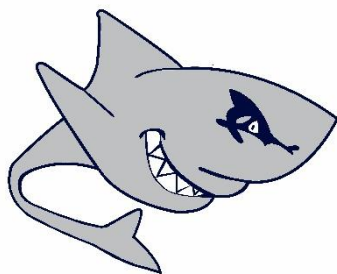


MONOMOY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES 2016 – 2017



Home of the Sharks

Bill Burkhead, Principal
Janie Girolamo, Assistant Principal
Michael Martin, Assistant Principal

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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, Social Studies, and Mathematics, 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	16 credits
Social Studies	16 credits
Mathematics	16 credits
Science/Technology/Engineering	16 credits
World Language	8 credits
Fine and/or Performing Arts	4 credits
Wellness (Health & PE)	8 credits

Students must earn a total of 100 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, 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 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	Studio Art 3D	Virtual High School AP	Physics (2018)

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

GRADE %	College Prep	Honors	Advanced Placement
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 mid-term 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 21st 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.
- Develop the habit of reading for enjoyment.
- Read and comprehend a range of increasingly 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 open-ended questions and seek answers through critical 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.*

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.*

Kwon Faith: *Graduated from Suffolk University with a Bachelor of Arts in English. She was inducted into the Delta Alpha Pi Honors Fraternity and was a member of the English Literature Honors Program. She earned a Master of Arts in Teaching from Simmons College.*

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.*

Karen Kelly: *Graduated from University of Massachusetts-Amherst with a Bachelor's degree in Journalism and English. She received her Master's degree in English from Bridgewater State College.*

Lynne LeVangie: *A Francis Perkins Scholar and graduate of Mount Holyoke College, Mrs. LeVangie received her Bachelor of Arts degree in English.*

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 at Salem State University.*

Grade/Level		Honors	Advanced Placement
8th Grade	Grade 8 English	N/A	N/A
9th Grade	English 9	English 9 Honors	N/A
10th Grade	English 10	English 10 Honors	N/A
11th Grade	American Literature Or African American Voice	American Literature Honors	AP English Language and Composition
12th Grade	British Literature	British Literature Honors	AP English Literature and Composition

The chart above indicates courses that meet the English requirements for Monomoy Regional High School. Each offering is for a full year. Honors and AP courses require teacher recommendation.

MH 100 Grade 8 English

Grade 8

Full Year

In this course, students will develop the research and writing skills necessary to enter grade 9 with confidence. Literature will connect thematically to their studies in World History in order for students to grasp interdisciplinary concepts. Regular practice in grammar, punctuation, spelling, and vocabulary development will be provided to support student understanding and create independent learners.

MH 111 English 9

Grade 9

Full Year

English 9 will convey the greatness of our literary heritage by presenting classical, traditional, and modern selections representing a wide span of times, places, and insights into the human condition. Authors of established merit will be read, and full coverage of all major genres will be presented. Using a comprehensive approach to Language Arts, students will develop skills in the following areas: critical thinking and questioning, reading, listening, writing, grammar and syntax, library and research skills, vocabulary building, and writing process proficiency.

MH 131 English 9 Honors

Grade 9

Full Year

This course will begin with the same foundations emphasized in English 9, but students will study course content in a more in-depth manner. It will be reading and writing intensive and will include a number of complex literary works. Focus on discussion, literary analysis, and writing skills will guide course content.

MH 112 English 10

Grade 10

Full Year

Prerequisite: Successful completion of English 9.

The skills developed in English 9 will be reinforced in English 10. Diverse perspectives in traditional and contemporary literature will be emphasized. Emphasis will also be placed on the writing process, vocabulary study, and preparation for PSAT, SAT, and MCAS tests. Writing will include narrative, descriptive, creative, and expository papers.

MH 132 English 10 Honors

Grade 10

Full Year

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

The Honors section of English 10 will offer a wide, diverse selection of literature, including short stories, drama, novels, poetry, and nonfiction. Emphasis will be placed on vocabulary, critical and creative writing, usage, and mechanics. Students will be expected to read advanced literature while also honing their skills in critical thinking and analysis.

NOTE: All students in grade 11 must choose one of the courses listed below:

MH 150 American Literature

Grade 11

Full Year

This course will focus on the American experience and explore the connections between America's literature and its culture and history, beginning with Native American folk tales and ending with contemporary literature. Critical interpretation and literary analysis of works by major American writers will be developed through students' writing and reading of texts that reflect the American identity, including modern fiction, nonfiction, poetry, and drama. An important component of the course will be the writing of a major research paper or completion of three smaller research-based projects.

MH 151 American Literature Honors

Grade 11

Full Year

This course will focus on the American experience and explore the connections between America's literature and its culture and history, beginning with Native American folk tales and ending with contemporary literature. Critical interpretation and literary analysis of works by major American writers will be developed through students' writing and reading of texts that reflect the American identity, including modern fiction, nonfiction, poetry, and drama. An important component of the course will be the writing of a major research paper or completion of three smaller research-based projects. Students in Honors will have more rigorous reading assignments and will be expected to write advanced level literary criticism.

MH 155 The African American Voice

Grade 11

Full Year

This course will examine African American literature from slave narratives to contemporary fiction, poetry (including rap), and drama. It will explore ideas, historical and social contexts, themes, and literary characteristics. Emphasis will be placed on analyzing and discussing how the African American voice has shaped, and continues to shape, American literature and culture.

MH 140 Creativity and the American Novel

Grade 11

Full Year

This course will examine a wide range of American novels composed over the last three centuries by authors with diverse writing styles. It will include intriguing novels by well-known American authors of the 1800s and 1900s, works of science fiction, and even modern texts by authors such as Michael Crichton, John Grisham, Mark Haddon, and Jodi Picoult. The research and writing processes will both play key roles, and projects will be assigned that allow students to express themselves in creative, independent ways. A special emphasis will be placed on examining characters in conflict, including protagonists and anti-heroes. *This course will be offered in the 2017-2018 school year.*

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. 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 one of the courses listed below:

MH 157 British Literature

Grade 12

Full Year

This course will present a survey of selected works in British literature, from the great English epic of *Beowulf* to the drama and poetry of William Shakespeare to the present. 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. Other authors will include Chaucer, Swift, Hardy, and Wilde.

MH 158 British Literature Honors

Grade 12

Full Year

This course will present a survey of selected works in British literature, from the great English epic of *Beowulf* to the drama and poetry of William Shakespeare to the present. 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. Other authors will include Chaucer, Swift, Hardy and Wilde. Students in the Honors' section will be expected to have more rigorous reading and writing assignments.

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 enrolled in this course will be expected to take the Advanced Placement Examination in May.

English Electives

Note: All English Electives are one semester long.

MH 169 Shark Tales Journalism

Grades 8-12

Semester

Learn what is occurring in the world and how print, broadcast, and electronic journalism blend in today's technology-driven society, where news is often created and reported by citizens as well as professional journalists. This course will focus on the fast-paced worlds of photo-journalism and print, broadcast, and electronic journalism, including web publishing, blogs, podcasts, and video. Students will explore and demonstrate proficiency in journalistic fundamentals, and they will report and write news, features, movie reviews, editorials, and scripts. This class is responsible for producing the school newspaper *Shark Tales*.

MH 170 Creative Writing

Grades 8-12

Semester

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 171 American Film Stereotypes

Grades 8-12

Semester

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 fictional and non-fictional stories, articles, and poems by world-renowned writers and critics that confront the prejudices and/or celebrate the cultures of hyphenated Americans. Each film unit will culminate in a writing assignment and a video project. *This course will be offered in the 2017-2018 school year.*

MH 164 iThink: A Brief History of Philosophy

Grades 8-12

Semester

This writing based course will be an introduction to philosophical reflection and examination of some central questions of human existence. In addition to discussion, we will listen to and discuss philosophical lectures and podcasts, create multi-media presentations, hold short-term, peer-lead debates, and evaluate our own theories about knowledge and existence. We will read a number of philosophical texts, analyze their arguments, and evaluate their answers to the questions raised by this course and find out how philosophical concepts can help us understand practical dilemmas.

