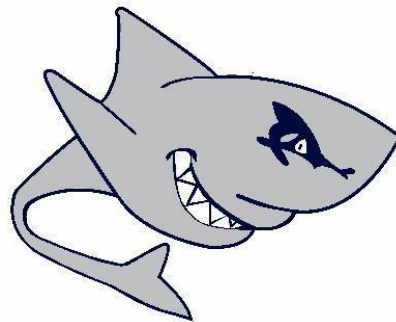


# **MONOMOY REGIONAL HIGH SCHOOL**

## **PROGRAM OF STUDIES 2022 – 2023**



**Home of the Sharks**

Jennifer Police, Principal  
David Alexander, Assistant Principal  
Jeff Sylvania, Assistant Principal

## Table of Contents

<b>Monomoy Regional High School</b>	<b>3</b>
<b>Graduation Requirements</b>	<b>3</b>
<b>Dual Enrollment at Cape Cod Community College (CCCC) &amp; MA Maritime Academy</b>	<b>4</b>
<b>Advanced Placement (AP) Level Courses</b>	<b>4</b>
<b>Honors Level Courses</b>	<b>4</b>
<b>Grade Weighting and Class Rank</b>	<b>4</b>
<b>Marking System</b>	<b>5</b>
<b>Aspen Family Portal</b>	<b>5</b>
<b>Homework &amp; Make-Up Work</b>	<b>5</b>
<b>Incomplete Grades</b>	<b>5</b>
<b>Mid-Term and Final Examinations</b>	<b>5</b>
<b>Important Information Regarding Elective Course Offerings</b>	<b>5</b>
<b>English Language Arts</b>	<b>6</b>
<b>English Electives</b>	<b>10</b>
<b>History and Social Science</b>	<b>13</b>
<b>History Electives</b>	<b>18</b>
<b>Mathematics</b>	<b>21</b>
<b>Traditional Pathway</b>	<b>24</b>
<b>Accelerated Pathway</b>	<b>25</b>
<b>Math Department Electives</b>	<b>27</b>
<b>Science, Technology and Engineering</b>	<b>28</b>
<b>Technology and Engineering</b>	<b>33</b>
<b>Monomoy Regional School District World Language</b>	<b>36</b>
<b>Visual &amp; Performing Arts</b>	<b>43</b>
<b>Wellness</b>	<b>49</b>
<b>Library/Media</b>	<b>54</b>
<b>Special Education</b>	<b>55</b>
<b>English as a Second Language</b>	<b>58</b>
<b>Experiential Learning</b>	<b>59</b>
<b>School Counseling and Psychology/Guidance</b>	<b>61</b>

# Monomoy Regional High School

## Welcome to Monomoy Regional High School!

Monomoy Regional High School offers a rich and varied curriculum in a state of the art facility for students in grades eight through twelve. Our students build upon a strong foundation for learning in grade eight and have the opportunity to follow a variety of accelerated pathways in the Humanities and the STEM related subjects. Advanced Placement courses are available in all core academic subjects and the Arts, and we offer a diverse selection of courses to match every student's interest. Our Experiential Learning allows students the option to engage in independent study, internships, and international learning experiences.

Monomoy Regional High School students must be enrolled in a class in every block in the school's schedule, each semester, to be considered full-time. Students must have four years each of English and Mathematics and three years of Social Studies and Science/Technology/Engineering. All students must complete at least one four credit course in the Fine and Performing Arts. Students must also be enrolled in the equivalent of one semester of a Wellness course each year.

### Graduation Requirements

English	4 years
Mathematics	4 years
Social Studies (SS)	3 years
Science/Technology/Engineering	3 years (lab sciences)
World Language	2 years (same language)
Fine and/or Performing Arts	2 semester courses
Wellness (Health & PE)	Equivalent of one semester/year
One additional (4 credit) course in SS, Science or World Language	

**\*Students must earn a total of 96 credits\***

*All graduation requirements exceed MASSCORE standards*

All students must pass the Massachusetts Comprehensive Assessment System tests (MCAS) and demonstrate proficiency in English/Language Arts and Mathematics in order to receive a diploma. Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering tests.

### Minimum Admissions Standards for admission to MA State Colleges and Universities

All information can be found at:

<http://www.mass.edu/shared/documents/admissions/admissionsstandards.pdf>

## Dual Enrollment at Cape Cod Community College (CCCC) & MA Maritime Academy

Under the Dual Enrollment program, high school students may take college courses and receive credit useful towards both high school AND college graduation. Massachusetts public high school students in their junior and senior years who have a GPA of 3.0 or better and/or who are recommended by their teacher, guidance counselor or principal for participation may apply with parent permission. The Commonwealth no longer covers tuition and fees for courses. **Students and parents are responsible for all costs involved.** Additional information may be obtained by calling the Guidance Department.

### Advanced Placement (AP) Level Courses

By taking an AP course, you aren't just distinguishing yourself in high school and in the college admission process, you are also building the skills you'll need throughout your college years. Since AP courses give you the opportunity to get your hands on real college-level work while still in high school, you'll get a great idea of what to expect when you move onto the next phase of your educational journey. AP Examinations may also help you earn credit for college. Monomoy offers students the following AP courses:

English Language	Psychology	Biology	Latin
English Literature	Calculus A/B	Chemistry	French
United States History	Statistics	Computer Science	Spanish
Studio Art 2D/3D	European History	Government	Physics

### Honors Level Courses

Honors level courses provide a rigorous course of study and demand additional study time and work. In order for students to be eligible to take honors courses they must obtain a 90 or better in the previous college prep course for that subject. Students need to maintain at least an 80 average in the previous specific honors course in order to be considered for the next level honors course.

### Grade Weighting and Class Rank

Monomoy Regional High School is committed to developing and maintaining an assessment and reporting system that establishes universally high standards and supports and recognizes academic achievement and excellence. At the same time, we are also committed to establishing and maintaining an equitable grading system that neither falsely rewards nor hinders any student by virtue of the courses they might take during their high school career.

#### Weighted Class Rank

All honors courses will receive a weight of 1.1

AP courses a weight of 1.2

Many colleges and universities will select specific courses to ascertain their own institutional GPA. Students are encouraged to check with their counselor with regard to individual college or university GPA systems.

**Marking System**  
**Weighted GPA /Class Rank Calculation Example**

<b>GRADE %</b>	<b>College Prep</b>	<b>Honors</b>	<b>Advanced Placement</b>
100	4.30	4.83	5.30
90	3.70	4.30	4.70
80	2.70	3.50	4.10

**Aspen Family Portal**

*Aspen* Family Portal is a web-based application which allows parents access to the Monomoy Public Schools' student information system. In a secure manner, it allows parents/guardians read-only access to their child's attendance, schedule, discipline record, and grades. Parents may register by contacting the high school guidance office. Once a parent/guardian has registered, this information is accessible at any time from any computer which is connected to the Internet.

**Homework & Make-Up Work**

The faculty believes homework which supports the curriculum gives students more opportunities to learn and is a powerful way to extend learning beyond the regular school day. Students in grades 8-12 will have daily homework assignments in most classes. Assignments may vary in length and scope to help each student to achieve mastery of the subject matter. Students should expect that Advanced Placement and honors level courses will require more homework than college preparatory classes. If a student is absent from school, it will be the responsibility of the student to obtain from his/her instructors the work to be made up.

**Incomplete Grades**

Incomplete grades can be issued due to unforeseen extended absences. The need for incomplete grades will be assessed on a case by case basis in consultation with school counselors and teachers.

**Mid-Term and Final Examinations**

All students, regardless of academic standing, will be required to take mid-term and final exams in all courses. The midterm exam and final exam will count as 10 percent each of the final grade. In semester courses there will be no midterm exam, but students will take a final examination.

**Important Information Regarding Elective Course Offerings**

Elective courses run based on student interest. If an occasion occurs where enrollment in a course does not meet minimum enrollment standards then students will be asked to select an alternative elective. Electives may be offered on a rotating basis every other year. All programs, activities and courses at Monomoy Regional High School are offered without regard to race, color, gender, gender identity, religion, national origin, sexual orientation, disability, pregnancy, or housing status.

# English Language Arts

## Vision Statement

We believe that strong literacy skills--reading, writing, speaking, and listening--are essential in developing responsible, self-motivated learners. We support students' curiosity and critical thinking skills by providing diverse and relevant interactive opportunities and cross-curricular connections. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a challenging curriculum. Differentiated instruction, as well as complex and engaging texts which include increasingly rich vocabulary, are utilized to increase student interest and enjoyment in reading and learning. Monomoy Regional School District graduates will have effective communication skills that will enable them to become successful global citizens in the 21<sup>st</sup> century.

## Transfer Goals

*Students will be able to independently use their learning to:*

- Communicate ideas effectively in writing to suit a particular audience and purpose.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
- Comprehend a range of complex texts and media written for various audiences and purposes.
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts.
- Understand the power of words and images to transform lives, provide insight into the experiences of others, and understand cultures and historical periods.
- Generate questions through analysis of text, media, interviews, and/or observations.

**Rachel Barnes:** *Graduated from the University of Connecticut with a Bachelor of Arts in English Education and a Master of Arts in Curriculum and Instruction. She has served as a District Coordinator for the Center for Civic Education's Project Citizen program since 2003.*

**Carolyn Barr:** *Graduated from the University of Vermont with a Bachelor of Arts in English. She earned a Master of Science in Secondary Education from Suffolk University and her principal licensure from Bridgewater State University.*

**Lisa Forte-Doyle:** *Graduated from Lehman College, CUNY, where she was a member of the Gold Key Honor Society, and earned a Bachelor of Arts in English. She earned a Master of Arts in English and a Master of Arts in Teaching, both from Tufts University. Ms. Forte-Doyle is the recipient of the "Teachers Make a Difference" award from New England Cable Network.*

**Erin Hofmann:** *Graduated from Nova Southeastern University with a Bachelor of Arts in English. She completed her Master's degree in Education from Fitchburg State College.*

**Rory Johnson:** *Attended Cape Cod Community College, Hampshire College, and the University of Massachusetts - Amherst where he received a Bachelor's of Arts in English Literature, and also studied philosophy, theology, psychology, anthropology, theater, poetry, and art history. He is certified in English (5-12) and History (9-12).*

**Jazmyn Jones:** *Graduated from Frostburg State University with a Bachelor of Arts in English Literature and a Master of Arts degree in Teaching.*

**Meghan Peterson:** *Graduated from the University of New Hampshire in 2008 with a Bachelor's in English Teaching and a minor in Psychology. In 2009 graduated from the University of New Hampshire graduate school with a Master of the Arts of Teaching.*

**Douglas Walsh:** Graduated from Bates College with a Bachelor of Arts in English and a Secondary Concentration in Education and Student Teaching. He earned his Master of Arts in English Literature at Salem State University.

Grade/Level	College Prep	Honors	Advanced Placement
<b>8<sup>th</sup> Grade</b>	Grade 8 English	N/A	N/A
<b>9<sup>th</sup> Grade</b>	English 9	English 9 Honors	N/A
<b>10<sup>th</sup> Grade</b>	English 10	English 10 Honors	N/A
<b>11<sup>th</sup> Grade</b>	American Literature CP	American Literature Honors	AP English Language and Composition
<b>12<sup>th</sup> Grade:</b> All students in grade 12 must choose two of the courses listed unless selecting a full year option).	AP English Literature and Composition (Full Year) World Literature Honors (Full Year) British Literature World Literature Creative Nonfiction Contemporary Fiction Dystopian Fiction Sports in Literature & Film		
<b>Electives</b>	English Foundations: Grades 8-10-Semester Creative Writing I: Grades 8-12-Semester The Hero's Journey: Grades 8-12-Semester American Film Stereotypes: Grades 8-12-Semester Literature for Social Change: Grades 8-12-Semester Harry Potter and the Impact on Society: Grades 8-12-Semester Madness, Murder, & Mystery: Grades 8-12-Semester Great American Films and Novels: Grades 8-12-Semester		

The chart above indicates courses that meet the English requirements for Monomoy Regional High School. Honors and AP courses require teacher recommendation.

**MH 100 Grade 8 English:****Grade 8 Full Year**

How do we shape our world into the one we deserve? What are the causes and consequences of bias? What causes people to look beyond themselves to our society as a whole? In this course students will answer these important questions as they practice the writing and literacy skills that will give them the foundations needed to enter grade 9 with confidence.

**MH 111 English 9:****Grade 9 Full Year**

What determines who we are and who we will become? How do we learn to understand each other? English 9 will help students answer these basic questions about growing up and finding your place in the world. We will read texts from a wide range of times, places, and subjects, from the ancient to the modern. The focus will be on developing analytical reading and writing skills to help foster self-awareness and understanding of others.

**MH 131 English 9 Honors:****Grade 9 Full Year**

This course will mirror English 9, but will push students toward achieving more complex understandings through intensive pacing, increased participation, and greater rigor. As an honor student, you will be responsible for deeper thought, reflection, discussion and analysis.

**MH 112 English 10:****Grade 10 Full Year**

Prerequisite: Successful completion of English 9.

Explore the complexity of the human condition, empathize with the struggle of man, examine how power corrupts and engage your inner self. This course will teach diverse perspectives in traditional and contemporary literature. Topics will include family dysfunction, betrayal, self-identity and man's purpose on earth. Works include, but are not limited to: *Night*, *Catcher in the Rye*, *Things Fall Apart* and *The Five People You Meet in Heaven*. Critical thinking, writing skills and test preparation will be emphasized.

**MH 132 English 10 Honors:****Grade 10 Full Year**

Prerequisite: Successful completion of English 9 Honors or teacher recommendation.

This course will mirror English 10, but will push students toward achieving more complex understandings through intensive pacing, increased participation, and greater rigor. More advanced works will be read.

As an honor student, you will be responsible for deeper thought, reflection, discussion and analysis.

**MH 150 American Literature:****Grade 11 Full Year**

What is the American Dream, and is this dream still achievable? Does perception shape or alter someone's truth? What turning points determine our individual paths? These are some of the questions that we will explore in this course, through our study of *The Crucible*, *The Hate U Give*, *The Great Gatsby*, *The Things They Carry*, and other notable texts. Students can also develop a love of reading through independent choice. The course will conclude with writing workshops, focused primarily on crafting professional resumés, brainstorming college essays, and completing reflective personal narratives.

**MH 151 American Literature Honors:****Grade 11 Full Year**

What is the American Dream, and is this dream still achievable? Does perception shape or alter someone's truth? What turning points determine our individual paths? These are some of the questions that we will explore in this course, through our study of *The Crucible*, *The Hate U Give*, *The Great Gatsby*, *The Things They Carry*, and other notable texts. Students can also develop a love of reading through independent choice. The course will conclude with writing workshops, focused primarily on crafting professional resumés, brainstorming college essays, and completing reflective personal narratives. As an Honors student, you will approach the course with deeper thought and reflection, as well as more rigorous reading and writing assignments.



**MH 172 AP English Language & Composition:****Grade 11 Full Year**

This Advanced Placement course will train students to become skilled in prose and immerse them in the discipline and practice of writing. Both the reading and writing instruction will stress awareness of the relationship between author and audience and the effective use of rhetorical strategies. This course will prepare students for the Advanced Placement English Language and Composition Examination by emphasizing expository, analytical, and argumentative essays and students will be expected to take the examination in May. The goal of the course will be to develop mature, perceptive readers and writers with an awareness of how an author's rhetorical choices suit particular aims and affect a diverse audience.

**NOTE: All students in grade 12 must choose two of the courses listed below (unless selecting a full year option).**

**MH 155 Creative Nonfiction:****Grade 12 Semester**

Creative nonfiction: true stories, well told. This course will focus on how authors use literary techniques in nonfiction so that readers are as enthralled by reality as they are by fantasy. We will examine how authors use real life, sometimes humorous, personal experiences to think about what it means to be human. Students will write and discuss thematic ideas such as: love, loss, sadness, happiness, success, and failure observed in everyday life.

**MH 156 Contemporary Fiction:****Grade 12 Semester**

This course introduces students to the pleasure of reading by focusing on contemporary novels. Students will analyze and interpret modern literature from diverse authors, genres, and cultural contexts with attention paid to self- and global awareness. Through interaction with various novels, students will engage and formulate theories about fundamental human experiences. Students will situate contemporary fiction in current political, cultural, historical and philosophical trends to better understand the relationship between fiction and the contemporary world.

**MH 160 British Literature:****Grade 12 Semester**

This course will present a survey of selected works in British literature, readings may include the great English epic of *Beowulf* to the drama and poetry of William Shakespeare. Major British writers will be studied chronologically in order to understand the style and themes of the periods in which they wrote and how the early stages of the English language helped form a culture and nation. Literary analysis will be a focus for writing this year.

**MH 164 World Literature: It's a Mad, Mad, Mad World!:****Grade 12 Semester**

We will read and discuss some of the coolest pieces of literature from the Middle Eastern, Asian, African, and European worlds! Want to envision this crazy world the way it was centuries ago? Want to read modern world pieces as well? This complicated world hasn't changed as much as we think! This course will serve as both a Senior English requirement and/or a Global Studies Diploma requirement.

**MH 165 World Literature Honors: It's a Mad, Mad, Mad World!:****Grade 12 Full Year**

We will read and discuss some of the coolest pieces of literature from the Middle Eastern, Asian, African, and European worlds! Want to envision this crazy world the way it was centuries ago? Want to read modern world pieces as well? This complicated world hasn't changed as much as we think! This Honors class will be more rigorous but just as much fun! This course will serve as both a Senior English requirement and/or a Global Studies Diploma requirement.

**MH 166 Dystopian Fiction:****Grade 12 Semester**

What will the world look like when society breaks down? Who will hold power, and who will struggle to resist? This course will seek to define the ever-popular genre of dystopian fiction, examining a wide range of fiction, movies/tv, and analyses of dystopian and post-apocalyptic societies. Students will evaluate and analyze in writing, discussion, and presentations the common elements within the genre, and explore the real socio-economic criticisms and warnings within.

**MH 167 Sports in Literature & Film: Studying the Power of Sports!**

**Grade 12 Semester**

Sports in Literature and Film focuses on the amazing power of sports in both America and the world as a whole. We will read non-fiction pieces about Olympians breaking gender and color barriers; we will read fiction pieces about baseball dreams. We will read and watch great coaches performing “miracles” and strong athletes overcoming poverty and prejudice. This course will include essay and journal writing as well as collaborative projects. Sports covered will include basketball, hockey, baseball, soccer, football, and the Olympics.

