Town of Mashpee — Town Clerk

16 Great Neck Road North
Mashpee MA 02649
Phone # 508-539-1400 ext. 561
Fax # 508-539-2892
e-mail address mcsantos@ci.mashpee.ma.us

Date: May 3, 2018

Mashpee Town Hall
16 Great Neck Road North
Mashpee, MA 02649

In accordance with the Massachusetts General Laws, Chapter 39, Section 23A-C, regarding Massachusetts Open Meeting Law the:

School Committee-Business Meeting

give you notice that it will meet for the purpose of acting upon such business as may come before it.

Day and Date of Meeting: Wednesday, May 9, 2018

Time of Meeting: 6:00 PM

Place: Quashnet School Library

Chairman: Don Myers/gkh

Windows will be closed and lights will be shut off after meeting.

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Initials

Please keep in mind that rooms are assigned on a first come, first serve basis. Therefore, it is imperative that you notify this office as quickly as possible to reserve your meeting room.

Except in an emergency, a notice of every meeting of any governmental body shall be filed with the clerk of the city or town in which the body acts, and the notice or a copy thereof shall, at least forty-eight hours, including Saturdays but not Sundays and legal holidays, prior to such meeting, be publicly posted in the office of such clerk or on the principal official bulletin board of such city or town.

Date: May 9, 2018

IN THE MATTER OF: Strategy for negotiations with nonunion personnel.
It is MOVED by **School Committee** that this governmental body hold an executive session.

A Roll was called (see attached roll call)
The Clerk of this executive session is designated as Geoff Gorman

A Quorum being present and a Majority having voted to go into executive session, the chair states that:

1. This meeting convened in open session and
   a. Notice and posting of the meeting was given (X)
   b. the meeting is an emergency meeting. ( )

2. After the executive session the meeting
   a. Will reconvene (X)
   b. Will not reconvene ( )

3. The purpose or purposes of this executive session are:

   A. To deliberate upon matters involving individuals where the individuals involved have been notified in writing of the meeting and have not requested an open meeting and regarding:
      1. The reputation and character of the individual ( )
      2. The physical condition and mental health of the individual ( )
      3. The discipline or dismissal of a public officer, employee, staff member or individual. ( )
      4. A Complaint or charge brought against an individual ( )

   B. To deliberate upon matters which, if done in open meeting could detrimentally affect the position of the City, regarding:
      1. Bargaining ( )
      2. Strategy with respect to Collective Bargaining ( )
      3. Strategy with respect to litigation ( )
      4. The purchase, exchange, lease or value of real property ( )
      5. Strategy with respect to negotiations with non-union personnel (X)

   C. To deliberate matters regarding:
      1. The deployment of security personnel devices ( )
      2. Allegations of criminal misconduct ( )
      3. To discuss strategies for security ( )

   D. To comply with the provisions of General Law or special law or Federal Grant in Aid requirement, the specific law being

      _____

4. All of the foregoing is hereby made part of the official minutes of this body.

MASHPEE PUBLIC SCHOOLS

SCHOOL COMMITTEE BUSINESS MEETING--May 9, 2018

Quashnet Library--6:00PM

Agenda **

Item	Time#	Description
I	6:00#	*Executive Session- for negotiations with non-union personnel
II	6:30#	Call Regular Meeting to Order/Pledge Allegiance
III	6:32	Approval of Minutes --April 25, 2018 (p. 1-3)
IV	6:35	Representative from the Mashpee Wampanoag Tribe
V	6:40	Representative David Vieira and Senator Julian Cyr
VI	6:50	Student Advisory Council-Frederick Hanna III & Skyla Rimple
VII	7:00	Project 351- MMHS 8th Grader Skyla Rimple
VIII	7:10	#Enough- MMHS Sophomore Stella Bold
IX	7:20	*Mashpee Middle-High School Program of Studies--Principal Balestracci (p. 4-47)
X	7:30#	Public Comment
XI	7:45	Specifically Assigned/Unfinished Business 1. *Vote on school start times (p. 48-49) 2. *Vote on school choice seats for FY19 (p. 50)
XII	8:10	Superintendent Report (p. 51-56)
XIII	8:20	New Business 1. *Gr. 12 out of state field trip to Sky Zone/Roger Williams Zoo/Dave & Busters in RI on 5/29/18 (p. 57) 2. Superintendent's Evaluation 3. School committee meeting schedule for FY19 (p. 58)
XIV	8:40	Committee Reports
XV	8:50	Items the Chair did not reasonably know in advance (Other)
XVI	8:55	Public Comment
XVII	9:00	*Adjournment

#Times listed for items other than I, II & X are estimates and the actual time will be based on the business requirements determined by the Chair during the meeting.

****Vote Required***

*****The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may be discussed and other items not listed may also be brought up for discussion.***

1.

School Committee Meeting
Minutes
April 25, 2018

Present were: Don Myers (via phone), Chris Santos, Geoff Gorman, George Schmidt and Nicole Bartlett. Also present was Patty DeBoer, Superintendent, Hope Hanscom, Assistant Superintendent and Paul Funk, Business Manager.

I. Call Meeting to Order
Mr. Santos called the meeting to order @6:30pm.

II. Pledge of Allegiance

III. Public Comment
A parent of an elementary student expressed her concern regarding the earlier school start time for elementary students.

IV. MMHS 8th Grader Skyla Rimple-Project 351
Skylar was not able to attend. Will be available at a future meeting.

V. Approval of Minutes - April 4, 2018
Mr. Schmidt made a motion, seconded by Mr. Myers to approve the minutes of April 4, 2018.
Roll Call Vote: In favor - Ms. Bartlett, Mr. Schmidt and Mr. Myers; abstained - Mr. Gorman; absent - Ms. Bartlett. Passes 3-2.

VI. Specifically Assigned/Unassigned Business

1. Discussion on school start time options
   The Superintendent and Committee discussed the options that are being presented for the change in school start times. Ms. Bartlett and Mr. Santos expressed that they would not support a 7:30 am start time for elementary students.
   There will be an official vote at the next meeting School Committee meeting on May 9, 2018.
2. Update on School Committee Working Groups (goals)
   1A - Develop a strategic financial roadmap for fiscal planning (Schmidt, Gorman)
   An update was given by Mrs. DeBoer, Mr. Gorman and Mr. Schmidt.
   1B - Establish protocols to improve the efficiency/effectiveness of the School Committee (Myers, Santos)
   Mrs. DeBoer presented an update on the protocols being reviewed to improve the efficiency/effectiveness of the Committee.
   1C - Adopt policy guidance oversight form MASC (Bartlett, Santos)
   Mrs. DeBoer updated the Committee on the status of the policy working group.
   2A - Develop a data driven stakeholder plan that enhances collaborative relationships/partnerships (Bartlett, Gorman)
   Ms. Bartlett and Mrs. DeBoer updated the Committee on the results of the survey.

3. Update on #WEAREMASHPEE MPS District Community Outreach Location & Budget
Mrs. DeBoer updated the Committee on the successful store opening.
Nancy Kelly has been hired as the Coordinator.

VIII. New Business

1. *Vote to participate in school choice for FY19
Ms. Bartlett made a motion, seconded by Mr. Gorman to approve participating in school choice for school year 18-19
Roll Call Vote: In favor - Ms. Bartlett, Mr. Schmidt, Mr. Gorman, Mr. Santos and Mr. Myers; opposed - none.

2. *Tuition Waivers - J.W. (gr. 2), R.C. (gr. 1)
Mr. Gorman made a motion, seconded by Mr. Schmidt to approve the tuition waiver for J.W. for the remainder of the FY18 school year.
Roll Call Vote: In favor - Ms. Bartlett, Mr. Schmidt, Mr. Gorman, Mr. Santos and Mr. Myers; opposed - none.
Ms. Bartlett made a motion, seconded by Mr. Schmidt to approve the tuition waiver for R.C. for the remainder of the FY18 school year.
Roll Call Vote: In favor - Ms. Bartlett, Mr. Schmidt, Mr. Gorman, Mr. Santos and Mr. Myers; opposed - none.

3. Finance Working Group - terms of reference
The Committee discussed the guidelines each working groups would follow when they share out with the Committee.

4. Superintendent's Self Evaluation
Mrs. DeBoer passed out her self-evaluation forms to the Committee.

IX. Committee Reports

Ms. Bartlett updated the Committee on the Wampanoag Language program.

Mr. Schmidt informed the Committee that the next drop in night (5/3) was moved to the library. "In Plain Sight" is being held on May 14 and 16.

X. Items the Chair did not reasonably know in advance (other)

Mrs. DeBoer informed the Committee that the High School seniors will be going to Sky Zone in Rhode Island on May 9th. At the next meeting the details for the trip will be brought forth for a vote from the Committee.

XI. Public Comment

A parent inquired as to what the time-line was for the school start time vote. The Committee explained it would depend on the motion made at the next meeting.

XII. *Executive Session

1. Strategy for contract negotiations non-union personnel.
   Mr. Schmidt made a motion, seconded by Mr. Gorman to adjourn the regular meeting at 8:40 and enter into executive session for the purpose of non-union personnel.
   Roll Call Vote: In favor - Ms. Bartlett, Mr. Schmidt, Mr. Gorman, Mr. Santos and Mr. Myers; opposed - none.

XIII. *Adjournment

Mr. Schmidt made a motion, seconded by Mr. Gorman to adjourn the regular meeting at 8:40 pm.
Roll Call Vote: In favor - Ms. Bartlett, Mr. Schmidt, Mr. Gorman, Mr. Santos and Mr. Myers; opposed - none.

Respectfully submitted by,

Catherine E. Loyko
School Committee Recording Secretary

4.

MASHPEE MIDDLE/HIGH SCHOOL
HOME OF THE FALCONS

PROGRAM OF STUDIES
2018-2019

500 Old Barnstable Road
Mashpee, MA 02649
508-539-3600

Accredited by:
The New England Association of Schools and Colleges

5.

Mashpee Public Schools
Mashpee Middle/High School

500 Old Barnstable Road
Mashpee, MA 02649
508-539-3600
Fax 508-539-3607

Patricia M. DeBoer
Superintendent

Mark L. Balestracci
Principal

January 2018

Dear Parents/Guardians and Students,

The Program of Studies guide is provided to assist students and parents with course selections and long-term educational/career planning. Students and parents are encouraged to familiarize themselves with this publication and to use it as a resource guide. Our school counselors, in collaboration with parents and teachers, will assist each student in planning your program of study and subsequently selecting courses for the next school year.

Middle and high school offer you the basis for post-secondary school success, as well as opportunities to learn and try new things. We encourage students to use this time to explore options and find your interests and passions. As you review the Program of Studies it is our expectation that students and families will begin to chart a course of studies which in turn will lead to academic success.

As always, we recommend that students set high goals and challenge themselves as they select courses.

Mashpee Middle/High School offers an amazing array of academic and technical courses to support you in reaching your goals. Choosing your courses should be guided by your interests as well as your abilities. Some students are sure of their future plans; others are still deciding. The courses that you choose will help you clarify your interest. While it may seem tempting to schedule a less demanding combination of courses, choosing demanding courses that meet your needs or interests is the best way to prepare for your future.

At Mashpee Middle/High School we strive to provide a program that will offer students the opportunity to challenge themselves academically but also deliver a balance of meaningful options that will spark creativity, independence, and a well-rounded education. Our intent is to create a comprehensive educational experience that is rigorous, relevant, and results-oriented as students chart their pathway toward post-secondary education.

Best wishes for a great middle and high school experience.

Sincerely,

Mark L. Balestracci
Mark L. Balestracci
MM/HS Principal

6.

TABLE OF CONTENTS

MASHPEE MIDDLE/HIGH SCHOOL
MISSION STATEMENT

The mission of Mashpee Middle/High School is to offer a rigorous academic program using varied instructional strategies and assessment tools to address the needs of all students. We challenge each student to pursue excellence in both academic and co-curricular activities. In a diverse setting, we seek to provide a safe, secure and respectful environment. Our students are encouraged to develop a strong sense of civic and social responsibility that will prepare them to contribute meaningfully to society.

LEARNING EXPECTATIONS

The successful student will…

Academic:
1. Read actively and critically for a variety of purposes.
2. Communicate effectively through a variety of means for a variety of purposes.
3. Work independently as well as collaboratively.
4. Solve problems effectively.
5. Demonstrate content knowledge through a variety of means including digital and technological.

Civic:
6. Demonstrate appropriate and effective community involvement, civic responsibility and leadership skills.

Social:
7. Demonstrate personal and social responsibility, character, cultural understanding, work ethic and ethical behavior.

MM/HS BELIEVES:
All students have the potential to achieve.
Each student has something uniquely individual to offer our school and community.
Every graduate is able to solve problems.
All students must be intellectually engaged every day in all disciplines.
All graduates will be college and career ready.

MM/HS VALUES:
Personal Integrity
Academic Excellence
Independent Learning
Global Awareness/Multi-Cultural Understanding
Community Involvement

8.

GRADUATION REQUIREMENTS & GUIDELINES

The Massachusetts Board of Higher Education has established a list of courses needed to enter public four year universities. College Preparation (CP) or higher courses in this Program of Studies are needed to fulfill their minimum requirements for admissions. Massachusetts community colleges will accept students who do not have a full program of College Preparation (CP) or higher courses. Please note that many college or career plans require special course sequences that should be discussed with your school counselor.

Mashpee Middle/High School is guided by The Massachusetts High School Program of Studies (MassCore). MassCore is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The chart below lists the Mashpee Middle/High School graduation requirements. Students earn one (1) credit for each full year course successfully completed and (.5) credit for each half-year course. Also listed are the entrance requirements or guidelines of four-year private and state (Massachusetts) universities.

	Mashpee M/High School (Required)	**4 Yr. Colleges (Recommended)**	**4 Yr. Mass. Colleges (Required)**
English	4	4	4
Math	4*	3-4	4 (Alg I & II Geo)
Science	3 (lab based)	2-3	3 (3 labs)
History/Soc. Studies	3 (U.S.History I & II)	2 (1 U.S. History)	2 (1 U.S. History)
World Language	2 (single language)	2-4	2 (single language)
Senior Seminar/S.T.C.	1		***(3 recommended)***
Unified (Fine/Applied) Arts	2	1 (Unified Arts)	
Electives	3.5	3-6	2
Phys. Ed.	1	2 (P.E./Health)	
Health	.5		
Total	24	19-26	16 ***(CP Level higher)*** **

*Math four year requirement must be completed in grades 9-12.

**A minimum weighted grade point average in college preparatory coursework (CP) at the end of the seventh semester is also required as follows:

State College G.P.A.	UMASS G.P.A.
3.0	3.0

Students with a weighted G.P.A. falling below 3.0 may still be eligible if their SAT/ACT scores equal or exceed a certain level. Any student with a GPA below 2.0, may not be admitted to a four year state university.

GENERAL INFORMATION

Course Levels

Each course is designated by level of difficulty. These levels are described as follows:

Non Weighted – Courses in physical education, health, and special education studies.

College Prep (CP) – Open to all students who demonstrate the ability to complete work designed to prepare a student for entrance into a two or four year college program. The Mashpee High School Curriculum Revision Committee has determined that in every subject area there is a set of power standards from the Massachusetts State Curriculum Frameworks that all students are expected to master. Therefore, the committee has designated two tiers of College Prep courses.

Honors Level Courses (H) - 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. Should space be available, a limited number of students who do not meet the prerequisite may be permitted to enter the course with student and parent contract.

Advanced Placement Courses (AP) - AP level courses provide a collegiate style of rigor and demand additional study time and work. In order for students to be eligible to take AP courses they must obtain an 85% or better in the previous honors course for that subject or a 90% or better in the previous college prep course for that subject. AP students are required to do academic work over the summer in preparation for the start of the course in September.

Should space be available, a limited number of students who do not meet the prerequisite may be permitted to enter the course with student and parent contract.

Students who take these courses will have the opportunity to earn college credit by passing the Advanced Placement Test in the subject area being studied. Test fees are approximately $91.00 per exam. Successful completion of these tests offers students the opportunity to accelerate college studies and/or to gain advanced standing for college registration purposes.

All students enrolled in AP courses are required to take the AP exam. Students with financial need should consult with their school counselor. Students earning a qualifying score (3, 4, 5) may be reimbursed for the cost of the exam.

Class Rank and Weighting of Classes

Rank in class is figured at the conclusion of sophomore, junior and senior year. Class rank will be based on a weighted grade point average. This weighted average will be determined by the levels of difficulty of the respective courses in the student's program. All courses are included in ranking except courses that are non-weighted or taken on a pass/fail basis.

Class rank will be used to determine valedictorian and salutatorian. A student must be enrolled for at least two years in Mashpee Middle High School to determine class rank. The valedictorian and salutatorian will be the honors speakers for graduation.

National Honor Society and honor roll eligibility is determined by unweighted averages in each course which are strictly numerical averages.

Promotion Policy

The following minimum requirements must be met to enable a student to qualify for entrance to the next grade:

As a sophomore	6 credits
As a junior	12 credits
As a senior	18 credits

Graduation Requirements

In addition to earning 24 required credits, ALL students must successfully complete MCAS (ELA, Math and Science), Senior Seminar or School-to-Career to graduate.

Four Year Plan

Every ninth grade student will meet with his/her school guidance counselor to develop a four-year plan. This plan will be based upon the student's long range goals after he/she graduate from Mashpee Middle High School. Parents are encouraged to contact the school counselor to schedule a meeting to discuss their child's future plans.

Listed below are potential courses that will be offered during the student's four years. These listings may change slightly due to additions and/or deletions to Mashpee Middle/High School faculty. Student course enrollment will determine which courses will be offered on a yearly basis.

Selection of Courses

A student's selection of courses is guided by career goals, course prerequisites and/or teacher recommendation. Students will meet with their school counselor to review course selections and parents/guardians are encouraged to take part in the selection process online. **Students who decide to enroll in a course at a higher level than recommended may do so provided the student and parents sign a Waiver Request Form for this change.** Courses with low enrollments may be dropped and students will be required to make alternate selections.

Schedule Changes

Schedule changes will only be allowed during the add/drop window throughout the first ten school days of first semester. Schedule changes during specific time periods for any class after the add/drop window require the approval of the principal or his/her designee. Credit will not be given for a partially completed course.

Summer School Requirements

A student must obtain approval from the principal or his/her school counselor in order to be allowed to take a summer school course.

Students in Grades 7 through 12 will only be eligible for summer school registration in a subject which they have passed at least one term and have earned a minimum average of 50% for the year, or have administrative approval.

Students may make-up two (2) failed courses in an approved summer school program. A student must earn a grade of C- or higher in summer school to receive credit. Alternate arrangements for credit recovery must be approved by the high school principal.

Night school or distance learning courses offered during the school year may be approved for credit recovery by the principal or school counselor.