MH 165 Contemporary Young Adult Fiction

Grades 10-12

Semester

This is a course for and about young adults. It is an introduction to multiple genres and trends found in contemporary adolescent literature. The class will cover genre, theme, and representation of adolescence and adulthood, while also encouraging critical thinking skills, appreciation of literature, and life-long reading. *This course will be offered in the 2017-2018 school year.*

MH 160 Shakespeare

Grades 11-12

Semester

With themes of love, revenge, ambition, and jealousy, William Shakespeare's works have captivated audiences for 400 years. Together, we will examine the language, structure, and plotting of select plays, including *Othello*, *Twelfth Night*, *Much Ado About Nothing*, *King Lear* and more. Shakespeare's ability to dramatize the struggles of individuals who try to make sense of the world will be emphasized. His universal appeal will be examined, as well as why his words continue to make him a favorite for screenwriters and film directors today.

MH 162 Irish Literature

Grades 11-12

Semester

This course will examine some of the critically-acclaimed works of prose, poetry, and drama in Irish literature. Students will read a variety of writers, including the more popular names, such as Swift, Yeats, Joyce, Wilde, and Shaw, and some lesser-known yet significant writers. Important historical events will be identified and analyzed in order to offer an increased understanding of Irish literature's evolution. The goal of the course is for students to become more familiar with a particular group of writers who have contributed a great deal to the corpus of world literature.

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.

David Alexander: *Graduated from Boston University with a Bachelor's degree in International Relations. He received his Master of Arts in Teaching from Boston University as well.*

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.*

Richard Houston: *Earned his Bachelor of Arts from the College of the Holy Cross and his Master of Teaching in History/ Education at Boston College. In 2012, he was chosen American History Teacher of the Year for Massachusetts.*

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.*

Grade/Level		Honors	Advanced Placement
8 th Grade	World History and Geography I	N/A	N/A
9 th Grade	World History and Geography II	World History II Honors	N/A
10 th Grade	United States History I	United States History I Honors	N/A
11 th Grade	United States History II	United States History II Honors	AP US History: Industrialization to the Present
12 th Grade	United States Government	United States Government Honors	AP U.S. Government

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 World History and Geography I Classical Period to 1750 Grade 8 Full Year

This course features the study of the major empires and political developments that have most strongly influenced contemporary Western Civilization. Students will examine the important political, economic, and religious developments of this period, including those of Christianity and Islam. The class will also include studies of the Middle Ages, The Renaissance, and The Reformation. Activities will emphasize the ten themes of social studies and world geography. Finally, students will study the development of democratic, scientific, and secular thought in the major events and developments of European history.

MH 211 World History and Geography II Grade 9 Full Year

This is a survey course that covers material from the French Revolution to the present. It will emphasize Europe, Africa, and Asia. Students will examine major turning points in the shaping of the modern world, and 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. Students may be required to complete a thesis paper.

MH 231 World History & Geography II Honors Grade 9 Full Year

World History II 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 212 United States History I**Grade 10****Full Year**

Prerequisite: Successful completion of World History II.

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****Full Year**

Prerequisite: Successful completion of World History II Honors or teacher recommendation.

In this first year of a two-year program in American History, students will examine the historical and intellectual origins of the United States from 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 of the U.S. Constitution. They will also study 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 study America's westward expansion, the establishment of political parties, and economic and social change. They will also learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War. They will read, analyze, and discuss primary documents, examine and evaluate various schools of thought, and seek to arrive at the truth in history. Careful research, historical essay writing, examination of primary documents and oral presentations and debates will be emphasized.

MHS 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 Reconstruction 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.

MH 233 United States History II Honors**Grade 11****Full Year**

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

In this course students will work with primary source documentation whenever it is applicable to unit content. Students will read, analyze, and discuss primary and secondary documents, examine and evaluate different historical interpretations of past eras, and seek to understand the truth of historical complexity. Careful research, historical essay writing, oral presentations and debates will be emphasized, and analytical writing assignments will be required. Students will be expected to complete much of the assigned work independently.

MH 282 AP US History: Industrialization to the Present**Grade 11****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 19th 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 national AP Exam will be integral components. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

MH 214 United States Government**Grade 12****Full Year**

This course studies 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. After investigating civil liberties and civil rights, comparative political systems, and foreign policy, students will explore state and local governments. Emphasis will be placed on current political events, critical thinking, and analytical writing essays.

MH 245 United States Government Honors**Grade 12****Full Year**

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

This course studies 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. After investigating civil liberties and civil rights, comparative political systems, foreign policy, and state and local governments will be explored. Throughout the course, emphasis will be placed on current political events and the development of critical thinking and analytical essays. This course follows the same curriculum as MH 214 – the college preparation level -- with additional readings on each of the topics and higher expectations for student performance. Additional assignments and higher levels of critical thinking are incorporated into this course. At the instructor's discretion, this course may also investigate current events and controversies involving rights, political campaigns, and government power at the local and national level. Class activities may include current events analysis, moot courts, and independent and cooperative projects. 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 may also learn cooperative writing, and presenting.

MH 283 AP US Government**Grade 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 the May AP Exam. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

History and Social Science Electives

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

MH 251 Law & Society 1: Criminal Law

Grades 9-12

Semester

This one-semester course looks at how criminal law functions, and changes our society. We will examine a wide range of topics related to criminal law and crime while developing reading, writing and communication skills. Topics covered will include the law and the legal system, criminal law, individual rights and responsibilities, crime in America and the sentencing process. This course will utilize the textbook *Street Law*, and a variety of local, state, and national news programs and articles. There will be classroom debates, case studies, mock trials, guest speakers, and one major research project.

MH 261 Law & Society 2: Civil Law, Family Law and Consumer Law

Grades 9-12

Semester

This one-semester course examines topics not addressed in Law & Society 1, with a special focus on civil actions, family law and consumer law. It utilizes the textbook *Street Law*, and a variety of local, state, and national news programs and articles. There will be classroom debates, case studies, mock trials, guest speakers, and one major research project.

MH 252 Psychology

Grades 11–12

Full Year

This course is designed to introduce students to the basic concepts and issues in the study of psychology. Topics will include the nervous system, consciousness, sensation and perception, learning, memory, thinking and language, intelligence, reasoning, developmental psychology, personality, gender, emotion, stress, disorders, therapy, and social psychology.

MH 253 Global Issues

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 course curriculum.

MH 254 Global Investing

Grades 10-12

Semester

This is an introductory, one-semester course designed to explore the basics of global investing in contemporary markets. Instead of utilizing a traditional textbook, students will use daily articles from The Wall Street Journal as their primary text. Students will play the “stock market game” to see who, given the same amount to invest, can create the most profitable portfolio, competing with students across the country. Topics will include world stock, bond and futures markets. International business, banking and real estate will receive significant attention as well. The course focuses on active learning and exploring current global headlines of the business world.

MH 256 The Kennedy Years

Grades 10-12

Semester

This one-semester course will focus not only on the presidency of John F. Kennedy but also his legacy. The short presidency of JFK included many “flashpoint” events in history: the cold war, the Cuban missile crisis, the civil rights movement, and combating the Mafia to name but a few. Understanding JFK’s Legacy will help our next generation of voters to better comprehend how the world we live in was shaped. This course will also review the facts of JFK’s assassination on November 22, 1963 and why this tragic event still has such a powerful hold on the American psyche.

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 discussed. 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. The course will be informative and fun whether you are a longtime fan or even a newcomer to "America's Game".

MH 275 Practical Money Skills for Life**Grade 12****Semester**

This one-semester course covers many of the financial lessons needed to be an independent adult. Lessons cover: budgeting, conducting a job search, buying a car and renting an apartment, amongst many other lessons. By the end of the class, students will have compiled an "instruction manual for life."

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. 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.

MH 281 AP European History**Grades 11-12****Full Year**

This one-year course examines European history since 1450 and introduces students to the cultural, economic, political, and social developments that have shaped the world. Students will work toward understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Additional goals will be to develop an understanding of some of the principal themes in modern European history. Students will analyze historical evidence, compare historical interpretation, and develop an enhanced ability to express their understanding of history in writing. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

Mathematics

Vision Statement

The mathematics educators of the Monomoy Regional School District believe that students of the 21st 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.

Jonathan Ambrose: Graduated from the University of Maine at Farming with a Bachelor of Arts in Mathematics and a Bachelor of Science in Secondary Education. He received a Master's degree in the Art of Teaching Mathematics from the University of Bridgewater.

Ted Beer: Graduated from Ball State University with a Bachelor of Science degree in Mathematics Education. He received his Master's degree in Curriculum and Instructional Technology from Framingham State College.

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 with a degree in Mathematics. Mrs. Hemeon is also active with The College Board since taking over the Advanced Placement Calculus program in 2007.

