

### **Music Theory I & II (.50 credit each / 1 experience)**

Units of Study: Rhythm, pitch literacy, scales, keys, intervals, chords, ear training, melody, chord progressions and basic harmony, musical forms, four part voice leading.

### **Percussion Ensemble A & B (.50 credit each / 1 experience)**

Units of Study: Functional Literacy, technique building, advanced literacy, self-assessment and reflection. *Prerequisite: participation in the MMS or MHS band.*

**Acting A (.50 credit / 1 experience)**

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 (.50 credit / 1 experience)**

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.

## **GIFTED AND TALENTED**

Includes check-in with the GT regarding services such as:

- Individual and group work
- Various academic competitions
- AP, Accelerated, Enrichment and College courses
- Classroom extension and curriculum modification with Individual Learning Plans (ILP's) as needed
- Interest-based mentorships

Offered through the Gifted and Talented office is the York County Regional Fine Arts (RFA) Program providing students the opportunity to work with a professional artist in the disciplines of Dance, Theater, Oil Painting, Vocal Music, Jazz Improv, and Creative Writing. A separate application, screening, and selection process is used and open to all Massabesic High School students.

## **Regional Fine Arts**

## **One time Fine Arts credit: .50**

This intensive program involves high ability performing art students from multiple York County high schools meeting at a local off campus location to work with professional artists. Over a six month period there are 10 sessions which meet on the same day of the week twice a month for the entire day. These advanced fine arts sessions provide challenging Visual and Performing Arts programming. Students must be able to juggle regular class work as well as the RFA Program work. **RFA fulfills part of the Fine Arts requirement.** RFA applications are available from the Gifted and Talented office by late September.

**Programs available: Dance, Theater, Oil Painting, Vocal Music, Jazz Improv and Creative Writing.**

## **NAVAL JUNIOR RESERVE OFFICER TRAINING PROGRAM**

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. The program provides you with tools and skills you can use to succeed in both high school, and the remainder of your life.

You will learn to:

**Appreciate the ethical values that underlie good citizenship.** Citizenship is taught through the study of history and government, by demonstrating your character and resolve to 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 are essential to the smooth operation of any organization. You will learn 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 NJROTC.

**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. NJROTC 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.

**Develop mental 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.

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**NJROTC 1A: Introduction the Navy Skills (.50 credit / 1 experience)**

Units of study include: Fundamentals of NJROTC Behavior Training, Introduction to the NJROTC Program, Naval Uniform Regulations, Navy Ranks and Rates, Military Customs and Ceremonies, Introduction to Drill, Steps and Marching, Squad Drill, Platoon Drill.

**NJROTC 1B: Citizenship and American Government (.50 credit / 1 experience)**

Units of study include: Fundamentals of NJROTC Behavior Training, Citizenship and Responsibility, Foundations of US Government, National Defense. **This course satisfies the Civics and Government requirement.**

## **TECHNOLOGY & CAREER EDUCATION**

**Exploring Technology in Action (1 credit / 2 experiences)**

In this year long class, students will 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.

***Prerequisite: Grade 9 and 10 only.***

### **Research your Life (.50 credit / 1 experience)**

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

## **WORLD LANGUAGES**

### **French I A & B (1 credit / 2 experiences)**

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 *etre*, la politesse
- The verb *avoir*, la famille
- La Cuisine de la Francophonie
- Aimer, French Africa
- Asking questions, Haiti, Martinique and Guadeloupe

***Prerequisites: French 1A must be completed before taking French 1B, each are worth a half credit/one experience.***

### **Spanish I A & B (1 credit / 2 experiences)**

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 half a credit/one experience.***

## **PROGRESS REPORTS & REPORT CARDS**

Two times each semester, every 5-6 weeks, Progress Reports will be available on Synergy’s ParentVue/StudentVue portal. At the end of each semester a Report Card will also be available in Synergy as well. It is hoped that by providing this information frequently, we will provide students with time to develop a plan to improve performance as needed. If you need assistance in gaining access to Synergy or would rather have reports mailed to you, please contact Audree Roy in the Guidance Department. **If a student finds him/herself in academic difficulty, please set up a meeting with the teacher and guidance counselor. Both will work closely with each student to give the assistance needed to succeed.**

## **GETTING INVOLVED**

We hope that you will also consider joining clubs, arts activities, and athletic organizations during your years at MHS. There are MANY opportunities to become involved within our high school community. All provide fun and valuable learning experiences. Options available to you include:

### **ATHLETICS:**

#### **Fall**

Cheerleading  
Cross Country  
Field Hockey  
Football  
Golf  
Soccer  
Volleyball

#### **Winter**

Cheerleading  
Ice Hockey (Boys & Girls)  
Basketball  
Swimming  
Wrestling  
Indoor Track

#### **Spring**

Baseball  
Softball  
Tennis  
Track  
Lacrosse

### **ACTIVITIES:**

Amnesty International  
Concert Band  
Civil Rights Team  
Class of 2020  
Culture Club  
Drama Club  
Gay Straight Alliance (GSTA)  
Student Council  
Game Club

Jazz Band  
After School Band  
Music Co-Curricular  
NJROTC Drill Team  
Odyssey of the Mind  
Peer Helpers  
Big Brother/Big Sister  
Math Team

## **ATHLETICS**

Even if you don't decide to participate in fall sports until this summer, you can still obtain information by contacting the Activities Director at MHS. If you want more information prior to the first day of pre-season in August (TBD) please be sure to call 247-3141 ext. 2216, so that you do not miss any pre-season activities.

## **SPORTS PHYSICAL REQUIREMENT**

All students who plan to join a fall, winter, or spring athletic team their freshman year must have an up-to-date sports physical before they will be allowed to participate. A physical is good for two years from the date it was given.

## **ELIBILITY FOR CLUBS AND ATHLETICS**

All 9<sup>th</sup> graders are eligible to participate in clubs and athletics during their very first semester at MHS in the fall of their freshmen year. In order to continue past the first semester, to participate in clubs and athletics at MHS, you must be enrolled in six classes each semester and have demonstrated proficiency in them all.

## NOTES

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