School Notice of Non-Discrimination Statement

It is the goal of the Mashpee Public School District to promote an environment that is free from discrimination and affirmatively provides access to employment and equal educational opportunity. Discrimination, including that based on race, color, sex, gender identity, religion, national origin, ancestry, disability or sexual orientation of an individual occurring in the workplace or in other settings in which individuals may be entitled access to educational opportunity is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual for cooperating with an investigation of a discriminate on complaint is similarly unlawful and will not be tolerated. To achieve our goal, acts of discrimination or harassment will not be tolerated and we have provided procedures by which inappropriate conduct will be addressed, if encountered by an employee, student or member of the community. The following persons have been designated to handle inquiries regarding the non-discrimination policies

BUILDING PRINCIPAL
Mr. Mark Balestracci
500 Old Barnstable Road
Mashpee, MA 02649

COLLEGE & CAREER READINESS DIRECTOR
Mrs. Lindsay Kett
500 Old Barnstable Road
Mashpee, MA 02649

NCAA Eligibility Requirements

Any student who plans to play Division I or Division II athletics must fulfill specific NCAA criteria. Prospective Division I and Division II athletes must register with the NCAA Clearinghouse. Students may initiate this process as early as their junior year. Students may register on-line with a credit card at www.ncaa.org. Students must submit a release request form to their school counselor for official school documents to be forwarded to the Clearinghouse. The NCAA requirements for freshmen eligibility are:

DIVISION I

- 16 core courses as follows:
- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year of additional English, mathematics or natural/physical science
- 2 years of social science
- 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy
- Earn a minimum required grade-point average (GPA) of 2.3 in your core course; and
- Earn a combined SAT or ACT sum score that matches your core-course grade-point average and test score sliding scale for example, a 2.400 core-course grade-point average needs a 940 SAT or 71 ACT.

DIVISION II

- 14 core courses as follows:
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 2 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy)
- Earn a 2.3 grade-point average or better in your core courses); and
- Earn a combined SAT score of 980 or an ACT sum score of 75.

SPECIALIZED PROGRAMS & LEARNING OPPORTUNITIES

Special Education Program
Mashpee Middle/High School offers a wide range of opportunities for students with special needs. Services are available for students who have been evaluated by an assessment team and have an Individual Education Plan (I.E.P.). This team will recommend appropriate placement for each student in accordance with their current I.E.P.

Transitions Program
This is a comprehensive special education program focusing on the development of independent work habits, appropriate social and technical skills needed to prepare for the world of work. Students receive services individually or in small groups. Academic subjects are taught with an emphasis on achievement of real life skills. In addition to classroom instruction, high school students may participate in supervised job placements. Students entering this program must be recommended by the Special Education Team.

Student Support Center
The Student Support Center is a program located within the Mashpee Middle/High School designed to provide for the social, emotional, behavioral, and learning needs of Special Education students in grades 8th through 11th who need additional support, structure and supervision to be successful. Students in the 7th grade or the 12th grade may be referred to the program and considered if space is available. Per DESE regulations, instructional groupings cannot exceed a four year age span, so all attempts must be made to avoid having younger students with older students in the same class. If this cannot be avoided through creative scheduling, the Administrator of Special Education must file an age span waiver.

Alternative Education Program
The Alternative Education class is an online, cooperative program designed to accommodate those students who have had limited success in traditional school settings. By establishing trust, enhancing positive attributes in each student, and placing a true value on each student's involvement, the faculty will attempt to influence positive behaviors in the students. Through this influence, the students should begin to experience academic and personal growth. Students, parents, teachers, counselors, and administrators will be invited to become involved in a team effort with the goal of re-entry to a mainstream setting. Students enrolled in the Alternative Education program will be provided workplace exposure and experiences, mentoring, career shadowing, and internship placement. Guided by the Work Based Learning Plan, a diagnostic, goal setting and assessment tool designed to drive learning and productivity on the job.

Dual Enrollment
Consistent with the mission of the Department of Higher Education, Cape Cod Community College seeks to work closely with Mashpee Middle/High School. Programs and courses offered to high school students can help meet the diverse needs of today's student population, ease the transition to college level work, and enhance the relationship between the high schools and the College.

Qualified high school students can earn both high school and college credits through the Dual Enrollment Program, authorized in the Education Reform Act of 1993.

Eligible students include Massachusetts high school students who are 16 years of age or older or homeschooled students who are 16 years of age or older who have a GPA of 3.0 (on a 4.0 scale) or better. The Alternative Dual Enrollment option is available to students with GPA of 2.0 to 2.9 who meet all other dual enrollment requirements.

(Students under the age of 16 need CCCC permission and must complete an Under-Age Student Appeal for Enrollment form, which is available in the Admissions Office. Please call (508) 362-2131 x4311 for more information.)

Through partnerships with local four year public state university systems, Mashpee students can seek to take advantage of any dual enrollment opportunities.

Articulation Agreement Cape Cod Community College

An institutional agreement exists between Cape Cod Community College (CCCC) and Mashpee Middle/High School for students enrolled in Drafting Communication I. Students who earn a B or better in Drafting Communications I meet the competency levels identified in the MA DESE Vocational Technical Frameworks for Chapter 74 courses or college-approved outcomes for non-Chapter 74 courses. Students earning a B or better will earn 1 credit toward MM/HS graduation requirements and 3 CCCC credits for CON130 Computer Aided Drafting I.

Directed Study

This non-credit bearing course is open to students in grade 12 (or administrative approval) who are in good standing with their credits; and exhibit responsibility and commitment through their course load, co-curricular activities, and employment. Students are expected to be engaged in activities that are directly related to their program of studies under the supervision of a teacher.

Independent Study

For grade 11 & 12 students with well-defined goals and motivation, independent study provides a way to earn academic credit while pursuing a topic or project of particular interest that is not offered as an organized class. The subject of an independent study may arise from a student's own experience and interests or may derive from a class. In some cases, the independent study will involve frequent and regular meetings; in others, the student may meet with the faculty supervisor throughout the semester.

Falcon Buddies Independent Study

This opportunity is intended for students who would like to pursue a career in the field of education, special education or child advocacy. Students enrolled with work hand in hand with students with intellectual disabilities. Best Buddies will work alongside peers on both academic and social/behavioral aspects of their education. This course is a pass/fail for students with tremendous patience and a gift of giving of themselves in support of others.

Senior Seminar (H, CP)

Required of all Seniors **1 unit**

The Senior Seminar offers students the chance to complete an independent project that reflects the personal interests and future goals of each student. Senior Seminar will demonstrate that students have met Mashpee Middle/High School's Expectations for Student Learning as required by the New England Association of Schools and Colleges. Senior Seminar provides the opportunity for students to complete their project and improve their presentation skills. Each project represents a culmination of work that may focus on an academic, community, vocational, or performance based topic. It is expected that students will demonstrate personal growth and contribute to the Mashpee Middle/High Community by completing a project of their choice.

School-to-Career (H) **½ unit**

Offered during 1st semester only. An application process is required for enrollment.

The goal of this program is to assist students wishing a serious career placement during their senior year. Students in this class will focus on specific career-oriented goals and prepare for internships in a variety of professions.

Class work will be a combination of hands-on exploration, guest speakers, readings, simulation, and job shadowing. Subject matter will include personal interest inventories, job interview skills, resume writing, personal assessment and advancement, and government regulations as they apply to the workplace. Current topics in the workplace, such as professional ethics and etiquette, will be integrated in to the coursework.

Students will develop marketable job skills and become technically proficient while preparing academically for college or other post-secondary education. This course is open to seniors at all academic levels and is a pre-requisite for the School-to-Career work experience course offered during the second semester.

School-to-Career Seminar / Practicum (H) **1 unit**

Prerequisite: Successful completion of School-to-Career

During this second-semester class, seniors will participate in a 13-week job site internship. Students are eligible to work

up to four days each week for a total of ten hours per week. Students will meet every Wednesday for an STC seminar class, discussing workplace issues and meeting the competencies of the Massachusetts Work-Based Learning Plan. Assessment will be by the STC coordinator and the job supervisor. Students will be required to keep a written journal, create a portfolio, complete a workplace project under the direction of their supervisor, and make a final presentation. Note: Students must provide their own transportation to the workplace. Written permission of parent or guardian is required. Open to students in grade 12 only.

Junior Seminar (H)
Recommend for all Juniors **½ unit**
Junior Seminar is intended to allow students to organize, synthesize, and communicate their accumulated knowledge for their future as well as a topic that reflects personal interests and future goals as for his/her Senior Project or School –To-Career. It is our goal to provide students with tools and resources that will guide students to the right decision for their future plans. All students must complete a Senior Project which represents a culmination of work in several subject areas that will include research, writing and performance pieces. Students in Junior Seminar will begin to strategize for his/her senior project.

ELA Skill Building **½ unit**
This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. Although the course is open to all students who meet the eligibility requirements through data analysis and educator referral, the course mainly consists of those students who are not on an Individual Education Plan. Often referred to as a "second scoop" this course is taught by a general education teacher that teaches Tier I instruction, or a special education teacher that teaches in a co-teaching model in Tier I instruction.

Math Skill Building **½ unit**
This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. Although the course is open to all students who meet the eligibility requirements through data analysis and educator referral, the course mainly consists of those students who are not on an Individual Education Plan. Often referred to as a "second scoop" this course is taught by a general education teacher that teaches Tier I instruction, or a special education teacher that teaches in a co-teaching model in Tier I instruction.

Skill Building Courses are fluid throughout the year. Students can test out once they show mastery in the skill deficit area through data analysis and educator referral.

ELA Lab **½ unit**
This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. All students enrolled this course have an Individualized Education Plan. Often referred to as a "second scoop" this course is taught by a special education teacher that teaches in a co-teaching model in Tier I instruction.

Math Lab **½ unit**
This course offered in grades 7-10 provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. All students enrolled this course have an Individualized Education Plan. Often referred to as a "second scoop" this course is taught by a special education teacher that teaches in a co-teaching model in Tier I instruction.

15.

ELA/Math Lab **½ unit**

This course offered in grades 7-12 for a small percentage of the students, provides more time, practice, and opportunity for feedback. The focus of the course is to narrow the range of instruction, provide more explicit and frequent instruction. All students enrolled this course have an Individualized Education Plan; and in grade 9-10 may be in need of both ELA and Math support. However due to the number of courses in a year may need the combination lab support, as opposed to two separate sections of a lab. Often referred to as a "second scoop" this course is taught by a special education teacher that teaches in a co-teaching model in Tier I instruction. ELA/Math Lab may also consist of grade 11-12 students who are in need of additional support, such as executive functioning and time management.

Lab Courses are offered on a semester and year-long basis. Student's special education team would need to reconvene to amend the Student's Individualized Education Plan should the student show mastery in the skill deficit and be eligible to test out.

ACADEMIC CORE COURSES DESCRIPTIONS

16.

ENGLISH

All Mashpee Middle/High School English courses are based upon and aligned with the Massachusetts Curriculum frameworks for English, grades 7 through 12. The English courses also incorporate the Common Core State Standards for English. These frameworks and standards inform all of our courses and our students, as a result, will be able to:

Demonstrate Independence
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Build strong content knowledge
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

Respond to the varying demands of audience, task, purpose, and discipline
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

Comprehend as well as critique
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

Value evidence
Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

Use technology and digital media strategically and capably
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Come to understand other perspectives and cultures
Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

English 7
Grade 7 ELA is designed to provide students with the solid foundation they will need for Grade 8. Emphasis will be on basic reading, writing, and test-taking strategies. Literature studied will range from traditional to the modern. Fiction covered will include novels, short stories, tales, fables, myths, and poetry. Drama will also be studied. Nonfiction will include biography, autobiography, and essays. During this transition time between elementary school and high school, many figurative language terms will be introduced and reviewed. Writing assignments will focus on understanding and applying the writing process. Brainstorming for journal writing, organizing, editing, and revising will be an important part of this process. Vocabulary will be generated from the literature studied; grammar will concentrate on the parts of speech as well as sentence structure

English 8
Grade 8 ELA is designed to provide students with the solid foundation they will need to understand the more sophisticated academic tasks found in high school. The eighth grade Language Arts program provides students with opportunities and resources to develop the skills of listening, speaking, reading and writing to enable students to participate as informed, literate members of society. Literature studied will range from traditional to the modern. Fiction covered will include novels, short stories, tales, fables, myths, and poetry. Drama will also be studied. Nonfiction will include biography, autobiography, and essays. During this transition time between elementary school and high school, many figurative language terms will be introduced and reviewed. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing. Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged. Instruction provides the students with the necessary skills to write various types of genres and develop an appreciation for the writer's techniques applied within sound pieces of literature. Strategies involve patterns and procedures for students to meet success utilizing the writing process to produce varied types of writing. Instruction advocates techniques for analyzing literature, and multiple opportunities for practice are encouraged.

English 9 (H, CP) **1 unit**
Prerequisite – successful completion of English 8 or administrative approval.
Grade 9 English is designed as a survey course that will expose students to a variety of literary genres and cultural perspectives. Emphasis will be on developing competence in reading, writing, critical thinking, language skills, and expository speech. Literature studied will range from traditional to modern and include novels, plays, epics, short stories, poetry and non- fiction. Writing will focus on development of written expression, organization, research and use of proper MLA format. Writing assignments will include: outlines, essays, short stories and business letters. A three to five page research paper will be required. Awareness of cultural diversity and an understanding and acceptance of individual differences will be discussed.

English 10 (H, CP) **1 unit**
Prerequisite – successful completion of English 9 or administrative approval.
Grade 10 English is designed to be an in-depth consideration of American literature based on a chronological format. The course offers an integrated program of study in the refinement of skills in critical thinking, critical reading/viewing, composition, research and listening. The student will critically read, respond to, analyze and evaluate a wide variety of American literature from all genres. Students will be provided with concentrated instruction in writing several types of expository and persuasive pieces. Essay topics emerge from the literature studied during the course with an emphasis on preparation for the MCAS/SAT. Students will also complete a three to five page literature-based research paper. Activities such as class discussions, individual and group projects including but not limited to incorporating technology, will be developed to help students increase proficiency in listening and speaking.

English 11 (H, CP) **1 unit**
Prerequisite – successful completion of English 10 or administrative approval.
Grade 11 English is designed to be an in-depth consideration of British literature. Most writing, reading, listening and speaking assignments will be related to the study of British authors and their works. Literature studied will range from Anglo-Saxon to modern times. An emphasis will be placed on a thorough understanding of the time periods involved.

Fiction covered will include epics, drama, short stories, poetry and novels. Non-fiction will include memoirs, essays, literary criticism and letters. Writing will focus on critical essays, creative writing, college application essays and formal research papers.

English 12 (H, CP) **1 unit**

Prerequisite – successful completion of English 11 or administrative approval.

Grade 12 English is designed to be an in-depth consideration of World Literature. The course will explore various cultures from the perspective of their major writers, from classical to modern. Most writing assignments will be concerned with interpreting literature, but special attention will be paid to college essays in the first half of the year and research papers in the second half of the year.

Advanced Placement Literature & Composition (AP) **1 unit**

Prerequisite: Grade of 90 or better in English 11(CP) or 85 or better in English 11(H) or administrative approval.

Advanced Placement English Literature & Composition is designed to be an extremely rigorous exercise in reading, thinking, analyzing and writing. Although this course is primarily an intensive literature survey, it will provide continued exposure in each of the traditional areas of language arts. Vocabulary enrichment, composition, speech and college-level study skills will be included. While a balance between teacher and student activity will be struck, students must understand that they accept a major responsibility in electing this course. To be successful, students will need to be highly motivated self-starters who can manage independent projects. Ideally, the course will culminate with the students passing the AP Literature and Composition exam in May. Students will be required to complete a summer reading list.

Advanced Placement English Language (AP) **1 unit**

Prerequisite: Grade of 90 or better in English 10(CP) or 11(CP) or 85 or better in 10(H) or 11(H) or administrative approval.

Advanced Placement English Language is intended to be a very rigorous exercise in reading, thinking, analyzing and writing. It is a course that prepares students for the English Language Advanced Placement Examination. Topics of study include an introduction of rhetorical analysis, elements of argument and analysis of visual rhetoric. Non-fiction texts (speeches, essays, memoirs, etc.) will be featured, but some relevant fiction will also be required reading. Students taking AP English must assume a major responsibility to complete work. To be successful, students will need to be highly motivated self-starters able to manage independent topics. Students will be required to complete a summer reading list. Open to students in grade 11 and 12.

Journalism (H) **½ unit**

Journalism is a semester course that aims to benefit students in two primary ways: (1) developing your ability to be a more savvy consumer of news and information, a key 21st century skill, and (2) learning how to write and report in the journalistic style, skills that will be useful in a wide variety of knowledge economy careers. The course explores the contemporary media landscape, including social media, and the ethical responsibility issues that come with the freedom of the press. Students will learn the fundamentals of news, feature, review and sports reporting and writing. Students will write several original stories using varied structures and writing techniques. Qualifying articles will be published on the school news web site, The Falconer.

Creative Writing (CP) **½ unit**

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of using and shaping language to convey ideas, feelings, moods, and visual images is the basis of this course. Students will become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of their peers.

WORLD LANGUAGES

World language courses in Mashpee follow the proficiency model of world language instruction reflected in the Massachusetts State Curriculum Frameworks and the National Standards for Education. Students are presented with both grammar and vocabulary in context and are encouraged to express themselves in the target language independent of a text as soon as possible. Awareness of cultural differences and similarities is also essential to a complete language education. Interdisciplinary themes allow students to use the language they acquire to learn about their world in general.

The World Language Department of the Mashpee Public Schools is committed to providing all students with the linguistic and cultural tools for meaningful communication in a second language. Through the study of world language, students become active and engaged participants in an increasingly diverse, global, and multi-lingual society.

- Our curriculum moves students toward proficiency -- the ability to communicate and comprehend increasingly complex ideas with increasing accuracy.
- We engage our students with authentic, real-world materials.
- We instruct modern languages in the target language.
- We focus our instruction on realistic situations, topics, and interactions, whether global or local.
- Through the study of history and culture, we cultivate in our students a more critical understanding of and readiness to participate in a modern global society.

Grade 7 – Introduction to World Languages
French, Spanish and Mandarin Chinese will be offered in grade seven for a single semester. Emphasis is placed on listening and oral skills using a communicative approach, which emphasizes interaction in the target language, with a focus on *Comprehensible Input*. Comprehensible Input provides a way for students to understand the language and information being presented without having to know every word; this is accomplished through the use of visual and other supports. Opportunities to read and write in the target language, and learning about the culture of target language countries, are also provided.

Grade 8 – French, Mandarin, Spanish or Wôpanâak Pâsuq I (CP) **1 unit**
Prerequisite: 70 or better in a Grade 7 English course or administrative approval.
A full year of study in French, Spanish, Mandarin Chinese or Wopanaak Pasuq is offered to students in Grade 8. Building on the skills and knowledge introduced in 7th Grade, students will continue to build on communicative skills. All dimensions of language — reading, writing, speaking, and listening — are incorporated into each course. Students will learn about the diverse cultures and the significance of world languages in a global community receives focus and support throughout the middle school program.

French I (CP) **1 unit**
Prerequisite: 70 or better in a Level (CP) English course or administrative approval.
This course is designed to develop basic oral expression and aural comprehension for students with little or no knowledge of French. Elementary reading and writing skills will be practiced. Class work will foster a greater appreciation of the French culture. In order to earn high school credit a grade eight student must receive a final grade of C or better.