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.

Janis McGrory: Graduated Magna Cum Laude with a degree in Physics from Mass College of Liberal Arts and a Master of Education degree in Mathematics from Cambridge College. She also served as a board member of the Massachusetts DESE MCAS Math Assessment Committee for the past nine years.

Kelly Terrenzi: Earned a Bachelor of Science degree in Mathematics and Education from Framingham State University.

	Traditional Pathway	Accelerated Pathway	Business Electives*
8th Grade	8 th grade math	Accelerated Math grade 8	
9th Grade	Algebra 1	Geometry Honors	Accounting 1 or Personal Finance
10th Grade	Geometry	Algebra 2 Honors	Accounting 1 or Personal Finance
11th Grade	Algebra 2	Pre-Calculus Honors	Accounting 1 or Personal Finance
12th Grade	Discrete Math or Trig/Pre-Calculus or AP Statistics	AP Calculus (AB)	Accounting 1 or Personal Finance

The chart above shows two different course pathways based upon the development of the Massachusetts Curriculum Framework for Mathematics. It is not uncommon for students to move among pathways as the need arises.

- 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.
- The Accelerated Pathway that formally begins in grade 7 will provide students with a fast-paced, in-depth, rigorous course of study culminating in the opportunity to take an Advanced Placement Calculus course at the high school level. This program is for the small percentage of students who have the skills to master the three years of Accelerated Pathway Common Core State Standards over the course of just two years (grades 7 & 8).

*All business electives are full year courses and *may*, with administrative approval, count towards your four year math requirement. A limited number of sections of each course may be offered, and preference will be given to students in order of seniority.

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).

Traditional Pathway

MH 300 Grade 8 Math

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 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 321 Foundations in Grade 8 Math

Grade 8

Full Year

Prerequisite: Teacher Recommendation

THIS IS NOT A STAND-ALONE COURSE (MUST BE TAKEN IN CONJUNCTION WITH GRADE 8 MATH)

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 Grade 8 Math.

MH 331 Algebra 1

Full Year

Prerequisite: Teacher Recommendation

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 322 Foundations in Algebra 1

Full Year

Prerequisite: Teacher Recommendation

THIS IS NOT A STAND-ALONE COURSE (MUST BE TAKEN IN CONJUNCTION WITH ALGEBRA 1)

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 Algebra 1.

MH 312 Geometry

Full Year

Prerequisite: Algebra 1

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 323 Foundations in Geometry

Full Year

Prerequisite: Teacher Recommendation

THIS IS NOT A STAND-ALONE COURSE (MUST BE TAKEN IN CONJUNCTION WITH GEOMETRY)

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 Algebra 1 and Geometry.

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: relating arithmetic of rational expressions to arithmetic of rational numbers; expanding understandings of functions and graphing to include trigonometric functions; synthesizing and generalizing functions and extending understanding of exponential functions to logarithmic functions; relating data display and summary statistics to probability; and exploring a variety of data collection methods.

MH 315 Discrete Mathematics**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 the following areas: election theory, weighted voting, fair division, apportionment, graph theory, and statistics and probability. There will be an emphasis on student performance through presentations and projects.

MH 316 Trig/Pre-Calculus**Full Year**

Prerequisite: 80% in Algebra 2

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 performing operations with vectors.

MH 383 AP Statistics**Full Year**

Prerequisite: 80% in Algebra 2

This 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. Topics will include data description (measures of spread, center), data display, regression and correlation, sampling methods, randomness and probability, the normal distribution, and hypothesis testing. Students will use graphing calculators and statistical software throughout the course. The course provides a foundation for those students who will take a non-calculus based statistics course in college.

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

Accelerated Pathway**MH 301 Grade 8 Accelerated Math****Grade 8****Full Year**

Prerequisite: Teacher Recommendation

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 the small percentage of students who have the skills to master the three years of Accelerated Pathway Common Core State Standards over the course of just two years (grades 7 & 8). This additional content demands a faster pace for instruction and learning. Enrolled students will be expected to have previously mastered the standards outlined in Accelerated Math Grade 7. 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 332 Geometry Honors**Full Year**

Prerequisite: Teacher Recommendation

This is a rigorous, accelerated, in-depth Geometry course designed for the AP Calculus-bound student. Enrolled students are expected to have previously mastered the standards outlined in the Accelerated Math courses in grade 7 and grade 8. 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: 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 314 Pre-Calculus Honors**Full Year**

Prerequisite: 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. A graphing calculator is required.

MH 381 AP Calculus (AB)**Full Year**

Prerequisite: 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 should check with individual colleges to become informed about the score needed to receive college credit. A graphing calculator is required.

Business Electives**MH 741 Personal Finance****Grades 9-12****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.

MH 742 Accounting I**Grades 10-12****Full Year**

This course is recommended for students planning a career in any area of business including business management, administration, and finance. Students will learn the basic accounting cycle principles and procedures that are applied to financial records kept for business. Students gain an understanding on the reasons and purpose of accounting, the principles and practices of double entry accounting, business transactions and maintenance of financial statements, a foundational understanding of the stock market.

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.
- Collaborate to address a common goal.

David Breski: *Mr. Breski holds a Bachelor of Science degree in Biology from Siena College, a Master's degree in Biology from The College of St. Rose and is an MSSED candidate at AIC.*

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.*

Chuck Cataldo: *Received a Bachelor of Science Degree in Industrial Arts/Technology from the State University of New York at Oswego.*

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.*

Jill Eastman: *Received an Associate's degree from Cape Cod Community College, a Bachelor's degree from Westfield State College, and a Master's from Cambridge College. She is a member of Massachusetts Environmental Educators (MEES), Massachusetts Association of Science Teachers (MAST), and the National Science Teacher Association (NSTA).*

Kari Flint: *Graduated from the University of New Hampshire with a Bachelor of Science degree in Biology. She earned a Master of Arts degree in Education- Curriculum and Instruction from the University of Saint Joseph and continued on to earn a Graduate Certificate in Conservation Biology from the University of Queensland in Australia. She is a member of the National Science Teachers Association (NSTA) and the National Association of Biology Teachers (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.*

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.*

Science

Grade		Honors	Advanced Placement
8	Grade 8 Science: Oceanography		
9	Intro Physics	Intro Physics Honors	N/A
10	Biology II	Biology II Honors	AP Biology
10-12 Semester Electives	Astronomy		
11-12 Full Year Electives	Anatomy & Physiology I-II Chemistry	Chemistry Honors Physics Honors	AP Biology AP Chemistry AP Physics
11-12 Semester Electives	Anatomy & Physiology I Anatomy & Physiology II Conceptual Physics Environmental Science Marine Science	Forensics Honors	

MH 400 Grade 8 Science: Oceanography

Grade 8

Full Year

Analyzing, searching for evidence, developing explanations for the unseen, explaining patterns, conceptualizing, and describing cause and effect relationships will be central themes as students expand their learning of physical, earth, and life sciences as they relate to the world's oceans. General topics include Matter and Its Interactions, Motion and Stability: Forces and Interactions, Earth's Place in the Universe, Earth's Systems, Earth and Human Activity, From Molecules to Organisms: Structure and Processes, Heredity: Inheritance and Variation of Traits, and Biological Evolution: Unity and Diversity. All units and projects will be based on the general themes of oceanography.

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 II

Grade 10

Full Year

This course will focus on the nature of science, the chemistry of organisms, and the ecological interactions that lead to the evolution and biodiversity of life. Additionally, this course will focus on the cellular and genetic processes that affect the structures and functions of organisms. Through extensive activities and laboratory work, students will explore the following topics while experiencing the process of scientific investigation: skills of inquiry and measurement, atoms and organic compounds, interactions between living organisms and the environment, evolution through natural selection, classification, biochemistry, cell structure and function, cellular transport, photosynthesis and cellular respiration, mitosis and meiosis, genes and heredity, DNA structure and protein synthesis, and anatomy/physiology. Emphasis will be placed on improving student organization, writing skills, and study skills.

MH 432 Biology II Honors**Grade 10****Full Year**

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

MH 415 Anatomy and Physiology I**Grades 11-12****Semester**

Prerequisite: Biology I and II.

This course is primarily designed for students interested in a medical field (nursing, physical therapy, physician, etc). Anatomy and Physiology I will place an emphasis *structure, movement and communication* within the human body. Current medical advancements and the pathology of some diseases will be discussed, and students will gain a better understanding of these units through laboratory experiments, projects and discussions. Dissection will be an inherent aspect of the curriculum. This course is offered during first semester only.