**MH 173 AP English Literature and Composition:**

**Grade 12 Full Year**

Advanced Placement Literature and Composition centers on fostering the ability to read closely and analyze insightfully what the College Board calls “imaginative literature.” The content of this course is designed to provide a college-level English experience. Through the active reading of a rigorous selection of texts in drama, poetry, the short story, and the novel, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing assignments will focus on the critical analysis of literature and will include essays in exposition and argument and personal narrative. Students in this course will be expected to take the AP Examination in May.

## English Electives

**Note: All English Electives are one semester**

**MH 180 The Hero’s Journey-Mythology to Marvel:**

**Grades 8-10**

Everyone loves a hero. People are captivated by stories that demonstrate the triumph of good over evil, but what makes someone a hero? This course will explore the concept of heroism from the ancient Greeks to the Marvel universe and seek out stories of real heroes in the world today. This course satisfies the English credit requirement for the Global Studies program.

**MH 183 Creative Writing:**

**Grades 8-12**

Do you like to write creatively? Would you like to explore your own life through writing? If you answered yes to either question, this course is for you. In Creative Writing, we will write about our own lives and create fictional lives. We will study the great poets and writers, as well as the not-so-great ones. Students will be encouraged to submit their work to contests, public readings, and the school magazine.

**MH 185 American Film Stereotypes:**

**Grades 8-12**

This class will view classic American films listed on the American Film Institute’s top 100 list through today’s lens. Stereotypical presentations of African-Americans, Italian-Americans, Jewish-Americans, Native Americans, and Asian-Americans will be studied and dissected. We will read fiction and non-fiction stories, articles, and poems by world-renowned writers and critics that confront the prejudices and/or celebrate the cultures of hyphenated Americans. Some film units will culminate in a writing assignment and the course final exam will be a video project.

**MH 102 Literature for Social Change**

**Grades 8-12**

*The pen is mightier than the sword.* Since the beginning of humankind, writers have used the power of the written word to spread awareness, expose corrupt systems, and seek justice for past and present wrongdoings. This course will explore novels, essays, poems, and films that have provided a vehicle for social change in the United States. We will dive deep into injustices regarding race, LGBTQ+ rights, gender, workers’ rights, among other issues, exploring how writers and filmmakers have transformed society. Students will create their own projects that aim to invoke social change for issues about which they are passionate.

**MH103 Harry Potter and the Impact on Society****Grades 8-12**

*Prerequisite: A working knowledge of the books and/or films.*

The *Harry Potter* series has captivated audiences around the world, influencing generations even a decade after its final film release. In this class, we will revisit these classic books and films while examining issues such as race, gender, class, and multiculturalism and how they pertain to Harry's world. Can we separate J.K. Rowling's politics from her work? Is the sorting ceremony helpful or harmful? We'll ponder these questions (and more) as we explore the Wizarding World through a critical, modern lens.

**MH104 Madness, Murder & Mystery****Grades 8-12**

Get ready to put your detective skills to the test as we explore the dark side of humanity in this literature based course. We will dive deep into the works of some of the greatest mystery writers and their fictional sleuths to determine what makes a good mystery. How do they build suspense and keep us coming back for more? What motivates these characters to do bad things and will they get caught? Can you solve the case before the end? The culminating activity for this course will be an original narrative or a literary analysis essay.

**MH112 English Foundations:****Grades 8-10**

This class is designed for students in grades 8-10 who need additional ELA support. The course focuses on structured writing, with guided practice in developing thesis statements, topic sentences, integrating quotations and transitions. Students will also develop critical reading skills that support their regular English classes and prepare students for MCAS testing.

**MH181 Pirates- Fantasy v. Reality****Grades 8-10 (WILL NOT RUN 2022-2023)**

Avast, ye scurvy knaves! The idea of pirates roaming the seven seas has long been romanticized in literature and film. In this elective we will examine both the fantasy elements of pirate tales and the reality of pirate life both past and present. Whether ye be a landlubber or a seafarer come prepared as piracy is not for the faint of heart. This course satisfies the English credit requirement for the Global Studies program.

**MH182 Journalism****Grades 8-12 (WILL NOT RUN 2022-2023)**

Learn what is occurring in the world and how print, broadcast, and electronic journalism blend in today's technology-driven society. This course will focus on the fast-paced worlds of photojournalism and electronic journalism, including web publishing, podcasting, and video broadcasting. Students will explore the history and ethics of journalism, and will report and write their own news stories. This course is heavily project-based, with students reporting and writing their own news stories, creating their own podcasts, and producing their own video broadcasts.

**MH184 Creative Writing II - Thinking Globally****Grades 9-12 (WILL NOT RUN 2022-2023)**

This course is only open to students who have either passed Creative Writing I or who are in the Global Studies Diploma program. The poems and stories we read will come from world cultures in which YOU and I are interested. The writing we study will be cool and contemporary! We will then write in styles and from subject matter that is inspired by the work we read. A global outlook and sensitivity to diversity is maintained throughout the course. As in CW I, our writing will be personal, fun, fantastical, and serious...sometimes all at once!

**MH186 Great American Films and Novels****Grades 8-12**

How, exactly, did America's love of film begin? How do great American novels help answer this question? This course will explore these questions and others. Students will analyze well known American films and the novels that served as the basis of them. They will demonstrate their understanding of these films and novels through creative assignments and writing.

**MH187 Contemporary Young Adult:****Grades 8-12 (WILL NOT RUN 2022-2023)**

Want to read something that reflects you on the page? Welcome to the always fascinating and often controversial world of young adult literature! Contemporary Young Adult will introduce you to exciting new reads where adolescents are the protagonists. Identify with the characters, feel their triumphs and failures, experience love and loss. The literature will address social issues such as death, religion, politics, race, economics, and sexuality. The course will mostly focus on literature that is written and published expressly for young adults between the ages of 14-20 (or older). Although it is reading intensive, the work will be project based.

**MH188 Introduction to Acting:****Grades 8-12 (WILL NOT RUN 2022-2023)**

Theater is fun and games mixed with risks and reward, and this class covers it all! Whether you are a seasoned actor or have never been on stage, this is an opportunity to dive into the fundamentals of building a character, starting with the basics of the stage and moving through monologues and scene work. In-class participation is the focus and acting is the core, but we will emphasize a fun and safe place to learn and perform through trust and team building activities. Participation in the school production is not required, but *all* students in the class will perform for an audience.

**MH189 Drama and Culture:****Grades 8-12 (WILL NOT RUN 2022-2023)**

We will take part in Reader's Theater, reading plays aloud during class. Then we will discuss the cultural implications of each play, which cover a vast number of topics, including gender, race, religion, family, economics, and identity. While exploring works by [playwright], [playwright], and other prolific playwrights, we will see how art truly reflects life.

**MH101 The Graphic Novel:****Grades 8-12 (WILL NOT RUN 2022-2023 )**

This is it, true believers! In this course, which will cover the history of sequential art / comic books / graphic novels, over the past century, we'll trace the evolution of this powerful art form through its often bizarre origins in surrealist "funny pages", through the classic Silver and Golden Ages of superheroes, the edgy and modern "Dark Age", and end up in the present day, where "comic books" have become more popular, diverse, and inventive than ever. We'll study the innovations and staples of art and storytelling in this medium, as well as the interplay of comics and culture, both mainstream and underground, over the years. This class will require significant reading (of comic books) outside of class time. The final project will be a choice between independent reading or creating your own comic book.

## History and Social Science

### **Vision Statement**

Using an interdisciplinary approach, the Monomoy Regional School District's teachers of history and social science intend that students learn about and from past and present societies in order to become aware of their own place in the world as thoughtful, responsible members of a free and democratic society. Developing citizenship requires knowledge of major world events, recognition of historic patterns, understanding of political developments, and analysis of economic concepts. We encourage students to become active, compassionate, skillful, lifelong learners who understand and respect other cultures.

### **Transfer Goals**

*Students will be able to independently use their learning to:*

- Understand and critically appraise how recurring patterns in history can inform judgments about events and issues on local, national, and global levels.
- Analyze and resolve conflicts in order to work and live in a respectful manner with other cultures.
- Apply knowledge of geographical, political, and social concepts to participate as informed citizens of a democracy.
- Apply concepts and systems of economics to participate productively in a global economy.

**John Anderson:** *Graduated Magna Cum Laude from University of Massachusetts-Amherst with a Bachelor's degree in History and a Social Studies certification. Mr. Anderson received his Master of Education from American Intercontinental University with a focus on Instructional Technology.*

**Kevin Bates:** *Graduated from Bates College with a Bachelor of Arts in Economics. He earned his Master's degree in Education with a concentration in History from Boston College.*

**Matthew Brown:** *Graduated Cum Laude with a Bachelor of Liberal Arts in Social Sciences from Harvard University and has a Master of Education in History from Worcester State University.*

**John Dickson:** *Holds a Bachelor's degree in Government from Harvard University and a Master's degree in Education from Lesley University. He has been recognized by the Daughters of the American Revolution as the Massachusetts Outstanding Teacher of American History, and was an American Civic Education Teacher of the Year in 2014.*

**Ian Hoffman-Terry:** *An alumnus of Chatham High School, he earned both a Bachelor of Arts in Government and a Master of Teaching in History from Clark University, where he was Phi Beta Kappa.*

**Andy Matheson:** *Graduated from Salem State College with a Bachelor of Arts degree in Education. He continued his education at the University of New England and earned a Master's degree in Educational Studies.*

**Elizabeth Sheptyck:** *Graduated from the University of Massachusetts-Amherst with a Bachelor of Arts in History. She received a Master of Arts in Teaching from Boston University and a Master of Arts in History from American University in Washington, DC.*

**John Sumner:** *Graduated from the University of Massachusetts- Amherst with a Bachelor's degree in History and a minor in Political Science. Mr. Sumner earned his Master of Education from the University of Massachusetts- Amherst as well.*

Grade/Level	MRHS Graduation Requirement	Honors	Advanced Placement
8 <sup>th</sup> Grade	US Government and Civic Life	N/A	N/A
9 <sup>th</sup> Grade	World History and Geography	World History Honors	AP Government
10 <sup>th</sup> Grade	US History I	US History I Honors	AP European History AP Government
11 <sup>th</sup> Grade	US History II	US History II Honors US History I Honors	AP European History AP US History AP Government AP Psychology
12 <sup>th</sup> Grade	See Electives	US History II Honors	AP European History AP US History AP Government AP Psychology

***Electives***

<p>Baseball &amp; Society(S)  Dollars &amp; Sense (S)  Global Investing(S)  Global Studies(S)  Global Studies Capstone (S)  Social Injustice (S)  Psychology (S)  Current Events &amp; Law (S)  History of Food (S)  History of Medicine (S)  Caribbean, Black and Latin American History (S)  Turning Points in Global History (S)</p>
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**Courses that satisfy the graduation requirements are listed in the table above, by pathway. Students may take courses in the Honors or AP pathways provided the prerequisites are met. Please see the course descriptions below for required prerequisites, if any.**

**MH 200 US Government and Civic Life:**

**Grade 8 Full Year**

Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. They study these topics by exploring guiding questions such as, “How have concepts of liberty and justice affected the United States democratic system of government?” and “How can power be balanced in government?” Students will apply the concepts learned in class and work collaboratively with peers to research, identify and formulate a public policy solution to a local issue through a “Project Citizen” presentation.

**MH 211 World History & Geography:**

**Grade 9 Full Year**

World History is a survey course that covers material ranging from the French Revolution up to the present. There will be an emphasis on Europe, Africa, and Asia. Students will examine major turning points in the shaping of the modern world. They will be introduced to current world issues and the growing interdependence of people and cultures throughout the world. Students will discover world history from the late 18th century through their analysis of primary sources, digital learning, and authentic, hands-on projects. It will challenge students to discover world history in a deep manner. Likewise, it will offer a fast pace and explore the full breadth of modern world history.

**MH 231 World History & Geography Honors:**

**Grade 9 Full Year**

Honors World History is a survey course that covers material ranging from the French Revolution up to the present. A major goal of this course is to help students acquire the content-driven skills that will enable them to meet the learning objectives of the Advanced Placement European History program. Students will strive to develop history disciplinary practices and reasoning skills such as analyzing historical evidence (mainly through Document Based Questions, and analysis of primary and secondary sources), argument development, contextualization, comparison, causation, and recognizing continuity and change over time. It will require substantial independent reading and writing, and summer coursework. This honors level course is intended for students who plan on taking AP European History. Honors World History represents material from the last five of nine European historical periods and the accompanying key concepts outlined in the Advanced Placement European History framework. While there will be an emphasis on Europe, students will also examine major turning points in Africa and Asia. It will challenge students to discover world history in a deep manner. Likewise, it will offer a fast pace to explore the full breadth of modern world history.

**MH 212 United States History I:**

**Grade 10 Full Year**

Prerequisite: Successful completion of World History

In this first year of a two-year program in American History, students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They will learn about the important political and economic factors that contributed to the outbreak of the Revolution, and the consequences of the Revolution. Students will also study the basic framework of American democracy and basic concepts of American constitutional government, such as popular sovereignty, federalism, separation of powers, and individual rights. They will explore America’s westward expansion, the establishment of political parties, and economic and social change. Additionally, they will learn about the growth of sectional conflict, discover how sectional conflict led to the Civil War, and examine the consequences of the Civil War.

**MH 232 United States History I Honors:**

**Grade 10-11 Full Year**

Prerequisite: Successful completion of World History Honors and teacher recommendation.

A major goal of this course is to help students acquire the content-driven skills that will enable them to meet the learning objectives of the Advanced Placement U.S. History program. Students will strive to develop history disciplinary practices and reasoning skills such as analyzing historical evidence (mainly through Document Based Questions, and analysis of primary and secondary sources), argument development, contextualization, comparison, causation, and recognizing continuity and change over time. Significant time will be spent on close reading, writing, and analyzing historical evidence. This course will require substantial independent reading and writing, and summer coursework.

This honors level course is intended for students who plan on taking the AP U.S. History II in grade 11. This represents material from the first five historical periods and the accompanying key concepts outlined in the Advanced Placement United States History framework. Students will examine the migration of native populations across North America and the development of distinctive native societies. They will also study the effect of contact between Europeans, Native Americans, and Africans. Students will examine the historical and intellectual origins of the United States from its colonial origins, through the Revolutionary and Constitutional eras. They will learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, which included the writing and key ideas behind the U.S. Constitution. Students will also examine the basic framework of American democracy and the basic concepts of American government such as popular sovereignty, federalism, separation of powers, and individual rights. They will also study America's westward expansion, the establishment of political parties, and economic and social change. Students will also learn about the factors contributing to the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War.

**MH 281 AP European History: Renaissance to Present:**

**Grade 10-12 Full Year**

Prerequisites: Successful completion of World History and teacher Recommendation.

Summer reading and review assignments are required as well. This will be a full-year elective course that will present a chronological review of European History from the Renaissance to the Present. The Renaissance, Reformation, Age of Exploration, Absolutism in Europe, and the Enlightenment will all be major topics addressed. We will also review the French Revolution through the Present. A college text, document based essays, and preparation for the AP Exam will be integral components, which students are expected to take in May. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

**MH 213 United States History II:**

**Grade 11 Full Year**

Prerequisite: Successful completion of US History I.

This course is a continuation of US History I; students will examine American civilization from 1900 to the recent past. It will seek to provide students with a perspective on the position of the United States among the nations of the world and on the controversies and agreements among Americans concerning the desired attributes of their culture, government, and ideals. It will focus on central themes and issues in the development of American society and institutions. It will raise questions about human values, economic growth, institutional change, cultural development, political democracy, and the place of the United States in the world. Themes we will address in this course will include industrialization and its effects on America's society, economy, and political processes; immigration, urbanization, and the changing demographics of the United States; Progressivism and the struggle for social justice; change and continuity in U.S. foreign policy; World War I; social changes in the 1920s; the Great Depression and the New Deal; World War II; post-war affluence and social change, including the Cold War, anti-communism, and civil rights; the Vietnam War and the Great Society; the political realignment of the Reagan years; and other recent historical events. Students will complete a civics project that seeks to improve an issue facing our community.

**MH 233 United States History II Honors :**

**Grade 11-12 Full Year**

Prerequisite: Successful completion of US History I Honors or teacher recommendation.

This course is a continuation of US History I; students will examine American civilization from 1900 to the recent past. It will seek to provide students with a perspective on the position of the United States among the nations of the world and on the controversies and agreements among Americans concerning the desired attributes of their culture, government, and ideals. It will focus on central themes and issues in the development of American society and institutions. It will raise questions about human values, economic growth, institutional change, cultural development, political democracy, and the place of the United States in the world. Themes we will address in this course will include industrialization and its effects on America's society, economy, and political processes; immigration, urbanization, and the changing demographics of the United States; Progressivism and the struggle for social justice; change and continuity in U.S. foreign policy; World War I; social changes in the 1920s; the Great Depression and the New Deal; World War II; post-war affluence and social change, including the Cold War, anti-communism, and civil rights; the Vietnam War and the Great Society; the political realignment of the Reagan years; and other recent historical events. Students will complete a civics



project that seeks to improve an issue facing our community. This course will emphasize research, writing, analyzing primary and secondary sources. Students will be expected to give presentations and participate in class discussions.

**MH 282 AP US History: Industrialization to the Present :**

**Grade 11-12 Full Year**

Prerequisites: Successful completion of US History I Honors and teacher recommendation.

Summer reading and review assignments are required as well. This will be a full-year elective course that will present a chronological review of U.S. history from Reconstruction, through the late 19<sup>th</sup> century and to the present. Imperialism, the World Wars, the Great Depression, and the post-war world will be the major topics addressed. A college text, document based essays, and preparation for the AP Exam will be integral components, which students are expected to take in May. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

**MH 299 Senior Global Studies Capstone:**

**Grade 12 Semester**

Students will submit a proposal junior year for a capstone project to be completed during their senior year. Students may schedule a Senior Global Studies Seminar block to work on their Capstone project.

The capstone project will include the following elements:

1. A research paper on a current issue within their concentration on a topic developed from their Essential Question.
2. An action plan designed for students to take concrete action relative to their Essential Question.
3. A public presentation of their work at the end of senior year

**MH 214 Government:**

**Grade 9-12 Semester**

Prerequisites: Successful completion of US History II or teacher recommendation

This semester course will focus on US Government and politics on the local, state, national and international levels. Topics will include the American political system, American political philosophy, political participation and campaigns, the rights and responsibilities of citizens and the powers of local, state and federal government. Throughout the course, emphasis will be placed on government-related current events and the development of critical analysis and writing skills.