French II (CP) **1 unit**
Prerequisite: 70 or better in French I or administrative approval.
Students will continue to develop listening, speaking, reading and writing skills at this advanced beginners' level of study.

French III (H) **1 unit** 20.

Prerequisite: 80 or better in French II or administrative approval.

This course provides review of grammatical structures and verb tenses previously learned in French II. Knowledge of vocabulary is expanded with many useful idiomatic expressions. The students will be presented with selected writings of classic French and Francophone authors, such as Ionesco, Goscinny, de Saint-Euxpéry, Klein, Collette, Zola, de Maupassant, Molière. This intermediate-level course is conducted mostly in French.

French IV (H) **1 unit**

Prerequisite: B- or better in French III or administrative approval.

French IV is an advanced, sequential French literature course presented in the historical context from Gaul to le Moyen-Age, Charlemegne, la Renaissance, Francois Ier, Richelieu, Louis XIV and the French Revolution. The student will study authentic excerpts from Chanson de Roland, d'Orléans, Villon, Rabelais, Ronsard, Montaigne, Molière, La Fontaine, Voltaire, Rousseau, Racine.

French V (AP) **1 unit**

Prerequisite: B or better in French IV or administrative approval.

French V continues the study of the historical, sequential French and Francophone literature from Louis XVI, Bonaparte, World War I and II.

The study of authentic written excerpts from Balzac, Chateaubriand, Hugo, Verne, Zola, de Maupassant, Colette, Sand, Saint-Euxpéry, et al will be undertaken by the student.

Mandarin Chinese I (CP) **1 unit**

Prerequisite: 70 or better in Mandarin Chinese I course or administrative approval.

Students will study the essentials of Chinese grammar, vocabulary and idiomatic expression. They will be introduced to Chinese culture and develop speaking, listening, reading and writing skills appropriate to their level of study.

Mandarin Chinese II (CP) **1 unit**

Prerequisite: 70 or better in a Level (CP) English course or administrative approval.

Mandarin II continues to develop the skills introduced in Mandarin I. There will be an emphasis on the culture of China, vocabulary expansion, and development of listening, speaking, reading and writing skills.

Mandarin Chinese III (H) **1 unit**

Prerequisite: 70 or better in a Level (CP) English course or administrative approval.

Mandarin III continues to develop the skills introduced in Mandarin I. There will be an emphasis on the culture of China, vocabulary expansion, and development of listening, speaking, reading and writing skills.

Spanish I (CP) **1 unit**

Prerequisite: 70 or better in a Level (CP) English course or administrative approval.

The Spanish language is introduced through listening, speaking, reading and writing. The fundamentals of the language are learned through drills and classroom exercises. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world.

Spanish II (CP) **1 unit**

Prerequisite: 70 or better in Spanish I or administrative approval.

Spanish II continues to develop the skills introduced in Spanish I. Vocabulary expansion and development of reading, writing, listening and speaking skills are stressed. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world.

Spanish II (H) **1 unit**

Prerequisite: 80 or better in Spanish I or administrative approval.

Spanish II continues to develop the skills introduced in Spanish I. Vocabulary expansion and development of reading, writing, listening and speaking skills are stressed. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world.

Spanish III (CP) **1 unit**

Prerequisite: 70 or better in Spanish II or administrative approval.

This is a continuation of the program offered in Spanish II. Vocabulary expansion and the development of reading, writing, listening and speaking skills are stressed. Students will be exposed to selected texts in the Spanish language. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world. This class will be conducted primarily in Spanish.

Spanish III (H) **1 unit**

Prerequisite: 80 or better in Spanish II or administrative approval.

This is a continuation of the program offered in Spanish II. Vocabulary expansion and the development of reading, writing, listening and speaking skills are stressed. Students will be exposed to selected texts in the Spanish language. Students will also be exposed to various aspects of culture and history of the Spanish-speaking world. The class will be conducted primarily in Spanish.

Spanish IV (H) **1 unit**

Prerequisite: 80 or better in Spanish III or administrative approval.

This course will be conducted almost entirely in Spanish. The formal study of grammar, writing and lexicon will be continued through the contexts of literature, poetry, art, film, cuisine, history, and current events. Students will also be exposed to various Advanced Placement style activities and assessments in order to prepare them for AP Spanish V.

Advanced Placement Spanish Language (AP) **1 unit**

Prerequisite: 85 or better in Spanish IV or administrative approval.

AP Spanish V is designed to cover the equivalent of a third-year college course in advanced Spanish composition and conversation. This course is conducted entirely in Spanish. The goal of the course is to prepare students for success on the AP Spanish Language Exam by further developing their reading, writing, speaking, and listening skills. Through authentic written and audio sources, students will build and expand their vocabulary and grammar skills as well as their abilities to analyze and make inferences. Furthermore, students will complete a thorough review of grammar and conjugations. Readings and authentic sources will vary but will relate to the arts, history, current events, literature, culture, etc…of the Spanish-speaking world.

Wôpanâak Pâsuq I (CP) **1 unit**

Students in Wôpanâak Pâsuq will learn sounds of Wôpanâak and how to talk about their community. This will include kinship, community member, and local place name terminology, as well as activities of daily life. There will also be a focus on Wôpanâak grammar and how it differs from other languages students may already know. Students will also learn the history and cultural significance of Wampanoag language from the 1600s when it was last spoken fluently, through to its reclamation in the 1990s to now. Students will also learn about language loss in indigenous communities and what people are doing around the world to save their languages and cultures.

Wôpanâak Pâsuq II (CP) **1 unit**

Wôpanâak Nees continues with a study of the grammar of Wôpanâak, focusing particularly on transitive verbs. Wôpanâak Nees also begins to look at the Native written documents and delves into how they have been used to reclaim the language, and how we can use them to further our study and development of Wôpanâak language.

HISTORY & SOCIAL SCIENCES

All History and Social Science courses at Mashpee Middle/High School are based on the Massachusetts Curriculum Frameworks for History and Social Sciences as well as National Standards. In addition, the History and Social Sciences Department focuses on the skills for reading and writing in history for the Common Core ELA.

All courses are designed to provide students with the skills necessary to engage civically, locally, nationally, and globally.

Science studies focus on the Mashpee Middle/High School Learning Expectations 1 and 2:

- Read actively and critically for a variety of purposes.
- Communicate effectively through a variety of means for a variety of purposes

Ancient Civilization
Students will study the early civilizations around the world. Studies will include religions, governments, trade, philosophies, art, and culture of the ancient world. How these civilizations impacted the course of world history will be a focus of the course. Some of these ideas include democracy, rule of law, monotheism, individual worth, and scientific reasoning. Course work will be student centered and develop the skills of history, geography, civics and government, and economics.

World History I (H, CP)
The Fall of Rome Through the Enlightenment
Prerequisite: For Level (H) a 90 or better in Geography or administrative approval.
The World History I curriculum focused on the Middle Ages in Europe, Africa, and Asia. Students will be studying the history and culture of major empire and political entities of the world from roughly 300CE to 1700CE. The first semester will focus primarily on western monotheistic religions and the development of Europe from the fall of Rome through the early modern period. Second semester will focus on the empires of Asia and Africa, as well as the early civilization of the Americas.

World History II (H, CP) **1 unit**
The Rise of the Nation State to the Present
Prerequisite: For Level (H) an 85 or better in World History I H or administrative approval.
Students will study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe and imperialism in Africa, Asia, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world.

A seminar approach will afford students the opportunity to engage in research and the presentation of data. Students will participate in simulation activities that recreate historical events in order to assess complex historical controversies. Open to students in grade 9, 10.

U. S. History I (H, CP) **1 unit**
The Revolution Through Reconstruction, 1763-1877
Prerequisite: For Level (H) an 85 or higher in World History II Honors/A.P Human Geography 90 or better in World History II CP or with administrative approval.
Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers and individual rights. Students study America's westward expansion, the establishment of political parties and economic and social change. Finally, students will learn about the growth of

sectional conflict, how sectional conflict led to the Civil War and the consequences of the Civil War, including Reconstruction. Open to students in grade 10.

U.S. History II (H, CP) **1 unit**

Reconstruction to the Present

Prerequisite: For Level (H) an 85 or better in U.S. History I Honors 90 or better in U.S. History I CP or administrative approval.

Students will analyze the causes and consequences of the Industrial Revolution and America's growing role in diplomatic relations. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II as well as the consequences of World War II on American life. Finally, students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern-day America. Open to students in Grade 11.

Pre-AP United States History (H) **1 unit**

Prerequisite: An 85 or better in A.P. Human Geography 90 or better World History II Honors or administrative approval.

This is a demanding college level course offering of the History/Social Sciences Department, and it is presented in accordance with the requirements of the College Board. This is a one year course and is the first half of a two year program that seeks to prepare highly motivated students towards successful completion of the U.S. History Advanced Placement exam in the following academic year. This course is a chronological study of the events, trends and details of American History from 1490 through 1870. It uses the historical method and sharpens critical thinking skills through an analytical approach. Many papers, book reviews and position papers are required. Students will be required to complete work that will prepare them to successfully complete A.P. United States History II in 11th grade.
Open to students in grade 10.

Advanced Placement United States History II (AP) **1 unit**

Prerequisite: An 85 or better in Pre-A.P. U.S.I or administrative approval.

This is a demanding college level course offering of the History/Social Sciences Department, and it is presented in accordance with the requirements of the College Board. This is a one year course that follows successful completion of the Pre -A.P. U S. History I and seeks to prepare highly motivated students toward the U.S. History Advanced Placement exam in their junior year. College credit may be extended by participating colleges and universities for successful completion of this course and the A. P. U. S. History exam. This course is a chronological study of the events, trends and details of American History from 1870 to present day. It uses the historical method and sharpens critical thinking skills through an analytical approach. Many papers, book reviews and position papers are required. Students will be required to complete a summer reading list and to attend a minimum of two summer seminars at Mashpee High School and to attend some after school review sessions. The expectation is that successful students will take the College Board's A. P. U. S. History exam in May of the junior year.

Advanced Placement Human Geography (AP) **1 unit**

Prerequisite: A 90 or better in World History I Honors or administrative approval

The purpose of this introductory course is to introduce students to the systematic study patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students also learn about the methods and tools geographers use in their science and practice. This course provides a learning experience equivalent to that obtained in most college introductory human geography courses.

Advanced Placement European History (AP) **1 unit**

Prerequisite: An 85 or better in A.P. U.S. II, 90 or better in U.S. II Honors or administrative approval.

This is a demanding college level course offered in one year and designed for advanced college placement. Students will study European continental history from the 14th century to the present, including political developments and traditions, cultural patterns of living, economics, philosophical ideas and warfare. Students will gain factual knowledge and develop analytical skills necessary for the study of events and problems in European history. In addition to testing,

as with all college courses, there is extensive reading, writing and critical analysis. Course is designed to prepare students for the Advanced Placement European History Exam in May. Open to students in grades 11 and 12.

American Government (H, CP) **½ unit**

Prerequisite: Teacher recommendation required for honors placement.

Massachusetts State Frameworks will guide this curriculum. A look at our Tradition of Democracy will commence this course. Students will explore what "We The People" really means as we review The Foundations of Government, The U.S. Constitution, and our Rights and Responsibilities as Americans. The second unit of study will focus on The Federal Government; The Legislative Branch, The Executive Branch, and The Judicial Branch. State and Local Government will then be studied. The role that the citizen plays in government, as well as in society, will conclude this half year course. Open to students in grades 11 and 12.

Current Events (H, CP) **½ unit**

Prerequisite: Successful completion of United States History.

Current Events is constructed as a "capstone" frameworks course for college bound seniors. The curriculum will be 50% student-directed and 50% teacher-directed. Students will have opportunities to pursue their own interests on topics since the onset of the Cold War. The class will be centered on lectures, debates and simulations culminating in individual and groups projects. There will be no textbook, rather, this course will be built around novels, primary and secondary source material and student research. Students will develop the traditional research skills necessary for college. Portfolios and other alternative forms of assessment will be utilized. Honor level students will be required to fulfill additional course requirements. Open to students in grade 11 and 12.

Economics & Personal Finance (H, CP) **½ unit**

This course may be taken for History and Social Studies or Applied Arts credit.

One of the primary goals of Economics is to explain to students the role that economics plays in improving the quality of their decision-making process. This course brings together a variety of learning tools to help the student not only learn about economics, but also appreciate the importance of economics in his/her personal life as well as in the functioning of our domestic and global economies. The student can expect that in this millennium, people throughout the world will be faced with more decisions that have important economic components. Level 3 students will be required to fulfill additional course requirements. Open to students in grades 11 and 12.

Genocide and Crimes Against Humanity (CP) ***(Pilot Course Offering 2017-18)*** **½ unit**

This course allows students to explore the evolution and implication of war crimes, crimes against humanity, ethnic cleansing, and genocide in the post-World War II era. Areas of focus include, but are not limited to: 1) Exploring the origins and history of war crimes, crimes against humanity, ethnic cleansing, and genocide in Rwanda, Bosnia, and Cambodia (If time permits we may dive into other topics such as : Kosovo, El Salvador, Guatemala, Iraq, Syria, East Timor, Bangladesh, Syria, Mali, Central African Republic, and other locations; 2) World reaction, with a focus on the responses of the United Nations and the United States; 3) the legal implications of such events and the creation of the International Criminal Court and sub courts (ICTY & ICTR); and 4) an exploration of whether such crimes against humanity can be prevented. A final project will examine the term genocide in connection to the U.S. treatment of Native Americans. Open to students in grade 11 and 12.

Holocaust (CP) ***(Pilot Course Offering 2017-18)*** **½ unit**

This course explores the historical and literary material of the Nazi era to help students understand the social and political effects of stereotyping, prejudice, and racism. Topics include, but are not limited to, the rise of Adolph Hitler, the Nuremberg laws, Jewish ghettos, propaganda and racist indoctrination, Holocaust victims, concentration camps, resistance efforts, liberation, and Holocaust survivors. Students also examine other historical and contemporary examples of ethnic cleansing and genocide. Students express their knowledge through written assignments, various types of projects and presentations, and traditional testing. Open to students in grade 11 and 12

Native North American History (CP) **½ unit**

This course provides a broad overview of Native North American History from first contact to the present. the class focus will be on critical periods in Native American History.

The course is build around lectures, individual projects, discussions, and research. Sample topics include: European Exploration, the French and Indian Wars, The Iroquois, War and Removal, the Bureau of Indian Affairs, and modern issues.

Open to students in grades 10, 11, and 12

Law and The Legal System (CP) **½ unit**

This course is designed to provide students with a practical understanding of the law and the legal system with special emphasis on the roles that law, lawyers, law enforcement officers and the legal system play in our society.
This course will promote in students a willingness and capability to participate effectively in the legal and political systems. In other words, students will become thoughtful, active citizens with the ability to analyze, evaluate, and in some situations, resolve legal disputes. We will also examine the structure, operation, and constitutional protections of the U.S. legal system. Students will study the role played by the judicial branch in the creation of case law in areas such as search and seizure, interrogations, freedom of speech, freedom of religion, and equal protection under the law. Students may also participate in field trips and have the opportunity to learn from visiting professionals in various law-related fields. Written and oral case reports will be assigned at the discretion of the instructor. The class will culminate with the Mock Trial Process. Open to students in grades 10, 11 and 12.

Psychology I (H, CP) **½ unit**

Prerequisite: Teacher recommendation required for Level (H) placement.
This course presents a broad overview of the study of human behavior and mental thought processes. Topics include (but are not limited to) the following: The Mind at Work; The Study of Human Behavior, Consciousness, and The Brian and Behavior. How People Grow; The Child Grows Up, and The Adolescent Searches For Identity. Personality Development; Freud's Theory of Personality, and Personality Theory Since Freud.

Psychology II (H, CP) **½ unit**

Prerequisite: Teacher recommendation required for Level (H) placement.
This course presents a broad overview of the study of human behavior and mental thought processes. Topics include (but are not limited to) the following: When Personality is Disturbed, Understanding the Troubled Personality, Helping Troubled Personality, How People Learn, Learning, Thinking and Developing Creativity, Psychology Testing, The Individual and Society, Behavior in Groups, Sex Roles, Sexism and Sexuality, New Directions in Psychology; Exploring Unknown Worlds, Searching for New Ways to Grow, Strategies for Coping. This is a discussion driven course that provides ample opportunity for student participation in demonstrations, activities, experiments and small group learning. Students taking this course at honors level will be required to fulfill additional course requirements. Open to students in grade 11 and 12.

Sociology (CP) **½ unit**

Sociology is an elective course that studies human society and human behavior. Social relationships are an essential part of a civilized society and how we interact with each other is important so that we can find answers to questions and solve problems in our world. Topics include the family, racial and ethnic minorities, crime and delinquency, and the study of social and political influences. The key component of this course is to study ourselves and the society that influences our behavior. Open to students in grades 10, 11 and 12.

The American Superhero **½ unit**

This course analyzes American values and fears throughout the 20th and 21st century by examining superheroes and villains depicted in comic books. This course will allow for an in-depth analysis of American history by using a popular medium that offers the possibility of differentiation of instruction so that many different types of students would be interested and invested in their learning. Open to students in grades 10, 11 and 12.

Women's Studies (H, CP) **½ unit**

Placing women's experiences at the center of interpretation, this class introduces basic concepts and key areas of women's lives both historically and contemporaneously. It is an inter-disciplinary, trans-disciplinary, and cross cultural

study of women's roles and relations but it is also an overview of theoretical perspectives on gender and its intersection with other social constructs of difference (race/ethnicity, class, sexuality, and age). The central aim is to foster critical reading and thinking about these interlocking systems which have shaped and influenced the historical, cultural, social, political, and economical contexts of our lives. Special attention will be given to women's resistance of those gendered inequalities, and the various ways they have worked to create new systems of change by engaging in national and global transformational politics.

MATHEMATICS

All Mashpee Middle/High School Mathematics courses are based on and aligned with the Massachusetts Curriculum Frameworks for Mathematics, Grades Pre-Kindergarten to 12, Incorporating the Common Core State Standards for Mathematics (March 2011).

According to the Massachusetts Curriculum Frameworks for Mathematics and the Common Core State Standards, mathematically proficient students at all grade levels will:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for an express regularity in repeated reasoning.

These "Standards for Mathematical Practice" describe the processes and proficiencies that all teachers of Mathematics will strive to develop in their students.

Additionally, Mathematics coursework will focus on the Mashpee Middle/High School Learning Expectations 3 and 4:

- Work independently as well as collaboratively.
- Solve problems effectively.

Math 7

Students will develop an understanding of proportional relationships and apply them to solve problems. They will also study operations with rational numbers. They will work with expressions and linear equations. They will solve problems involving scale drawings and informal geometric constructions. In addition they will work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume. Finally they will continue their work from previous years in Statistics and Probability to draw inferences about populations based on samples.

Accelerated Math 7

Prerequisite: Administrative Approval.

This course is designed for the student who has shown potential for advanced mathematical study. This course is part of a compacted pathway, which will allow students to study Algebra I in the eighth grade while still addressing the Mathematics standards for grade 7 and grade 8. It will encompass all the standards from Math 7 as well as half of the standards from Math 8, in order to prepare students for Algebra I (grade 8).