MH 425 Anatomy and Physiology II**Grades 11-12****Semester**

Prerequisite: Biology I and II.

This course is primarily designed for students interested in a medical field (nursing, physical therapy, physician, etc). Anatomy and Physiology II will place an emphasis *transport, cardiovascular health and nutrition* within the human body. Current medical advancements and the pathology of some diseases will be discussed, and students will gain a better understanding of these units through laboratory experiments, projects and discussions. Dissection will be an inherent aspect of the curriculum. This course is offered during second semester only. Students may take this course without taking Anatomy & Physiology I.

MH 450 Astronomy**Grades 10-12****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 most grand and mysterious objects known to us, including black holes and supernovae. In addition to the usual classroom activities and nightly assignments, students will explore astronomy through computer simulations, small research projects and papers. Monthly observing nights at the Harwich Elementary School Observatory are required using the facility's state-of-the-art telescopes. Astronomy is offered to the student wanting a virtually non-mathematical yet intellectually challenging science course.

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

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 also 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.

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.

MH 424 Conceptual Physics**Grades 11-12****Full Year**

Prerequisite: Algebra II taken concurrently or completed.

This course approaches physics with a greater emphasis on understanding and explaining concepts than on mathematical applications, although basic algebraic problem-solving using laws of physics is included. Topics covered in the course include classical mechanics, wave phenomena, electricity and magnetism, and optics. Hands-on and computer-based laboratory work is done. Students read from Hewitt's text *Conceptual Physics*, and are evaluated through homework, quizzes, tests (including short essays), and laboratory reports.

MH 416 Environmental Science**Grade 11-12****Semester**

Environmental Science is an interdisciplinary course that addresses real world environmental issues, problems, and solutions. The course emphasizes systems thinking and integrates social, economic, and scientific principles to identify root causes of environmental problems, whether natural or human-caused. Students will develop a deeper understanding of environmental issues and concerns through class discussions, lectures, field trips, laboratory activities, field work, student-designed projects, and guest speakers. Topics of discussion include sustainability, natural systems and cycles, global climate change, invasive species, air and water quality, environmental ethics and attitudes, energy use, and current events.

MH 435 Forensics Honors**Grades 11-12****Semester**

This course will explore Forensic Science. We will focus on collecting and analyzing evidence using the following modern science techniques: DNA fingerprinting, hair/blood analysis, fingerprint analysis, and other forensic procedures. We will investigate the way in which common items of physical evidence are located at crime scenes, processed in the crime lab, and preserved for presentation in the courtroom. Students will take on the responsibility of researching and learning laboratory skills and background information that will allow for the timely and accurate interpretation of the physical evidence presented in each investigation.

MH 414 Marine Science**Grades 11-12****Semester**

Marine Science is interdisciplinary in nature and aims to demonstrate how the chemical, physical, and biological properties of the oceans are studied. This course will encourage students to make connections among these disciplines and understand the complex interactions of physical, chemical, and biological forces in oceans. 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. Units include ocean chemistry, physical oceanography, ecosystems and ocean habitats, a survey of marine life, current events, and other topics of interest. The course will utilize local resources and will provide opportunities for field trips as well as interactions between students and visiting scientists.

MH 434 Physics Honors**Grades 11-12****Full Year**

Introductory Physics is a conceptual and mathematical study of fundamental physical laws that govern our universe. Skills in laboratory procedures, quantitative manipulations, graphical interpretations, and scientific habits of mind are developed. Course topics include forces and motion, energy and momentum, heat, waves and electromagnetism. Teachers emphasize the close association between science and technologies and integrate appropriate technology applications. This course is considered a lab science.

MH 481 AP Biology**Grades 10-12****Full Year**

Prerequisite: Biology I, Chemistry recommended.

This course is the equivalent of a two-semester college introductory biology course and is designed to prepare students for the Advanced Placement Biology Exam. 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 in the spring, and as such, it is strongly laboratory-based.

MH 484 AP Physics C**Grades 11-12****Full Year**

Prerequisite: Recommendation of current science teacher 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.

Technology and Engineering

Grade	College Prep
8-9 Semester Electives	Foundations of Technology
9-12 Semester Electives with Prerequisites	Applied Tech I-IV Engineering-Electronics and Electricity Engineering-Energy Production Engineering-Problem Solving and Design Game Development Robotics I, II Web Design
11-12 Semester Electives	Biomedical Engineering

MH 700 Foundations of Technology**Grades 8 and 9****Semester**

This is a beginning course in technology. The objective of this course is to introduce the student to simple programming as well as problem solving strategies. Students will utilize the engineering process in their work. This course will involve students in the development, building and programming simple robotic devices. Students will work hands-on in teams to design, build, program and document their progress. Topics include motor control, gear ratios, torque, friction, sensors, timing, simple script programming, decision-making, timing sequences, propulsion systems. There will be a capstone project where students design and build an autonomous robot to traverse a maze.

MH 701 Applied Technology I: Introduction to Woodworking**Grades 9-12****Semester**

This one semester course is intended to expose students to the joy of constructing useful wood products. This is the first in a series of six progressive classes exploring the woodworking industry. Applied Tech I will focus on the history of woodworking, woodworking basics, hand tools, safety, terminology and craftsmanship. Students will also be introduced to some hand held power tools and stationary machinery. Typical projects include: ship's wheel lamp, shark clock, cutting board.

MH 702 Applied Technology II: Machining and Joinery**Grades 9-12****Semester**

Prerequisite: Applied Technology I.

Applied tech II is a one semester course which builds on the skills learned in Applied Tech I. Instruction stresses the continued development and application of knowledge and skills needed for woodworking product design and production. Machining, joinery and fastening techniques will be a main focus of this course.

MH 703 Applied Technology III: Manufacturing	Grades 9-12	Semester
Prerequisite: Applied Technology I and II.		
Students will explore manufacturing techniques as they work together to mass produce beautiful Adirondack chairs. This class emphasizes teamwork, career awareness, decision making, planning, flow charts and time management skills. Each student will go home with a finished chair.		
MH 704 Applied Technology IV: Lathe Turning	Grades 9-12	Semester
Prerequisite: Applied Technology I and II.		
This course is offered to advanced students with a desire to create beautiful turned pieces on the wood lathe such as bowls, lamps, and other symmetrical round objects. This class is limited to three students and will run simultaneously with another Applied Technology section.		
MH 705 Applied Technology V: Advanced Woodworking	Grades 9-12	Semester
Prerequisite: Applied Technology I, II, and III, or teacher permission.		
This advanced course is open for self-directed and motivated students with a desire to design, plan and construct projects of their own design or choice with Teacher's permission. Teacher direction will be kept to a minimum with an emphasis on student independence in the lab.		
MH 706 Applied Technology - Independent Study	Grades 9-12	Semester
Prerequisite: Applied Technology I and II, and teacher permission.		
Similar to Applied Technology V, this independent study is open to a limited number of self-directed and motivated students with a desire to design, plan and construct projects of their own design or choice with Teacher's permission. Teacher direction will be kept to a minimum with an emphasis on student independence in the lab. The Independent Study will run simultaneously with another Applied Technology section.		
MH 716 Web Design – Basic HTML5	Grades 9-12	Semester
Any student interested in the Internet and the field of web development and management will benefit from this course. Students will gain a background of how the World Wide Web works and how to create sophisticated web pages and sites for the Internet. This course begins with HTML basics and grows through completing functional web applications. The student will work with graphics, video, and animation content. Students will also develop interactive web applications using scripting languages and Microsoft.NET technologies. Students will become aware of the security and legal issues surrounding web application deployments.		
MH 718 Game Development	Grades 9-12	Semester
Prerequisite: Web Design.		
Students will work in the Game Maker environment to design and develop functional computer games. Topics will include the history of games, game genres and game development and production. Students will produce a computer game of their own design as a capstone project.		
MH 722 Biomedical Engineering	Grades 11-12	Semester
This course will introduce students to the various ways biotechnology is used in medicine. Students will be introduced to the topics of genetic engineering, bioremediation, and regeneration; prosthetic design; and bionics. The course will be research based and hands on, and students will be involved in a capstone project in their area of interest.		

MH 725 Robotics I: Mechatronics**Grades 9-12****Semester**

Prerequisite: Foundations of Technology or Engineering I.

