

February 2022

Dear Students and Parents:

I would like to welcome you to the 2022-23 Course Catalog. As I write this introduction we are still in the midst of the pandemic, specifically responding to the surge from the Omicron variant. At MHS, despite the masks, teaching and learning continue to take place and regardless of what September looks like we will continue to strive to create a joyful, engaging educational experience. With that said, it is time to sign up for courses!

This Course Catalog serves as your guide to the many classes that we offer at Mamaroneck High School. While some classes that students take at the High School are state mandated (e.g. Global History) there are other classes where students do have to make choices as to what courses they would like to enroll in. We encourage students to read the catalog in preparation for the scheduling conversation with counselors that will take place in the spring.

Mamaroneck High School has an open admissions policy for A.P. courses and thus it is important that students and parents carefully consider whether a college level class is the right placement at this moment in a student's long academic career. In addition, we strongly encourage students and parents to talk about what is the appropriate course load to ensure that students are challenged but not pushed to a level of anxiety that is unhealthy. The English, Science and Social Studies Departments have created videos in which they explain the courses that are offered in the 11th and 12th grades. These videos will be shown in classrooms sometime in late February and will provide students more guidance on the curriculum.

As always, this catalog serves as a mere introduction to the classes offered at MHS. It is critical that students have conversations with their counselors about their goals and aspirations while at MHS. It is also important that parents understand the pathways that their children are embarking upon, and should there be any questions or concerns the first person to call is the counselor and I am always available to discuss any issue regarding your child's educational and emotional well being.

Sincerely,

Elizabeth Clain
Principal, Mamaroneck High School

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Benina Brisch

AMERICANS WITH DISABILITIES ACT OF 1990 AND SECTION 504 OF THE REHABILITATION ACT OF 1973

It is the policy of the Mamaroneck UFSD to prohibit discrimination and harassment of students with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and Title II. of the Americans with Disabilities Act of 1990. This policy covers school programs, activities, and events. Sponsored personnel, employees and students of the School District shall be given a copy of the District policy and training regarding its terms, procedures, protections and penalties.

STATEMENT OF POLICY

1. No qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the School District, or be subjected to discrimination by the School District.
2. No qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any service, program, or activity conducted by the School District.
3. The School District shall administer services, programs, and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities.
4. The School District shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability unless making the modifications would fundamentally alter the nature of the service, program, or activity.
5. The School District shall not exclude or otherwise deny equal services, programs, or activities to an individual or entity because of the known disability of an individual with whom the individual is known to have a relationship or association.



Gabriela Collins

FROM THE COUNSELING OFFICE

Dear Students and Parents,

We are about to begin the process of selecting courses for the 2022-23 school year. The counseling staff will work closely with you to ensure that our students are placed in the proper courses, and choices are made carefully and thoughtfully..

Students meet with counselors each spring with regard to their course selection for next year. Students are asked to consult with their current teachers to be sure choices are appropriate.

It is the expectation at Mamaroneck High School that all students will be fully scheduled with six to seven courses, including Physical Education.

Class-to-class transfers:

- 1. In cases where a student transfers from one section of a course to another section of the identical course (same course code) with a different teacher, the student’s final grade will be a combination of grades earned in both sections.
- 2. In cases where a student transfers from one course to another course with a different course code, the students final grade will be determined by the grades earned in the course that appears on the students transcript. The deadline for this change, in most cases, is the end of the first marking period.

As always, counselors are available to answer questions and assist you.

Cathy Quackenbush, Counseling Coordinator	220-3125
Rob Adams	220-3123
Jennifer Lichtman	220-3132
Greg Cuddy.....	220-3130
Marsha Genwright.....	220-3136
Ashley Martinez.....	220-3133
Laura Kearon.....	220-3126
Lainie Lichtenstein	220-3131
Rob Schwartz.....	220-3127
Laura Petersen.....	220-3039

Sincerely,
Cathy Quackenbush
Counseling Coordinator

CREDITS & GRADUATION REQUIREMENTS

Minimum number of credits needed for a Mamaroneck High School Diploma:

1 credit equals a full year of course work
1/2 credit equals a half year (one semester) course

ENGLISH.....	4
SOCIAL STUDIES.....	4
MATHEMATICS.....	3
SCIENCE	3
ART and/or MUSIC.....	1
WORLD LANGUAGE.....	1
PHYSICAL EDUCATION.....	2
HEALTH.....	1/2
ELECTIVES.....	3 1/2
TOTAL.....	22

And the successful performance on the following State Regents examinations:

English, Global History, U.S. History, Math, Science

**Earth Science in 8th grade counts as one credit towards the Science requirement.

**1 credit of Art and/or Music must be taken in any year prior to graduation.
Alternate courses that satisfy these requirements are noted throughout this catalog.