Math 8

Prerequisite: Successful completion of Math 7

Students will formulate and reason about expressions and equations. They will model associations in bivariate (two-variable) data with linear equations. They will also solve linear equations and systems of linear equations. Students will work with the concept of functions and use functions to describe quantitative relationships. They will also analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence. Students will also learn and apply the Pythagorean Theorem to solve problems.

Algebra I (grade 8)
Prerequisite: 85 or better in Accelerated Math 7 or Administrative Approval (Due to the compacted pathway of three grade levels of standards over 2 years, students must master the standards in Accelerated Math 7 in order to take Algebra I (grade 8)).
This course is designed for the student who has shown potential for advanced mathematical study. It will encompass the second half of the standards for Math 8 that are not addressed in Accelerated Math 7. In addition students will deepen and extend their understanding of linear and exponential relationships as well as comparing and contrasting linear and exponential relationships. They will engage in methods for analyzing, solving, and using quadratic functions. Students will also extend the laws of exponents to square and cube roots using rational exponents. They will learn to apply linear models to data that exhibit a linear trend.

Algebra I (CP) **1 unit**
Prerequisite: Successful completion of Math 8
Students will deepen and extend their understanding of linear and exponential relationships as well as comparing and contrasting linear and exponential relationships. They will engage in methods for analyzing, solving, and using quadratic functions. Students will also extend the laws of exponents to square and cube roots using rational exponents. They will learn to apply linear models to data that exhibit a linear trend.

Geometry (H, CP) **1 unit**
Honors Prerequisite: 80 or better in Algebra I (grade 8), 90 or better in CP Algebra I, or administrative approval.
CP Prerequisite: Successful completion of Algebra I (CP) or administrative approval.
Students will establish criteria for congruence and similarity of triangles. They will informally develop explanations of circumference, area, and volume formulas. Students will apply the Pythagorean Theorem to the coordinate plan to extend their study to coordinate geometry. They will learn to prove basic geometric theorems and extend work with probability.

Algebra II (CP) **1 unit**
Prerequisite: Successful completion of Honors or College Prep Geometry, or administrative approval.
Students will review previous work with linear and quadratic functions and factoring to provide a foundation for success with further study of Polynomial and Radical functions. Parent Functions and transformations will be studied with an emphasis on discovering how graphs are transformed. Students will be instructed on the appropriate use of the graphing calculator as a tool to investigate mathematical concepts and solve problems. Students will learn various methods for solving systems of equations (including non-linear equations). Students will review and extend previous work with exponents to simplify and solve expressions and equations with rational exponents. Students will also extend previous work with probability to make inferences about populations based on a sample. A focus will be on preparing students for the spring SATs.

Algebra II (H) **1 unit**
Prerequisite: 85 or better in Honors Geometry, 90 or better in CP Geometry, or administrative approval.
Students will relate arithmetic of rational expressions to arithmetic of rational numbers. They will expand understanding of functions and graphing to include trigonometric functions, polynomial functions, exponential and logarithmic functions. They will expand their understanding of inverse operations to solve problems. In addition they will study imaginary and complex numbers. They will relate data display and summary statistics to probability and explore a variety of data collection methods.

Pre-Calculus (H) **1 unit**
Prerequisite: 85 or better in Honors Algebra II, 90 or better in CP Algebra II or Advanced Algebra & Trigonometry, or administrative approval.
In this course students will extend their work with complex numbers and expand their understanding of logarithms and exponential functions. They will the use characteristics of polynomial and rational functions as well as the concept of graph transformation to sketch graphs of those functions. They will understand vectors and perform operations with

them. Finally they will be introduced to the concepts of difference quotients and limits to introduce them to the study of Calculus.

Advanced Algebra and Trigonometry (CP) **1 unit**

Prerequisite: Successful completion of Honors or College Prep Algebra II

(note: this course may not be taken after completion of Pre-Calculus as much of the curriculum is the same)

In this course students will complete their study of Algebra with exponential, logarithmic and rational functions. Additionally they will study conic sections with a focus on hyperbolas and ellipses. Previous work with graph transformations will be extended to new functions learned. Students will learn many facets of trigonometry including right triangle trigonometry, inverse trigonometry, the unit circle, radian measure, trigonometric identities, and applications of trigonometry. A focus will be on preparing students for college placement exams in Mathematics.

Statistics (H, CP) **1 unit**

Honors Prerequisite: 85 or better in Honors Algebra II, 90 or better in CP Algebra II, or administrative approval.

CP Prerequisite: Successful completion of Algebra II.

In this course students will learn the fundamentals of probability, descriptive statistics, discrete probability distributions, the continuous normal distribution and inferential statistics. This will include making and interpreting charts and graphs, collecting and analyzing data, and learning how to design and implement different types of experiments. Project based learning will be incorporated to allow students to practice statistical concepts studied throughout the course.

Advanced Placement Statistics (AP) **1 unit**

Prerequisite: 85 or better in Honors Algebra II, 90 or better in CP Algebra II, or administrative approval.

In this course students will learn the fundamentals of probability, descriptive, and inferential statistics. Numerous distributions will be studied such as the binomial distribution, normal distribution, and the chi-square distribution. They will also study making and interpreting charts and graphs, collecting and analyzing data, and learning how to design and implement different types of experiments. The correlation of variables and linear regression will be covered in depth.

Advanced Placement Calculus (AP) **1 unit**

Prerequisite: 85 or better in Honors Pre-Calculus.

In this course students will cover the analysis of a function's graph, limits, asymptotes, and continuity. Differential calculus will be studied which will include the definition of the derivative, the derivative of a function, and applications of derivatives. The second half of the course will involve integral calculus to include the Riemann sums, the Fundamental Theorem of Calculus, applications of integrals, and techniques of anti-differentiation. Students will focus on studying mathematics using multiple representations.

SCIENCE

All Science courses at Mashpee Middle/High School are based on the Massachusetts Curriculum Frameworks for Science and Technology Education as well as National Standards developed for subjects that extend beyond the 10th grade. All courses are lab-based and engage students in inquiry instruction that develop conceptual understanding, content knowledge, and scientific skills. At the Middle/High School level students should be able to inquire about the natural and human-made worlds while applying the following Scientific Skills of Inquiry:

1. Make observations, raise questions, and formulate hypotheses.
2. Design and conduct scientific investigations.
3. Analyze and interpret results of scientific investigations.
4. Communicate and apply the results of scientific investigations.

The graduation requirements for all students are three credits of science. The courses must be drawn from Natural Science and/or Physical Science and/or Technology/Engineering; including 3 courses with laboratory work.

Science studies focus on the Mashpee Middle/High School Learning Expectations 3 & 4:

- Work independently as well as collaboratively
- Solve problems effectively

7th Grade – Integrated Science:
This class will expose students to a variety of topics in science and adheres to the Massachusetts State Science Frameworks. Students will be learn laboratory skills, use technology, practice inquiry based lab activities and participate in a variety of other classroom instruction activities. The following subjects will be covered this year: Astronomy, Structures and History of the Earth, Environmental Science, Motion and Measurement Skills, Cell Biology, Biological Systems, and Properties of Matter. This material, along with 8th grade science, will be tested on at the completion of 8th grade on the Science MCAS.

8th Grade – Integrated Science:
This class will expose students to a variety of topics in science and adheres to the Massachusetts State Science Frameworks. Students will be learn laboratory skills, use technology, practice inquiry based lab activities and participate in a variety of other classroom instruction activities. The following subjects will be covered this year: Chemistry, Cell Biology, Heredity and Reproduction, Evolution, Classification, Human Body Systems, Motion and Energy. This material, along with 7th grade science, will be tested on at the completion of 8th grade on the Science MCAS.

Environmental Science (H, CP) **1 unit**
This course is a study of the interactions among the three major components of the environment, the atmosphere, hydrosphere and the biosphere. Local and global environmental issues will be addressed throughout this course. Students will continuously review and apply scientific methodology in laboratory and field activities. The skills developed in this course will prepare students for more advanced science courses.

Biology (H, CP) **1 unit**
Honors Prerequisite: Proficient score on eighth grade placement exam and teacher recommendation.
CP Prerequisite: Successful completion of eighth grade science.
Biology is the study of living organisms. This course will survey the topics of ecology, biochemistry, cell structure and function, genetics, evolution and selected topics in anatomy and physiology. Participation in lab activities and the development of lab skills is an integral part of this course. Biology provides the student with an awareness of the biological principles and the technical knowledge necessary for more specific science courses. All students will be required to participate in inquiry based, lab investigations and additional literature research. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. This course will emphasize the knowledge and skills necessary to achieve success on the MCAS biology exam.

Chemistry (CP) **1 unit**

Prerequisite: Successful completion of Biology and Algebra I.

A laboratory oriented course aligned with the Massachusetts State Frameworks. Course topics include: physical and chemical properties, atomic theory, periodicity bonding, stoichiometry, kinetic theory, and acids and bases. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Students completing the course will qualify for college preparatory course in science and other advanced courses with teacher recommendations. This course will emphasize the knowledge and skills necessary to achieve success on the MCAS chemistry exam. Open to students in grades 10, 11 and 12.

Chemistry (H) **1 unit**

Prerequisite: Successful completion of Biology. It is recommended that Algebra II be taken concurrently.

This course is a required course for AP Chemistry because topics covered in Honors Chemistry are not covered in depth in the Advanced Placement course. This course offers an in-depth study of the following topics: physical and chemical properties, atomic theory, periodicity, bonding, stoichiometry, kinetic theory, acids and bases, and equilibrium. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Some independent study will be expected. Students completing this course will qualify for advanced courses in Biology and the Physical Sciences. Open to students in grades 10, 11 and 12.

Introductory Physics (CP) **1 unit**

Prerequisite: Successful completion of Biology and Algebra I.

This course will survey the topics of motion, forces, energy and momentum, gravity, heat, waves, sound, electricity and magnetism. Emphasis is on conceptual understanding rather than detailed mathematical analysis. Quantitative and investigative skills used in problem solving will continue to be developed. Students will work cooperatively in the lab and complete comprehensive lab reports. Completion of regular homework assignments is an important component of the course. The course will emphasize the knowledge and skills necessary to achieve success on the MCAS physics exam. Open to students in grades 10, 11 and 12.

Anatomy and Physiology (H, CP) **1 unit**

Prerequisite: Successful completion of Biology and one additional science course. Completion of Chemistry recommended.

This course is intended for students who may have an interest in the health/medical related fields. Significant independent study is required for success in this course. The topics covered range from biochemistry and cellular biology to the detailed structure and function of each human organ system. Emphasis is placed on worksheet drawings, physical models, vocabulary, note taking and some vertebrate dissections. Several health care professionals will address the class about their professions and career opportunities. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Open to students in grades 11 and 12.

Ecology of Cape Cod (H, CP) **1 unit**

Prerequisite: Successful completion of Biology and one additional science course.

This course will apply an integrated approach to learning science in and about our local environment. Many environmental issues will be addressed. The specific topics studied range from formation of our peninsula to the fragile ecosystems that make Cape Cod unique. Students must be willing and able to participate in regular field studies, often conducted during inclement weather. Culminating projects following field studies include creating detailed, accurate, displays and written reports. Texts are technical and written for college level readers. There may be field trip fees for transportation to field sites. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Open to students in grades 11 and 12.

Marine Science (CP/H) **1 unit**

Prerequisite: Successful completion of Biology and one additional science course.

Students will use an integrated approach to explore the biological, chemical, physical and geological processes of our planet's oceans. The class will use a field and laboratory approach and will emphasize inquiry-based learning including dissections. Students will work cooperatively in the lab and develop skills to complete a formal lab report and

organized notebook. All Honors level students must complete a yearlong research project as well as meet specific requirements for labs, projects and assessments. Open to students in grades 11 and 12.

Physics (CP) **1 unit**

Prerequisite: Successful completion of Biology and a grade of a C or better in Algebra I.

This course will survey the topics of motion, forces, energy and momentum, circular motion and gravity, heat, waves, sound and electricity. Mathematical analysis using Algebra I skills will permit more in-depth problem-solving than is included in Introductory Physics. Quantitative and investigative skills used in problem solving will continue to be developed. Students will work cooperatively in the lab and complete comprehensive lab reports. Completion of regular homework assignments is a vital component of the course. Open to students in grades 11 and 12.

Advanced Placement Biology (AP) **1 unit**

Prerequisite: 90 or better in Honors Biology, or 85 or better in Honors Chemistry, or 90 or better in CP Chemistry.

This course will follow the College Board approved AP Biology curriculum. This intense program will cover the following Big Ideas: 1 - The process of evolution drives the diversity and unity of life, 2- Biological systems utilize energy and molecular building blocks to grow, to reproduce, and to maintain homeostasis, 3- Living systems store, retrieve, transmit, and respond to information essential to life processes, and 4- Biological systems interact, and these interactions possess complex properties. Summer preparation will be required for this course. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. It is expected that each AP Biology student will take the AP Biology exam in May. Open to students in grades 10, 11 and 12.

Advanced Placement Chemistry (AP) **1 unit**

Prerequisite: Successful completion of Chemistry and Algebra II

Students enrolling in AP Chemistry have already successfully completed Chemistry and Algebra II. The AP Chemistry course is equivalent to the general chemistry course usually taken during the first year of college. Topics for this laboratory-based course will include structure of matter, states of matter, chemical equilibrium, reactions, chemical kinetics, descriptive chemistry and the basic concepts of thermodynamics. Summer preparation will also be required for this course. After school work (laboratory and review) is expected. Students will work cooperatively in the lab and develop skills to complete a formal lab report and organized notebook. Open to students in grades 11 and 12.

Advanced Placement Environmental Science (AP) **1 unit**

Prerequisite: Successful completion of biology, chemistry, and algebra I. Concurrent enrollment in Algebra II will benefit student success.

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and human population. Students will evaluate the risks associated with problems, and examine alternative solutions for resolving or preventing some of the most common environmental issues of today. Key topics of the course include ecology, earth systems, demography, land use, energy resources, pollution and global environmental problems. It is expected that each AP Environmental Science student will take the AP Environmental exam. Open to students in grades 11 and 12.

Advanced Placement Physics 1 (non-calculus based) (AP) **1 unit**

Prerequisite: Successful completion of Biology, and a grade of B or better in Algebra I.

This course is designed to give students the in-depth level of knowledge required to succeed on the AP Physics 1 test. It emphasizes the development of conceptual understanding and proficiency in advanced problem-solving techniques. Topics include motion, forces, energy and momentum, circular motion and gravity, rotational motion and angular momentum, mechanical waves and sound, and electricity including basic DC circuits. A strong work ethic and proficiency with algebra are essential to success. Students will work cooperatively in the lab and complete comprehensive lab reports. Dedicated effort on and completion of regular homework assignments are vital to success in this course. It is expected that each AP Physics 1 student will take the AP Physics 1 exam. Open to students in grades 11 and 12

Advanced Placement Physics 2 (non-calculus based) (AP) **1 unit**

Prerequisite: Successful completion of AP Physics 1 or simultaneous enrollment in AP Physics 1.

This course is designed to give students the in-depth level of knowledge required to succeed on the AP Physics 2 test. It emphasizes the development of conceptual understanding and proficiency in advanced problem-solving techniques. Topics include fluid mechanics, temperature, heat, thermodynamics, electric field and potential, magnetism, electromagnetic waves and optics, and nuclear physics. A strong work ethic and proficiency in algebra are essential to success. Dedicated effort on and completion of regular homework assignments are vital to success in this course. It is expected that each AP Physics 2 student will take the AP Physics 2 exam.

Open to students in grades 12

***Technology/Engineering (H, CP)** **1 unit**

This course will emphasize the engineering design process, which involves practical problem solving, research, development and invention. Through hands-on activities, students will design, draw, build, test and redesign. The course will cover Construction Technologies, Energy and Power Technologies (Fluid, Thermal and Electric), Communications and Manufacturing Technologies. Students will also be introduced to concepts in electronics and robotics. Students will learn about CNC machining though the use of the Shopbot and 3D rapid prototyping through the use of the Stratasys 3D printer. Creo Parametric 2.0 CAD software will be used to create 3D solid models and photo-realistic computer renderings. This course prepares students for the MCAS examination in Technology Engineering. Students will create an electronic portfolio of their work.

Open to students in grade 10 through 12.

***Robotics (H, CP)** **½ unit**

Prerequisite: 88 or better in Algebra I, Technology/Engineering or administrative approval.

Applying the engineer design process using the LEGO Mindstorms Robotics Invention and Vex Robotics Design Systems, students will be introduced to building and programming robots to navigate around a series of obstacle course challenges. Using a variety of sensors and programming strategies, students will engage in cooperative problem solving. Students will investigate the ever increasing role of robots in our lives and investigate career training opportunities through research.

Robotics II (H, CP)** ***(NEW Pilot 2016-17) **½ unit**

Prerequisite: 88 or better in Robotics I, Applied Technology I, and Drafting I or administrative approval.

Applying the engineering design process to create an original robot that will participate in competitions. Students will apply their knowledge of building and programming from robotics 1 to increase their abilities in robotic development during this course. Prior knowledge from Applied Technology and Drafting will be accessed in order to fully participate and excel in this course. Students will work alongside industry experts in the creation of their robot and learn the qualities and characteristics that make for a suitable candidate in a very competitive job market.

***Students are eligible to take the following lab-based designated Technology and Engineering courses for science credit:**

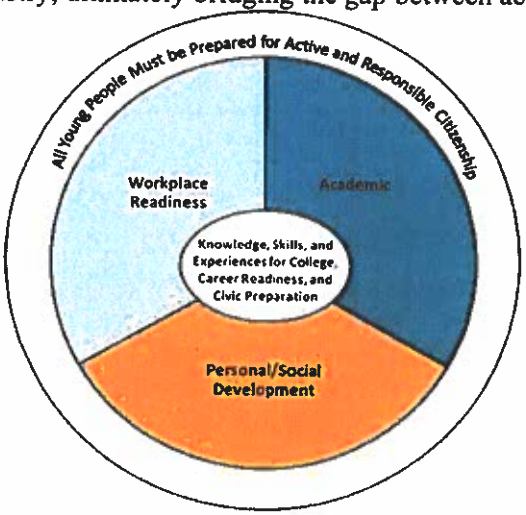
Robotics I (1/2 unit)
Robotics II (1/2 unit)
Technology & Engineering (1 unit)

Forensics (H, CP) **½ unit**

Forensic Science is focused upon the application of scientific methods and the techniques to crime and law. Recent advances in scientific methods and principles of biology, chemistry and physics have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Topics and laboratory investigations included are : crime scene investigations, fingerprinting, document and handwriting analysis, ballistics, serology, hair and fiber examination, botany, organic and inorganic evidence analysis, entomology, the role of the medical examiner, the forensic autopsy, anthropology, germ warfare, DNA analysis, psychology and profiling, toxicology, paint analysis, glass comparisons and fragmentation, arson investigations, tire and foot impressions and casts.