Topics that will be covered include: the engineering design process, CAD, mechanical and fluid power technologies, electronics and implementing robotic devices. The ability to identify, solve, and implement the solution to a multitude of problems will be an integral component of this course. Students will develop mechanics for a remotely operated underwater vehicle.

MH 726 Robotics II: Advanced Robotics**Grades 9-12****Semester**

Prerequisites: Robotics I.

This course focuses on control circuits and robot programming using Arduino microprocessors and Java. This course is a combination of systems engineering, mechanical engineering, electrical engineering, telecommunications engineering, control engineering and computer engineering. Students will be engaged in a capstone project in the area of autonomous robotics.

MH 731 Engineering I: Problem Solving and Design**Grades 8-12****Semester**

How do I solve problems? Design a project? Measure something? Come up with new ideas? This introductory course will focus on building creativity and the Engineering Design Process. Students will explore: problem solving, drafting and design principles, measurement, while engaging in a host of mind boggling activities allowing them to think outside the box where breaking the rules might be the best solution.

MH 732 Engineering: Energy Production**Grades 9-12****Semester**

Prerequisite: Engineering I

What is energy? Where does energy come from? The earth? Sun? Moon? Water? Wind? What is "green energy"? Come explore the wonders of energy from fossil fuels to renewable resources while we build a wind turbine to harness the potential energy of the wind, turn water into hydrogen fuel or change sunlight into motion. Learn how to conserve energy and lower your family's electric bill all while doing your part to help save the planet.

MH 733 Engineering: Electronics & Electricity**Grades 9-12****Semester**

Prerequisite: Engineering I.

What is electricity? Where does it come from? Can I make my own? Is it dangerous? Why are there so many kinds of batteries? Learn how to make a circuit board, build a flashlight, wire circuits, install a radio, and fix electrical problems in your home, car or boat. We will answer all these questions and many more while we explore the power of electricity in a safe and secure environment.

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

**Language and Culture* is not a level II college preparatory course, but it will satisfy the MRHS graduation requirement.

AP level courses will be offered in French, Latin and Spanish beginning September 2016. **Students who wish to take the AP course curriculum, but not sit for the exam, may elect to take the course as Level IV Honors. 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, and focus on mastering grammar and the advanced skills in reading, listening, writing and speaking.

All courses are aligned with the American Council of Teaching Foreign Languages (ACTFL), the Massachusetts Curriculum Framework, the European Language Framework, and the American Classical League. The successful student participates in class, applies the target language, reviews class lessons and activities, explores the language and cultures beyond the classroom, asks questions and seeks help/guidance after school, and prepares for quizzes and exams.

French

MH 501 French I *Bienvenue à la francophonie!* **Grades 8-12** **Full Year**

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 activities in our Communication Center, complete activities, individual and group in class, create skits, posters, and much more. The following will be used in class: textbooks, the Internet, magazines, films, songs, computer programs, games, and maps, skype. Grammar objectives include mastering conjugation and expression in the present and near future tenses and an introduction to the past tenses. The class will be conducted in French (target 90 – 100%) with limited English.

MH 502 French II *Parlons-nous français!* **Grades 9-12** **Full Year**

Prerequisite: French I

French II builds upon the themes of French I with the added linguistic component of speaking and writing about our summer 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 III Honors *Maintenant je comprends tout***Grades 10-12****Full Year**

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 History and Literature! From the Chauvet caves, through Gaul, and through the Middle Ages, we begin exploring the evolution of the French Language and "Patriotism". In literature, we explore de Bello Gallico, the Song of Roland, and the courtly love story of Tristan and Iseult. 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 and 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.

MH 505 AP French Language and Culture**Grades 11-12****Full Year**

Prerequisite: Successful completion of French III, and permission by 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>

Students who wish to take the AP course curriculum, but not sit for the exam, may elect to take the course as French IV Honors (MH 504). 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.

Spanish**MH 511 Spanish I****Grades 8-12****Full Year**

Students taking Spanish I develop communicative proficiency through listening, speaking, reading and writing activities. 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 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 enhance and build the necessary skills to speak about themselves, their experiences at Monomoy Regional High School, their friends and their community. Grammatical structures mastered include: the present tense of regular and key irregular verbs, the near future tense, and the past tense. Learning activities include on-line interactive media, writing and performing dialogues, conversation, role-play and presentations in the target language, creation of posters, charts, and visits to our Communication Center. Through the study of geography, customs, and everyday activities, students will become aware of and appreciate social and cultural differences.

MH 512 Spanish II**Grades 9-12****Full Year**

Prerequisite: Spanish I

Students taking Spanish II continue to develop basic communicative proficiency through listening, speaking, reading and writing activities. Ninety percent of the class is conducted in the target language and 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 use more complex grammatical concepts including the present tense, irregular verbs, the past tenses, simple future tense, adjectives and adverbs. Students work toward 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 III Honors**Grades 10-12****Full Year**

Prerequisite: Spanish II

Oral use of the language is emphasized. 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 and events.

MH 515 AP Spanish Language and Culture**Grades 11-12****Full Year**

Prerequisite: Spanish III 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

Students who wish to take the AP course curriculum, but not sit for the exam, may elect to take the course as Spanish IV Honors (MH 514). 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. **Students who elect to take the course as Spanish IV Honors can take the course for AP credit the following year.**

Latin

MH 521 Latin I

Grades 8-12

Full Year

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 objective 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

Full Year

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

Full Year

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*, Cicero's speeches against Cataline, and Vergil's *Aeneid*. Students will explore cultural topics, including Greco-Roman philosophy and ancient and modern imperialism, through readings, class discussions, and hands-on projects.

MH 525 AP Latin

Grades 11-12

Full Year

Prerequisite: Latin III 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

Students who wish to take the AP course curriculum, but not sit for the exam, may elect to take the course as Latin IV Honors (MH 524). 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. **Students who elect to take the course as Latin IV Honors can take the course for AP credit the following year.**

Mandarin Chinese

MH 531 Mandarin Chinese I

Grades 8 -12

Full Year

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 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, traditional games, and the art of Chinese paper-cutting. Upon completing, students will master Pin-yin, the Chinese sound system, understand the basic principles, traditions and philosophies of Chinese characters, and know how to type Chinese on their computer.

MH 532 Mandarin Chinese II

Grades 9-12

Full Year

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, a stronger listening comprehension and a more fluent speech. Supplementary reading materials such as short stories are employed. Learning will also be enhanced with cultural references to Chinese geography, customs, traditional games, and the art of Chinese paper-cut. Upon completing, students will fine-tune their pronunciation, acquire basic proficiency in reading short texts and writing simple compositions in Chinese.

MH 533 Mandarin Chinese III Honors

Grade 10-12

Full Year

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 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 the Chinese culture can be found throughout the course in order. Learning will also be enhanced with various hand-on and minds-on projects.

MH 535 AP Chinese Language and Culture TBD for 2017-2018

World Language and Culture

MH 540 World Language and Culture

Grades 9-12

Full Year

Prerequisite: A passing grade in level 1 French, Latin, Mandarin, or Spanish.

Language and Culture can only be taken by permission or recommendation of a language teacher. This course satisfies the two-year language requirement for graduation.* Although the emphasis of this course will be on Hispanic language and culture, there will be an exploration of various languages and cultures throughout the world. Student learning and assessment will be individual, group, and project-based. The class will research pop culture, current events, tourist destinations, and student-suggested topics. In addition to a culminating project, teams of students will chose a geographic area of interest and develop a comprehensive presentation of its cultural, historic and global impacts.

**This course meets the MRHS second-year World Language requirement for graduation. However, it is not a college preparatory-level course, and does not satisfy MassCore's requirement, or the minimum requirement for admission to a four year Massachusetts public or state college/university. Students wishing to complete this course and continue their language studies to fulfill MassCore or college/university foreign language admission requirements, should enroll in level 2 of the same language they studied in level 1 after successful completion of this course and with Instructor permission.*

Visual and Performing Arts

Vision Statement

The Monomoy Regional School District Visual and Performing Arts programs are based on a belief that the arts are an essential part of the education of all students. Students' abilities to perceive and understand the world are developed and refined through the arts. The skills learned through creating, collaborating, and presenting afford students the confidence to apply their knowledge and communicate in innovative and creative ways.

Transfer Goals:

Students will be able to independently use their learning to:

- Develop their style of expression and sense of aesthetics.
- Comprehend how the arts reflect, influence, and communicate the human condition.
- Apply imagination, observation, and rational thinking in order to problem solve.
- Create and collaborate to produce a common product.
- Use artistic literacy to communicate in the arts and other subjects.