**MH 283 AP US Government:**

**Grade 9-12 Full Year**

Prerequisites: Successful completion of US History II Honors and teacher recommendation.

Summer reading and review assignments are required as well. This one-year course will study the American political system, beginning with political philosophy and the establishment of the Constitution, then moving to political participation and the institutions of the federal government. It will continue with an in-depth study of different areas of domestic and foreign policy. It will include a high level and amount of reading and analytical writing. It is designed to prepare students for success on the AP Examination which students are expected to take in May. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

**MH 245 United States Government Honors (We the People):**

**Grade 11-12 Semester**

Prerequisites: Successful completion of US History I or teacher recommendation.

This course focuses on American Government and current events, using the “We the People” government curriculum. Students will focus on connections between current events and government: political power, the Constitution, and the rights and responsibilities of citizens in our democracy. Class activities include individual and group work, analysis of current events, court cases, moot courts, and skills of citizenship. Students will have the opportunity to participate in a team government competition in Boston, the State “We the People” Competition about government and current events. Students will learn to cooperatively answer questions about current controversies about democracy and society through group writing, analysis and presenting skills.

**MH 245 United States Government Honors (We the People):****Grade 11-12 Full Year**

Prerequisites: Successful completion of US History II Honors or teacher recommendation.

This course focuses on American Government and current events, using the “We the People” government curriculum. The course emphasizes making connections between current events and the issues we will study about government: political power, the Constitution, and the rights and responsibilities of citizens in a democracy. Class activities include analysis of current events, moot courts, and independent and cooperative controversies. Students may have the opportunity to participate in a team competition in Boston, the State “We the People” Competition about government and current events. As the class learns about government, students also learn cooperative writing, analysis and presenting skills.

**History and Social Science Electives**

**Note: All History and Social Science Electives are one semester long unless otherwise noted**

**MH 270 Social Injustice in America:****Grades 8-9 Semester**

The principle that all men are created equal is the foundation of a democratic society. However, preconceived opinions of people based on race, personal belief, or social standing form the structure of prejudice and bigotry – in which attainment of equal rights is a constant struggle. This course will explore social injustices that have caused individuals or groups to become powerless when the social system that should guarantee their equality ignores them or worse, turns against them. Students will discover and explore social injustices that have occurred in the history of the United States through analysis of primary sources, digital learning, and authentic hands-on projects.

**MH 257 Baseball & Society:****Grades 8-12 Semester**

This one-semester course examines the evolution of baseball from a child’s game to a national pastime. Along the way, many important historical and societal topics will be studied. Among the many: the importance of play, race relations, immigration & baseball’s role in “becoming an American,” the business of baseball, labor and management relations, baseball’s greatest games, as well as its most iconic players. Course highlights include: learning the game of Town Ball (old fashion baseball) outside on the turf, playing Strat-O-Matic (a baseball management simulation), creating your own baseball card, conducting interviews, analyzing primary sources, as well as reviewing documentary films.

**MH276 History of Food: Spanning the globe of world cuisine:****Grades 8-12 Semester**

Food plays a central role in shaping our daily lives. It sustains and nourishes us, brings us together, binds communities, cements rituals, inspires, and excites us. Sampling the cuisine of another culture can transport us and act as a window into another society’s culture. Foodways are impacted by economic, social, cultural, and political forces. In this course, students will explore the history of food and cuisine in a variety of geographic locations. Topics of exploration will include the role of migration in shaping foodways, the role of food in cultural traditions, the impact of political and environmental upheaval on how we eat, and much more. Students will examine primary and secondary sources, approach cuisines and cultural practices in a variety of geographic regions with an open mind, participate in discussions, and present information to the class. This course will include sharing food!

**MH277 A History of Medicine:****Grades 8-12 Semester**

In this semester-long elective class students investigate the roles of disease and medical practice in history up to our own time. This includes study of diseases and epidemics, theories of disease from different times and cultures, and groundbreaking discoveries in diagnosis, treatment, surgery and public health. Students will also examine the role of the scientific method, improved models of disease and health and improved technology, especially in the modern era. Students will choose among a variety of projects, including creating infographics, audio, slide and video presentations, illustrated reports and case studies. The course may include an optional field trip to the [Russell Museum of Medical History and Innovation in Boston](#). Grading will be based on a contract introduced at the beginning of the class.

**MH278 Caribbean, Black, and Latin American History:****Grades 8-12 Semester**

This semester-long elective course focuses on some significant achievements in Caribbean, Black and Latin American

history and culture. The course is not about the story of slavery; instead, students investigate notable episodes in the long resistance to white, European oppression in some of the many forms that those struggles took: political, military, artistic, musical and literary. Special attention is paid to Tacky's War and Sharpe's Rebellion in Jamaica; the successful revolt against French domination in Haiti; anti-colonial revolts and independence movements in Brazil and what is now the Dominican Republic; Maroon/Cimarron culture and creole language; the flowering of Black culture and resistance to white supremacy in the United States that started in New York in the early 20th century; the Black Panther movement; the growth of Islam among African Americans; techniques and strategies used to resist political and economic oppression; and the contributions of notable African American, Jamaican, Haitian Latin American and Caribbean women and men to global culture. Related topics introduced by students will be included as time permits. Students will construct and express their own unique understanding of these and related topics by analyzing primary sources, improving research methods and presentation skills, mastering specialized vocabulary, practicing methods of informed discussion and by using a variety of written and oral formats.

**MH202 Turning Points in Global History:**

**Grades 8-12 Semester**

This one semester offering will focus on specific turning points throughout the course of history. Students will research and connect specific and unique events such as the Greco-Persian Wars, the Fall of Constantinople, Shay's Rebellion, Picketing the White House, Humankind's first steps on the moon, September 11th, and the rise of social media to the political, social, and economic reality we have at the present. Turning points may take the form of inventions, ideas, military victories or defeats, and often seemingly insignificant happenings. This course will challenge critical thinking skills as students explore cause and effect relationships, envision alternate realities and timelines, and make predictions about the future of our global society.

**MH251 Current Events and Law:**

**Grades 8-12 Semester**

This one-semester course will focus on current events and building media literacy skills. Students will investigate current events as they relate to the US legal system and the US Constitution and will learn about contemporary legal issues while also developing skills including the careful evaluation of sources, how to explore issues from a variety of issues, and how to formulate arguments supported by evidence. We will rely primarily on a wide range of news sources. Students will have opportunities to select research areas and explore current events of their choosing. Class meetings will include discussion, debates, mock trials, and student presentations.

**MH 252 Psychology:**

**Grades 8-12 Semester**

In this course, we will survey a broad range of areas of psychological study as an introduction to the discipline. Our emphasis will be on self-reflection in light of the many topics and issues we explore. Our hope is to better understand ourselves and others in the workings of our minds and our lives. The course will center on our discussions of the different theories and ideas we explore, especially in applying them to our lives and our society. Homework will consist primarily of keeping a journal in which to reflect on the text readings, labs, discussions, and any other issues which you want to explore.

**MH 253 Global Studies:**

**Grades 9-12 Semester**

This one-semester elective course will focus on global issues and current events. It will explore issues, problems, and opportunities that have emerged as our world has become more globalized. The intent of the course will be to provide students with the basic background and foundational information that will help them consider the problems and opportunities of our increasingly interconnected world. It will explore what globalization means and how it is impacting our lives in America and other countries around the world. Topics of study will include globalization, global conflicts and terrorism, information technology and the global media, human rights, environmental issues, global health issues, population and migration, crime and weapons proliferation, and global inequality. It will also study and analyze global news and current events as they relate to the course curriculum.

**MH 254 Global Investing:****Grades 10-12 Semester**

This is a one-semester project based course that focuses on an interactive class style by playing The Stock Market Game. Students are given 100,000 game dollars to purchase stocks and compete with high school students across the nation. Instead of utilizing a traditional textbook, students will use digital media and daily articles from The Wall Street Journal as their primary text. The class is designed to explore the basics of global investing in current markets. Topics will include world stock, bond and futures markets. The course focuses on active learning and exploring current global headlines of the business world.

**MH 275 Dollars & Sense:****Grades 11-12 Semester**

This one-semester course covers many of the lessons needed to be an independent adult. Among the many topics covered are: budgeting, conducting a job search, buying a car and renting an apartment, the importance of internships, and banking services. By the end of the class, students will have compiled an "instruction manual for life." Students considering a senior internship are **STRONGLY** encouraged to take this class.

**MH 284 AP Psychology:****Grades 11-12 Full Year**

This one-year course serves as the equivalent to an introductory college course in psychology, and is intended to prepare students for the AP Exam in Psychology, which students are expected to take in May. It will provide an introduction to the systematic and scientific study of behavior and mental processes. Students will also examine human growth and development, theories of psychology, abnormal psychology, learning, cognition, social psychology, ethics, and methods of psychological practice and study. Although a basic understanding of human anatomy and biology is not required, it will enhance the student's understanding of the psychological concepts discussed. Material will be presented through video, lectures, guest speakers, investigative reading, and class discussion. Class activities will include writing reaction papers, participating in class discussions, projects, and group and individual presentations. Students should be able to read a college level textbook and write grammatically correct, complete sentences. It is recommended that students earn an 80 or better in biology and receive teacher recommendation before undertaking this course. Summer reading assignments are required.

## Mathematics

### **Vision Statement**

The Mathematics educators of the Monomoy Regional School District believe that students of the 21<sup>st</sup> century should attend to mathematical situations as independent, analytical, and precise problem solvers. To that end, we will provide opportunities for all students to develop deep mathematical understanding through best practices, rich curricular offerings, and cutting edge educational technologies. Our students will leave the Monomoy Regional School District as creative, collaborative learners and effective communicators who are able to think critically and compete in today's global community.

### **Transfer Goals**

Students will be able to independently use their learning to:

- Interpret complex mathematical situations utilizing analytical thinking.
- Persevere in solving complex mathematical problems.
- Express appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others, and attending to precision when making mathematical statements.
- Apply mathematical knowledge to analyze and model mathematical relationships in the context of a situation in order to make decisions, draw conclusions, and solve problems.

**Reuben Bowman:** *Earned a Bachelor of Science in Mathematics from Bridgewater State College and a Master's of Education in Curriculum and Instruction from Fitchburg State University*

**Denise Creedon:** *Graduated from Lesley University with a Bachelor of Science in Education and a minor in Math. She earned her Master's degree in Psychology from Boston College.*

**Eileen Harrington:** *Graduated from Westfield State College with a degree in Mathematics. Ms. Harrington earned a Master of Arts in Teaching Mathematics from Bridgewater State College.*

**Mary Hemeon:** *Graduated from Keuka College in 1984 with a Bachelor of Arts in Mathematics, earned an SEI endorsement from Westfield State University in 2014, and earned a Master of Education in Curriculum and Teaching Mathematics from Fitchburg State University in 2016. In 2019, Mrs. Hemeon completed a graduate certificate program in **The Impact of Trauma on Learning** with the Lesley University Institute for Trauma Sensitivity and is now a certified trauma teacher. Additionally, Mrs. Hemeon has been active with the College Board since she began teaching AP Calculus in 2007.*

**Beth Herbst:** *Graduated from Northeastern University with a Bachelor of Science in Business Administration with a concentration in Management Information Systems. She completed a graduate certificate from Lesley University in The Impact of Trauma on Learning and is a certified trauma teacher and is SEI endorsed. Currently, Ms Herbst is working towards a Master of Science in Applied Behavior Analysis from Northeastern University as well as a Masters of Education in Secondary Education from Endicott College.*

**Beth Howe:** Earned a Bachelor of Science in Mathematics from the University of Massachusetts-Dartmouth and a Master's of Education in Curriculum and Instructional Technology from Framingham State University.

**Michael Negron:** Earned a Bachelor of Arts from Salve Regina University with a degree in Political Science, a Masters in Business Administration (concentration in Finance) from Suffolk University, and a Master of Arts in Teaching Mathematics from American International College.

**Joe Nystrom:** Graduated from UMass Amherst with a Bachelor of Science in Civil and Environmental Engineering with a mathematics minor and earned a Master's of Education in Mathematics from Framingham State University. Mr. Nystrom has been active with The College Board since he began teaching AP statistics in 2006.

**Sarah Stefaniak:** Grafted from Bridgewater State University with a Bachelor of Science in Mathematics and a minor in Secondary Education. She earned her Master of Arts in Teaching with a concentration in Mathematics from Bridgewater State University as well.

**Teacher Recommendation** – A course which has a teacher recommendation as its prerequisite is designed to ensure proper placement for the students involved. As outlined in the Common Core Standards for Mathematics, “solid evidence of student learning” will be discussed between grade-level teachers. Evidence will include the student’s mastery of standards, fluidity with math skills and concepts, problem solving techniques, reasoning skills, MCAS results, work ethic, homework effort, learning styles, and placement tests (if applicable).

	<b>Traditional Pathway</b>	<b>Accelerated Pathway</b>
<b>8<sup>th</sup> Grade</b>	Grade 8 Pre-Algebra	Grade 8 Algebra 1
<b>9<sup>th</sup> Grade</b>	Algebra 1	Algebra 1 Honors Geometry Honors
<b>10<sup>th</sup> Grade</b>	Geometry	Geometry Honors Algebra 2 Honors AP Statistics
<b>11<sup>th</sup> Grade</b>	Algebra 2 AP Statistics	Algebra 2 Honors Trig/Pre-Calculus Honors Pre-Calculus/Calculus I AP Statistics
<b>12<sup>th</sup> Grade</b>	Personal Finance Statistics, Probability & Discrete Topics in Math AP Statistics	Trig/Pre-Calculus Honors Honors Advanced Quantitative Reasoning AP Calculus (AB) AP Statistics

The chart above shows two different course pathways based upon the development of the Massachusetts Curriculum Framework for Mathematics. With guidance and recommendations, students may move between pathways as necessary.

- The Traditional Pathway is a sequence of very rigorous, in-depth, college-preparatory courses. These courses will provide a solid foundation for continued studies of mathematics at the college level. Each course is designed to meet the Massachusetts Curriculum Framework for Mathematics. This pathway will provide students with the opportunity to take Advanced Placement Statistics their senior year.
- The Accelerated Pathway that formally begins in grade 9 will provide students with a fast-paced, in-depth, rigorous course of study culminating in the opportunity to take an Advanced Placement Calculus course their senior year.

## **Traditional Pathway**

### **MH 300 Grade 8 Pre-Algebra:**

**Grade 8-Full Year**

Mathematics instruction in grade 8 will provide students with the foundations necessary for continued studies of mathematics at the high school level while meeting the standards outlined in the Grade 8 Massachusetts Curriculum Framework for Mathematics. Instructional time will focus on the following critical areas: formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence; and understanding the Pythagorean Theorem.

### **MH 331 Algebra 1:**

**Full Year**

Prerequisite: Grade 8 Pre-Algebra or Grade 8 Algebra 1

The fundamental purpose of the Algebra 1 course is to provide the foundations necessary for higher-level mathematics courses at the high school level. Instructional time will focus on the following critical areas: deepen and extend the understanding of linear and exponential relationships; contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; extend the laws of exponents to square and cube roots; and apply linear models to data that exhibit a linear trend

### **MH 312 Geometry:**

**Full Year**

Prerequisite: Algebra 1 or Grade 8 Algebra 1 with teacher recommendation

The fundamental purpose of this Geometry course is to continue to provide the foundations necessary for higher-level mathematics courses at the high school level. Instructional time will focus on the following areas: establishing criteria for congruence of triangles based on rigid motions; establishing criteria for similarity of triangles based on dilations and proportional reasoning; informally developing explanations of circumference, area, and volume formulas; applying the Pythagorean Theorem to the coordinate plane; proving basic geometric theorems; and extending work with probability.

### **MH 313 Algebra 2:**

**Full Year**

Prerequisite: Algebra 1 and Geometry

The fundamental purpose of this Algebra 2 course is to provide the foundations necessary for higher-level mathematics courses at the college level. Instructional time will focus on the following areas: Parent functions and Transformations; Solving Quadratics; Polynomial Functions; Radical Functions; Exponential and Logarithmic Functions; Rational Functions. This course will build upon students' knowledge of linear, quadratic, and exponential functions, and extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions.

### **MH 741 Personal Finance:**

**Grades 11-12 Full Year**

In this course, students will become informed and prepared to be effective managers of financial resources, enabling them to achieve long and short term financial goals. Topics covered include personal cash management techniques through savings, checking and credit card use, budgeting, auto and home expenses, investment opportunities, college costs, interest when borrowing money, and the financial aspects of business management and entrepreneurship. An emphasis will be placed on technological resources available for managing personal finance.



**MH317 Statistics, Probability & Discrete Topics in Mathematics:****Grade 12-Full Year**

Prerequisite: Algebra 2

This course, which is a survey of mathematical applications, is designed for students who have successfully completed Algebra 1, Geometry, and Algebra 2. Throughout the course, students will study contemporary applications of mathematics. Instructional time will focus on introductory statistics including data collection, box and whisker plots, scatterplots, as well as linear and quadratic regressions, and probability including combinations, permutations, the binomial theorem, and the fundamental counting principle. There will be an emphasis on student performance through presentations and projects.

**Accelerated Pathway****MH 301 Grade 8 Algebra 1:****Grade 8-Full Year**

Prerequisite: Teacher Recommendation/Assessment

This is a rigorous, accelerated, in-depth course designed for the AP Calculus-bound student. The fundamental purpose of this course is to provide an accelerated pathway for students who have the skills to master the Common Core State Standards for grade 8 and Algebra 1. This additional content demands a faster pace for instruction and learning. Instructional time will focus on the following critical areas: relationships between quantities, reasoning with expressions, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling.

**MH 334 Algebra 1 Honors:****Full Year**

Prerequisite: Grade 8 Algebra 1 or Grade 8 Math and Teacher Recommendation

In this course, students will analyze and explain the process of solving an equation and a system of equations and will develop fluency writing, interpreting, and translating among various forms of linear equations and inequalities. Students will learn function notation and develop concepts of domain and range while they focus on linear, quadratic, and exponential functions, and they will interpret those functions graphically, numerically, symbolically, and verbally. Students will extend the laws of exponents to rational exponents involving square and cube roots, they will become facile with algebraic manipulation, including rearranging and collecting terms, factoring, and simplifying rational expressions. Students will also expand their experience with functions to include absolute value, step, and piecewise-defined functions.