CAREER & TECHNICAL PATHWAYS

Pathways represent the interdisciplinary collaboration between core academics, career and technical offerings, higher education and industry; ultimately bridging the gap between academics and careers.



The Task Force on Integrating College and Career Readiness assigns the following definition to career readiness, "being college and career ready means that an individual has the knowledge, skills and experiences necessary for success in postsecondary education and economically viable career pathways in a 21st century economy".
(DESE, 6/2012)

Domains	**Competencies for Success**	**Examples of Experiences that Build Career Readiness**
A. Academic	Knowledge of Core Subject Areas as depicted in Common Core Standards and MassCore.	Lifelong Learning Skills and Literacies Developed in Core Courses including: • Scientific, Information, Economic Literacy; Civic Awareness; Mathematical reasoning; Reading and Study skills. Applied Academics: a chance to observe, try, and demonstrate academic skills in a variety of classroom, community and workplace settings.
B. Workplace Readiness	1. Career Exploration & Navigation 2. Communication 3. Critical Thinking, Problem Solving & Creativity. 4. Teamwork & Collaboration 5. Professionalism 6. Technical Skills 7. Knowing How to Learn	• Jobs and/or Internships • Career Development Activities • Career Vocational Tech Education (CVTE) • Career Electives • Career-Themed Schools, Academies, Pathways • STEM afterschool activities • Community Service Learning • Contextual Learning & Applied Learning Projects
C. Personal/Social Development	1. Planning, Time Management, and Goal Setting Skills. 2. Motivation, Initiative and Persistence 3. Ethical Decision Making 4. Self Confidence and Self Efficacy 5. Civic Engagement & Cultural Competency 6. Healthy Behavior 7. Personal Financial Management	• Future Planning & Exploration Activities, including Naviance • MA Model for Comprehensive School Counseling • After-School Programs • School Leadership Roles • Student Government • Community Service Learning Experiences • Contextual Learning Projects

MANUFACTURING, ENGINEERING & TECHNOLOGY PATHWAY

Digital Citizenship
Digital Citizenship is a full year course designed to introduce 7th grade students to successful use and understanding of computing devices. Topics include: a brief history of computers; safe and ethical use of a computer; different methods of storing and saving files; Microsoft applications, Coding with resources including "An Hour of Code" and Bootstrap. Also, seventh grader student will understand how to use the google suite: Google Apps For Education (GAFE). The apps consist of the drive, docs, slides/presentation, forms, sheets and sites. The course also addresses digital citizenship and online safety. Students will learn to use a variety of presentation tools as well digital storytelling and should be able to utilize these skills in other classes. Students will gain full understanding of the use of the iPad and its functions as well as using it as a creation tool. Typing skills and coding will be incorporated into the course.

Engineering the Future
Engineering the Future is a full-year course designed to introduce students to the world of technology and engineering, as a first step in becoming technologically literate citizens. Students cover a variety of topics including the Engineering Design Process, Manufacturing Technologies, Construction Technologies, Thermal and Fluid Systems, Communication Technologies and Electrical Systems. Students will learn about CNC machining though the use of the Shopbot and 3D rapid prototyping through the use of the Stratasys 3D printer. Creo Parametric 3.0 CAD software will be used to create 3D solid models and photo-realistic computer renderings. Students learn through reading about engineers and through hands on activities in Engineer's Notebooks. Open to grade 8

***Technology/Engineering (H, CP)** **1 unit**
This course will emphasize the engineering design process, which involves practical problem solving, research, development and invention. Through hands-on activities, students will design, draw, build, test and redesign. The course will cover Construction Technologies, Energy and Power Technologies (Fluid, Thermal and Electric), Communications and Manufacturing Technologies. Students will also be introduced to concepts in electronics and robotics. Students will learn about CNC machining though the use of the Shopbot and 3D rapid prototyping through the use of the Stratasys 3D printer. Creo Parametric 3.0 CAD software will be used to create 3D solid models and photo-realistic computer renderings. This course prepares students for the MCAS examination in Technology Engineering. Students will create an electronic portfolio of their work.

Applied Technology/Woodworking I (CP) **½ unit**
This course is designed to provide students with an understanding of the technical processes used in the woodworking lab. Experiences will be gained in the use of hand tools, machines and production operations to provide useful products. Students will learn how to design a product using Creo 3.0 parametric CAD software. They will create a product from the drawings in the wood lab. Students will also gain an understanding of Computer Aided Manufacturing through the use of the Aspire software program with the ShopBot, a CNC router, and RayJet Laser engraver. Safety will be stressed in all aspects of this course.

Applied Technology/Woodworking II (CP) **½ unit**
Prerequisite: 75 or better in Applied Technology I or administrative approval.
This course will continue to explore the technical processes used in the woodworking lab. The students will design and produce a product using mass production techniques, helping them to gain an understanding of production techniques used in industry. Creo 3.0 parametric CAD software will be used to design and render projects. Students will also use the ShopBot CNC router and the Aspire software to gain an understanding of 21st century machining and manufacturing.

Applied Technology III / Automated Manufacturing (H, CP) **1 unit**
Prerequisite: 75 or better in Applied Technology II or administrative approval.
This full year course will allow students to explore in depth the use of automated manufacturing techniques in woodworking. Students will apply the concepts and experiences learned in Applied Technology I and II to a more comprehensive study of manufacturing. Students will design advanced level projects using Aspire and Creo Parametric 3.0 software. The final design will be manufactured using the Shopbot CNC machine. Students will also learn how to

read and interpret blueprints, create material lists and develop the proper production sequence required in manufacturing.

****Drafting Communication I (H, CP)** **1 unit**

This course will introduce students to the skills, knowledge, environment and occupations of the drafting communication technologies. Realistic hands-on assignments will be emphasized. Students will become proficient in fundamental Computer Aided Drafting skills. The following disciplines will be emphasized:
Technical Drafting - Technical drafting is the study of the language of industrial technology. Areas explored include basic principles of geometric construction, orthographic projection, dimensioning and pictorials. Students will design 3-D solid models, develop detailed working drawings and create photo-realistic computer renderings using Creo Parametric 3.0 - Pro/Engineer Wildfire 5.0 3D parametric CAD software. Students will create ABS plastic rapid prototypes from CAD models using CatalystEX software and our Stratasys 3D printer.
Architectural Drafting — Students will be guided through the preparation of a set of house plans of his / her own design. Areas explored include basic principles of architecture and design, foundation and floor plans, elevations, photo-realistic renderings. Students will design 2D and 3D house plans using Chief Architect X6 software.
3D Computer Animation and Video Game Design – Students will be introduced to the basic concepts of 3D computer animation and video game design using Maya 2015 and Game Maker Studio software. 3D interactive visualizations will be explored using Unity Pro 5 software.

****This is a college level class that is articulated with Cape Cod Community College. Students receiving a final grade of 80% or higher for a will receive 3 credits, transferrable to Cape Cod Community College. Additionally, each student taking this course will be given a copy of Creo Parametric 3.0 CAD software.

Drafting Communication II (H, CP) **1 unit**

Prerequisite: 88 or better in Drafting Communication I or administrative approval.

This course will allow students to build upon the skills they developed in Drafting Communication I. Complex assembly drawings and designs will be covered. Advanced design assignments will be presented in a step-by-step approach using Creo Parametric 3.0 - Pro/Engineer Wildfire 5.0 and Chief Architect X6 3D CAD software. Highly accurate measuring tools, such as a digital vernier caliper and micrometer will be used to create 3-D solid models. Students will create ABS plastic rapid prototypes from CAD models using CatalystEX software and our Stratasys 3D printer. Complex 3D interactive visualizations will be covered using Unity Pro 5 software. Students will be exposed to multiple disciplines that require methods of drafting, design and engineering. They will include mechanical, architectural, civil engineering, landscaping and interior design. Lighting, rendering and various types of video output will be covered. Independent study students will be allowed to focus on areas of interest they develop in drafting communications for career exploration and future educational opportunities. Students will create, modify, store, retrieve and manage CAD drawings files and create an electronic portfolio of their work.

Each student taking this course will be given a copy of Creo Parametric 3.0 CAD software.

Intro to Computer Game Programming and Design (H, CP) **½ unit**

This course will introduce students to computer game programming and design using Game Maker Studio software. A step by step approach will be used to present the various aspects of creating original video games from concept to completion. Game Maker Studio (GML) will be used to create games that will run on both Windows and Mac operating systems. Students will work with textures, sprites, dynamics and sounds to create 2D games. Functions, variables, conditional statements and logic controls will be used to program each game. The games will be compiled, tested and debugged before completion. Maya 2015, Photoshop CS5, Adobe Fireworks CS5 and Adobe Sound Booth CS5 software will be used in the game design process. Strong math and problem solving skills are required.

Advanced Computer Game Programming and Design (H) **½ unit**

Prerequisites: Completion of Drafting Communication I and Introduction to Computer Game Programming and Design with a B+ or better or administrative approval.

This course will introduce students to computer game programming and design using the Unity Pro Game Development and Visualization Suite. Unity software is widely used throughout the video game industry to create games and

interactive visualizations for Windows, IOS, Android, Web and Console platforms. Unity Pro 5 and MonoDevelop 4 will be used to create and program games. C# programming language will be used to develop and edit scripts that control the games. Students will work with models, meshes, textures, materials, sprites, particle dynamics and sounds to create 2D and 3D games and interactive visualizations. The Oculus Rift virtual reality googles will be used to develop immersive 3D worlds. Maya 2015, Mudbox 2015, Creo Parametric 3.0, Photoshop CS5, Adobe Fireworks CS5 and Adobe Sound Booth CS5 software will be used in the game design process. Strong math and problem solving skills are required.

3-D Architectural Design (H, CP) **½ unit**

This course provides a study of light frame construction techniques and the production of residential construction drawings for learning design principles and methods using Chief Architect X6 3D CAD software. Chief Architect is 3D modeling CAD software that is the industry standard for home design. The introduction of basic design in this course is intended to stimulate the student's insights and understandings concerning the architectural design of buildings and the relationship of design to presentation drawings. The student will develop the necessary technical skills to communicate architectural ideas in an understandable, efficient, and accurate manner. The course covers common residential construction materials, components, and systems as related to wood frame structures. Additional areas covered will include lot selection and planning, construction details which include all mathematical computations concerned with stresses and strains of modern building material.

***Robotics (H, CP)** **½ unit**

Prerequisite: 88 or better in Algebra I, Technology/Engineering or administrative approval.

Applying the engineer design process using the LEGO Mindstorms Robotics Invention and Vex Robotics Design Systems, students will be introduced to building and programming robots to navigate around a series of obstacle course challenges. Using a variety of sensors and programming strategies, students will engage in cooperative problem solving. Students will investigate the ever increasing role of robots in our lives and investigate career training opportunities through research.

Robotics II (H, CP)** ***(NEW Pilot 2016-17) **½ unit**

Prerequisite: 88 or better in Robotics I, Applied Technology I, and Drafting I or administrative approval.

Applying the engineering design process to create an original robot that will participate in competitions. Students will apply their knowledge of building and programming from robotics 1 to increase their abilities in robotic development during this course. Prior knowledge from Applied Technology and Drafting will be accessed in order to fully participate and excel in this course. Students will work alongside industry experts in the creation of their robot and learn the qualities and characteristics that make for a suitable candidate in a very competitive job market.

***Introduction to Electronics (H, CP)** **½ unit**

Prerequisites: Successful completion of Technology/Engineering, 88 or better in Algebra I and computer skills are recommended or administrative approval.

This course will introduce students to basic electricity/electronics principles with an emphasis on hands on application of theory. Students will have an opportunity to apply basic electronics principles and develop problem-solving skills by building, testing and analyzing AC and DC circuits. Students will construct circuits from schematic diagrams using solderless breadboards and computer simulation software. Students will learn how to use various electronic testing instruments and be able to identify and explain the function of a wide variety of electronic components in a circuit.

Introduction to Computer Science (H, CP) **½ unit**

Students will learn how to program the computer, to translate ideas into code, using Snap! It's purely graphical, meaning programming which involves computing, abstraction, design, recursion, concurrency, simulations, and the limits of computation.

*These courses may be taken for one half Science credit.

BUSINESS & ENTREPRENEURSHIP PATHWAY

Financial Literacy (CP) **½ unit**

The goal of Financial Literacy is to acquaint students with basic financial planning concepts and to illustrate how these concepts apply to their everyday life. This class focuses on personal financial responsibility today to help students avoid financial difficulty tomorrow. Students study topics such as establishing and prioritizing financial goals; spending plans, paychecks, and taxes; saving and investing; housing and transportation; insurance, consumer credit, and identity protection all in the context of a teen's experiences. Emphasis is put on the importance of managing individual and family finances; analyzing career goals and their long-term impact on the individual, family, and community; and understanding how basic economic principles influence individual and family decision making.

Marketing and Entrepreneurship (H, CP) **½ unit**

This half-year course introduces students to the realities of business and helps them understand the roles of both employers and employees. During first term, students will study introductory business concepts including opportunity, management, legal considerations, risk and social responsibility. During second term, students will analyze marketing techniques and strategies, increasing their media literacy while becoming more educated consumers. Throughout the course, students will examine current ethical issues in the workplace and cast their votes for the best business ideas. Open to students in grades 10, 11 and 12.

Office Accounting (H, CP) **1 unit**

This course covers the accounting concepts and procedures required of owners, administrative assistants, and office managers in small merchandising or service businesses. Emphasis is on recording daily transactions, cash control, payroll activities, preparation of financial statements, and the use of accounting software. Open to students in grades 11 and 12.

Accounting I (CP) **1 unit**

Students will learn the theory and terminology necessary to start a basic accounting system for personal use, as well as for a service business and a merchandising business. At the end of each marking period, students will use a computer-simulated activity to understand the advantages of technology in accounting procedures. This course is beneficial both to students who anticipate owning their own business and entering the business world and to students who plan on pursing a business major in college. Open to students in grades 10, 11 and 12.

Accounting II (H, CP) **1 unit**

Prerequisite: Successful completion of Accounting I or Office Accounting with administrative approval.

This course is designed for students who wish to (1) gain employment in the business world upon graduation, (2) major in a business-related field in college, or (3) learn and enhance the skills needed to deal with personal finances. Issues to be analyzed in this course include maintenance of records for a merchandising business, calculation of taxes, inventory costing, and methods of depreciation. (College credit may be earned by students who are eligible to take this course as part of the Tech Prep Program and who earn a grade of 80 or higher). Open to students in grades 11 and 12.

Economics (H, CP) **½ unit**

One of the primary goals of Economics is to explain to students the role that economics plays improving the quality of their decision-making process. This course brings together a variety of learning tools to help the student not only learn about economics, but also appreciate the importance of economics in his/her personal life as well as in the functioning of our domestic and global economies. The student can expect that in this millennium, people throughout the world will be faced with more decisions that have important economic components. Level 3 students will be required to fulfill additional course requirements. Open to students in grades 11 and 12.

Media Production (H, CP) **1 unit**

This course is combines the skills, concepts and applications used throughout the Technology Center to develop attractive and quality designs suitable for consumer and customer production. The Mashpee Legacy is the school yearbook produced through the efforts of the class. Students plan, layout and develop a deep understanding of sales and marketing. This course will also include creating various products, publications, t-shirt designs, vinyl signs, video

productions, web pages, laser cut and engraved products, 3-D Printed products and much more. Projects will be developed for the classroom, school and Mashpee community. The students enrolled in the Media Production class will develop an understanding of business management, production and customer service as it relates to the service industry.

HOSPITALITY SERVICES PATHWAY

Culinary I (CP) **½ unit**
This course is an introduction to foods and nutrition focusing on various methods of food preparation. Lessons are presented on kitchen safety, equipment and tools, kitchen management, as well as simple recipes.

Culinary II (CP) **½ unit**
Prerequisite: 75 or better in Culinary I or administrative approval.
This course will provide the opportunity for students to build upon the Foods I curriculum. Lessons are presented in cutting techniques, uses of herbs and spices, meal management, the relationship between diet and health, technology and careers. Students will prepare a variety of recipes.

International Foods (CP) **½ unit**
Prerequisite: 75 or better in Culinary I or administrative approval.
This course will offer students the opportunity to study the foods and cultures and health practices of other countries as well as regions of the United States. Students will work together and independently in the preparation of the foods typical of the regions chosen. Projects, essays, and weekly readings are mandatory. First semester typically focuses on France, Asia, and Italy, while second semester focuses on Spain, Portugal, Greece, Turkey, and the Middle East.

Culinary ProStart I (H, CP) **1 unit**
Prerequisite: Culinary I and administrative approval.
This advanced course is open to Juniors and Seniors. It provides opportunities to explore career options in both the classroom and local restaurants. This school-to-work course develops knowledge and skills necessary to meet the needs of the hospitality industry.

ProStart students are required to sign a contract with Program Director.

Culinary ProStart II (H, CP) **1 unit**
Prerequisite: Culinary ProStart I.
This school-to-work program is a continuation of Culinary ProStart I. Students will continue to build on food preparation concepts and food handling skills necessary for entry level in the food service industry.

ProStart students are required to sign a contract with Program Director.

ART & COMMUNICATION SERVICES PATHWAY

VISUAL ARTS

Exploring the Arts
This course provides students in grades 7 and 8 an exploratory introduction to the elements of art and principles of design through a variety of media such as graphite, charcoal, pastel, paint, clay and digital art. Subjects such as landscape portraiture and still life will be practiced through realistic as well as abstract art techniques. Perspectives drawing and design, as well as art history and art criticism will also be explored. Students will build a portfolio of their work throughout the course to demonstrate their growth. There will be weekly homework, tests, quizzes, reading and written assignments. Students are required to keep a sketchbook to conceptualize and plan project ideas.

Art Foundations (CP) **½ unit**
Art Foundations is an exploratory introduction to the basic elements and principles in visual art. The processes of drawing, painting, printmaking, and three-dimensional design will be covered. Students will experience and understand the links between design, process and product. Art history and art criticism techniques will be explored and practiced. A sketch journal, weekly homework, exams and quizzes are required. Students are required to maintain portfolio.

Drawing and Painting I (CP) **½ unit**
This course provides an opportunity for students to work in a variety of two-dimensional media. Drawing and painting techniques are covered. Composition is emphasized as students learn to use the design elements and principles in their work. Observation and analysis of master art works will be included. A sketch journal, binder, weekly homework, exams and quizzes are also required.

Drawing and Painting II (CP) **½ unit**
Prerequisite: Successful completion of Drawing and Painting I or administrative approval.
Advanced Drawing and Painting is designed for the experienced and accomplished art student who wishes to work at a deeper level in two dimensional media. This course will build on the foundations of Drawing and Painting and will enhance and advance student proficiency in composition, technique and media. Students will create a significant portfolio and will be expected to turn in weekly homework assignments as well as maintain a sketchbook and binder.

Fashion I (CP) **½ unit**
Prerequisite: Art Foundations or Drawing and Painting or administrative approval.
This class introduces students to traditional fashion sketching and illustration, and the elements of art and principles of design utilizing a variety of media. In addition to studying proportions of the human figure, and clothing garments, students will also study fashion in the following components: Fashion production, globalization, identity, ethics & value exploration, and the social, political, and cultural influences on fashion. By semester's end students will have accumulated a portfolio of designs. A sketchbook and binder are required.