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*

Deborah Donovan: *Graduated from Southeastern Massachusetts University with a Bachelor of Fine Arts in Art Education. She completed her Master's degree in Art Education at Boston University. She is a working artist and the drama director of the high school theater program.*

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.*

Carol Trull: *Received a Bachelor's degree in Fine Arts from the California College of Arts and Crafts and earned her K-12 Teaching Certification from Macalester College. She has received recognition for her participation in the Boston Globe Scholastic Art Awards program.*

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. Developed a specialized curriculum focused on the Provincetown Art Colony and the history of art on Cape Cod.*

The Arts, as stated in Massachusetts State Law and Every Child Achieves Act, are considered core academic subjects. They teach thinking and problem solving skills not 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 art courses provide an understanding of the arts through studio activities, art history, art critique, and aesthetics. 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 the Portfolio levels to ensure their production of a competitive portfolio as a senior.

Grade Levels	Classes with requirements or prerequisites	Electives	Advanced Placement
8-9	Foundation of Art Foundations of Digital Art Band 8/9	Theater Arts Chorus 8/12	NA
9-12	Portfolio 1 Ceramics 1 Photography 1 * Digital Media 1 * Digital Media 2 * Select Choir Music Theory	Art and Design Theater Arts Chorus 8/12 History of Rock	NA
10-12	Portfolio 2-8 Ceramics 2-8 Photography 2-8 * Graphic Design * TV Production * Band 10/12 Arts Management	Printmaking	It is recommended that students interested in pursuing an AP class take portfolio as a pre AP class
11-12	Advanced Study in TV Production* Art Internship Advanced Methods and Techniques		<i>AP 2D Art</i> Portfolio Digital Media Drawing Photography <i>AP 3D Art</i> Ceramics Sculpture

*Class may be taken to fulfill an Art or STE elective (science technology engineering)

MH 600 Foundations of Art

Grades 8-9

Semester

This is an introductory visual arts class designed for students to discover the basic elements of art through a hands-on exploration drawing, painting, sculpture, clay, and mixed media. Students will learn how to combine the use of art materials, tools, and methods, with their imagination and creativity to make meaning and communicate ideas and emotions in visual forms. **This is a prerequisite for upper level arts classes.**

MH 602 Foundations of Digital Media Arts

Grades 8-9

Semester

This class will introduce students to Adobe Creative Cloud. Students will use a variety of digital tools and techniques to create multimedia works incorporating photography, graphic design and video. This class will offer students a way to start exploring the ever changing world of computer based digital art making. **This is a prerequisite for upper level arts classes.**

MH 651 Theater Arts 1-8**Grades 8-12****Semester or Full Year**

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.

MH 682 Digital Media 1**Grades 9-12****Semester****Prerequisite: Foundations in Digital Media*****This class may be taken to fulfill an art or STE requirement***

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 videos using digital video camcorders and editing software and also use your creativity to produce music videos, documentary and mockumentary. Students will learn 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: Digital Media 1 or Permission of Instructor*****This class may be taken to fulfill an art or STE requirement***

Digital media 2 gives you the opportunity to explore exciting jobs in the growing field of Digital media/Communications. This is the second part of the course. We will be going more in-depth with how the camera works, and how to light a scene in a studio or out in the field. You will learn and use the equipment in the TV studio. Possible projects include short film production or production of a news segment for submission. This lets you be creative in script writing while learning the methods that are used by well-known directors.

MH 604 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 drawing and painting. Students will explore the diverse arts and crafts created by artists from different cultures and times including textiles, bookmaking, multicultural crafts, fashion, and jewelry. You will be learning art and design from around the world. Emphasis will be on understanding of traditions and historical contexts as well as the exploration of indigenous methods and uses of art objects.

MH 626 Graphic Design**Grades 10-12****Semester****Prerequisite: Foundations of Digital Media Arts or Permission of Instructor*****This class may be taken to fulfill an art or STE requirement***

In this graphic design class students will combine traditional art materials and strategies and also use technologies such as Photoshop, Illustrator and InDesign to problem solve and create solutions for a broad range of media applications. It is a project learning, hands on course that will be based on 'real world' scenarios while instructing students in the elements and principles of design. Thematic units of learning will include poster design, identity and branding, type and image, book design, packaging, and web applications.

MH 606 Printmaking**Grades 10-12****Semester**

Printmaking is an exploration of a variety of printing techniques and styles. Students will study printmaking from its origins up through computer-aided work. Prints will be created both by hand and with a press. We will also explore combining different techniques to create one of a kind works of art. Block, monotype, intaglio, etching and other techniques will provide a general understanding and awareness of the many forms of printmaking and allow students to develop their own personal style.

MS 629 Arts Management**Grades 10-12****Semester****Prerequisite: Permission of Instructor**

This course is for students who wish to focus on the Arts. It will introduce students to a variety of tasks related to the operation of arts organizations. Students will work with the Fine 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, event planning and technical aspects of the arts are some of the areas that will be examined in this class.

MH 684 TV Production**Grades 10-12****Semester****Prerequisites: Digital Media 1 and 2 or Permission of Instructor*****This class may be taken to fulfill an art or STE requirement***

LIGHTS, CAMERA, ACTION! Work to produce a bi-weekly thirty-minute magazine format show or 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.

MH 685 Advanced Study in TV Production**Grades 11-12****Semester****Prerequisite: Permission of Instructor*****This class may be taken to fulfill an art or STE requirement***

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, are all reasons to consider Advanced Study in Television Production. A contract is used in assessing each student's work and will be mutually agreed upon by both instructor and student.

MH 628 Art Internship**Grades 11-12****Semester**

This program, available to juniors and seniors, is offered via the Cape Cod, Martha's Vineyard, and Nantucket School-to-Careers Partnership. Students accepted into the program will work after school alongside self-employed artists and artisans at their studios. Placements will be possible in pottery, textile, stained glass, painting, printmaking, and photography. Students will have the opportunity to learn about operating an art-based business and have an opportunity to complete a project. Placement will occur according to interest and approval of artists.

The following classes offer a sequential track to give students the opportunity to take 1-4 full years of art by taking a class each semester. These classes are designed to meet students own interests as well as providing a way to create a portfolio for college admission or prepare for Advanced Placement Art 2D or 3D. These classes are open to all students interested in exploring art making. Students may contract to take these classes as an honors class with teacher permission. Prerequisite Foundations of Art or Foundations of Digital Media.

MH 610 Portfolio Art 1

Grades 9-12

Semester

Prerequisite: Foundations of Art or Permission of Instructor

Portfolio Art I is a basic course open to all students interested in art. This course emphasizes the use of materials, and techniques to improve skills and gain a better understanding of the elements of design, perspective, the science of color, and proportions. Students will investigate ways to create, interpret and share artistic work and understand how the arts convey meaning. Students will explore art making through drawing, painting, and fundamental 3-dimensional work.

MH 611 Portfolio Art 2 -8

Grades 10-12

Semester or Full Year

Prerequisite: Portfolio 1 or Permission of Instructor

These classes are sequential explorations of the elements and principles of art-making, continually building upon the previous level. Each level provides in-depth studies allowing students to develop their skills, create a portfolio, and establish a personal style through both structured and independent work. Creating, collaborating, and presenting work will allow students to visually communicate in innovative and creative ways. Students will explore drawing, painting, and mixed media through 2-dimensional and 3-dimensional work. Students may elect to do an advanced placement portfolio (see requirements under Advanced Placement Art)

MH 609 Advanced Methods and Techniques

Grades 11-12

Semester or Full Year

Prerequisite: Permission of Instructor

This course provides the opportunity for in-depth study of advanced methods and techniques by providing the students with the means to work intensively in a selected media or style. Students in this course may elect to focus on ceramics, painting, sculpture, printmaking, drawing or design. *This is only available through teacher approval.*

MH 616 Ceramics 1

Grades 9-12

Semester

Prerequisite: Foundations of Art/Portfolio 1 or Permission of Instructor

Ceramics I is designed to introduce students to hand-building and sculpture techniques in clay. Student will also have the opportunity to develop their skill on the potter's wheel. Exploration of decoration techniques, design and functional form are included.