**MH 332 Geometry Honors:****Full Year**

Prerequisite: Grade 8 Algebra 1 or Algebra 1 Honors and Teacher Recommendation

This is a rigorous, accelerated, in-depth Geometry course. Enrolled students are expected to have previously mastered the standards for Algebra 1. Instructional time will focus on the following areas: establish criteria for congruence of triangles based on rigid motions; establish criteria for similarity of triangles based on dilations and proportional reasoning; informally develop explanations of circumference, area, and volume formulas; apply the Pythagorean Theorem to the coordinate plane; prove basic geometric theorems; and extend work with probability.

**MH 333 Algebra 2 Honors:****Full Year**

Prerequisite: Geometry Honors and Teacher Recommendation

This is a rigorous, accelerated, in-depth Algebra 2 course designed for the AP Calculus-bound student. Enrolled students are expected to have previously mastered the standards outlined in Geometry Honors. Instructional time will focus on the following areas: relate arithmetic of rational expressions to arithmetic of rational numbers; expand understandings of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and relate data display and summary statistics to probability and explore a variety of data collection methods.

**MH 316 Trig/Pre-Calculus Honors:****Grade 11-12 Full Year**

Prerequisite: 80% in Algebra 2 and Teacher Recommendation

The study of pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to strengthen students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time will focus on the following areas: extending work with complex numbers; expanding understanding of logarithms and exponential functions; using characteristics of polynomial and rational functions to sketch graphs of those functions; and extending work with trigonometric functions.

**MH 315 Honors Advanced Quantitative Reasoning:****Grade 12 Full Year**

Prerequisite: Trig/Precalculus Honors

This course is designed to encourage students to continue their study of mathematical ideas in the context of real-world problems and decision-making through the analysis of information, modeling change, and mathematical relationships. Instructional time will focus on these critical areas: critiquing quantitative data, investigating and applying various mathematical models, and exploring and applying concepts of vectors and matrices to model and solve real world problems.

**MH 314 Pre-Calculus/Calculus 1:****Grade 11 Full Year**

Prerequisite: Algebra 2 Honors and Teacher Recommendation

This is the first of two accelerated, rigorous, college-level courses designed specifically to prepare students for the AP Calculus (AB) Exam. Enrolled students are expected to have previously mastered the standards outlined in the Geometry Honors and Algebra 2 Honors courses. The curriculum for this course is outlined by The College Board and will include all of the (AB) topics of differential calculus including limits, continuity, derivatives, and applications of the derivative.

**MH 381 AP Calculus (AB):****Grade 12 Full Year**

Prerequisite: Pre-Calculus/Calculus I and Teacher Recommendation

This is the second of two accelerated, rigorous, college-level courses designed specifically to prepare students for the AP Calculus (AB) Exam. Enrolled students are expected to have previously mastered the standards outlined in the Pre AP Calculus (AB) course. The curriculum for this course is outlined by The College Board and will include all of the topics on the AP Calculus (AB) Exam. These topics encompass all of the topics from year one of Pre AP Calculus (AB), as well as the topics of integral calculus including the definite integral, applications of the definite integral, differential equations, and slope fields. Students in this course will be expected to take the AP Calculus Exam in May. Students are responsible for the cost of taking the Advanced Placement Exam and are expected to take the exam in May. Students should check with individual colleges to become informed about the score needed to receive college credit.

**MH 383 AP Statistics:****Grade 10-12 Full Year**

Prerequisite: Teacher/counselor recommendation

DATA CAN BE FOUND EVERYWHERE- In the virtual space, all of our actions (posts, likes, dislikes, comments, pictures, view time, friend choices, contact lists) create a trail of data which is used in real time for marketing, research and to influence our opinions. This university level course is intended to introduce students to the major concepts and skills used to collect, analyze and draw conclusions from data. The curriculum for this course is outlined by the College Board and is designed specifically to prepare students for the AP Statistics Exam, which students are expected to take in May. Students with passing exam scores are eligible for college credit at many colleges and universities.

**STUDENTS ARE REQUIRED TO PURCHASE THEIR OWN TI-84+ GRAPHING CALCULATOR FOR THIS COURSE.**

## Math Department Electives

### **MH 014 Foundations in Mathematics:**

**Grades 8-10/11-12 Semester**

Prerequisite: Teacher recommendation. This class must be taken in conjunction with a regular math class.

The fundamental purpose of this course is to support the struggling learner by focusing on remediation that is provided in context with concepts and skills necessary for success in their regular math class and success on the MCAS exam, if applicable. Students will be graded on a PASS/FAIL system.

### **MH 305: General Mathematics:**

**Grades 8-12 Full Year**

Prerequisite: Teacher Recommendation

This math course will reinforce and expand students' foundational math skills, such as arithmetic operations using rational numbers; area, perimeter, and volume of geometric figures, congruence and similarity, angle relationships, the Pythagorean theorem, the rectangular coordinate system, sets and logic, ratio and proportion, estimation, formulas, solving and graphing simple equations and inequalities.

## Science, Technology and Engineering

### **Vision Statement**

Monomoy STE teachers are committed to providing a hands-on experiential science education, which draws heavily on our unique community resources. Our program develops critical thinking and problem solving skills through scientific inquiry. We aspire to foster curious students that ask questions about the world around them and discover solutions through thoughtful analysis. It is the vision for the STE department to help students develop skills that enable them to succeed and thrive in an evolving global society. We use technology in our schools and communities to communicate, collaborate, and solve human problems that meet our wants and needs. Through the integration and use of current and cutting-edge technologies, we strive to prepare today's students for tomorrow's advanced technological opportunities and challenges. Students must complete the equivalent of four full-year courses including two laboratory sciences.

**Transfer Goals:** *Students will be able to independently use their learning to:*

- Ask critical questions derived from everyday experiences.
- Acquire data through scientific inquiry.
- Evaluate, analyze, and apply data.
- Develop creative solutions for the future.
- Select appropriate tools and processes to solve problems.
- Apply knowledge and skills to real world challenges.
- Communicate information to a variety of audiences and Collaborate to address a common goal.

**Dustan Burns:** *Received a Bachelor's degree in Psychology from the University of Virginia and a Master's degree in Biology from the University of Nebraska.*

**Beth Dietz:** *Graduated from Wellesley College with a Bachelor's degree in Chemistry and Women's Studies. She completed her Master of Arts in Teaching Chemistry at Northeastern University.*

**Kari Flint:** *Graduated from the University of New Hampshire with a Bachelor of Science degree in Biology. She earned a Master's degree in Education with a focus in Curriculum and Instruction from the University of Saint Joseph and a Graduate Certificate in Conservation Biology from the University of Queensland in Australia. She is currently a member of the NSTA and NABT.*

**Karen Manning:** *Received a Bachelor's and a Master's degree in Education from Bridgewater State College. She holds four certifications in education and is a member of ASCD and NSTA.*

**Richard Oldach:** *Received a bachelor's in Engineering from Princeton University and a Master's of Business Administration from the University of Rochester. Prior to becoming a teacher, Mr. Oldach ran VoltDelta Resources, a global telecommunications company focused on big data and customer service technology.*

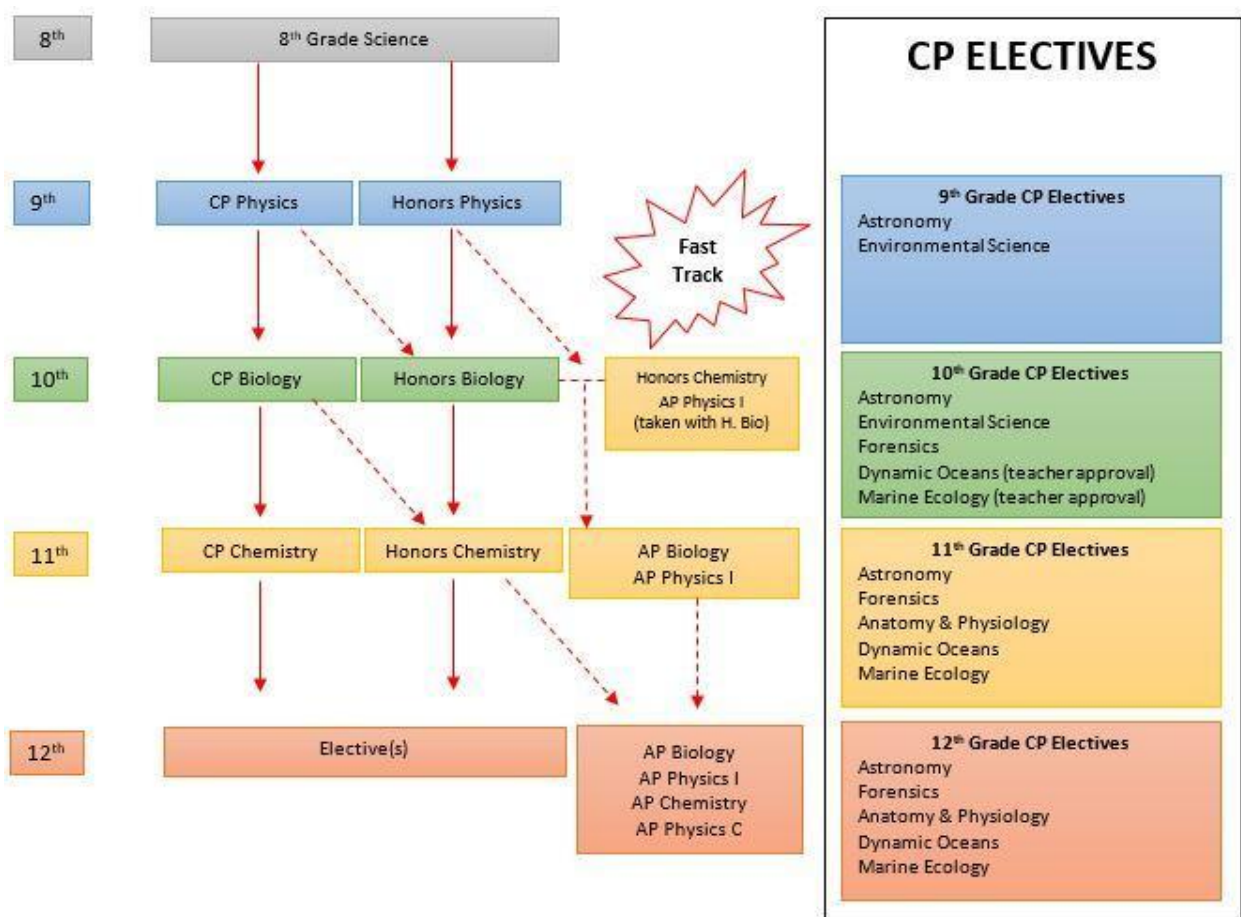
**James Otto:** *Received a Bachelor's degree in Physics from the University of Mary Washington, and a Master's degree and Ph.D. in Physics from the University of North Texas.*

**Adriana Picariello:** *Received a Bachelor's degree in Biology from Skidmore College and a Master's degree in Marine Science from the College of William and Mary/The Virginia Institute of Marine Science.*

**Lawrence Souza:** *Received a Bachelor's in Information Technologies from University of Phoenix and a Masters of Business Administration in Information Technologies Management from the Western Governors University. Prior to becoming a teacher Mr. Souza ran Maximum Micro Inc., an Information technology solutions company focused on technology solutions for business and medical technology solutions.*

**Mark Stratil:** *Graduated from St. John's College with a Bachelor's degree in Philosophy and The History of Math and Science. He received a Master's degree in Science Education from the City College of New York. He is MA-Certified to teach Physics and Biology.*

## Science



GRADE	FULL YEAR CORE SCIENCE		FULL YEAR ELECTIVES	SEMESTER ELECTIVES
<b>8</b>	8 <sup>th</sup> Grade Science			
<b>9</b>	CP Physics	Honors Physics	Environmental Science	Astronomy
<b>10</b>	CP Biology	Honors Biology**	Environmental Science AP Physics I	Astronomy Forensics Dynamic Oceans (teacher approval) Marine Ecology (teacher approval)
<b>11</b>	CP Chemistry	Honors Chemistry	Anatomy & Physiology AP Physics I AP Biology	Astronomy Forensics Dynamic Oceans Marine Ecology
<b>12</b>			Anatomy & Physiology AP Physics I AP Biology AP Chemistry AP Physics C	Astronomy Forensics Dynamic Oceans Marine Ecology

**\*\* Advanced students may take Honors Biology and Honors Chemistry (or AP Physics I) concurrently in Grade 10 with permission from the instructor.**

**MH 400 Grade 8: Integrated Science:****Full Year**

Integrated Science is a yearlong, inquiry-based course in which students will continue to study concepts outlined in the Massachusetts State Frameworks for Science and Technology/Engineering. Our topics include Chemistry, Physics, Biology, and Earth and Space Sciences. Students will develop and examine a variety of models where they will apply scientific reasoning and mathematical concepts in order to support scientific explanations. Large-scale cause and effect will be used to study natural phenomena. Collaborative and individual work will be used to solve problems, analyze and interpret scientific data, and construct and present scientific findings. Students will use a variety of communication methods to express what they have learned.

**MH 410 Introductory Physics:****Grade 9-Full Year**

This course will focus on teaching students to use a variety of science and engineering practices to understand complex phenomena central to the physical world. This understanding will derive from three core ideas of physics: motion, energy, and waves. Specific topics include matter and its interactions, motion, stability, forces, energy interactions, waves and their applications in technologies for information transfer. Students will develop and use models, analyze and interpret data, use math skills, and support scientific arguments using evidence.

**MH 430 Introductory Physics Honors:****Grade 9-Full Year**

The material for this course will be the same as that for Introductory Physics, but the pace of this course will be accelerated. Topics will be covered in more detail and with greater emphasis on quantitative analysis.

**MH 412 Biology:****Grade 10-Full Year**

This full year course will address concepts in biology, the study of life. Through extensive activities and laboratory work, students will explore the following topics while engaging in the scientific process. Major topics of study will include the chemistry of living organisms, cell structure and function, DNA structure and protein synthesis, heredity and genetics, evolution, ecology, and an introduction to body systems. Emphasis will be placed on scientific inquiry and drawing connections between living organisms and their environment. This course is designed to assist students with improving organizational, writing, and study skills.

**MH 432 Biology Honors:****Grade 10-Full Year**

This full year course will address concepts in biology, the study of life. Through extensive activities and laboratory work, students will explore a range of topics from atoms to ecosystems while engaging in the scientific process. Major topics of study will include the chemistry of living organisms, cell structure and function, DNA structure and protein synthesis, heredity, evolution, ecology, and an introduction to body systems. Lab experiments and activities in this course will highlight the development of important skills such as making detailed observations, experimental design, data analysis, scientific writing, and critical thinking. As an honors level course, students should have demonstrated intellectual curiosity and high achievement with respect to science.

**MH415 Anatomy & Physiology:****Grades 11-12 Full Year**

Prerequisite: Biology

Anatomy & Physiology is a course designed for those students seeking a deeper understanding of the structure and function of the human body, primarily those students interested in pursuing a medical field (nursing, physician, surgical assistant, etc.). Students will learn about the body systems through lecture, class activities, laboratory experiments, projects, and guest speakers. Students will explore medical advancements and the pathology of some diseases with particular emphasis placed on the interrelated nature of the body systems. Dissection and the viewing of a variety of surgical procedures will be an inherent aspect of the curriculum, highlighting the structure and function of the brain, eye, heart, leg, and kidney. Students will also participate in the dissection of a fetal pig in order to investigate the gastrointestinal tract.

**MH 450 Astronomy:****Grades 9-12 Semester**

This course is offered to all students interested in exploring humankind's current knowledge of the universe. Topics will range from local phenomena such as seasons, eclipses, and tides, to the grandest and mysterious objects known to us, including black holes and supernovae. In addition to the usual classroom lecture and labs, students will explore astronomy through observations and astrophotography. Weekly observing nights at the Harwich Elementary School Observatory are available using the facility's state-of-the-art telescopes (weather dependent). Astronomy is offered to the student wanting a virtually non-mathematical yet intellectually challenging science course.

**MH 413 Chemistry:****Grades 11-12 Full Year**

Prerequisite: Enrolled in Algebra 2 or higher, or teacher recommendation. Must be familiar with algebra.

Chemistry is the study of matter, commonly called "stuff". Chemistry is often called the middle science because it connects biology and physics. In this college preparatory chemistry course we will explore 10 different units focusing on the relationship between stuff, and how we use stuff in our everyday lives. Chemists are working to make stuff smaller, cleaner, stronger and faster. Chemistry is necessary for those interested in becoming medical assistants, nurses and doctors. Topics studied include: fireworks, chemical reactions, batteries, nuclear power and applications, smell and structure of molecules and the chemistry of cooking. Laboratory experiences will be a large part of the course, along with the necessary conceptual and mathematical skills. College preparatory chemistry will prepare students for the initial undergraduate chemistry course in college.

**MH 433 Chemistry Honors:****Grades 11-12 Full Year**

Prerequisite: Enrolled in Algebra 2 or higher, or teacher recommendation.

In the Honors level chemistry course, we will explore 14 different units focusing on the relationship between matter and how we use matter in our everyday lives. Topics include all of the topics in College Preparatory chemistry and units to prepare students for the Chemistry SAT II Exam at the end of the year. Students will also be prepared to take AP Chemistry as a subsequent course. Honors Chemistry is a writing and math intensive course. Laboratory work is a significant portion of the grade.

**MH416 Introduction to Environmental Science:****Grades 9-10 Full Year**

Introduction to Environmental Science is an exploratory course for ninth and tenth grade students who have a passion for the environment and want to make a positive impact on the natural world around them. This course will address the fundamentals of environmental science including, but not limited to, ecological interdependence, biodiversity, energy, pollution, climate change, and sustainability. Students will explore the ways humans have affected the environment in the past and use their problem-solving skills to determine how we might mitigate climate change and a loss of biodiversity in the future. This course will include laboratory investigations, discussions, independent and group projects, guest speakers, lecture, and fieldwork.

**MH 435 Forensics:****Grades 10-12 Semester**

This course explores various areas of modern forensic science including DNA analysis, bloodstain pattern analysis, forensic anthropology, and forensic fingerprint analysis. Students will participate in various labs involving the identification, processing, and analysis of physical evidence commonly collected during crime scene investigations. Additionally, historical crimes will be researched and investigated throughout the semester.