Fashion II (CP) **½ unit**
Prerequisite: Successful completion of Fashion I or administrative approval.
Using industry-standard computer design software, students continue to build on figure drawing and fashion illustration techniques, with emphasis on fabric rendering and design skills. Original themed-collections will reflect individual artistic skill. Three-dimensional fashion designs will also be constructed with recycled materials. Building on the exploration of personal identity, media, and societal influences, students will also utilize terminology and specialized vocabulary in fashion, consumerism and consumer responsibilities and rights. Students research career paths and opportunities in the fashion industry. By semester's end, students will have accumulated a portfolio of digital designs. A sketchbook and binder are required.

Pottery I (CP) **½ unit**
This course introduces students to the basic techniques of hand building with clay. Pinch, coil, slab, drape, glazing and surface decoration methods will be covered. Slip casting and wheel-throwing will be introduced. Craftsmanship, elements of art and design, art history, and art appreciation of clay work of various cultures are emphasized.

Pottery II (CP) **½ unit**

Prerequisite: Successful completion of Pottery I or administrative approval.

This class is a more in-depth exploration of the ceramic processes of building, wheel-throwing, slip casting and surface decoration. Students are encouraged to combine techniques in order to create more complex forms. Students are expected to engaged in research and sketching as they are necessary components of the creative process. Exhibiting their work, research papers, quizzes and exams are an integral part of the course.

Advanced Pottery (CP) **½ unit**

Prerequisite: Successful completion of Pottery II or administrative approval.

Advanced pottery students learn how to go from digital to tangible and back again. In this course, sculptures will be designed on the computer and then built in real life, recreating existing 3D spaces in a digital world. We will also designing sculptures to be printed via a 3D digital printer.

Design and Visual Communications I (H, CP) **½ unit**

The overall objective of this course is to acquaint students with a variety of media communication tools included in the Adobe CS5 Design Suite. This course provides practical step by step instruction on learning graphic design principles, desktop publishing and digital photography. Students will become familiar with operation and functions of a digital camera, in order to get the best photos in all conditions including exposure, aperture, shutter speeds, depth-of-field. Students will be involved in hands-on assignments using the computer as a design and production tool. Students will learn to develop and publish using software from the Adobe CS5 Suite. Adobe InDesign will be used to combine text and graphics into useful publications. Adobe Photoshop and Illustrator will be used to create graphics that contribute to the overall appearance of the finished product. Skills related to text, graphics, scanning, digital photography, printing, and general computer use will be covered. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

Design and Visual Communications II (H, CP) **½ unit**

Prerequisite: Completion of Design and Visual Communications I or administrative approval.

This course will build upon the skills introduced in Design and Visual Communications I. Students will be creating more in-depth, hands-on projects. Students will use the Adobe CS5 Design Suite to create a wide range of printed and digital media. Students will continue building on the photography and editing photo editing skills learned, and further explore the practice of transforming ideas into artwork. Using state-of-the-art painting and drawing software, the computer acts as a tool to create digital art. Assignments will emphasize a broader scope of graphic design techniques, which include the development of visual solutions to problems while designing attractive publications for print and electronic media. An introduction to printing on a variety of substrates will be explored. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

3-D Computer Animation I (H, CP) **1 unit**

Prerequisite: Completion of Drafting Communication I or Computer Game Programming and Design with a B+ or better or administrative approval.

This course will introduce students to the concepts of 3-D space and animation using Maya 2015 and Mudbox 2015 computer software. Students will use their 3-D Computer Aided Drafting and basic animation skills developed in Drafting Communication classes as a foundation for this course. Areas covered will include 3-D modeling, lighting, rendering, texturing and animating. Digital environments will be created and controlled on the computer and various methods of video output and editing will be explored. Students will create ABS plastic rapid prototypes from Maya models using CatalystEX software and our Stratasys 3D printer. The design and development of video games using Game Maker Studio and Unity Pro 5 software will be explored. Students will use a wide variety of graphic communication and video editing software programs including Adobe After Effects CS5, Adobe Premiere Pro CS5 and Adobe Photoshop CS5. Students will also explore various programs from the Autodesk Entertainment Creation Suite 2015.

3-D Computer Animation II (H, CP) **1 unit**

Prerequisite: Completion of 3D Computer Animation I with a B+ or better or administrative approval.

This course will allow students to build upon the skills they developed in 3D Computer Animation I and Drafting Communication. Highly Complex 3D models, advanced rendering and video editing techniques will be covered. Students will create ABS plastic rapid prototypes from Maya models using CatalystEX software and our Stratasys 3D printer. The creation of animated short videos and DVD's will be emphasized. Students can also further explore video game design and development using Unity Pro 5 software. Independent study students will be allowed to focus on areas of interest they develop in 3D Animation for career exploration and future educational opportunities. Students will use a wide variety of graphic communication and video editing software programs including Adobe After Effects CS5, Adobe Premiere Pro CS5 and Adobe Photoshop CS5. Students will also explore various programs from the Autodesk Entertainment Creation Suite 2015.

Honors Art Portfolio/Advanced Placement Studio Art/ (AP, H) **1 unit**

Prerequisite: Students must have passed at least two high school art courses and have recommendation from the art teacher.

This course is designed to demonstrate the competencies expected of the advanced placement art applicants as identified by the College Board. Light and shade value, line quality, rendering of form, composition, surface manipulation, and the illusion of depth are all addressed through projects of media. Students choose between drawing, 2D design, or 3D design techniques. Final AP Portfolios are made up of three parts: twelve works that show Breadth of their work and abilities, 12 works that show a focused concentration (both are sent digitally), and 5 quality original works that are physically shipped for the portfolio examination.

AP Studio Art is not based on a written exam, instead, students submit portfolios for evaluation by the College Board at the end of the school year. Honors Art Portfolio is open to juniors and seniors who would like to build their art portfolio for college, but do not intend to submit to the AP College Board

Digital Photography & Arts I (CP) **½ unit**

In this course, students will become familiar with operation and functions of a digital camera, in order to get the best photos in all conditions including exposure, aperture, shutter speeds, depth-of-field. They will learn to develop visual aesthetics through various types of lighting, good composition and elements of art. Students will further their artistic pursuit through the practice of portraits, still life, landscapes, and other assignments. Included will be instruction on how to transfer images from camera to computer, print digital prints, and how to edit and improve images in Adobe Photoshop. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

Digital Photography & Arts II (CP) **½ unit**

Prerequisite: Successful completion of Digital Photography & Arts I or administrative approval.

This class will afford students with the opportunity to become familiar with more advanced camera controls and techniques. Students will continue building on the photography and editing photo editing skills learned, and further explore the practice of transforming ideas into artwork. Using state-of-the-art painting and drawing software, the computer acts as a tool to create digital art. In addition to digital photography and digital art, other topics covered will be graphic design, animation, website design, investigation of cultural and historical images, design principles, and opportunities for careers using digital media. Students must be prepared to take photos after school hours, and are encouraged to provide their own cameras if possible. Class presentations and exhibits are an integral part of the course.

Photo I Film and Darkroom (CP) **½ unit**

This course introduces students to basic techniques of black and white photography from manual 35mm camera operation to darkroom printing. Students will also understand the history of photography through slide discussions and hands-on projects as inspired by masters of photography. Quizzes, exams and weekly homework are an integral part of this course. Students must be prepared to take pictures after school hours and are encouraged to provide their own film camera. Disposable camera or Advantix camera will not work. (Due to size of darkroom and use of chemicals, there will be a limit to class size.)

Photo II Film and Darkroom (CP) **½ unit**

Prerequisite: Successful completion of Photo I or teacher recommendation.

This course will build on skills and concepts learned in Introduction to Photography. Students will improve exposure and development skills through structured visual and technical assignments. Weekly homework, slide discussions, analytical essays and a research paper are designed to help students develop an aesthetic approach to photographic work. Alternative darkroom and studio processes may be introduced. Quizzes and exams are an integral part of this course. Students are required to maintain a 3-ring binder. Students must be prepared to take pictures after school hours and are encouraged to provide their own film camera. Disposable camera or Advantix camera will not work. (Due to size of darkroom and use of chemicals, there will be a limit to class size.) Chemicals, paper and film are provided.

PERFORMING ARTS

American Popular Music History (CP) **½ unit**

Open to students in grade 9-12 with no prior experience needed. This course is an overview of the American Popular music from the Civil War to present day. Topics to be discussed will include blues, Dixieland, ragtime, jazz, rock, country, hard rock, folk, metal, punk, hip hop, grunge, alternative, and electronic music, as well as a variety of other important musical genres that have played a major role in the development and evolution of American popular music. Students will develop a project during the semester and will have the opportunity to use technology and musical instruments to explore different genres. Throughout the class, there will be active discussions, guest speakers, video and audio recordings, as well as individual and group explorations. This course is open to all high school students.

***Concert Choir (H, CP)** **1 unit**

This course will be open to any student in grades 8-12. No prior singing experience is needed. This ensemble will learn a variety of repertoire spanning different styles and languages. There will be performance opportunities throughout the year as well as a winter and spring concert. Members of the concert choir will be eligible to participate in auditions for honors festivals. Attendance is required at all performances. After a year in Concert Choir, students may audition for Chamber Choir.

***Chamber Choir (H, CP)** **1 unit**

Prerequisite: Successful completion of Concert Choir and/or administrative approval.

This course will be open to any student in grades 9-12. The repertoire for this ensemble will be more advanced and feature a diverse range of styles, languages, and time periods. There will be a variety of performance opportunities throughout the year as well as a winter and spring concert. Members of the chamber choir will be eligible and encouraged to audition for honors festivals. Attendance is required at all performances.

***Band (H, CP)** **1 unit**

This course is open to all students with sufficient training and understanding in instrumental performance. The primary aim of the class is to develop fundamental performance skills, i.e., tone production, finger control, scales, notation, embouchure, intonation, etc. Anyone playing band instruments is eligible to join band. Attendance at concert performances is required.

***Jazz Band (by audition) (H, CP)** **1 unit**

This course is open to all advanced band students. The goal is to introduce and develop improvisational skills through a varied repertoire of jazz music.

**Concert Choir, Treble Ensemble, Jazz Band, and High School Band members may receive honors credit by pre-registration with his/her school counselor and the director; and completing 25 points of extra requirements each term.*

Music Theory I (CP) **½ unit**

Open to students in grades 9-12 with no prior experience needed.

This is course is an introduction to basic music theory and piano fundamentals. The music theory component will include the study of standard notation, rhythm, time signatures, key structures, scales, chord harmony, and dictation.

The piano component will be an introduction to basic melodies, harmonies, scales, chords, and beginner level repertoire. More advanced piano students will be given more suitable repertoire based on individual skill level. This course will act as a stepping stone to AP Music Theory.

Music Theory II-AP Music Theory (CP, AP) **1 unit**

Prerequisite: 85 or better final grade in Music Theory I and teacher recommendation.

Music Theory II is a continuation and expansion of the techniques learned in Music Theory I. Emphasis is on composing, arranging (score transposition), ear training and transcription. Students will have a long-term project due at the end of each term. Participants in this class will be encouraged to take the AP Theory Exam.

Advanced Placement Music Theory (AP) **1 unit**

Prerequisite: Music Theory I and teacher recommendation.

The AP Music Theory class will be an intense study of music theory following the standardized AP Music Theory curriculum. It will cover; notation, intervals, scales and keys, chords, metric organization, rhythm patterns, melodic and harmonic dictation, aural skills, composition, figured bass and Roman Numeral progression realization, sight singing and analysis of repertoire. The class is designed to prepare the student for the Advanced Placement Music Theory Exam.

Songwriting (CP) ***(Pilot Course Offering 2017-18)*** **½ unit**

Students in this course will learn to compose, perform and record their own original songs. Lyrics, melody and chord structure will be developed from scratch. Students will learn to transcribe their music on programs such as Noteflight and MuseScore, and record and mix tracks using Audacity and SoundTrap. Opportunities will be provided for student songs to be performed, published and submitted in composition contests.

String Ensemble (CP) **1 unit**

String Ensemble students will study a wide and varied repertoire and will develop ensemble and solo performance skills. Ensemble opportunities include playing duets to septets and full string orchestra selections. Solo experience is gained through All Cape, Southeast and All State solo auditions and concerto pieces. Skills such as ensemble listening, tone, intonation, articulation, bowing and rhythm will be developed through sight reading and performance preparation. Students' understanding of scales, musical vocabulary and the elements of music are reviewed. The individual member should gain more confidence in his/her abilities. While the course is geared primarily to string players, it can include wind instruments.

HEALTH AND WELLNESS SERVICES

Massachusetts State mandates that all students must participate in physical education activities each year; students will be eligible to earn a Physical Education unit through the following (along with earning 1 credit of PE for graduation requirements):

1. Physical Education course(s)
2. Participation in Interscholastic Sports
3. Participation in school-wide physical education activities (i.e. Intramurals)
4. Other options approved by the principal

Physical Education **½ unit**

It is required students complete two (2) semesters of Physical Education.

The immediate goals of this program are to emphasize the development of agility, skill and endurance. The needs of our students will be met through participation in physical activities having carry over value to adult life, and through experiences designed to develop knowledge, understanding, habits, attitudes and ideals necessary to maintain physical and mental health. Class periods will be devoted to fitness testing, conditioning exercises, aerobics, games, and individual and team sports.

Basic Requirement: Students will change into proper attire for each class meeting. Students will be graded on effort, conduct, and participation.

Wellness I **1 unit**

Students will receive .5 credit in Physical Education and .5 credit in Health.

This introductory course provides students with the information and skills necessary to develop and maintain lifelong total personal wellness. Major areas to be studied are physical, social, emotional, mental, and spiritual health, which consider whole student wellness by combining traditional lessons in Health, Art, Physical Education and Culinary Arts using an interdisciplinary approach to learning. Wellness I introduces the major concepts, features two days each in Health, Physical Education and Culinary Arts during a one week rotation, where students will learn how to prepare healthy meals, maintain good social, mental, and emotional health and develop an interest in a variety of fitness activities through a combination of journaling, dialogue, lecture, and a variety of other 21st Century teaching tools designed to stimulate and maintain student interest. The team-teaching approach will enhance student learning by helping them to understand how the interconnectedness of Mind, Body, and Spirit contributes or detracts from overall personal wellness.

Note: Spiritual health does not refer to religion. It is defined as a deep-seated sense of meaning and purpose in life.

Strength and Conditioning **½ unit**

Prerequisite: Students must have successfully completed physical education requirements or administrative approval.

This course is designed to develop strength, speed and agility of students. Students will be following the bigger, stronger, faster (BSF) program that incorporates power lifting, plyometrics, and agility drills to improve size, strength and speed. Students will also learn about sports nutrition.

Basic Requirement: Students will change into proper attire for each class meeting. Students will be graded on effort, conduct, and fitness testing.

Outcomes/Expectations: Students will demonstrate physical, social, mental and emotional growth through participation and exposure to the BSF program. Students will improve strength, speed and agility.

Materials/Equipment: Free weights, plyometric boxes, medicine balls, jump ropes.

Contemporary Athletic Issues (CP) **½ unit**

This half year class would be offered twice during the school year. Opened to juniors and seniors on a "selection" basis. The class roster should not exceed 12 students. Students would be selected with respect to their future interest in such fields as: Sports Management, Athletic Training, Coaching, Officiating, etc.

Materials would be almost exclusively "teacher made" using articles from contemporary athletic journals and magazines, as well as material obtained from NIAAA and the NFHS. Classroom discussion would be a key element in the daily routine and student interaction would be encouraged. Guest lecturers such as athletic directors, officials, coaches, etc., would be invited as well. Written assignments would be given liberally. Students would be graded on 1) specific facts and terms; 2) their enthusiasm and interest/class participation; and 3) quality and depth of their research and overall work.

As part of their studies, students will be assisting the Mashpee High School Athletic Director with duties such as, but not limited to: setting up venues for football, basketball, soccer, field hockey, lacrosse; acting as statisticians; assisting in ticket taking/selling; inventory and care of uniforms and equipment; cataloging and filing, etc.

Students will learn about athletic budgets, bidding on equipment and uniforms, scheduling transportation and games, scheduling of officials; event security; dealing with coaches, parents and the media; sportsmanship; Title IX as it relates to athletics; hiring and dismissal of coaches, as well as other contemporary issues.

Open to students in grade 11 and 12.

Health **½ unit**

This course is designed to provide students with the information and skills necessary to develop and maintain healthy habits. Major areas to be studied are hygiene, nutrition, safety, accident prevention, basic first aid, the nature and causes of disease, the dangers of alcohol, tobacco and other drugs and AIDS education.

Contemporary Health Issues (CP) **½ unit**

Prerequisite: Successful completion of Health requirements.

Contemporary Health Issues is a course designed to address, discuss, and evaluate current trends in society and the relationship to healthy living. A comprehensive list of topics will be studied and will include violence prevention, relationships, mental health, the media, legal issues, American Red Cross training, physical fitness and more. Instructors will utilize a wide variety of teaching tools including discussion, lecture, cooperative learning, and guest speakers to meet the objectives of the course. This course is for students interested in exploring current trends in health and their impact on individuals and society.

Open to students in grades 11 and 12.

Early Childhood Education I (CP) **½ unit**

This course is an introduction to child development. Students will study the early years and human development as it relates to responsibilities and family relationships. This course will include the study of physical, psychological and cognitive development and their effects on long term personal wellness.

Early Childhood Education II (CP) **½ unit**

Prerequisite: Successful completion of Health requirements.

This course will provide an in-depth study of the philosophies of child development. Students will observe children at various stages and plan age-appropriate lessons for pre-school children. A discussion of career opportunities will be included.

MASHPEE MIDDLE/HIGH SCHOOL
CREDIT WORKSHEET

Use this worksheet to record the credits earned, currently enrolled, and planned for next year.
You can compare your total in each area to the minimum requirements for graduation.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		Minimum Credits Required
ENGLISH		____	____	____	____	=	4
MATHEMATICS	____	____	____	____	____	=	4
SCIENCE		____	____	____	____	=	3
HISTORY/ SOCIAL STUDIES		____	____	____	____	=	3
FOREIGN LANGUAGE	____	____	____	____	____	=	2 (single language)
SENIOR SEMINAR/ SCHOOL-TO-CAREER					____	=	1
UNIFIED ARTS (FINE/APPLIED ARTS)		____	____	____	____	=	2
ELECTIVES		____	____	____	____	=	3.5
PHYSICAL EDUCATION		____	____	____	____	=	1
HEALTH		____	____	____	____	=	.5
TOTAL	____	____	____	____	____	=	24

You can also access this form electronically
on the Mashpee Middle/High School website at https://www.mpspk12.org/Domain/173
Click on Mashpee Middle/High School Program of Studies.