MH 619 Advanced Ceramics 2-8

Grades 10-12

Semester or Full Year

Prerequisite: Ceramics 1 or Permission of Instructor

Advanced Ceramics is designed for the student who wishes to continue to develop skills in hand-building, wheel throwing, and sculpture techniques. It will provide an in-depth study of clay formation, decoration, and glazing applications. A research paper, final project, and exhibit will serve as course requirements.

Students may elect to do an advanced placement portfolio (see requirements under Advanced Placement Art)

MH 620 Photography 1**Grades 9-12****Full Year**

Prerequisite: Foundations of Digital Media, Foundations of Art, or Portfolio 1

This class may be taken to fulfill an art or STE requirement

This yearlong course covers basic black and white photography in theory and practical application. It will emphasize creative photography as an art media. Students will learn how to take film and digital images, use and care for film and digital cameras, and investigate the benefits of both formats. The history of photography from its beginning to its uses today in art, graphic design, and popular media will be investigated. Taking pictures, developing film, and making enlargements and prints will be key skills. Learning to use the camera and darkroom equipment for the best artistic and technical achievement will be covered in lectures and text. Digital work will include the use of scanners, cameras, large format printing, altered forms, and Photoshop. Note: Each student will be expected to provide his or her own 35mm SLR camera with manual aperture and shutter speed controls.

MH 623 Advanced Photography 2-8**Grades 9–12****Semester or Full Year**

Prerequisite: Photography 1

This class may be taken to fulfill an art or STE requirement

Advanced Photography is a course for serious students who intend to use photography during their future education. It is dependent upon individual student motivation and past performance. Each student will need to demonstrate the determination and dedication needed for responsible production in independent study. Basic topics will be listed for student selection, and individual creativity will be expected so students can expand or narrow these topics into meaningful photo-journalistic projects. Students may elect to do an advanced placement portfolio (see requirements under Advanced Placement Art)

MH 615 AP Art 2D or 3D**Grades 11-12****Full Year**

Prerequisite: 2 years of Arts classes or Permission of Instructor

This class is for highly motivated students who are interested in the study of art, and it demands a significant commitment both in and out of class. Portfolio Art is recommended before beginning the AP class in the fall of your junior or senior year. A portfolio will be created to meet the current requirements and expectations of and will be submitted to the College Board. Students will have work assigned outside of the classroom and will be required to participate in ongoing critical analysis through group and/or individual critiques. Prerequisite: Students are accepted into this course by applying in the spring and presenting a portfolio for evaluation.

MH 641 Band/Orchestra 8/9**Grades 8-9****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 642 Band/Orchestra 10-12**Grades 10-12****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 8-12**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 accomplished with outside adjudicators in the spring of the previous academic year. This group will learn and perform challenging four, six, and eight-part vocal music. 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 conductor, as well as solo and smaller ensemble singing. Performance in evening concerts will be scheduled and mandatory. Members will participate in local, district and state music festivals.

MH 646 Music Theory**Grades 9-12****Semester**

This course is designed to carry students from basic music fundamentals to the beginnings of music composition, including rhythmic and melodic dictation. Music Theory will provide the opportunity to understand the “science” behind the music. If you want to learn how to write down the music you have been creating on your guitar or keyboard, this course will build your understanding of chord structure, melody writing, and basic guitar skills.

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 social historical factors, researching representative artists, pieces, and lyrics, performing selected examples, and analyzing performances. Students will be expected to document their research, write detailed analysis, and play an instrument, or sing in group performances. They will not need to be masters of an instrument or voice to enroll, but they must be willing to learn.

Physical Education, Health and Culinary Arts

Vision Statement

The purpose of the Monomoy Regional School District Physical Education, Health, and Culinary Arts 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.

Angelina Raneo Chilaka: *Graduated from Northeastern University with a Bachelor of Science degree and received her Master of Arts degree from Columbia University.*

Paul “Spanky” Demanche: *Graduated from the University of Connecticut with a Bachelor of Arts in Health and Physical Education. He has completed his Master’s in Education from the University of New England in Maine.*

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.*

Justin Medeiros: *Graduated from Bates College with a B.A. in Psychology with a concentration in Sports and Health Psychology, and he is certified in Health.*

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

Grade/Level	
8th Grade	Health & Physical Education - Required
9th Grade	Health & Physical Education – Required
10th Grade	Health & Physical Education - Required
11th & 12th Grades	Fitness Through Team Sports Introduction to Personal Fitness Advanced Personal Fitness Sports Management and Marketing Health Careers for the Future Peer Leadership Course Physical Education Leaders Culinary Arts I and II
9th & 10th Grade Electives	Culinary Arts I and II

ALL COURSES ARE SEMESTER ONLY

Physical Education & Health

MH 750 Wellness 8A & 8B **1 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 **1 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 **1 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.

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 any student who are 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 who are 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 754 Sports Management and Marketing **Grades 11-12** **Semester**
This course will examine the basic organizational structure found in the sports industry. In addition, students will learn how to decide market selection and how to plan, create and assess sports marketing communication programs that include advertising, public relations, and news media. This course will run every other year. Next offering will be in the year 2017-2018.

MH 767 Health Careers For the Future**Grades 11-12****Semester**

Health related professions and job opportunities are on the rise across the U. S. due to our aging population and lifestyle choices. This would be a great opportunity to look at various fields within the health professions such as nursing, physical therapy, occupational therapy, physician assistants, x-ray technicians, pharmacy, medical lab work, EMT/paramedics, mental health, nutritionists, etc. The course will give you an opportunity in class to see what each profession has to offer and meet professionals in the field. During the course of the year, students will have the opportunity to participate in simulated hands-on experiences, study health cases, look at some legal issues, and issues with our health care system. This course meets the Health Care Standards and the Health Education standards. A CPR/First Aid certification course will be included.

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 863 Peer Leadership**Grades 11-12****Semester or Full Year**

This course is designed for students who are interested in taking on a leadership role by promoting positive action in our school and community. Students will discuss many current health related and social issues such as relationships, dating, violence, diseases, the effects of drugs on society, conflict and conflict resolution, empathy, respect, and diversity in a multicultural world. Each student will be required to complete class assignments as well as plan and implement one school event. Community service learning projects will also be required. Senior Peer Leaders will serve as peer mediators as needed by administration.

Culinary Arts**MH 771 Culinary Arts and Nutrition I****Grades 9-12****Semester**

Students will begin an in-depth study of nutrition to understand that nutrients are the building blocks of health. They will also study 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. Preference will be given to seniors followed by other students interested in the class.

MH 772 Culinary Arts and Nutrition II**Grades 9-12****Semester**

This course emphasizes the importance of healthful eating and making wellness a lifestyle choice, keeping food safe, being skilled at meal management, and becoming an informed consumer. Critical thinking, application, technology, academic, and workplace related experiences extend learning beyond basic culinary art activities. Discussion of current nutrition topics and meal preparation continues with students using math and food science concepts as they consider the link between nutrition and lifelong health. Students will work collaboratively with chemistry, engineering, and foreign language classes to explore innovations in food technology and increase their appreciation of cuisine from diverse cultures.

Preference will be given to seniors followed by other students interested in the class.

Library/Media

Vision Statement

In the Monomoy Regional School District, the school library media program will inspire curiosity in our students to use the ever-changing media to locate, evaluate, manage, process, produce, and share information efficiently, effectively, and ethically. It will foster a culture that encourages reading and learning throughout the school and an appreciation for literature in all media forms. The program will provide equitable access to up to date resources and materials, including digitized text. By encouraging our students to think critically and creatively, to solve problems through collaboration, and to communicate globally, the school library media program will be the catalyst of change in the educational ecosystem of the Monomoy Regional School District.

Transfer Goals

Students will be able to independently use their learning to:

- Locate relevant and precise information from a variety of sources.
- Manage information in an effective and ethical manner.
- Produce and share information in a variety of formats.
- Read for personal and intellectual growth.

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 Plan.
- Transfer and apply acquired skills and knowledge in their community.