**MH 441 Marine Science: Dynamic Oceans:****Grades 10-12 Semester I**

Prerequisite: Biology

Dynamic Oceans is an interdisciplinary physical oceanography course that focuses on the study of waves, tides, ocean currents and the ocean-atmosphere relationship that influences weather and climate. Ocean chemistry will also be an integral part of the course as we discuss how salt concentrations in the ocean affect the physical flow of water and the adaptations of animals inhabiting the ocean. We will also explore different marine ecosystems and ocean zones and discuss the life that these habitats support. Selected topics will be studied in depth in the classroom, laboratory, and out

in the field, and will include a heavy emphasis on skills and experiential learning. This course will utilize local resources and will provide opportunities for field trips as well as interactions between students and visiting scientists.

**MH 442 Marine Ecology:**

**Grades 10-12 Semester II**

Prerequisite: Biology

Marine Ecology is the study of the various ocean life forms and their relationships to one another. We will survey the major marine invertebrate and vertebrate phyla, classes, and orders. For each group we will discuss internal and external anatomy, feeding, reproduction, and behavior. This course will focus on adaptations to the marine environment and ecological relationships between animals and their environment. Selected topics will be studied in depth in the classroom, laboratory, and out in the field, and will include a heavy emphasis on skills and experiential learning. This course will utilize local resources and will provide opportunities for field trips as well as interactions between students and visiting scientists.

**MH 485 AP Physics 1:**

**Grades 11-12 Full Year**

Prerequisite: Honors Algebra II (may be taken concurrently), Intro Physics (B or higher)

Advanced Placement Physics 1 is a yearlong, algebra-based, introductory college-level physics course for highly motivated students with recommendations from current math teacher and science teacher. AP Physics 1 explores topics such as Newtonian Mechanics and forces (including rotational motion); momentum, work, energy, and power; mechanical waves and sound. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Labs in this course will begin with open-ended questions to allow students to develop their own approach to addressing the problems at hand. This course is very hands-on and lab based in order to better prepare students to take the AP Physics 1 Examination. Students are expected to take the AP Physics I exam in May.

**MH 481 AP Biology:**

**Grades 11-12 Full Year**

Prerequisite: Biology Honors, Chemistry recommended

This course is the equivalent of a two-semester college introductory biology course and is designed to prepare students for the AP Biology Exam, which they are expected to take in May. It will provide students with conceptual frameworks for modern biology, factual knowledge, an appreciation of science as a process, and the analytical skills necessary to deal critically with the rapidly changing science of biology. The three general areas covered will be molecules and cells, heredity and evolution, and organisms and populations. Emphasis will be placed on laboratory experience. Lab work will encourage higher-order thinking, the development of important skills such as detailed observation, accurate recording, experimental design, manual manipulation, data interpretation, statistical analysis, and operation of technical equipment. Laboratory assignments will offer the opportunity for students to learn about problem solving, the scientific method, research techniques, and the use of scientific literature

**MH 483 AP Chemistry:**

**Grades 11-12 Full Year**

Prerequisite: Chemistry Honors.

AP Chemistry begins where Chemistry Honors leaves off, and it will complete the student's introduction to inorganic chemistry. It is offered for those students who need a rigorous background for further studies in science or engineering. Topics will include chemical equilibrium, acid and base chemistry, redox chemistry, kinetics, introductory thermodynamics, nuclear chemistry, and introductory organic chemistry. This course will help enable students to take the AP Chemistry Exam, which they are expected to take in May.

**MH 484 AP Physics C:**

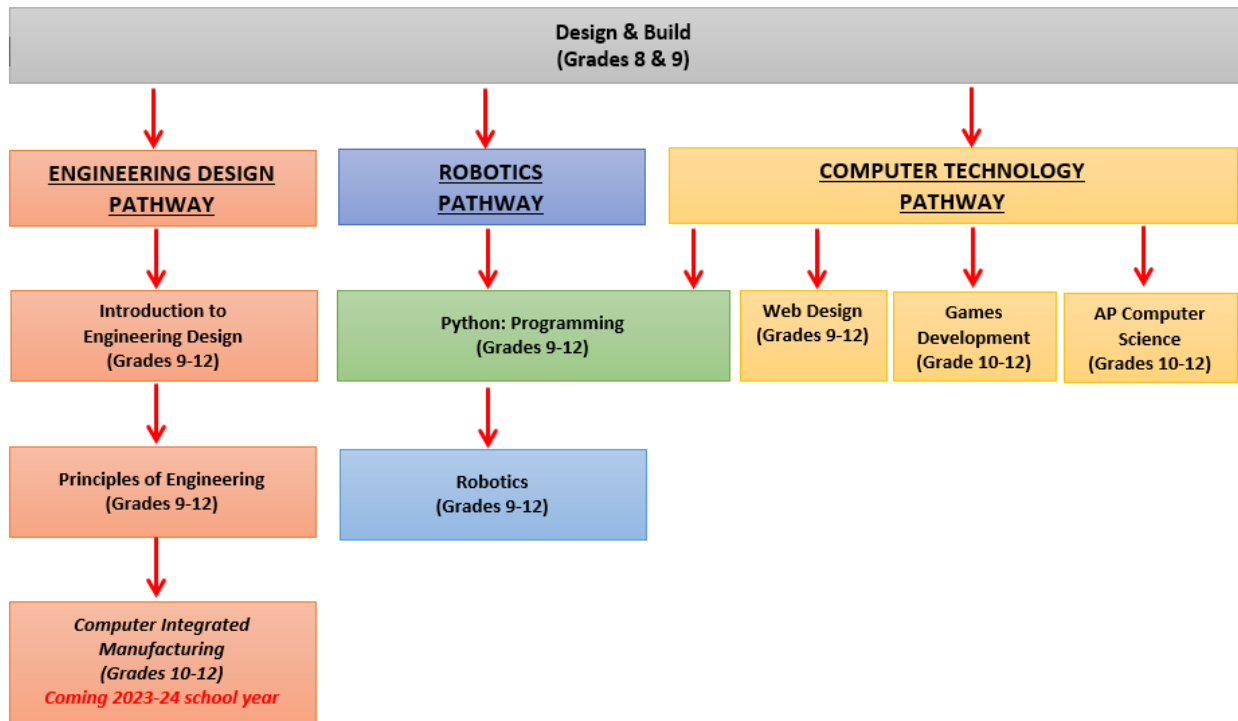
**Grades 11-12 Full Year**

Prerequisite: Previous Physics class and full year AP Calculus should be taken concurrently.

Mechanics course is equivalent to a one-semester, calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. Students are expected to take the AP Exam in May.



## Technology and Engineering



GRADES	FULL YEAR ELECTIVES	SEMESTER ELECTIVES
8 – 9		Design and Build
9 - 12	Introduction to Engineering Design Principles of Engineering	Python: Programming Robotics Web Design
10 - 12	AP Computer Science Computer Integrated Manufacturing (coming 2023-24)	Games Development

### MH 700 Design and Build:

### Grades 8 – 9 Semester

Do automation and robotics (AR) interest you? If you are saying yes, join us...no experience needed! Students will collaborate creatively by applying computational thinking. Creative thinking and problem-solving are embedded in our automation and robotics (AR) lessons and projects. VEX Robotics will allow students to design and build real-world objects like robotic arms, traffic lights, and toll booths. Students will use the design process and various technological tools such as computer-aided design, electronic controllers, 3D printers, sensors, and actuators. Communication and reflection around all of our work will allow students to process the effects of technology, both positive and negative, on themselves and others.

**MH 701 Introduction to Engineering Design:****Grades 9 - 12 Full Year**

Computers, Cellphones, Gaming Consoles, Virtual Reality, and Electric Cars. Have you ever wondered how they came to be? The answer is engineering. In Introduction to Engineering Design, you will learn how engineers apply a design process to solve real-world problems. Using math, science, and Language arts you have already learned combined with a variety of engineering tools, including 3D modeling software, you and your team will learn to design, document, and communicate your engineering ideas. Many of the transportable skills you practice in this course—such as communication, collaboration, ethical reasoning, and process thinking—can be applied to your other courses and your future career!

**MH 702 Principles of Engineering :****Grades 9-12 Full Year**

Prerequisite: MH 701 Introduction to Engineering Design.

Who brings all the great ideas and concepts we use every day to life? Engineers do. This course teaches you to bring new ideas to life. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Coming 2023-2024 School Year****MH 703 Computer Integrated Manufacturing :****Grades 10-12 Full Year**

Prerequisite: MH 701 Introduction to Engineering Design & MH 702 Principles of Engineering.

Have you ever thought of a new product, like a cellphone stand or an earbud case and wanted to actually make it? Today's technology enables an engineer to think of a new product and bring it to life in a matter of hours. In this class you will learn how to use the tools of computer aided manufacturing to transform ideas into new products. This course provides an opportunity for students to recognize many of the exciting career opportunities in the manufacturing industry. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems.

**MH 716 Communications: Using the Tools of Interactive Web Design:****Grades 9-12 Semester**

Would you like the opportunity to design and build your own interactive website? Perhaps you want to show off your knowledge of Video Games, honor your favorite sports team, or build an interactive website for your family's restaurant business. In this course, you will learn how the World Wide Web works and how to create sophisticated web pages and sites for the Internet. You will learn how to create web pages using the features included with HTML5 and CSS used by today's leading web developers. You will complete weekly projects to demonstrate your mastery of web coding principles. Once you have mastered the basic skills of web design and development, you will apply your skills to create a complete website on a topic of your choice.

**MH 715 Python: An Introduction to Programming:****Grades 9-12 Semester**

Have you ever wanted to program your own adventure game? Or write an app that draws an interactive masterpiece using color and sound? Python, An Introduction to Programming introduces you to the world of programming, using Python, one of the fastest growing computer languages. Using Python's intuitive program creation approach, you will create sophisticated applications using the language behind many of today's leading internet applications, including Uber and Google Spider. You will learn how to program using the Trinket.io programming environment, and use advanced programming techniques to develop incredible interactive stories, games and graphics design programs.

**MH 725 Investigating 21st Century Technology through Robotics:  
(Grades 8/9 with Approval)**

**Grades 10-12 Semester**

Have you ever wanted to program a robot to pick up your room? Or build a robot designed to find a person in a house that's on fire? This course teaches you how to program robots to use sophisticated sensors including color, touch, and sound to operate autonomously. You will take a hands-on approach to learning the key technologies behind the Robotics Revolution, through the building and programming of robots. You will learn how to use motors, sensors, actuators and controllers to create autonomous robots. As a final demonstration of your robot building and programming abilities, you will use a robot to solve a real world problem such as package delivery using drones, or development of a self-driving vehicle.

**MH 735 AP Computer Science Principles: Creative Expression through Technology:**

**Grades 9-12**

Prerequisites: Algebra

Do you want to take the fastest growing and one of the most popular AP courses offered today? Are you interested in technology, but have never seen yourself taking a course in programming or technology? If so, this might just be the perfect course for you! Technology is affecting all aspects of our lives, and its influence will expand society's creative pursuits. This new AP Computer Science Principles course targets students who might not otherwise consider a technical AP offering. AP Computer Science Principles` will help you tackle the changes brought on by 21<sup>st</sup> Century innovation by preparing them with background knowledge and skills. You will learn the key aspects of Computer Science used to drive today's innovations. You will then apply what you learn to explore creative expression through the application of technology. From using robots to creating paintings, to using computers to generate fractal artistic designs, you will be able to choose the expression that best matches your interests and passions. The course will culminate by taking the AP Computer Principles Exam, which includes the creation of a computer generated expressive work – artistic or musical. Students will be expected to take the AP Examination in May.

**MH 727 Introduction to Games Development:**

**Grades 10-12 Semester**

Prerequisite: Algebra I (Grade 9 with teacher approval)

Do you love to play video games? Have you ever wanted to design and write your own video game? In this course, you will learn how to use one of today's fastest growing video game development tools to design and code your own amazing game. You will learn how to design animated characters, build your own gaming environment, and bring your game to life by teaching your characters how to interact with your game space. This course focuses on building 2-dimensional games such as Mario brothers, Pacman, Zelda and Space Invaders. No programming skills are required.



**Claudia Berbeo:** Earned a Bachelor of Telecommunications Engineer Degree from Santo Tomás University in Colombia, and a Specialization of Communications Project Management from Politécnico Granacolombiano. She was a postgrade Teacher in the Digital Communication Program from Sergio Arboleda University in Bogotá, Colombia. She worked many years in Communications projects in the Colombian public sector. And also, she co-created the Community Impact Project "Cape Cod for All" and leadered Spanish playgroups with the Cape Cod Children's Place.

**Melinda Jones:** Earned an Associates's Degree in Chinese Language and Literature and also earned a Bachelor of Arts in Chinese Language and Literature in Chengdu, China. Melinda trained the public K-12 schools' Chinese language teachers for over twenty years before she came to the U.S. Since 2010 she has taught Mandarin in both elementary and high school in public schools and Sunday Chinese schools in the U.S. Teaching is her dream job. From Melinda, "I love Chinese traditional culture as well as I love my students. My short-term goal is to help my students to learn the Chinese language and culture with fun; the final goal is that students can continue to self teach or study in another program to learn the Chinese language and culture after high school graduation. My leisure life includes Chinese brush painting, calligraphy, Tai Chi, and Tea Art."

**Pauline Linnell:** French native Speaker with 20 year teaching experience in the U.S., foreign languages (Spanish and French), ELL (English Language Learners) and Special Education. Graduated from University of Angers, France, with a Master's Degree in English and Spanish, CalState University and City University of Seattle with a certification degree in Special Education.

**Laine Kotoski:** Graduated from Whittier College with a Bachelor of Arts in Global Cultural Studies & Spanish. She has traveled extensively through Central & South America and is extremely passionate about both the Spanish & Portuguese languages. She wants her students to love learning, enjoy language immersion and ultimately develop a zest and curiosity for life through travel, culture and language. In her free time, she teaches adult English Language Learners.

**Robert Smeltzer:** Graduated from the University of California at Irvine with a Bachelor of Arts in English. He received a Master's degree of Education and completed his Latin teacher certification requirements at the University of Massachusetts-Lowell. Mr. Smeltzer also completed a Master of Arts in English at the University of Millersville in PA.

**Introductory videos by students on the value and impact of studying a World Language::**

[French](#)

[Spanish](#)

[Latin](#)

[Mandarin](#)

**MRHS World Language Offerings 2022-23**

Grade	MRHS Graduation Requirement	Advanced Studies
8, 9, 10, 11	Language Level I	Language Level I/II
9, 10, 11, 12	Language Level II	Language Level II/III
10, 11, 12		Language Level III/IV Honors
11 or 12		Language Level IV Honors
12/or with Teacher Permission		**AP

\* \*\*AP Courses may not run every year and are based upon student enrollment. All course are FULL YEAR

**MH 501 French Year 1:****Grades 8-12**

Did you Know? More than 300 million people speak French on the five continents. France is the world's top tourist destination and attracts more than 87 million visitors a year. French is a good base for learning other languages, especially Romance languages (Spanish, Italian, Portuguese) as well as English, since about 30% of English vocabulary is derived from French. French I is an introduction to the language and culture of the French-speaking world. Whether students have come from a Middle School French language program or are just beginning their study of French language and culture, this course is designed to get students speaking and conversing as we cover a variety of topics. The course curriculum will follow the foreign language strands of Communication, Cultures, Comparisons, Connections and Community. Students will explore current events, fashion, film, art, and history as topics relative to their learning. Students will participate in online, complete activities, create skits, posters, and much more. The following will be used in class: the internet, magazines, films, songs, games. The class will be conducted in French (target 90 – 100%) with limited English.

**MH 502 French Year II:****Grades 9-12**

Prerequisite: French I

French II builds upon the themes of French I with the added linguistic component of speaking and writing about vacations, what we did over the weekend, films we've seen and stories we've heard – Past Narration! The cultural focus is the European Union. We look at online resources to learn about the various member countries and their economic, political, and social policies. This theme coordinates well with our European History courses. Students apply what they learned in French I to continue to develop their aural, oral, reading, writing, and cultural skills. A primary grammar objective is to master expression in the present, past, and near future tenses. Additional tenses are introduced and taught according to student interest, topics, and student readiness. Students are also asked to share their learning in multiple ways, including posters, powerpoint presentations, and dialogues. The class is conducted in French.

**MH 503 French Year III Honors:****Grades 10-12**

Prerequisite: French II

French III continues to build upon the themes and skills of French II, with the added focus of conversing and writing about the future and its possibilities! We look at social and environmental concerns such as: recycling; human rights; employment; university study; fashion trends, pop music, and current events. We also begin to study literary expression through *la bande dessinée*, comics scripts. By year's end, students can expect to have successfully transitioned to intermediate level work in reading, writing and speaking. This course is an opportunity for students to expand and improve their spoken and written French while further developing and strengthening their listening and reading skills. In addition to texts, content will continue to be taken from a variety of sources, including French magazines, poems, short stories, fairy tales, plays, songs and film. A script-writing and video film production project will provide an exciting venue for students to create and demonstrate a vision of their own. All verb tenses, including the subjunctive, will have been taught, practiced, and applied. The class is conducted in French. Students are expected to converse with the teacher and their peers in French as well.

**MH504 French IV Honors:****Grades 11-12**

Linguistically, this course is designed to move students from intermediate level learners of French to more advanced practitioners of French. Students' understanding of critical grammar, such as use of the subjunctive voice and writing stylistics will be reviewed and practiced in addition to speaking skills. A term project aligned with the student's personal choice includes a research paper and oral presentation of an artist and his/her work; an artistic movement; literary genre; or great architectural masterpieces. Students will also be asked to reflect on their own vision of an ideal world, as if they themselves were an artist, a writer, a sculptor, or orator. Class conducted entirely in French. Student work is entirely in French. Prerequisite: grade of B in French IIIH. This course is designed as preparation for AP/University level studies. Students are expected to converse with the teacher and their peers in French as well.

**MH 505 AP French Language and Culture:****Grade 12**

Prerequisite: Successful completion of French IVH/FRIII H grade of B or better, and with permission of the Instructor.