MASHPEE PUBLIC SCHOOLS
CURRENT STUDENT SCHOOL START TIMES--NEIGHBORING DISTRICTS
(5/2018)

High Schools/Middle Schools			
DISTRICT	**SCHOOL**	**GRADE LEVELS**	**SCHOOL DAY**
	Sturgis	9 - 12	8:20 AM - 3:10 PM
	Pope John Paul II	9 - 12	8:05 AM - 2:51 PM
	Falmouth Academy	7 - 12	8:15 AM - 2:45 PM
	Cape Cod Academy	9 - 12	8:00 AM - 2:45 PM
Bourne	Bourne High School	9 - 12	7:15 AM - 1:42 PM
	Bourne Middle School	5 - 8	8:00 AM - 2:22 PM
Barnstable	Barnstable High School	8 - 12	7:20 AM -1:55 PM
	Barnstable Intermediate	6 & 7	8:10 AM - 2:40 PM
Falmouth	Falmouth High School	9 -12	7:22 AM - 2:03 PM
	Lawrence School	7 - 8	8:10 AM - 2:45 PM
Sandwich	Sandwich High School	7 - 12	7:30 AM - 2:00 PM
Nauset	Nauset High School	9 - 12	8:35 AM - 2:57 PM
	Nauset Middle School	6 - 8	8:30 AM - 2:45 PM
Monomoy	Monomoy High School	8 - 12	8:45 AM - 3:15 PM
	Monomoy Middle School	5 - 7	8:45 AM - 3:15 PM
Dennis-Yarmouth	Dennis-Yarmouth High School	8 - 12	7:22 AM - 2:04 PM
	Mattacheese Middle School	6 & 7	8:25 AM - 2:40 PM

Elementary Schools			
DISTRICT	**SCHOOL**	**GRADE LEVELS**	**SCHOOL DAY**
Falmouth	Morse Pond School	5 - 6	8:25 AM - 2:50 PM
	Mullen-Hall Elementary	K-4	9:05 AM - 3:30 PM
	East Falmouth Elementary	K-4	9:05 AM - 3:30 PM
	North Falmouth Elementary	K-4	9:05 AM - 3:30 PM
	Teaticket Elementary	PreK-4	9:05 AM - 3:30 PM
Bourne	Peebles Elementary School	K-4	9:00 AM - 3:00 PM
	Bournedale Elementary School	PreK-4	9:00 AM - 3:00 PM
Barnstable	Barnstable United	4 & 5	8:10 AM - 2:40 PM
	Barnstable / West Barnstable	K-3	9:00 AM - 3:35 PM
	Hyannis West	K-3	9:00 AM - 3:35 PM
	Centerville Elementary	K-3	9:00 AM - 3:35 PM
	West Villages	K-3	9:00 AM - 3:35 PM
	Horace Mann	K-3	9:00 AM - 3:35 PM
Sandwich	Forestdale School	Pre-K-2	9:00 AM - 3:30 PM
	Oakridge School	Gr. 3-6	8:15 AM - 2:45 PM
Nauset	Eastham Elementary	K-5	7:45 AM - 2:00 PM
	Eddy Elementary	3-5	7:45 AM - 2:00 PM
	Orleans Elementary	K-5	7:45 AM - 2:00 PM
	Stony Brook Elementary	K-2	7:45 AM - 2:00 PM
	Wellfleet Elementary	K-5	7:45 AM - 2:00 PM
Monomoy	Chatham Elementary	Prek-4	7:45 AM - 2:15 PM
	Harwich	Prek-4	7:45 AM - 2:15 PM
Dennis-Yarmouth	Station Avenue Elementary	K-3	9:20 AM - 3:35 PM
	Marguerite E. Small Elementary	Prek-3	9:20 AM - 3:35 PM
	Dennis Elementary	Prek-3	9:20 AM - 3:35 PM

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Mashpee Public Schools

Office of the Superintendent
150A Old Barnstable Road
Mashpee, MA 02649
508-539-1500
Fax 508-477-5805

Patricia M. DeBoer
Superintendent

DATE: May 9, 2018
TO: School Committee
FROM: Patricia DeBoer
RE: School choice enrollment for FY19

I have consulted with each of the school principals to look at projected student enrollment for the 2018-2019 school year. Based on this information, I propose that the following school choice seats be open for the next school year. The enrollment period will open on June 1 and will close for the first collection on June 29. The second enrollment period will open on July 2 and close on July 31. School choice will remain open until seats are filled.

Grades	FY18 School Choice Seats	FY18 School Choice Seats Filled	Enrollment April-2018	FY19 Proposed School Choice Seats
K	2	2	122	2
1	5	5	103	3
2	3	3	119	2
3	5	2	115	2
4	5	5	131	2
5	5	3	136	2
6	10	4	104	2
7	5	5	142	10
8	5	2	137	2
9	5	2	130	2
10	5	4	112	2
11	5	4	116	5
12	3	1	105	2
TOTAL	63	41	1572	38

Total School Choice Students SY17-18: 98 (8 are seniors)

KENNETH C. COOMBS SCHOOL PRINCIPAL REPORT
APRIL 2018
PAUL LABELLE

Grade	Total	Class #1	Class #2	Class #3	Class #4	Class #5	Class #6	Class #7
PS	35	35						
PK	50	15	18	17				
K	122	16	18	18	19	17	17	17
1	105	17	18	17	18	17	18	
2	119	20	21	19	20	19	21	
Total	431							

Enrollment as of April 23, 2018

	Enrollment	Withdrawal
PS		1
K		
1	2	
2	2	2

Attendance for the month: 92%

Registration Update: K-80 students; 4 year olds-62 students; 3 year olds-26 students

Acknowledgements: Thank you to the **KCC custodial staff** that used the April vacation to take an already clean school to a *beginning-of-the-school-year* sparkle. I am so proud of the **KCC staff** that purchased *Autism Awareness* T-shirts and acknowledged April as *Autism Awareness Month*. We are also grateful to SAC, **Jamie Needre** who as a guest reader, shared the autism awareness book, *A Friend Like Simon* to our classrooms. Thank you to outgoing **SRO Brett Calhoun** and incoming **SRO Mike Worrick** and the **MPD** for their assistance with KCC's two ALICE emergency response drills. Thank you to the **Mashpee Wampanoag Tribe** for offering their ten-week course on Wampanoag culture and government; many KCC staff are excited to be a part of this great opportunity. Many thanks to the KCC office staff, **Mrs Fisher, Mrs Baumgaertel, Mrs Franco** and teachers, **Mrs Raymond, Mrs Wilber and Mrs O'Keefe** for facilitating another successful preschool and kindergarten registration and student screening period. Registration is still open for eligible students. Much appreciation is extended to our **District technology directors** and **MMHS CTE** for the Robotics in Kindergarten experience they organized for our students connecting STEM and literature. A gracious thank you to both the **Stratford Pond and Mashpee Men's Club** for touring our school this month and considering the many volunteering opportunities. We appreciate the service of the **Polished Dental** group for providing dental exams available to our students while at school. Again, we are honored to work this month with the nationally renowned **Nancy Boyles** as she works with our teachers in the area of *CLOSE Reading* strategies.

Major Events
April 2 - Early Release/Staff PD
April 9-Enterprise Poetry Presentation (Alberico/Cogswell)
April 10 - Individual Spring Student Photos
April 11-Enterprise Poetry Presentation (Charette/Cullum)
April 11-PTO Meeting
April 23-Community Preschool Screening
April 24-Current Preschool Screening
April 27-ALICE drill
April 30 - Incoming Kindergarten Screening

Upcoming Events
May 2-Boosterthon Pep Rally
May 4-Local Heroes (MPD, MFD) Luncheon during student lunch
May 4-Grade 2 Field Trip to Joint Base Cape Cod
May 5-Military Heroes Luncheon during student lunch
May 7-Early Release/Staff PD
May 8-PTO-sponsored Staff Appreciation Luncheon
May 11-PTO-sponsored Boosterthon/ Falcon Fun Run
May 15-TD Bank Visits Mrs. Souza's Grade 1 Class
May 16-KCC-MMHS Robotic Demonstration in Gym
May 21-Superintendent's Listening Tour
May 21/22-Kindergarten Performance Rehearsal
May 22-STEM Night
May 23-Kindergarten Music Concert, 9am
May 23-"Kindergarten Here We Come" Evening
May 25-Kid's Klub Visits KCC Kindergarten classes

Quashnet School Principal's Report
April 2018 - MaryKate O'Brien

52.

Grade	IN	OUT	Total	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7
3			115	3AR-19	3BR - 18	3FL-19	3PO-21	3SC-20	3ST-18	
4	1	1	131	4FO-17	4GO-18	4KE-19	4LO-19	4MA-19	4MC-18	4ST-21
5	1		137	5BA-20	5-BE-19	5BL-20	5FR-19	5GR-20	5MA-19	5PI-20
6	2		106	6BA-18	6GE-17	6JO-18	6MA-17	6MC-18	6SW-18	
Total	4	1	489							

Enrollment as of 5/2/2018 Students - 26 Homerooms - Attendance Rate Is 95.59%

Acknowledgements:
Mrs. Avtges and Mrs. Pagano worked diligently to ensure Quashnet School MCAS testing was administered without an issue. I also want to acknowledge our "tech team" of Sean Moroney, Holly Wilcox-Cline, Colleen Terrill and Suzy Brooks. Their support is recognized and appreciated.

Thank you to Mrs. Babich and her team of National Elementary Honor Society students who facilitated Jump Rope for Heart. Approximately $1,200 for the American Heart Association was raised.

Congratulations to the 2018 Spelling Bee co-winners Taylor Willman and Piper Milde. Coming in 2nd place, as a very strong competitor, was Samara Andalib. A special thank you and acknowledgment to Mrs. Jane Emery who organized the event and Mr. Sean O'Connor who emceed the Bee. Thank you to our panel of judges for their attention to detail, Superintendent DeBoer, last year's winner Daisy O'Reilly, and Mrs. Avtges.

Events - April 2018

4/02 - Early Release Day, 11:30 AM Dismissal
4/03, 4/04 - ELA MCAS, All Grades
4/05 - ELA MCAS Make-Up Testing
4/06 - Term Effort and Perfect Attendance Award Recognition, QS Cafe, during lunch
4/06 - PTO Movie Night
4/11, 4/12, 4/13 - Grade 5, Great Program
4/12 - NEHS Jump Rope for Heart
4/13 - Staff vs Grade 6 Floor Hockey Game 1:15 PM
4/16 - 4/20 - School Vacation Week
4/25 - Grade 4, Cape Cod Canal Presentation
4/25 - QS PTO Meeting, 6:00 - 7:00 PM, QS Cafe
4/26 - Spring Picture Day
4/26 - Spelling Bee, 5:30 PM, QS Café

Events - April 2018

5/01 & 5/02 - Math MCAS
5/01 – Bicycle Raffle to be drawn
5/02 - QS School Council Meeting 3:30 PM
5/05 - Pawtucket Red Sox, Student Award Game, 6:15PM.
5/07 - QS PTO Sponsored, Staff Appreciation Lunch 11:45 AM
5/08 - Gr. 4, Cape Cod Canal Field Trip, 9:30 AM - 12:30 PM, LO, MA, MC
5/09 - Gr. 4, Cape Cod Canal, Field Trip, 9:30 AM - 12:30 PM, GO, ST
5/09 - Gr. 6, Barnstable Court Field Trip, 8:30 AM - 2:00 PM, GE
5/10 - Gr. 4, Cape Cod Canal, Field Trip, 9:30 AM - 12:30 PM, FO, KE
5/15, 5/16 - Gr. 5, STE MCAS
5/16 - Gr. 6, Barnstable Court Field Trip, 8:30 AM - 2:00 PM, MA
5/16 - Gr. 6, Enrichment Class, Harvard Museum of Science Field Trip, 8:30 AM - 2:30 PM, Mr. O'Connor
5/17 - Gr. 3, Performance 6:00 PM Gym
5/21 - Gr. 6, Barnstable Court Field Trip, 8:30 AM - 2:00 PM, JO
5/22 - Gr. 6 Barnstable Court Field Trip, 8:30 AM - 2:00 PM, BA
5/22 - Gr. 3, One Room Schoolhouse Field Trip, 12:15 - 2:15 PM, SC
5/23 - QS PTO Meeting, 6:00 - 7:00 PM, QS Cafe
5/24 - Spring Recital Night, 5:30 PM All Grades, QS Cafe
5/25 - Career Day, All Day Event, All Grades
5/29 - Gr. 3, One Room Schoolhouse Field Trip, ST
5/30 - Gr. 6, Barnstable Court Field Trip, 8:30 AM - 2:15 Pm
5/30 - Gr. 3 Step Up Night 5:30 PM, QS Cafe
5/30 - All Gr. 5, Boston Tea Party Field Trip,8:30 AM - 3:30 PM
5/31 - Gr. 3, One Room Schoolhouse Field Trip, 12:15 - 2:30 PM, BR
5/31 – Gr. 4-6 Spring Instrumental Concert, QS Gym 6:30 PM

Mashpee Middle High School Principal's Report – April 2018 - Mark Balestracci

Enrollment Summary

Grade	Withdrawals	Enrollments	Total
7			142
8			137
9		1	131
10			112
11	2	2	116
12			105
Total			743

Average Attendance for month of April 2018

HS Average Attendance	MS Average Attendance
94%	94%

Suspensions for month of April 2018

Grade	Out of School Suspensions
7	
8	2
9	5
10	2
11	1
12	1

Events

April 2018	May 2018
Apr 2 - Early Release Day for Students/Professional Development for Staff; Senior Exhibition Night	May 1- Senior Final Presentations; National Decision Day; Gr 7/8 Math MCAS
Apr 3 - DC2K18 student meeting	May 2 - Gr7/8 Math MCAS; Senior Final Presentations; Robotics students Skype w/Henry Winkler & Lin Oliver; Diversity Day @ CCCC
Apr 4- Gr7/8 ELA MCAS; Credit for Life Fair;MMHS students to Southport for underwater robotics practice; Boosters Club tuxedo event	May 3 - Senior Final Presentations; Cabaret Night; Students to Make It, Dig It, Fab It Conference at WPI
Apr 5 - Gr7/8 ELA MCAS;MMHS students to Southport for underwater robotics practice	May 4 - Senior Final Presentations; Class of 2021 Basketball game; Drug Story Theater Presentation for Gr7/8; Indian Education Cultural Workshop
Apr 6 - MMHS students to Boston State House for State Student Government Day; National Honor Society Spring Blood Drive; MMHS students to Southport to provide Tech Support; Ambassador Program field trip	May 5 - MMHS Powder Puff Game to benefit Breast Cancer Research (J. McNamara senior project)
Apr 7 - MMHS students compete in South Coast Sea Perch Derby (New Bedford High School); MMHS students to Mashpee Public Library to provide assistance to adults re: social media	May 7 - Early Release Day for Students/Professional Development for Staff; AP Exams; Senior Final Presentations; May Special & Annual Town Meeting; Teacher Appreciation Week; Indian Education Cultural Workshop
Apr 9 - Taylor's Message assembly (G. Shinn senior project)	May 8 - AP Exams; Senior Final Presentations; School Council; Boosters Club Meeting; Indian Education Parent Meeting; School to Career Luncheon
Apr 10 - MMHS Robotics students visit Quashnet School; MMHS School Council meeting; Boosters Club meeting; MMHS Humanitarian Mapping project (C. Krefter senior project)	May 9 - AP Exams; Senior Final Presentations
Apr 11 - Dodgeball Tournament to benefit Falcon Family Fund (R. Garcia senior project)	May 10 - Superintendent DeBoer's "Listening Tour"; AP Exams; Senior Final Presentations; Indian Education Cultural Workshop
Apr 12 - MMHS Class of 2020 Talent Show	May 11 - AP Exams; Senior Final Presentations; Indian Education Cultural Workshop
Apr 13 - MMHS students to Southport to provide Tech Support	May 12 - Junior/Senior Prom
Apr 16-Apr 20 - NO SCHOOL, VACATION	May 14 - AP Exams; In Plain Sight Exhibit (tentative); Senior Final Presentations
Apr 23 - National Technical Honor Society Induction Ceremony	May 15 - AP Exams; Band & Chorus Concert; Senior Final Presentations
Apr 24 - Ecology of Cape Cod field trip	May 16 - Admitted students to CCCC for Placement Testing; AP Exams; In Plain Sight Exhibit (tentative); Indian Education Cultural Workshop;Senior Final Presentations;MMHS Students give Robotics demonstration at KCC
Apr 25 - All Cape Jazz Festival; Mashpee PD v. NE Patriots Fundraiser Basketball game	May 17 - AP Exams; Senior Final Presentations; Class of 2018 Scholarship Night; Indian Education Cultural Workshop; Design & Visual Communications Spring Art Show
Apr 26 - All Cape Jazz Festival; Yoga-thon Fundraiser to benefit Special Olympics	May 18 - AP Exams; Last official school day for Class of 2018; Indian Cultural Workshop
Apr 27 - MMHS students to Southport to provide Tech Support	May 19 - MMHS students to MPL for tech support; "Parent Prom" sponsored by Class of 2019
Apr 28 - Cape Cod Mini Maker Faire	May 21 - May 24 Senior Final Exam Week
Apr 29 - Varsity Football Super Bowl Ring Ceremony	May 22 - DC2K18 Student/Parent Meeting
Apr 30 - MCAS Math Field Test; Spring Team Sports Pictures	May 23 - Gr10 Math MCAS
	May 24 - Gr10 Math MCAS; Indian Education Cultural Workshop
	May 28 - NO SCHOOL - Memorial Day
	May 29 - Class of 2018 Graduation Rehearsal; Class of 2018 Senior Week Event
	May 30 - Class of 2018 Graduation Rehearsal; Class of 2018 Senior Week Event
	May 31 - Class of 2018 Graduation Rehearsal; Class of 2018 Senior Week Event

Acknowledgements:

Congratulations to our Cape Cod Times Rising Stars: Brianna Cheatham, Celia Krefter and RaiJean McFarlane!

Congratulations to Amanda Hough on being a finalist for the New England Patriots STEM Teacher of the Year!

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MASHPEE PUBLIC SCHOOLS

Jaime L. Curley, Ed.D.
Director of Special Education Services

Special Education - April 2018
Local Education Agency (LEA) Assignments

According to the Massachusetts Department of Elementary and Secondary Education, a LEA, or school district, shall have programmatic and fiscal responsibility for students who reside with both parents in the town in which the school district is located. There are various situations that could alter this regulation. For example, when parents are divorced, and a child requires an out-of-district placement, the two towns where the parents reside may be equally responsible, both fiscally and programmatically. Other instances that affect fiscal and programmatic responsibility include: students in the custody of the Department of Children and Family (DCF), students placed in institutional facilities, and students who are considered homeless. More specific information will be presented at the June School Committee meeting.

Special Education Enrollment:

School	ACTIVE IEPS APRIL 2018	ACTIVE IEPS MARCH 2018	ACTIVE IEPS APRIL 2017
Transportation Only	1	1	1
Home-Tutored	3	2	2
Private School (services only)	0	0	1
KCC PreK	31	29	28
KCC	48	48	47
Quashnet	86	85	85
MMS/MHS	105	110	123
Other	2	2	1
Out of District	20	20	19
Cost Share	1	1	1
Total Special Ed. Students	297	298	308

To: Patricia DeBoer , Mashpee Superintendent of Schools

From: Matt Triveri, Mashpee Middle School and High School Athletic Director

RE: April 2018 Department Report

Athletic Department Notes

New Coaches:

Middle School Softball- Danielle Burton- Danielle has previous experience coaching softball and soccer at the high school level. She also coached the middle school girls' soccer team this fall. She is a Mashpee High School math teacher.