IT IS THE EXPECTATION AT MAMARONECK HIGH SCHOOL THAT ALL STUDENTS WILL BE FULLY SCHEDULED WITH SIX TO SEVEN COURSES, INCLUDING PHYSICAL EDUCATION.

ENGLISH

English at Mamaroneck High School is a four-year program. The English Regents, a graduation requirement, is given at the end of tenth grade. In grades 9-12 the department provides students with regular and varied opportunities to read, to write, to think critically, to listen, and to speak. English teachers recognize the recursive nature of language arts development across the continuum from the elementary grades through the senior year in high school. Students in every grade, for example, write expository essays; however, the complexity of these essays and the expectations for student performance increase as one progresses from the ninth grade to the twelfth grade. While there are common elements across grade levels, instruction within classes is adapted to meet the developmental needs of students as they work to achieve excellence in English.

NINTH GRADE PROGRAM

In their transition to high school English, ninth graders will explore the power of storytelling. We start off the year with our Facing History and Ourselves unit, reading personal stories from visionary writers, who encourage us to stand up to bigotry and hate. Whether they are examining ancient epics (The Odyssey), Grimm’s fairy tales, or contemporary coming-of-age stories, students will learn the basics of text-analysis, persuasive arguments, and creative writing. All ninth graders will read Shakespeare’s Romeo and Juliet, Life of Pi, and narrative non-fictional accounts of immigrants and refugees coming to America. Vibrant and up-to-date classroom libraries provide students with hundreds of choices for their independent reading. The culminating writing project is a self-designed research paper.

TENTH GRADE PROGRAM

Who am I? Sophomores will explore the vastness of identity, contemplating how internal and external forces shape who we are and who we can become. In Forms of Literature and Writing (aka English 10), students study a wide range of literature, including short stories, poetry, essays, fiction, non-fiction, film, and drama. All tenth graders will read Night and Macbeth. The extensive curriculum includes works by Alice Walker, John Steinbeck, Ray Bradbury, Eudora Welty, Margaret Atwood, Moises Kaufman, Jason Reynolds, Barbara Kingsolver, Toni Morrison, and George Orwell. Students will engage in deep discussion and writing around these whole-class texts, join thematically organized book groups, and read from a rich selection of independent reading titles. They will further hone their writing skills through varied and purposeful assignments: essays, editorials, memoirs, creative writing, and research-driven texts. Students will take the English Regents at the end of the year.



Victoria Spano

ELEVENTH AND TWELFTH GRADE PROGRAM

Juniors and Seniors have the choice of taking a full-year course or two half-year courses from the following:

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

FULL YEAR - 1 CREDIT

AP English Language and Composition is a college level course that helps students become skilled readers and writers through engagement with multiple forms of predominantly non-fiction texts, including narratives, research, speeches, analytical and argumentative essays. Texts are chosen from ancient civilizations all the way up to modern prose. As students read, they'll pay attention to the author's purpose, the intended audience, and how the two are tied together through language. Students will strive to strengthen the effectiveness of their writing through close reading and frequent practice, applying rhetorical strategies and incorporating information from multiple sources. The Advanced Placement English exam is required at the end of the course.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

FULL YEAR – 1 CREDIT

Advanced Placement English provides college-level work in both reading and writing. The course follows the genre approach, and students are expected to read in depth such works as The Age of Innocence, The Sun Also Rises, Mrs. Dalloway, Heart of Darkness and King Lear. Students are expected to write on an advanced level and to analyze and critically evaluate the readings in well-organized, coherent compositions. The Advanced Placement English exam is required at the end of the course.

THE ART OF FILM

HALF YEAR – 1/2 CREDIT

This course will explore the unique nature of narrative through the medium of film. The course will be organized around famous American directors and how these directors “tell” their stories. Students will analyze films such as Citizen Kane, The Godfather, No Country for Old Men and Psycho, and how the directors of these films convey thematic content, character and plot development, and narrative point of view. In addition, students will have the opportunity to view a variety of genres of film, and study how directors translate the written word (in screenplays and novels) to the visual. Students will read novels and critical articles and write both creatively and analytically in this course. Please note that the course includes current Academy Award directors such as Spielberg, Scorsese, Spike Lee, etc. and therefore, on occasion, uses clips from R rated films.