French Language, Advanced Placement is based on content established by the College Board Emphasizing the use of the French language for active communication. Course content focuses on such themes as: Global Challenges; Science and Technology; Contemporary Life; Personal and Public Identities; Families and Communities, and Beauty and Aesthetics. Students build upon skills they have been developing throughout our French Language and Culture program. These skills include: Spoken Interpersonal Communication, Written Interpersonal Communication, Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentational Communication, Written Presentational Communication, in accordance with ACTFL guidelines. We look to develop language skills that are useful in themselves and can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions is emphasized as well as extensive practice speaking and discussing topics in French. This course is conducted entirely in French. Additional information about the course may be found at College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

It must be understood that the curriculum followed in class is AP, as determined by the College Board, to ensure the integrity of the AP offering. Students will be expected to participate in class discussions, focus on mastering grammar and the advanced skills in reading, listening, writing and speaking. This is a college level course.

### **MH 511 Spanish Year I:**

**Grades 8-12**

Spanish is spoken in 20 countries and is the second most highly spoken language in the world. Students taking Spanish I acquire language through three modes of communication: Interpersonal, Interpretive and Presentational. Whether students have come from a middle school Spanish language program or are just beginning their study of Spanish language and culture, this course is designed to get students immersed in the language with authentic readings, movie clips, videos, music, high interest cultural topics are woven into the topics mandated by the Massachusetts State Frameworks for year 1 and the six Advanced Placement Themes. The rubrics are based on the American Council of Teaching Foreign Languages and the National Standards for Foreign Language. Grammatical structures mastered include: the present tense of regular and key irregular verbs, the near future tense, and some verbs in the past tense. Learning activities include comprehensive input methods, so that students acquire a language in a natural way. Students communicate through storytelling, games, songs, writing, dialogues, and spontaneous conversation with a variety of media. Students will become aware of and appreciate social and cultural differences.

### **MH 512 Spanish Year II:**

**Grades 9-12**

Prerequisite: Spanish I

Ninety percent of the class is conducted in the target language. Similar to Spanish I, students acquire a second language using comprehensive input learning activities that immerse the student in high frequency vocabulary and high interest cultural topics. A variety of authentic resources are used as stated above. Communication becomes more complex as the year progresses. and students will be able to read a novel generated for students completing stage 1 of MA state frameworks. At this level students will use more irregular verbs, the past tenses, the simple future tense, and a wider variety of adjectives, adverbs and transition words. Students are expected to spend more time speaking to classmates and the teacher in the target language. Students describe past events; talk about things, ideas, and people; talk about future plans and actions; express emotions, attitudes and opinions; ask for and give preferences, and master the basic expressions and vocabulary needed to survive as a tourist. Students work towards developing speaking proficiency through participation in dialogues, role-plays, classroom conversation and oral presentations in the target language. Reading comprehension is developed through the use of narrative passages from the text and other sources. Students will write more complex compositions, using the present, future and past tenses. By the end of the year, students gain a deeper understanding of Hispanic culture through readings, audio/video, and classroom discussions of customs, holidays, and values as well as different geographical locations.

### **MH 513 Spanish Year III Honors:**

**Grades 10-12**

Prerequisite: Spanish II

Oral use of the language is emphasized. Ninety percent of the class is conducted in the target language. Students will expand vocabulary and cultural understandings related to Hispanic countries, global telecommunication; shopping, pastimes and hobbies; hotel stays; what to do in a medical emergency; and the differences between city and country life.

Students will also be able to: communicate more extensively using the past, future, conditional, subjunctive and present perfect tenses, giving students the ability to speak about their future goals, wishes, and concerns about the environment and current events. By the end of the year students will have completed the first half of Stage One of the MA State Frameworks and read an authentic unabridged novel in Spanish.

**MH 514 Spanish IV Honors:**

**Grades 11-12**

Prerequisite: Spanish III

This course will aim to strengthen intermediate language skills. Ninety percent of the class is conducted in the target language. Each unit takes place in Spanish-speaking countries. This course is taught primarily in Spanish with explanations in English. Students will be expected to create both oral and written presentations, individually and in groups. A core text containing short works in literature, cultural readings and language structure is one resource supplemented with a variety of authentic media. Topics to be covered will focus on Latin and South American countries, their culture and social issues. Course Outline: Familiar issues (housing, household chores, fashion clothing, shopping) Comparing people and things (Identity, fantasy, future studies, professions) Cultural/moral issues (Latin American Economics, our planet, ecotourism, ) Celebrations, (Graduation ceremony, Holidays) Cultural topics: life, social issues, the arts, Literature

**MH 515 AP Spanish Language and Culture:**

**Grade 12**

Prerequisite: Spanish IV Honors and permission by the Instructor

The AP Language and Culture Course provides students with opportunities to develop language across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g. journalistic and literary works, podcasts, interviews, movies, charts and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: [http://apcentral.collegeboard.com/apc/public/exam/exam\\_information/4554.html](http://apcentral.collegeboard.com/apc/public/exam/exam_information/4554.html).

**This is a college level course.**

**MH 521 Latin I:**

**Grades 8-12**

Why study Latin today? Isn't Latin a dead language? On the contrary, Latin is more alive today than it was in Julius Caesar's time. The Latin language and Roman culture are the foundation of modern American architecture, government, language, and literature. Course objectives are to apply the Latin language and Roman culture to real world situations, such as the development of English and Romance vocabulary and an understanding of scientific terminology; to teach students to read a basic Latin passage through reading, vocabulary acquisition, and grammatical exercises; and to develop through discussions and readings an understanding of the social and political history of the Romans and its connection to modern American society. This course will provide an understanding of English grammar and vocabulary through comparisons between English and Latin grammar and the study of English and Romance derivatives from Latin. Students will explore cultural topics, including the Roman family and household, heroes, Greco-Roman drama, gladiators, and Roman government and its influence on American government, through readings, class discussions, and hands-on projects.

**MH 522 Latin II:**

**Grades 9-12**

Prerequisite: Latin I

Latin II will continue to explore Latin's applications for real world situations. This course will continue the study of Latin grammar and vocabulary with the intent of improving students' reading skills and their knowledge of Roman history and culture. It will also maintain focus on real world applications for Latin skills in the development of English and Romance vocabulary and scientific terminology. Students will explore cultural topics, including Greco-Roman gods and goddesses, travel and trade in the Roman Empire, and the Roman army, through readings, class discussions, and hands-on projects.



**MH 523 Latin III Honors:****Grades 10-12**

Prerequisite: Latin II

Latin III will continue to apply Latin to real world situations through the study of English and Romance vocabulary and scientific terminology. This course will complete the study of Latin grammar and vocabulary and allow students to read ancient Latin authors in the original language, such as Caesar and Vergil. Readings will include selections from Caesar's *Gallic Wars* and Vergil's *Aeneid*. Students will explore cultural topics, including Greco-Roman philosophy, through readings, class discussions, and hands-on projects.

**MH 524 Latin IV Honors:****Grades 11-12**

Latin IV will continue to apply Latin to real world situations through the study of English and Romance vocabulary and scientific terminology. This course will help students both who are finishing their fourth year of language study as well as those who will be taking the AP Latin test in the fifth year. In addition to a continuation of learning and reviewing Latin grammar and vocabulary, the course will focus on the College Board's AP Latin selections from Caesar's *De Bello Gallico* and Vergil's *Aeneid*. Students will work towards translating the required readings with an accuracy that reflects precise understanding of the Latin in all its details. Emphasis on Latin grammar constructs, syntax, and literary style will not only improve students comprehension of the texts but also give them access to the history, literature, and culture of the ancient Romans.

**MH 525 AP Latin:****Grade 12**

Prerequisite: Latin IV Honors and permission by the instructor

This course focuses on the College Board's AP Latin selections from two of the greatest works in Latin literature: Caesar's *De Bello Gallico* and Vergil's *Aeneid*. Students will work towards translating the required readings with an accuracy that reflects precise understanding of the Latin in all its details. Emphasis on Latin grammar constructs, syntax, and literary style will improve student comprehension and appreciation of the Latin selections while at the same time giving students access to the history, literature, and culture of the ancient Romans. English selections from the *De Bello Gallico* and *The Aeneid* will also be read in order to contextualize the Latin selections. Latin Advanced Placement is a course which follows the College Board course guidelines for AP Latin and prepares students to be successful on the AP Latin exam. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/2260.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2260.html) (Removed a paragraph here: "Students who wish to take... )

**MH 531 Mandarin Chinese I:****Grades 8 -11**

Chinese I is for students who have not studied nor been exposed to Chinese before. This highly interactive course aims to provide students with the basic skills necessary for meaningful communication in Chinese. With a strong emphasis on speaking and comprehension, students will explore the Chinese language through rhymes, poems, movement, role-playing and hands-on activities. Learning will be enhanced with cultural references to Chinese geography, customs, and traditional games. Upon completion, students will master: Pin-yin, the Chinese sound system, basic principles, traditions and philosophies of Chinese Hieroglyphics, Chinese characters, and Chinese dictation.

**MH 532 Mandarin Chinese II:****Grades 9-12**

Prerequisite: Mandarin I

Chinese II builds upon knowledge gained in Chinese I. This carefully sequenced and highly interactive course is designed to help students further develop and improve listening, speaking, reading and writing skills. Students acquire a solid grammatical base, stronger listening comprehension, and more fluent speech. Supplementary reading materials will include short stories. Learning will also be enhanced with cultural references to Chinese geography, customs, and traditional games. Upon completion, students will fine-tune their pronunciation, acquire basic proficiency in reading short texts and write simple compositions in Chinese.

**MH 533 Mandarin Chinese III Honors:****Grade 10-12**

Prerequisite: Mandarin II

Chinese III builds on the knowledge gained in Chinese 1 and Chinese II. This course is designed for students who have successfully completed Chinese II or its equivalent. Students will continue to improve the four areas of language skills: listening, speaking, reading and writing. Through 6 thematic units of study, students will acquire new vocabulary and more sophisticated grammar structures. All language concepts are introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Supplementary reading materials will include short stories. Learning will also be enhanced with various hands-on projects.

**MH534 Mandarin Chinese Year IV Honors**

**Grade 10-12**

prerequisite: Mandarin Chinese III Honors

Mandarin IV builds on the knowledge gained in Chinese II and Chinese III Honors. This course is designed for students who have successfully completed Chinese III or its equivalent. Students will continue to improve the four areas of language skills: listening, speaking, reading, and writing. Through 10 thematic units of study, students will acquire new vocabulary and more sophisticated grammar structures. All language concepts are introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Supplementary reading materials such as short stories are employed. Exposure to Chinese culture can be found throughout the course in order. Learning will also be enhanced with various hands-on and mind-on projects.

**MH535 AP Chinese Language and Culture:**

**Grade 12**

Prerequisite: Mandarin Chinese III Honors

Chinese IV builds on the knowledge gained in Chinese II and Chinese III. This course is designed for students who have successfully completed Chinese III or its equivalent. Students will continue to improve the four areas of language skills: listening, speaking, reading and writing. Through 10 thematic units of study, students will acquire new vocabulary and more sophisticated grammar structures. All language concepts are introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Supplementary reading materials will include short stories. Exposure to Chinese culture can be found throughout the course. Learning will also be enhanced with various hands-on projects.

## Visual & Performing Arts Department

### **Vision Statement**

The Monomoy Regional High School Visual and Performing Arts Department program of studies is built on the understanding that the arts are an integral and unique part of a person's core education— developing curiosity, creativity, critical thinking, and problem-solving skills through study, observation, performance, creation, and reflection. Not only do the arts provide individuals with these 21st-century skills, but they are also necessary components for any civilization that wishes to raise itself above simple existence. VPA students experience both individual and collaborative coursework that is engaging, relevant, and deeply purposeful. Participation in our programs prepares students to contribute to the vibrance of humanity beyond high school.

**Stephen Cass:** Earned a Bachelor's degree from the State University of New York at Oswego in Technology Education and a Master's degree from SUNY Oswego in Vocational Teacher Preparation.

**Ciara Gregoli:** Graduated from Bridgewater State University with a bachelors in Visual Arts and Secondary Education.

**Jeremiah Nickerson:** Earned a BFA in Art/Arts Education from The University of Georgia and an MAT in Creative Arts from Bridgewater State University. Jeremiah specializes in three dimensional art such as sculpture and ceramics.

**Rosemarie Richard:** Graduated with a Bachelor's degree in Music Education from Moravian College in Bethlehem, PA and a Master of Science degree in Music Education from Central Connecticut State University.

**Amanda Schuermann:** Earned a BFA in arts education from Massachusetts College of Art and Design and an MFA from MassArt's Dynamic Media Institute. Specializes in digital art, design, photography, and new/interactive media. Amanda is a practicing designer and photographer, who owns and runs the local business— Down Cape Design.

**Bernadette Waystack:** Earned her B.F.A. from the University of Massachusetts at Amherst and a Master's degree in Painting from Savannah College of Art and Design. She is a practicing artist with a studio in Harwich Port and developed a specialized curriculum focused on the Provincetown Art Colony and the history of art on Cape Cod.

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*The Arts, as stated in Massachusetts State Law and Every Child Achieves Act, are considered core academic subjects. They teach 21st Century skills encountered in other areas. Learning in the arts is a lifelong skill and the department offers a variety of classes for the serious artist, as well as classes that will interest all students. The performing arts department of the high school is the culminating experience in a K-12 district program. The performing classes, in chorus and band, showcase the students' talents gained in their public school musical training and in their community-based experiences. Theater offers students both performance and technical experience. The visual and digital art courses provide an understanding of the arts through a variety of real life scenarios working with the 21st Learning expectations. Students have opportunities to visit art museums and are introduced to artists in the community. As juniors and seniors, students may apply for an arts internship to work alongside a professional artist. Those who may choose art as a career path should start with the Foundation classes and progress through their chosen fields to ensure a competitive portfolio/body of work is produced.*

**Visual & Performing Arts Department  
Course Offerings**

Grade Levels	2D & Mixed Media Fine Arts	3D Fine Arts	Digital Media	Digital Art & Design	Grade Levels	Performing Arts
8-12	Mixed Media Workshop*	Intro to Ceramics	Intro to Digital Media	Intro to Photo	8-12	Chorus*
						Theater Arts*
	Intro to Drawing & Painting	Intro to Sculpture		Intro to Graphic Design	8-9	8-9 Band*
	Global Art & Design*			10-12	10-12 Band*	
9-12	Advanced Drawing & Painting*	Advanced Ceramics*	Digital Media 2	Advanced Photo*	9-12	Select Choir/Advanced* <i>(Auditions Only)</i>
		Advanced Sculpture*	Advanced Digital Media*	Advanced Graphic Design		History of Rock*
	Hands on Art History		TV Production 1*			Music Theory*
11-12	AP Art & Design/2D*	AP Art & Design/3D*	TV Production 2*	AP Art & Design/2D*		
<b>Department-Wide Offerings</b>						
11-12	Independent Studies in the Arts* <i>(Includes: Arts Management, Independent Study, AP Studio, Internships etc.)</i>					

\* Students may take these courses more than once with instructor permission only

## 2D & MIXED MEDIA | FINE ARTS

*Hands On Art History and Global Art & Design may be taken for an ART or SS requirement*

### **MH600 Introduction to Drawing and Painting**

**Grades 8-12 Semester**

An introductory class in 2-D media which is designed for students to explore drawing and painting through a wide variety of media and techniques. Observational work will be stressed but balanced with more abstract and pattern-based assignments. Students may be painting with acrylics, oils, pastels or watercolor. Drawing might be done with charcoal, ink, graphite or color pencil. The use of mixed media will also be encouraged.

### **MH610 Advanced Drawing and Painting\***

**Grades 9-12 Semester**

*Prerequisite: Students must pass Intro to Drawing and Painting with a grade of 80% or by instructor approval.*

This class is for students who wish to deepen their knowledge and expertise in drawing and painting. Students will be encouraged to push their skills and to design their own assignments as they begin to develop a personal style. It gives students the opportunity to build and strengthen their portfolio for a range of future art endeavors.

### **MH606 Mixed Media Workshop\***

**Grades 8-12 Semester**

Build your creative confidence! This class provides the less-experienced student an opportunity to try their hand at a wide variety of visual arts mediums. Students will produce original artworks and learn skills and techniques that can serve as a building block to more advanced artistic practice.

### **MH 271 Hands On Art History**

**Grades 9-12 Semester**

A hands-on exploration of art on Cape Cod. Discover how important Cape Cod was in revolutionizing modern art in the 20th century and how it still attracts ground-breaking contemporary artists today. Learn by making art that put Provincetown and Cape Cod on the map of the art world. We make connections between major global events and what happened in our own backyard. Experience firsthand artmaking like the early innovators and contemporary art and artists still living and working on the Cape today.

### **MH 604 Global Art and Design\***

**Grades 9-12 Semester**

This class is for students who would like to learn about art through hands-on work rather than just drawing and painting. Students will explore diverse arts and crafts created by artists from different cultures and times. Projects may include textiles, bookmaking, multicultural crafts, fashion, and jewelry. There is a strong emphasis on designing your own projects and researching art and design from around the world. There is a global emphasis on understanding of traditions and historical contexts as well as an examination of your own heritage.

## 3D | FINE ARTS

### **MH 616 Introduction to Ceramics**

**Grades 8-12 Semester**

An introductory level course where students use clay to learn the elements of art and principles of design. Level 1 will focus on developing proper hand-building techniques to create functional pottery. Through ceramics students will learn about art history, the processes behind kiln firing, and proper glazing.

### **MH 619 Advanced Ceramics\***

**Grades 9-12 Semester**

*Prerequisite: Student must pass Ceramics 1 with a grade of 80% or higher or have instructor approval*

This course expands on the ideas and skills learned in Ceramics 1, with more of a stress on sculptural form and students making independent artistic choices. Students will continue to develop hand-building skills along with an introduction to the pottery wheel.

### **MH630 Introduction to Sculpture**

**Grades 8-12 Semester**

Through the elements of art and principles of design students in this course will learn to explore three dimensional space using a variety of artistic techniques and materials. This course will use art history to give students the opportunity to gain knowledge in additive, subtractive, and assemblage techniques as different methods of construction.

### **MH631 Advanced Sculpture\***

**Grades 9-12 Semester**

*Prerequisite: Student must pass Sculpture 1 with a grade of 80% or higher or have instructor approval*

This course expands on the ideas and skills learned in Sculpture 1, with added stress on independent artistic choices. Using a wide variety of 3D materials, students create representational and abstract forms based on both historical and contemporary concepts.