Valerie Cote: *Graduated from Springfield College with a Bachelor of Science in English. She received her Master's in Education with a concentration in Special Education from Fitchburg State College.*

Judy Fratus: *Special Education teacher and Program Leader of the Vocational Community Program. Mrs. Fratus earned a Bachelor's degree in Special Education from Anna Maria College. She also holds a Master of Education degree in Special Education from Central Connecticut State University and a Graduate Certificate in Applied Behavior Analysis from Endicott College. In 2009, she was recognized by the Cape Cod Association for Retarded Citizens as the recipient of its Educator Award.*

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.*

Vanessa Morton: *Earned a Bachelor's degree in Mass Communication from Westfield State University and earned a Master of Education from American International College.*

Emily Jutrus: *Earned a Bachelor's degree in Mild/Moderate Special Needs from Westfield State University.*

Janice Lariviere: *Earned a Bachelor of Arts degree in Elementary/Special Education from Simmons College, a Master of Education degree in Counseling from Northeastern University, and a Certificate of Advanced Graduate Studies in Psychology from Lesley University.*

Lisa Magelaner: *Earned a Bachelor of Science in Special Education from the University of Connecticut.*

Stamatina Rigas: *Has a Bachelor of Arts in Education/English from Saint Michael's College and earned a Master of Education degree in Special Education from the University of Vermont.*

MH 801 Learning Support

Grades 8-12

This course is designed specifically for eligible students that have been identified through a team evaluation. Curriculum support is implemented to address the specific student centered objectives as based on student individual needs and goals. Study skills that accommodate the student's specific learning style will be taught and reinforced through examination of content area material. Department Chair signature required.

MH 811-818 Vocational Community Program

The Monomoy High School Vocational Community Program is an inclusionary program whose mission is to provide students equal opportunities to receive academic, vocational, and life skills instruction within their school and community. The program serves students 18 to 22 years of age. The goals of the program are:

- To help students develop the skills to prepare them to live and function as members of their school and community.
- To develop functional academic skills in reading and math through individual and small group instruction.
- To develop vocational skills through volunteer community service and paid community work sites.
- To develop life skills including cooking, meal planning, shopping, laundry, banking, and money skills.

Staff includes one teacher, support staff, a speech therapist, and an occupational therapist. Our classroom has a fully equipped. A school-to-work program includes both volunteer and paid community work sites. A peer mentor program exists in which regular education students work in our program on various activities including cooking, reading, and math. Each student in the program is paired with a member of the school's Best Buddies program. Community skills and Travel Training on the DART are also included.

Alternative Learning Program

Vision Statement

The mission statement of the program is:

- To provide an opportunity for all students to learn and excel.
- To develop positive character and self-esteem.
- To acquire skills necessary for independent living and working.
- To successfully achieve a high school diploma or its equivalent.

***George Sowpel:** Graduated from the University of Rochester with a degree in Economics and a Master's degree in Special Education from American International College. He also holds his Certificate of Advanced Graduate Studies from AIC in Educational Leadership and has an extensive background in business and finance. He is an active member of the MTA Human and Civil Rights Committee and as well as other boards and committees related to social services.*

MH 821-829 Alternative Learning Program

The Alternative Education Program offers a "self-contained" vocationally oriented approach to the high school experience. Students take English, science, social studies, and math in the alternative program classroom setting. They learn through an exploration of the world around them as well as through course work. Life skills training, vocational preparation, and social skills development are also part of the curriculum. Students participate in a work-study or job shadowing experience during the afternoon. The program offers a flexible schedule in an attempt to individualize the educational experience as much as possible to accommodate the needs and abilities of each student.

The program population is limited and entrance is through a team recommendation. Students must maintain satisfactory academic, behavioral, and attendance standards, including maintaining a job or job shadowing assignment. Many of the students have not found success in traditional classroom settings.

English as a Second Language

Vision Statement

English as a Second Language is the development of reading, writing, listening, and speaking towards a proficient level in the English language. It also includes lessons in skills to achieve the success in all academic areas. ESL will develop growth towards the understanding to 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.

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 2-3.0 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 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.

Experiential Learning

MH 851 Community Internship

Grades 11-12

Semester

Students will be placed with business partners according to possible future career interests. Students will choose several work-based learning competencies to work on during the course of their internship and will be evaluated on their performance by their business mentor. The course content will be enriched with field trips and guest speakers. Students will be required to keep a weekly journal about their experiences in the work place and to complete a final project that will highlight their Community Internship experience. This project will be presented before a group of faculty, staff, and administrators; business partners; and family and peers; and will be part of the course assessment. Interested students must have transportation to local business partners, must be committed to serving as positive student ambassadors in our community, and must be responsible. **This course is offered on a Pass/Fail basis.**

MH 861 Elementary and Middle School Education Experience

Grades 11-12

Semester

When students express an interest in a career in elementary or middle school education, they may request this option. Students will work in an elementary or middle school classroom under the direct supervision of a cooperating teacher and participate in the day-to-day experiences in a classroom setting. Students interested in the elementary grades (K-4) must provide their own transportation to and from the elementary school. **This course is offered on a Pass/Fail basis.**

MH 862 Best Buddies

Grades 11-12

Semester or Full Year

**This course will count towards the wellness requirement*

Students who wish to work as a peer mentor [Best Buddy] will help out in the classroom in the following ways:

1. Assist with 1 to 1 instruction in reading, math and spelling.
2. Assist with group instruction and activities in science and math.
3. Assist with group activities in speech class.
4. Assist with instruction in group language activities.
5. Cashier at school store with a Buddy if block occurs during lunch time.
6. Attend art or gym class and help students participate in games and activities.

In addition to providing classroom instruction, the role of the Peer Mentors is to provide friendship and positive role models to the students in the VCP Program. These friendships are very important to our students. They look forward to seeing and working with the Mentors [Best Buddies] each day. We are looking for students with a positive attitude and a respect and understanding towards individuals with intellectual disabilities. Students participating in this program are expected to be present every day. Any unexcused absences will be reported to the office and the student will receive a warning. Any student with three unexcused absences will be asked to leave the program.

MH 871 Independent Study

Grades 11-12

Semester

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 881 Global Experience

Grades 9-12

Semester

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

Monomoy Regional High School will offer students optional trips to study abroad for the purposes of language acquisition, service learning, attending student leadership conferences and other international experiences. Credit may be granted for these experiences through either completing an approved independent study or by online courses through the tour provider.

MH 990 Virtual High School**Grades 9-12****Semester or Full Year****You must see your guidance counselor to register for this course option.**

Virtual High School is an elective option. It is a high school program that offers Internet based distance learning classes to students in member schools. While VHS offers exciting and unique courses like, The Holocaust, or Meteorology, and several AP level courses, distance learning is not for everyone. Students need to be independent learners and very well organized individuals to succeed in this situation. Please seek advice from the guidance counselors before deciding about VHS.

MH 995 Dual Enrollment**Grades 11-12****Semester or Full Year****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

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 21st 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.

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

Jennifer Police: *Graduated from Curry College with a Bachelor of Arts in Psychology and received a Master's of Education in School Counseling from Cambridge College. She is currently completing a C.A.G.S. in Educational Leadership from Bridgewater State University*

Cheryl Dufault RN, BSN: *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 17 years.*

Richard Gifford: *Has a Bachelor of Arts in Philosophy from Boston University. He also earned a Master of Arts degree in Philosophy from Lancaster University (UK) and a Masters of Education in Counseling Psychology from the University of Massachusetts/Boston.*

Robin Titus: *Graduated from University of Connecticut with a Bachelor of Arts in Psychology and received her Master's degree from St. Lawrence University.*

Susan Whitcomb: *Earned a Bachelor of Arts in Biology from Middlebury College and holds a Master of Social Work degree from Boston College School of Social Work. She also earned a Master of Public Health degree from Columbia University School of Public Health.*

Guidance

MH 099 Seminar 8

Grade 8

Semester

Seminar is an opportunity for students in grade 8 to gain the skills and traits necessary to meet with success throughout their high school years. Students will build upon and improve study habits, problem solve common issues faced by teens, and develop confidence in themselves as students at Monomoy. Completion of the final year of the Second Step curriculum as well as examination of the Seven Habits of Highly Effective Teens rounds out this semester course.

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.**

MH 855 Academic Mentor

Grades 10-12

Semester or Full Year

Students with higher level skills in a particular subject area will have the opportunity to be placed in classrooms to provide academic assistance in that discipline. This will be scheduled in consultation with the student's guidance counselor. **This course is offered on a Pass/Fail basis.**

MH 015 Academic Center

Grades 8-12

Semester or Full Year

This center will be available to students during the regular school day to assist with homework completion, preparation for assessments, and organizational skills. Staffed by a full time teacher, and upper level students as peer tutors, students can be scheduled directly into the Academic Center class for one or two semesters. This program is designed for students not meeting with success in the regular educational curriculum. This will be scheduled in consultation with the student's guidance counselor. **This course is offered on a Pass/Fail basis.**