JV Girls Lacrosse- Todd Franks- Todd was the founder of Mashpee Youth Lacrosse and has coached ten years at various levels. He is a Master Sergeant in the United States Air Force.

Varsity Boys Tennis- Eric Eldredge- Eric was a standout tennis player at Cape Cod Academy. He was the middle school tennis coach at Mashpee High School four years ago. He has coached at various levels and was previously at Weston High School. A Boston College graduate, Eric is working on online SAT Prep platforms and also is a private tennis coach.

JV Baseball- John Teehan- John was a volunteer baseball coach at Wareham High School the past two seasons. He has 20 years of experience as a varsity baseball umpire. He is also currently a high school football referee with 15 years' experience. John is a retired meat cutter.

JV Boys Lacrosse- Matt Casico- Matt played at Barnstable High School and later at Dean College. He has been a volunteer coach in the program the past two years. Matt is a Mashpee Police Officer .

Track- Ben Ouimet- Ben coached middle school cross country and winter track this year at Mashpee High School. He ran track at Falmouth High School and is still a competitive runner. He currently works as a long term substitute teacher at Mashpee Middle/High School.

Other Notes:
* Varsity Baseball is 5-2 and ranked 2nd in Division IV South
* Girls Lacrosse has a record 53 kids out playing varsity and JV

MASHPEE PUBLIC SCHOOLS
SYSTEM-WIDE ENROLLMENTS

Enrollment as of April 2018

	COOMBS SCHOOL						QUASHNET SCHOOL					
Month	PS	Pre-K	K	1	2	Tot.	3	4	5	6	Tot.	Tot. Elem
Sept	30	47	122	101	120	420	116	132	137	102	487	907
Oct	31	47	122	101	119	420	116	131	136	102	485	905
Nov	32	47	122	101	119	421	116	132	136	102	486	907
Dec	32	47	123	101	119	422	115	132	138	102	487	909
Jan	32	49	122	101	119	423	115	131	137	104	487	910
Feb	34	49	122	101	119	425	115	130	138	104	487	912
Mar	36	50	122	103	119	430	115	131	136	104	486	916
Apr	35	50	122	105	119	431	115	131	137	106	489	920
May						0					0	0
						0					0	0
						0						

	MIDDLE			HIGH SCHOOL					
7	8	Tot.	9	10	11	12	Tot.	TOTAL DISTRICT
143	133	276	131	113	115	107	466	1649
141	133	274	129	114	117	101	461	1640
141	132	273	129	113	117	104	463	1643
141	132	273	129	112	117	106	464	1646
141	135	276	130	111	118	105	464	1650
142	137	279	130	112	117	105	464	1655
142	137	279	130	112	116	105	463	1658
142	137	279	131	112	116	105	464	1663
		0					0	0
		0					0	0

SPEC. ED.			
KCC	QS	MMS/ MHS	Tot. Sped
62	80	109	251
59	78	104	241
67	83	109	259
71	83	109	263
73	82	112	267
76	82	111	269
77	85	110	272
79	86	105	270
			0
			0

CAPE COD TECH					
Month	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Sept	13	14	13	11	51
Oct	13	14	13	11	51
Nov	13	14	13	11	51
Dec	13	14	13	11	51
Jan	12	14	12	11	49
Feb	12	14	12	11	49
Mar	12	14	12	11	49
Apr	12	14	12	11	49
May					0
					0

OUT-OF-DISTRICT	
Sept	19
Oct	20
Nov	18
Dec	19
Jan	20
Feb	19
Mar	20
Apr	20
May	

Prior Years' Totals															
	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Oct 05	34	165	122	130	154	134	153	140	175	167	161	174	150	147	2006
Oct 06	40	145	176	130	146	155	139	152	139	176	174	157	179	167	2075
Oct-07	69	133	154	143	131	145	151	141	154	146	167	177	160	184	2055
Oct-08	36	167	127	145	131	125	135	133	130	145	117	145	146	136	1818
Oct-09	70	149	153	124	151	133	130	132	141	134	155	120	125	139	1856
Oct-10	73	151	137	145	127	157	130	119	125	136	108	124	111	124	1767
Oct-11	67	121	144	139	151	133	144	130	125	130	121	103	114	115	1737
Oct-12	68	126	118	144	139	153	131	142	126	139	113	110	102	114	1725
Oct-13	64	122	123	114	141	135	147	128	138	126	123	107	108	94	1670
Oct-14	92	106	122	123	109	136	131	149	127	141	119	109	99	104	1667
Oct-15	81	120	100	125	135	104	135	131	149	127	114	105	106	97	1629
Oct-16	93	108	126	105	132	140	106	140	128	151	129	111	98	110	1677

54.

S7.

Mashpee Public Schools

Field Trip Request Form

Date of Application April 24, 2018

Teacher(s) Patricia Riley Grade(s) 12

Date of Trip May 29, 2018 Substitute Needed ✓ Yes ____ No

Destination Sky Zone, Roger Williams Zoo, Dave + Busters Rhode Island Providence

Time of Departure 945 am Plan to Return 930pm

Number of Students 60 Number of Teachers 4 Number of Chaperones ____

Approximate Mileage Approx. 140 miles (Round trip) Admission price ____

Vehicles to be used for transportation School bus

Please list connection(s) to state or local curriculum standards:

Senior Week activity

Signed OLVM for Patty Riley
(Teacher)

Approved ____
(Assistant Principal)

Approved [signature]
(Principal)

Approved ____
(Superintendent)

School Nurse Notified ____
(School Nurse)

After Approval: **Copy to: Teacher-Assistant Principal- Principal-Health Office**
Event entered on District Calendar/Website: 04/24/2018 (date entered) **by** OLVM (initials)

03/26/12
V drive (under forms): field trip permission form- all schools

2018-2019 SCHOOL COMMITTEE MEETINGS

**All meetings to begin at 6:30pm in the Quashnet Library- unless otherwise noted*

Regular Meetings	Finance Meetings
Wednesday, July 25, 2018 (combined)	**Meeting in MMHS auditorium*
Wednesday, August 22, 2018 (combined)	**Meeting in MMHS auditorium*
Wednesday, September 12, 2018(combined)	Combined meeting on September 12, 2018
Wednesday, October 10, 2018	Wednesday, October 24, 2018
Wednesday, November 14, 2018(combined)	Combined meeting on November 14, 2018
Wednesday, December 12, 2018(combined)	Combined meeting on December 12, 2018
Wednesday, January 2, 2019	Wednesday, January 16, 2019
Wednesday, February 6, 2019 (combined)	Combined meeting on February 6, 2019
Wednesday, March 6, 2019	Wednesday, March 20, 2019
Wednesday, April 3, 2019	Wednesday, April 24, 2019
Wednesday, May 8, 2019	Wednesday, May 22, 2019
Wednesday, June 5, 2019	Wednesday, June 19, 2019

Retreat	Location
Wednesday, August 8, 2018 (combined)	*Location TBA*

School Committee Upcoming Dates

5/15	Town Elections
5/16	Members receive Google Form for reorganization (complete by May 21)
5/21	Policy Subcommittee @ 3PM
5/23	School committee Outreach Working Group @5PM
5/23	School committee Business Meeting and Reorganization
5/29	Policy Subcommittee @ 3PM
5/31	Falcon Friends Wrap Up Meeting @ #WeAreMashpee @9AM
May 2018	School Committee to complete a self-review of progress on goals
6/2	Graduation @ 10AM
6/4	Policy Subcommittee @ 3PM
6/6	Joint meeting with Wampanoag Tribe at Tribal Headquarters @6:30PM
6/11	Partnership meeting with the Wampanoag Tribe @ 4:15PM
6/12	Volunteer Breakfast @ 9AM at MMHS

District-Wide Calendar of Events

Wed May 9 – Thu May 10, 2018 (Eastern Time

	Wed 5/9	Thu 5/10
	KCC Boosterthon	KCC Boosterthon
8am	MMHS AP Exams - English Literature & Composition/Japanese Language & Culture/Physics 2: Algebra based 8am - 2pm	MMHS AP Exams - US Government & Politics/Chinese Language & Culture, Environmental Science @ Library Conference Room 8am - 2pm
9am	Grade 6 - Court Field Trip - R. Geggatt 8:30am - 2:30pm MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am -	MMHS Superintendent DeBoer's "Listening Tour" @ MMHS Library Conference Room 8:30am - 3pm MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am - 11am
10am	Cape Cod Canal Field Trip Grade 4 - Classes GO & ST 9:30am - 12:30pm KCC-Manager and Town Manager KCC-Clamb 9:30am	Cape Cod Canal Field Trip Grade 4 - Classes FO & KE 9:30am - 12:30pm
11am	KCC-Composting during lunch 10:30am - 12:30pm	
12pm		
1pm		
2pm		
3pm		
4pm		
5pm	Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 7pm	Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 7pm
6pm		
7pm	School Committee Meeting @ QS Library 6:30pm - 7:30pm	

District-Wide Calendar of Events

Fri May 11 – Sat May 12, 2018 (Eastern Time

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	Fri 5/11	Sat 5/12
	KCC-Fun Run Boosterthon	MMHS Junior/Senior Prom
	KCC PTO-Sponsored Fun Run	
	KCC Boosterthon	
8am	MMHS AP Exams - German Language & Culture, US History/Computer Science Principles, Studio Art 8am - 2pm	
9am	MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am - 11am	
10am		
11am		
2pm		
5pm	Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 8pm	
6pm		MMHS Junior/Senior Prom @ The Cape Club, 125 Falmouth Woods Rd, East Falmouth, MA 02536, USA 6pm - 10pm
7pm		
8pm		
9pm		

District-Wide Calendar of Events

Sun May 13 – Tue May 15, 2018 (Eastern Time)

	Sun 5/13	Mon 5/14	Tue 5/15
		Jessica Minahan @ MMHS	QS/MMHS - STE MCAS Grade 5 & 8
			Annual Town Election @ Christ the King Parish, 3 Job's Fishing Rd, Mashpee, MA 02649, USA
8am		MMHS AP Exams - Biology, Music Theory, Physics C: Mechanics, Physics C: Electricty & Magnetism 8am - 4pm	MMHS AP Exams - Calculus AB, Calculus BC, French Language & Culture Computer Science A 8am - 2pm
9am		Grade 6 Court Field Trip - K. McBrien 8:30am - 2:30pm	MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am - 11am
10am		MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am - 11am	
11am			
1pm			KCC-TD Bank visits Mrs. Souza's Class 1:15pm - 2:15pm
2pm			
3pm			KCC-School Council Meeting 3pm - 4pm
4pm		New Mentor Training 3:30pm - 5:30pm	Calmer Choice for School Staff @ KCC Library 4:15pm - 6:15pm
5pm		Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 8pm	
6pm		KCC-CFCE Meeting in main office conference room	MMHS Band & Chorus Concert @ Mashpee Middle High School 6pm - 8pm
7pm		MMHS In Plain Sight Exhibit (Tentative)	

District-Wide Calendar of Events

Wed May 16 – Thu May 17, 2018 (Eastern Time

	Wed 5/16	Thu 5/17
	QS/MMHS - STE MCAS Grade 5 & 8	
8am	MMHS AP Exams - English Language Comp /Italian Language & Culture, Macroeconomics 8am - 2pm MMHS Admitted Students to Cape Cod Community College for placement testing (Kett/Patenaude) 8am - 2pm QS - Harvard Museums of Science and Culture Field Trip 8:30am - 2:30pm Grade 6 Court Field Trip - M. Mannix 8:30am - 2:30pm MMHS Forensics field trip to Barnstable County Correctional Facili MMHS Senior Presentations @ Main Office Conference Room KCC-QS Principal meets with Gr 2 Teach	KCC-Grade One Fied Trip to Boston Museum of Science 7:30am - 4:30pm KCC-QS Principal meets with Gr 2 Teachers-Cog/Cu/Cha 7:30am - 8:30am MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am - 11am MMHS AP Exams - Comparative Government & Politics, World History/Statistics 8am - 2pm
9am		
10am		
11am		
1pm		
2pm	KCC-MMHS Robotic Demonstration in Gym 2pm - 3pm	
3pm		
4pm		
5pm	Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 7pm	Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 7pm MMHS Design & Visual Communications Spring Art Show @ Mashpee Public Library, 64 Steeple St, Mashpee, MA 02649, USA
6pm	In Plain Sight Exhibit at MMHS (Tentative) 6pm - 7pm	QS - Grade 3 Performance 6pm - 7pm
7pm	KCC PTO Meeting and Elections 6:30pm - 7:30pm	MMHS Class of 2018 Scholarship Night @ Mashpee Middle High School - Auditorium 7pm - 8pm

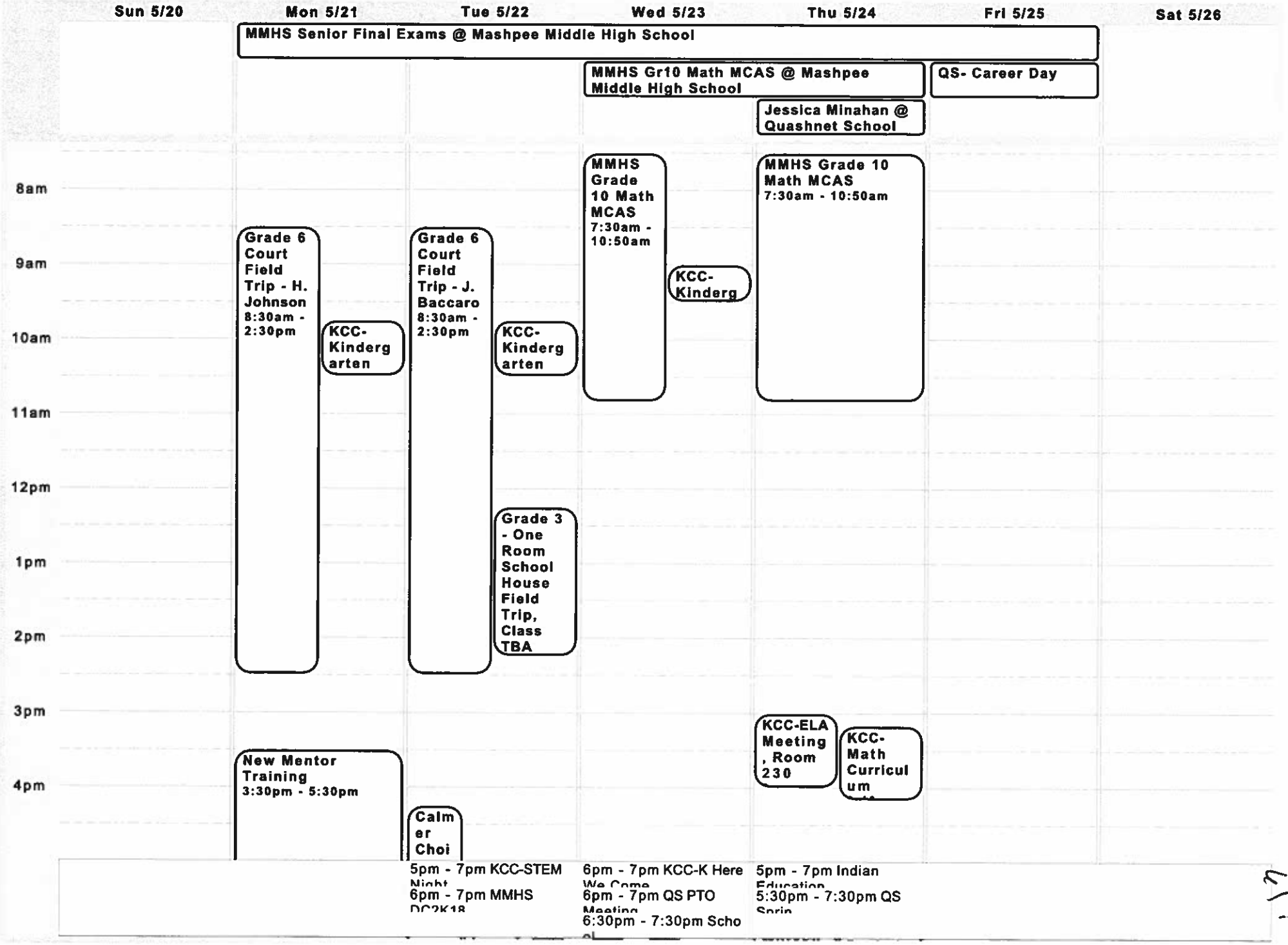
District-Wide Calendar of Events

Fri May 18 – Sat May 19, 2018 (Eastern Time)

	Fri 5/18	Sat 5/19
	MMHS Last Day for Seniors @ Mashpee Middle High School	
	KCC Grade 2 Field Trip to Joint Base	
8am	MMHS AP Exams - Human Geography, Microeconomics/European History, Latin 8am - 2pm	
9am	MMHS Senior Presentations @ Main Office Conference Room/Auditorium 9am - 11am	
10am	KCC-Gr 2 Joint Base Cape Cod and Mashpee Wildlife Refuge Field Trip- Charette, Cogwell, Goulart 9:30am - 2:30pm	KCC-Kindergarten Rehearsal 9:45am - 10:
11am		MMHS students @ Mashpee Public Library to help adults learn about Overdrive/E-books/Kindle Readers @ Mashpee Public Library, 64 Steeple St, Mashpee, MA 02649, USA 10:30am - 11:30am
12pm		
1pm	KCC-Williams PS End of the Year Picnic and Celebration	
2pm		
5pm	Indian Education Cultural Workshop @ E101 - Indian Education Classroom 5pm - 8pm	
6pm		MMHS "Parent Prom" sponsored by Class of 2019 @ Quashnet Valley Country Club, 309 Old Barnstable Rd, Mashpee, MA 02649, USA 6pm - 10pm
7pm		
8pm		
9pm		

District-Wide Calendar of Events

Sun May 20 – Sat May 26, 2018 (Eastern Time)



District-Wide Calendar of Events

Sun May 27 – Tue May 29, 2018 (Eastern Time

Sun 5/27	Mon 5/28	Tue 5/29
	Memorial Day- No School	MMHS Class of 2018 Senior Week @ Mashpee Middle High School

8am

- **MMHS Graduation Rehearsal** 8am - 10:30am

9am

10am

- **MMHS Class of 2018 Senior Week event @ Sky Zone Trampoline Park, 70 Pawtucket Ave, East Providence, RI 02916, USA; Roger Williams Zoo; Providence Place (Dave & Buster's)** 10am - 9:30pm

11am

12pm

- **Grade 3 - One Room School House Field Trip, Class TBA** 12:15pm - 2:15pm

1pm

2pm

3pm

4pm

- **Calmer Choice for School Staff @ KCC Library** 4:15pm - 6:15pm

5pm

- **Title One Night at Mashpee Public Library** 5:30pm - 6:

6pm

9pm