## DIGITAL MEDIA

*All digital arts classes may be taken to fulfill an ART or STE requirement*

### **MH 682 Intro to Digital Media**

**Grades 8-12 Semester**

Digital media gives you the opportunity to explore exciting jobs in the growing field of Digital media/Communications. This is an entry-level course that allows students to learn how to make audio and video production using digital video/audio equipment and editing software and also use your creativity to produce a radio station, stop and go animation, music videos and an instructional video. Students will learn about audio production, using the right microphones and getting the right audio levels, then going into camera methods as well as editing techniques, and learn how to correctly operate tripods and microphones. Successful completion of the course will give you the necessary background to take Digital Media 2 and gain the skills necessary to succeed in today's Digital Media society.

### **MH 683 Digital Media 2**

**Grades 9-12 Semester**

*Prerequisite: Student must pass Intro to Digital Media with a grade of 80% or higher or have instructor approval*

Digital media 2 builds upon the skills you have learned in Digital 1. You will learn more in depth knowledge about the camera, techniques and movements that will allow you to enhance the projects you will be working on in class. These projects will include ones that are assigned but will also give you the ability to work on projects that you are interested in exploring. This class will allow you to explore the use of drones, DSLRs, stabilizers, tripods and Gopro equipment for your projects.

### **MH 685 Advanced Digital Media\***

**Grades 10-12 Semester**

*Prerequisite: Student must pass Digital Media 2 with a grade of 80% or higher or have instructor approval*

Ability to work and learn in a self-guided atmosphere where each student has the opportunity to work individually or as a member of a self-formed group is integral for this course. Advanced TV Production is designed for the student who has already spent a year or more in Digital Media or Television Production and wishes to concentrate on a specific area of

study or a project of a scope not covered by the traditional television classes. Projects such as the production of student/community programs, sports talk shows, sporting events, music productions, student film-making, computer generated animation, or refining your editing skills on one of our state of the art editing systems.

### **MH 684 TV Production 1\* & 2\***

**Grades 9-12 Semester**

*Prerequisite: Student must pass Intro to Digital Media with a grade of 80% or higher or have instructor approval*

LIGHTS, CAMERA, ACTION! Work to produce the Morning announcements that broadcast over Comcast to all subscribers in the Chatham and Harwich area and on the Internet. Learning to be a member of a team, taking responsibility for a product, and functioning in a real-world environment of deadlines and responsibilities are all part of the TV Production experience. Whether you're looking for a career head start or just want to try something new, TV Production has something for everyone. Problem solving, decision-making, creative thinking, and hands-on learning are the name of the game here. Students will use prior knowledge as well as new skills to build thorough and concise written pieces for televised and digital broadcasts.

## **DIGITAL ART & DESIGN**

*All digital arts classes may be taken to fulfill an ART or STE requirement*

### **MH 626 Intro to Graphic Design**

**Grades 8-12 Semester**

Learn the basics of Adobe Photoshop, Illustrator and Lightroom to create stunning images and graphics! The class explores how the use of elements and principles of art, color theory, imagery, visual hierarchy and typography can be used to communicate ideas effectively, while also providing visual aesthetics. Here, individuals begin to build their visual communication and problem solving skills through project-based, real-world community design experiences. Frequently, students take part in local design projects, contests, and/or exhibitions so that they can not only experience aspects of a design career, but have an opportunity to see their work come to life in their community.

### **MH602 Advanced Graphic Design**

**Grades 9-12 Semester**

IMAGINE. DESIGN. PRODUCE! Building on skills learned in Intro to Graphic Design, this is an upper level, multitiered course that strengthens understanding of the processes and systems common to careers not *only* in graphic design, but apparel & product design, advertising, marketing, and more. Students learn how to both design AND produce products such as screen-printed t-shirts, custom stickers, posters, and more. Software training includes advanced techniques in Photoshop and Illustrator, as well as an introduction to InDesign. This graphic design, studio-style class incorporates on-campus, local business, and community client-driven projects which calls for students to think analytically and problem solve real world scenarios through design.

*Prerequisite: Student must pass Intro to Graphic Design with a grade of 80% or higher or have instructor approval*

### **MH 620 Intro to Photography**

**Grades 9-12 Semester**

Learn how to capture and compose images using the manual modes of the digital camera. Outside of capturing images, students also learn media management and the software programs including Adobe Photoshop and Lightroom which we use for image enhancing, editing and manipulation. In each project, we incorporate the elements and principles of design and encourage students to explore the world around them and customize the projects to fit their own interests and curiosities. Shared digital cameras are available to lend out if a student does not have their own. Students will be expected to complete a minimum of one hour of homework per week.

### **MH 623 Advanced Photography\***

**Grades 9-12 Semester**

*Prerequisite: Student must pass Intro to Photography with a grade of 80% or higher or have instructor approval*

Advanced Photography is a course for students who are serious about photography and wish to improve their skills. This is an intensive, independent, project-based course which gives individuals an opportunity to utilize photography to explore creative ways to communicate ideas, stories, moods, and messages. Students are encouraged to interpret the instructor's photography prompts in their own ways, so they can further develop their own style. Throughout the course, students generate a portfolio of finished works that demonstrate their understanding of concepts, processes, skills, and

style. Each individual is required to participate in at least one contest or exhibition during the course. Class time is solely dedicated to skill-development, planning, critiques, editing, organization, writing, research, and staged photo shoots whereas outside of school, students are expected to complete a minimum of 1-2 hours of photography each week. Students are highly encouraged to obtain their own DSLR camera, but the department has loaners for those who do not have access to their own.

### **MH 615 AP Art & Design, 2D or 3D\***

**Grades 11-12 Semester**

*Prerequisites: Minimum of 2 arts courses, with grades of 80% or higher*

*Enrollment Requirements: Initial Portfolio, Statement of Intent, & Final Instructor Approval*

The AP Art and Design program consists of three different courses and AP Portfolio Exams—AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing—corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

This is an intensive, college-level course that requires immense dedication, time and focus. Students complete a portfolio of 15-20 finished, refined works by early May to meet the deadline and requirements.

*\*Students MUST enroll in AP Art & Design + Independent Study (AP Extended Studio Time) for BOTH semesters*

## **MUSIC**

### **MH 642 Band 8-12\***

**Grades 8-12 Full Year**

The band will play three major concerts at night, and it will play in the community and for graduation. **Two** rehearsals at night per concert will be mandatory. Members may participate in local, district and state music festivals. The music studied will include standard band/orchestra literature, as well as jazz, rock, pop, classical, and Broadway shows. There will be limits on numbers of guitar players, bass players, and keyboard players permitted in this class.

### **MH 644 Chorus\***

**Grades 8-12 Full Year**

Chorus is open to all students who enjoy singing. The chorus will perform in three major concerts at night, and for the community and **two** rehearsals at night per concert will be mandatory. Material covered will include exercises for vocal development and a wide variety of music from the choral literature. Members may participate in local, district and state music festivals.

### **MH 645 Select Choir\***

**Grades 9-12 Full Year**

*Prerequisite: Successful audition with outside adjudicators in spring of previous academic year. One year of chorus is recommended but not required*

This ensemble will learn and perform challenging 4, 6, and 8-part choral literature. The works will primarily consist of a cappella music and will range from Renaissance to Contemporary a cappella. Individual work will be emphasized including sight singing, musical style, phrasing, intonation, and diction. Training will include ensemble performance without a conductor, as well as solo and smaller ensemble singing. Performance in evening concerts will be scheduled and mandatory. Members will be required to audition for local and regional music festivals. This ensemble does ample outside community engagement, as well as recruitment in the lower schools. Altogether, performance skills, leadership, poise, cooperation, independence, and musicianship are expected and prioritized; developing habits of deeper learning.

### **MH 646 Music Theory\***

**Grades 9-12 Semester**

This one semester course is designed to carry students from basic fundamentals of music into the beginnings of composition. Music Theory will provide the opportunity to learn about the “science” behind music and covers music



notation, literacy, rhythmic and melodic dictation, chord structure, and melody writing. Noteflight is our vehicle for creative composing and applying your acquired knowledge. Previous ensemble experience is not necessary.

### **MH 649 History of Rock Music\***

**Grades 9-12 Semester**

Students will explore various genres of recent music by studying their origins, exploring their history, critically listening to examples, analyzing their elements, connecting them to the global, social, and historical factors. Students will research representative artists, pieces, and lyrics, and analyze performances. Students will be expected to document their research, write detailed analysis, and present their findings.

### **Theater Arts\***

**Grades 8 - 12 Semester**

This class is for actors and tech people of all levels interested in learning about the many aspects of the theater. It will include theater design, acting, and history of theater, while also providing support for the department's performances. Both technical and performance areas will be covered. While students will not be required to perform, they are required to work on and attend the fall and spring productions.

## **VPA | DEPARTMENT-WIDE**

### **MH629 Independent Studies in the Arts, Honors\***

**Grades 11-12 Semester**

This course is for students who wish to broaden their arts experiences, skills, and knowledge through independent exploration in visual or performing arts, digital media, or arts management. Independent study is only intended for the advanced student that has demonstrated a high level of motivation, maturity, and responsibility in the Visual and Performing Arts Department. Students must complete and submit an independent study request sheet by the deadline provided. Forms made available by the VPA Department Head. **This course requires teacher, guidance counselor, and department head approval.**

#### **Portfolio-Focused *Independent Study***

For students choosing independent study with a focus on producing work(s), whether visual or performance-based, they meet with their instructor/mentor to outline goals, timelines, and deliverables for the semester, then work independently to meet those expectations. This includes arts internships where applicable.

#### **Arts Management-Focused *Independent Study***

For students choosing independent study with a focus on arts management, they work under a VPA teacher on tasks related to the operation of arts organizations. Students work with the Visual and Performing Arts Department assisting with shows, exhibits, performances and the day to day tasks needed to produce these events. Website design and maintenance is required. Publicity, community outreach, public relations, fundraising, program development, graphic design, event planning and technical aspects of the arts are some of the areas that are incorporated.

#### **AP Studio-Focused *Independent Study***

AP students are required to take an independent study block each semester while enrolled in AP Art and Design 2D or 3D. This independent study block is to serve as an extension of the AP studio time.

## Wellness

### **Vision Statement**

The purpose of the Monomoy Regional School District Wellness Department is to enhance the well-being of the school community by creating a culture that integrates and balances the dimensions of wellness: social, mental, and physical health. Our programs promote self-responsibility and a life-long commitment to wellness.

### **Transfer Goals:**

*Students will be able to independently use their learning to:*

- Take personal responsibility for making healthy life-long choices.
- Develop and maintain positive relationships through team building and sportsmanship.
- Appreciate and enjoy life-long recreational fitness activities.
- Understand the impact of wellness on academics.

**Adam Legg:** *Attended Endicott College and earned a B.S. in Physical Education Teacher Licensure. Four-year Varsity Soccer Player at Endicott College. Currently pursuing a Nutrition Coach Certification and an EMT License.*

**Caroline Freitas:** *Graduated from the University of Massachusetts, Amherst with a Bachelor of Science degree in Exercise Science, earned an A.O.S degree from the New England Culinary Institute in Burlington, VT., and has completed her Master's Degree in Occupational Education from Fitchburg State University.*

**Stacy Yarnall:** *Graduated from Catawba College with a Bachelor of Arts in Physical Education. She also holds a professional license in Health/Family and Consumer Sciences and a Master's in Health, Physical Education and Recreation from Emporia State University.*

**Chelsea Cunningham:** *Graduated from Bridgewater State University with a B.S. in Physical Education and a minor in Psychology and Motor Development Therapy. Graduated from Boston University with a M.Ed degree in Physical Education and Coaching. Currently holds a PreK-12 license in Physical Education.*

## **Wellness**

**All Students must complete 8 credits in this department to meet the graduation requirements.**

### **MH 750 Wellness 8A & 8B:**

**Grade 8 Semester**

**(Half year – 1/4 physical education and 1/4 health education)**

Physical Education is an essential and vital part of life and education. The processes that occur in physical education class are those that help a child develop and recognize the physical, mental, social, and emotional characteristics needed in life. The Physical Education Program will provide a variety of movements and experiences to help all students develop the skills, knowledge and approach necessary to be successful and healthy in society. This course will provide a broad base in the following areas: health and physical education, drug and alcohol awareness, team building, nutrition, appropriate relationships, bully and cyber bully prevention. We use the "Great Body Shop" curriculum.

### **MH 751 Wellness 9A & 9B:**

**Grade 9 Semester**

**(Half year – 1/4 physical education and 1/4 health education)**

Building on the foundation laid in Grade 8, the focus of Freshmen Wellness is to improve their knowledge of numerous games, sports, fitness-related activities and the development of skills, increased awareness of and confidence in self. We focus on concepts of persistence, teamwork, and good sportsmanship. The emphasis of grade 9 wellness is on preparing to make healthy lifetime fitness choices.

**MH 761 Wellness 10A & 10B:**

**Grade 10 Semester**

**(Half year – 1/4 physical education and 1/4 health education)**

Basic human anatomy and physiology and human sexuality will be discussed at this level. Through class activities and related laboratory work, students will explore the integration of physical, social, and emotional health in a balanced approach to healthy living with an emphasis on self-responsibility for wellness. The physical education component of this course will build upon the foundation made during grade 9 with a focus on sportsmanship and team building.

**CPR/AED and First Aid Certification**

**Grades 11 and 12 Semester**

After completing this course the students will receive a CPR and First Aid certification from the Emergency Care and Safety Institute (ECSI). The course will provide up-to-date lifesaving techniques that align with the American Heart Association standards. Students with this certification become eligible candidates in the workforce as babysitters, camp counselors, lifeguards or swim instructors, as well as entry-level health care and emergency response career paths.

**Mindful Movement**

**Grades 8-12 Semester**

Welcome to Mindful Movement! The focus of mindful movement is to offer an alternative approach to physical education which explores a variety of non-competitive movement modalities. Some of the offerings in the course involve yoga, dance, tai chi, capoeira, and adventure games. Additionally, the course will offer daily exploration of a variety of mindfulness practices aimed to assist with relaxation, stress reduction, and mind/body connection. In this course, students will learn to relax physically and emotionally to become more aware of themselves and others.

**MH 752 Fitness through Team Sports:**

**Grades 11-12 Semester**

This course is intended for students interested in participating in a variety of team sports including flag football, floor hockey, ultimate Frisbee, soccer and handball. Focus will be placed on physical activity, understanding the rules of the game, sportsmanship, and the psychology of play. Vigorous participation is required and a written assessment will be included for each unit.

**MH 753 Introduction to Personal Fitness:**

**Grades 11-12 Semester**

This course is designed for students interested in understanding how to improve their own fitness levels in the areas of muscular strength & endurance, flexibility and cardiovascular endurance. Students will be taught various strategies and basic exercises to help them achieve personal success. This course promotes lifelong fitness through a variety of units including general physical fitness, yoga, stress management, and diet.

**MH 755 Advanced Personal Fitness:**

**Grades 11-12 Semester**

Prerequisite: Intro to Personal Fitness

This course is designed for any student interested in enhancing their fitness levels. This course is designed for self-motivated and self-directed students who are interested in analyzing their fitness levels and designing a program that they can use for a lifetime. Each student should expect intense workouts and vigorous participation is required. Teacher recommendation is needed to apply for this course if you have not taken Personal Fitness I. Please see the physical education instructor to discuss this if you have questions about signing up for this course.

**MH 790 Physical Education Leaders:****Grades 11-12 Semester**

This class is open to students who have a serious interest in majoring in Physical Education in college. It is an independent study that must be approved by the instructors. It will be required that you do peer teaching and write up reports on your experience. This course is by teacher recommendation. Students interested in this course must fill out an application. Applications can be picked up in the Guidance Office.

**MH 744 Unified Physical Education:****Grades 11-12 Semester or Full Year**

This integrated Physical Education class will include students of all ability levels and will allow students to improve performance of self and others in recreational and fitness activities. Students will have the opportunity to socialize and participate in units of outdoor recreational activities (track and field, basketball, bocce, golf), movement development activities (dance, yoga), and fitness activities (muscular strength/endurance, coordination, flexibility). This is a great inclusive class that bridges the gaps between the various student populations and brings everyone together through exercise and fitness.

**MH 799 SHORE Internship:****Grades 11-12 Semester or Full Year**

The SHORE Internship (Students Have Opportunities for Recreation and Employment) program is to provide students with hands-on experience with the 8th - 12th grade and the post-graduate age (18-22) students in the area of academics, vocational and transitional services. The goals of the program include teaching the students about acceptance, friendship, and empathy via innovative lessons, field trips, and in-school job opportunities. The program will pair up students with SHORE and SAIL students and they will assist with developing their functional life skills and communication such as money and time management, safety in the community, travel training, vocational training and self-advocacy skills through the guidance and support of the teachers in the SHORE and SAIL programs.

**MH 771 Culinary Arts and Nutrition I:****Grades 8-12 Semester**

Students will study nutrition, the management of food, safe use of kitchen appliances and utensils, recipe reading as blueprints for food preparation, kitchen math and measurements, basic food preparation, basic meal planning and smart shopping, and exploration of the foods of other cultures. Students will work with peers in teams to create kitchen lab experiences in preparing more than 80 recipes and will also work individually on research-based assignments.

**Culinary Arts & Nutrition I & II do not need to be taken sequentially.**

**MH 772 Culinary Arts and Nutrition II:****Grades 8-12 Semester**

This course emphasizes the importance of healthy eating and making wellness a lifestyle choice. We will create awareness in keeping food safe and becoming an informed consumer. Critical thinking, teamwork, technology, academic, and workplace-related experiences are included in our hands-on culinary arts activities. Discussion of current nutrition topics and meal preparation have students using math and food science concepts to consider the link between cooking, nutrition, and lifelong health. **Culinary Arts & Nutrition I & II do not need to be taken sequentially.**

**MH 773 Culinary Arts Leaders:****Grades 11-12 Semester**

This offering is open to students who have successfully completed both Culinary Arts and Nutrition I and II and display a passion for food and learning. This independent study will allow for further development of your skills through peer teaching and being actively involved in all aspects of hands-on learning in our kitchen classroom. Interested students must fill out an application and be approved by the instructor. Applications may be picked up in the Guidance Office.

<b>Grade 8</b>	Health & Physical Education - Required
<b>Grade 9</b>	Health & Physical Education – Required
<b>Grade 10</b>	Health & Physical Education - Required
<b>Grade 11-12 Electives</b>	<p>Fitness Through Team Sports  Introduction to Personal Fitness  Advanced Personal Fitness  Physical Education Leaders  Unified Physical Education  <b>CPR/AED and First Aid Certification</b>  <b>Mindful Movement</b>  SHORE Internship  Culinary Arts and Nutrition I  Culinary Arts and Nutrition II  Culinary Arts Leaders</p>

**Reminder: 8 credits in the Wellness Department are required for graduation.**

## Library/Media

### **Vision Statement**

The Monomoy Regional School District library media program is aligned with the 2017 National School Library Standards which support competencies in thinking, creating, sharing, and growing. We foster a culture that encourages reading and learning throughout the school and an appreciation for literature. Our resources support the curriculum, reflect the diversity of the community, and meet the individual needs of our learners as they become skilled researchers.

### **Transfer Goals**

Students will be able to independently use their learning to:

- **INQUIRE:** Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
- **INCLUDE:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
- **COLLABORATE:** Work effectively with others to broaden perspectives and work toward common goals.
- **CURATE:** Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
- **EXPLORE:** Discover and innovate in a growth mindset developed through experience and reflection.
- **ENGAGE:** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

***Sarah Wheaton:*** Earned a Bachelor of Science degree in Secondary Education/English from the University of Maine and holds a Master's degree in Education in School Library Media from Cambridge College.

## Special Education

### **Philosophy of Practice Statement**

Using research-based best practices, special educators identify and teach individualized skills and strategies needed to access the general education curriculum in the least restrictive environment.

Through collaboration and team process, special education provides specially designed instruction which will support students in order to become self-determined and productive contributors to society.

The core values of special education are based on inclusive and diverse opportunities with high expectations for all individuals with disabilities to become confident, adaptable, and resilient life-long learners.

### **Transfer goals:**

*Students will be able to independently, or with varying degrees of support, use their learning to:*

- Achieve their highest level of proficiency in relation to the Monomoy Regional Schools transfer goals as stipulated in their Individual Education Program (IEP) Plan.
- Transfer and apply acquired skills and knowledge in their community.

**Jackie Corrigan: Special Education Team Chair-** Earned a Bachelor of Arts in Education degree from Franklin Pierce University. She earned her Master in Education degree from the University of Phoenix in Curriculum and Instruction.

**Victoria Bunzick:** Earned a Bachelor of Science Degree in Communication Sciences and Disorders from Bridgewater State University and also holds a Master of Science Degree in Speech Language Pathology from Emerson College.

**Katherine Clark:** Earned a Bachelor of Arts in Fine Art and Art Education from Montserrat College of Art, and a Master's Degree in Special Education from Bridgewater State University. She is certified in Visual Art (K-8) and Special Education, Severe Needs (3-22).

**Tammy Dennehy:** Earned a Bachelor of Arts Degree in English from University of Massachusetts - Amherst and also holds a Master's Degree in Special Education from American International College. She is certified in Moderate Disabilities PK - 12, English 5 - 12, and Elementary 1 - 6.

**Lori Garino:** Earned a Bachelor of Science in Human Development from Wheelock College. She earned a Master in Education in Special Education from Framingham State University.

**Shana Grogan:** Earned a Bachelor of Arts in Intensive Special Education and a Master's Degree in Special Education from Bridgewater State College. She is the advisor for Best Buddies and the Class of 2023. Additionally, she is the coach of the Unified Track and Field team at Monomoy High School.

**John Herring:** Earned a Bachelor of Arts in Psychology from Gannon University and earned a Masters of Education in Curriculum and Instruction from American International University. Mr. Herring also holds a Masters of Education in Special Intensive Education from Fitchburg State College.

**Elsa LaLone:** Earned a Bachelors of Science Degree in Special Education and Mathematics from Bridgewater State University.

**Michelina (Mickey) Oliver:** Graduated Magna cum Laude from Bay Path University with a Bachelor of Arts in Education. She also holds an Associate in Arts degree from Holyoke Community College in Communication, Media, and Theater Arts. She holds licenses in Moderate Disabilities PreK-12, Elementary Education 1-6, and Early Childhood Education PreK-2.

**Jennifer Pomocka-Coyner:** Graduated from Framingham State University with a Bachelor's degree in Psychology and also holds a Master's Degree in Education with a concentration in Severe Special Needs from Fitchburg State University

**Jennifer Stevens:** Graduated with a Bachelors in psychology from The University of Delaware and earned a Master's Degree in Special Education from Notre Dame de Namur University

## Math:

### **MH 390: Modified Math** :

**Grade 8**

This course is dictated by students' Individual Education Plans. It provides students with instruction toward goals in the area of math instruction aligned to the traditional pre-algebra curriculum and standards. The course is taught at a modified level. Instruction is based on students' individual skill levels and the goals, moving at a slower pace than a traditional math class. The class is designed to be a safe and positive environment where students who have historically struggled in a regular math class can build their grade level math skills while filling existing skill gaps. The class is standards aligned and focuses on the most critical topics needed to take the 8th grade MCAS and be successful in Algebra and Geometry, as well as building general number sense and critical thinking abilities.

### **MH 391: 9/10 Modified Math:**

**Grades 9/10**

This course is a two year survey of the Algebra 1 and Geometry course content, taught at a modified level. Designed to move at a slower pace and meet each student at their individual level, the class is designed to be a safe and positive environment for students to build their math skills. The class is a more supportive environment for students in special education who have historically struggled in a regular math class due to an intellectual, learning, or emotional disability. The class is standards aligned and focuses on the most critical topics needed to pass the 10th grade MCAS in Mathematics, as well as building general number sense and critical thinking abilities.

## English Language Arts:

### **MH 190: Modified English:**

**Grade 8**

This course is offered to students as required on their Individualized Education Plans. Accommodations and modifications are built into the class to allow all students' access to the Monomoy Regional High School's English Language Arts Curriculum. The class focuses on the acquisition, improvement, development and reinforcement of the skills and strategies for vocabulary development, reading literature and written expression. In addition, the class will focus on building self-confidence and self-esteem to allow for the risk taking and participation which enhance learning. The objective of the course is for students to learn skills necessary to become independent, lifelong learners.

### **MH 191/MH 192: Modified English:**

**Grade 9/10**

This course is a two year survey that provides small group instruction as required on students' Individualized Education Plan. Accommodations and Modifications are built into the program to allow all students access to the Monomoy Regional High School's English/Language Arts curriculum. The class focuses on the acquisition, improvement, development, and reinforcement of skills and strategies for vocabulary development, reading literature, and written expression. In addition, the class will focus on building self-confidence and self-esteem to allow for risk-taking and participation which enhance learning. In this class, students will have many opportunities to be successful and develop a positive attitude toward reading and writing. They will also learn to respect your own ideas and those of others as well. Classes will be taught in a direct, systematic, multisensory way. Learning will be assessed in a variety of ways with many opportunities to achieve the grade you wish to earn and be responsible for your own learning.

## Science:

### **MH 491 Modified Biology:**

**Grade 9/10**

This course is a two year survey that utilizes a standards aligned curriculum framework to encompass the essential concepts of biological science utilized in the Biology MCAS exam. Students will analyze and explain the nature of science in the search for understanding the natural world, as well as practice the application of technology, scientific tools and critical thought skills in solving problems. Students will focus on the biological structures and their functions at multiple levels of organization in living things, as well as explore the patterns, processes and systems within biology. As scientific learners, students will collect and analyze data, interpret results, draw conclusions and communicate their findings.



Throughout the course, students will work both independently and collaboratively with an active learner approach. The goal for the two year course is for students to gain competence in the area of science as well as a more meaningful understanding of the living world around them.

**MH 831-838** The **SAIL** (Students Achieving Independent Learning) program serves students enrolled in grades eight through twelve. SAIL is an academic preparation program for students with cognitive disabilities that requires specialized instruction for more than 50% of the day. The program provides services to students in the areas of social emotional learning, activities of daily living, social and language skills, and academics while providing opportunities to integrate into the high school community, while meeting the unique learning needs.

**MH 811-818** The **SHORE** (Students Have Opportunities for Recreation and Employment) program is to provide students with vocational and transitional services. The goals of the program include career planning, employment training, hands-on work experience, collaboration with families and outside agencies. The program will assist students in developing their functional life skills such as money and time management, safety in the community, travel training, vocational training, self-advocacy skills, and functional communication.

**MH 839** The **SAND** (Students Achieving New Directions) program is a therapeutic learning center for students in grades eight through twelve designed to assist students with social and emotional challenges. The goal is to integrate the students into the inclusion setting as often as possible, however they may require support within a separate setting to meet their unique learning needs both socially and emotionally. The purpose of this classroom is to help students develop self-advocacy skills, maintain consistent academic performance, and self-monitor their behavior. This classroom is designed for students who would benefit from developing a trusting relationship with adults in a therapeutic environment and from close monitoring of school/classroom behavior and attendance. Each student will develop a schedule based on their academic needs.

**MH 744 Unified Physical Education:**

**Grades 11-12 Semester or Full Year**

This integrated Physical Education class will include students of all ability levels and will allow students to improve performance of self and others in recreational and fitness activities. Students will have the opportunity to socialize and participate in units of outdoor recreational activities (track and field, basketball, bocce, golf), movement development activities (dance, yoga), and fitness activities (muscular strength/endurance, coordination, flexibility). This is a great inclusive class that bridges the gaps between the various student populations and brings everyone together through exercise and fitness.

## **English as a Second Language (ESL)**

### **Vision Statement**

English as a Second Language is the development of reading, writing, listening, and speaking towards a proficient level in the English language with emphasis on expanding the academic language to achieve success in all areas. ESL will develop growth towards understanding the American and local culture. It provides multicultural students the chance to be active participants in the school community and access all the opportunities that Monomoy Regional High School provides.

***Mimi van der Burg:** Received a Bachelor's of Science degree from Ithaca College and a Master's degree in Curriculum & Instruction with a minor in English for speakers of other Languages from Concordia University.*

***Kelley Doherty:** Received a Bachelor's of Art in Political Science from Providence College, a JD from Suffolk University School of Law, and a Masters of Arts in Teaching from Bridgewater State University.*

### **MH 901 ESL 1**

English language class for students with no prior English. The focus is on the basics of listening, speaking, reading, and writing. It also includes the development of vocabulary and grammar, and basic reading and writing skills. Students touch on the basic history and culture of the United States. **This class is a double block class.**

### **MH 902 ESL 2**

English language class for LEP students who have completed English 1 or students who have a proficiency level of 2-3.5. This is a continuation in developing the student's listening, speaking, reading, and writing skills. It will also include more development of vocabulary and grammar, as well as reading strategies, literature interpretation, research techniques, and writing essays. Students explore the history and culture of the United States.

### **MH 903 ESL 3**

English class for English language learners who have completed English 2 for ELL students or have a proficiency level of 3.5 or higher. The focus is on fully developing the student's listening, speaking, reading, and writing skills. Strong emphasis is placed on reading strategies, literature interpretation and analysis, and writing essays. Students study some aspects of history and culture of the United States in a more detailed manner through research and literature.

### **MH 900 ESL Resource**

This is an academic support to English language learners. It provides time to help the student be engaged in their core academic classes. Students receive assistance with the development of cognitive academic language as well as with reading and writing skills in their second language. This course is recommended to all ELL students as well as the language LEP students who want or need extra support.

### **MH 906 English Development**

English Development is a course designed for students in all language proficiency levels. This course is designed to increase student achievement through focus on academic vocabulary in various subjects with an emphasis on writing and literacy. Students learn how to identify text features, work with different types of text, and annotate texts to aid in comprehension. Students create well-structured writing samples specific to the content covered in their English, Social studies, math and science courses that incorporate concepts and language found in each course. This is a semester course.

## **Experiential Learning**

**Career Exploration Counselor-Cherian Armstrong:** *Earned a Bachelor of Science in Social Sciences from Western New England College, a post-graduate certification in Elementary Education from Bridgewater State College, and a Master's of Education in Curriculum and Instruction in Literacy from Lesley University. She also holds a Certificate of Advanced Graduate Study in Educational Leadership from Salem State College. She is a fellow with the National Writing Project, and she just completed the Educational Policy Fellowship Program with the Rennie Center for Education Research and Policy.*

### **MH 851 Community Internship:**

### **Grade 12**

All prospective interns are encouraged to participate in a personal finance class and activities offered for preparing to seek employment and real-world opportunities. Students will be placed with community partners according to their possible future career interests. These interests are determined through discussions with students as well as through the use of the Strong Interest Inventory and the Myers-Briggs Personality Inventory. Internship students will be evaluated through the use of the Massachusetts Work-Based Learning Plan (WBLP). The WBLP focuses on professional and career-based skills. These skills are chosen by the student, their mentors, and the internship coordinator. Each student's WBLP is evaluated by the Monomoy Regional High School internship coordinator as well as the student's work-based mentor at least twice during the internship placement.

This course may also include a classroom component that can be used for field trips, guest speakers, as well as addressing any challenges that develop during a student's internship. Students are also required to keep a journal. Students will also complete a Capstone Project that will highlight what was learned during their internship experience. This project will be presented to the school community during the mentor appreciation event that is held every May. This course is offered on a Pass/Fail basis.

Interested students:

- MUST be in good academic and behavioral standing as determined by the building principal, the guidance director and the internship coordinator. Any students who have earned a D or an F in a Quarter 1 class will be deemed ineligible pending Quarter 2 grades.
- MUST have their own transportation. Carpooling by interns is expressly forbidden.
- MUST be committed to being a positive student ambassador. Appropriate workplace "presence" aligned with the norms of the specific internship site is critical and an expectation.
- Attendance, punctuality and conduct are also taken into consideration. *Any student who exceeds 9 or more unexcused absences in semester 1 will be deemed ineligible for the internship program.* In addition, excessive tardies and/or dismissals may also warrant exclusion from the program
- Internship students must be on time and accountable to their other academic classes to remain eligible for the internship program. In short, participating students' conduct is expected to be exemplary. Any discipline action incurred by an intern, i.e. a suspension, may warrant removal from the internship program.
- MAY need to be interviewed before a placement can occur. This would happen in situations where there are limited placement openings available.

### **MH 871 Independent Study:**

**You must see your guidance counselor to register for this course option.**

Occasionally students desire to work in a content area not well matched to current course offerings. However, before beginning work on a project, students must complete an Independent Course Request Form that requires parental, guidance, and administrative approval. As a rule, independent study requests must be a substantial departure from our

current Program of Studies and must involve new study, research, or course requirement options not routinely available. Teachers are encouraged to guide students carefully in their requests for independent study and to assist students in drafting their Independent Study Request Form.

Independent study presumes that students are able to take charge of their course work, requesting help when needed, and that students will take full responsibility for the on-time completion of assignments and projects.

**MH 995 Dual Enrollment:**

**Grades 11-12: Semester or FY**

**You must see your guidance counselor to register for this course option.**

Juniors and seniors with a GPA of 3.0 or better who are recommended by a guidance counselor may participate in Dual Enrollment. Students may take courses at Cape Cod Community College or Massachusetts Maritime Academy and receive credits toward both high school and college graduation. Registration occurs in the semester before participation. Students should see their counselors for applications. State funding decisions may affect student participation.

## School Counseling and Psychology/Guidance and Health Office

### **Vision Statement**

The vision of the Monomoy Regional School District School Counseling and Psychology Department is to provide a safe, healthy, and supportive learning environment for all students. We assist students in their personal, social, and emotional growth by fostering their self-worth, interpersonal skills, and respect for others. We help students navigate the challenges of their world through the developmental stages, from childhood to young adulthood, in collaboration with administration, teachers, families, and community agencies. We work with the whole child to achieve academic success in preparation for careers in the 21<sup>st</sup> century.

### **Transfer goals:**

*Students will be able to independently use their learning to:*

- Develop and maintain positive interpersonal relationships.
- Demonstrate healthy emotional regulation and coping skills.
- Achieve effective academic progress.
- Evaluate career options based on individual interests, strengths and skills.

*Danya Bader-Natal: Graduated from the University of Wisconsin - Madison with a Bachelor of Arts in Anthropology. She earned a Master's in Social Work from New York University.*

***Jonathan Bennett, Guidance Counselor:** Graduated from University of Massachusetts-Amherst with a Bachelor of Arts in Psychology. He earned his teaching credential for Social Studies Grade 5-9. He completed his Masters of Science-School Counseling at Long Beach State College in California.*

***Sean Burke, Guidance Counselor:** Graduated with a Bachelor of Arts in Marine Affairs from the University of Rhode Island. He earned a Master's of Science degree in counseling Psychology and Quantitative Methods from the University of Baltimore.*

***Lindsay Ginnetty, Guidance Counselor:** Graduated from University of Massachusetts-Amherst with a Bachelor of Arts with a double major of Psychology and Communication. She earned her Masters of Social Work degree from Boston University. She holds licenses as a School Adjustment Counselor K-12 and Guidance Counseling through DESE. Lindsay is a native Cape Codder who graduated from Barnstable High School.*

***Caitlyn Hall, Grade 8 Guidance Counselor:** Graduated with a Bachelor of Arts in English & Secondary Education from Bridgewater State University. Mrs. Hall earned a Master of Science in School Counseling from Capella University. She holds licenses in both School Counseling and English 5-12.*

***Peter Norton, School Psychologist:** Received his B.A. in U.S. History with a minor in East Asian Studies and an M.Ed. in counselor education from the University of Massachusetts Amherst. In addition, he received a C.A.G.S. in school psychology from the University of Massachusetts Boston.*

***The School Counseling and Psychology Department works closely with our Health Office.***

***Cheryl Dufault RN, BSN, School Nurse:** Graduated from Quinsigamond Community College with an Associate's degree in Nursing and from Worcester State College with a Bachelor's degree in Science with a dual concentration in Nursing and Psychology. Mrs. Dufault has been practicing nursing for the past 24 years.*

***Sara Sears, RN, BSN, School Nurse:** Received her Bachelor of Arts and Science from University of Massachusetts-Amherst with a double major in Political Science and German. She went on to earn her Bachelor of Science in Nursing from Johns Hopkins University. Sara has been practicing nursing for the past 18 years.*

### **MH 890 Seminar for AP Students: Grades 10-12 Semester or Full Year**

This scheduled block allows students with two or more Advanced Placement courses to utilize the time in their schedule to prepare, study, and complete assignments required by the appropriate College Board curriculum. This will be scheduled in consultation with the student's guidance counselor. **This course is offered on a Pass/Fail basis.**