COLLEGE JOURNALISM 1: MEDIA LITERACY

HALF YEAR – 1/2 CREDIT; 3 COLLEGE CREDITS–SUNY ALBANY

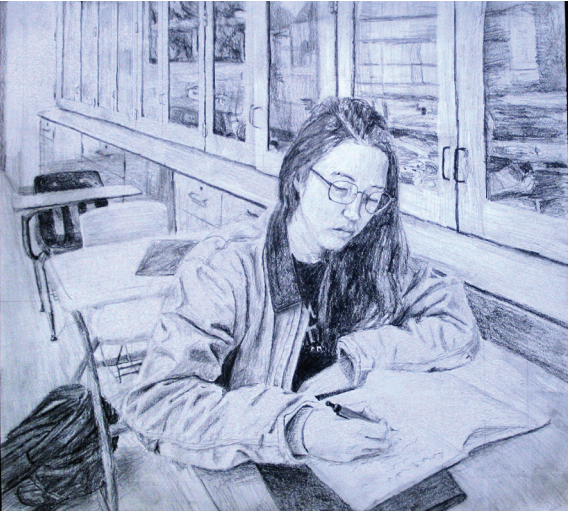
The first semester of year one is a deep study of the historical and civic necessity for Journalism in our world. The students will evaluate and research how the media landscape has shifted/changed over the last fifty years. They will also examine questions as to how the media will continue to change as technology itself grows. Each unit of study is tied to readings in Journalism textbooks and the press. The class will be structured in a seminar format, where readings will be questioned and discussed in great detail to debate the major philosophical questions Journalists are wrestling with every day. Further, this course would strive to provide a practical understanding of what news outlets should be trusted as part of a balanced media diet.

COLLEGE JOURNALISM 2: INTRO TO RADIO REPORTING AND PODCASTING

(NOTE: STUDENTS MUST TAKE COLLEGE JOURNALISM 1 BEFORE JOURNALISM 2)

HALF YEAR – 1/2 CREDIT; 3 COLLEGE CREDITS–SUNY ALBANY

This course is a focus on authentic radio reporting. Students will have the chance to put their media training to work and create their own introductory radio stories to hopefully be published on our show, “Discourse” on itunes. Throughout the semester, students will develop a sound portfolio based upon different story genres. This course gives students the tools needed to launch their own highly produced narrative podcast. Skills include: gathering audio, interviewing preparation, and sound mixing. Through listening sessions, we will break down how radio producers construct stories centered around clips from interviews they gathered. Students will also be trained on professional grade radio equipment and editing software, and learn how to operate a recording studio.



Lain Brewer

CLASSIC SCIENCE FICTION & CONTEMPORARY CULTURE

HALF YEAR – 1/2 CREDIT

In this course students will investigate how science fiction often becomes science fact. They will read works such as: Fahrenheit 451 by Ray Bradbury, Frankenstein by Mary Shelley, and The Handmaid’s Tale by Margaret Atwood. Films such as Do Androids Dream of Electric Sheep/Blade Runner and TV shows such as Lost will also inspire our discussions. This study will help us to see that so much of what we see around us was envisioned by writers long ago.

SOCIAL JUSTICE

HALF YEAR - 1/2 CREDIT

Resist! Explorations of Power, Oppression, and Justice
In this half year course, students will learn about the history of social justice movements in the United States and explore their purpose, meaning, and efficacy through a variety of texts, including literature, film, journalism, music, and art. Students will also explore the intersections of their own identities through reading and writing, and consider what it means to hold these identities in our world, and what actions they can take to make the world more just. Learning will be demonstrated through a variety of methods, including critical analysis, creative writing, personal reflection, discussion, and visual expression. Topics include the Black Lives Matter movement, the LGBTQ+ rights movement, climate justice, immigration rights, and anti-racism.



Juliet Kaplan



Anna Robarts

PSYCHOLOGY AND LITERATURE

HALF YEAR – 1/2 CREDIT

This course is a unique combination of studying contemporary literature through the lens of Freudian psychoanalysis in particular and psychology in general. Whether one thinks Sigmund Freud (1856-1939) is right, wrong, or somewhere in between, he raises provocative questions. The major topics are dream theory, personality, and therapy. In each unit, students will consider how Freud’s ideas relate to them personally and how his theories can offer a lens into reading modern fiction. Students will write in a range of styles, including polished formal responses, creative work, and personal reflections.

COLLEGE COMPOSITION

HALF YEAR – 1/2 CREDIT 3 COLLEGE CREDITS - IONA COLLEGE

This one-semester course, offered under the auspices of Iona College and taught by Mamaroneck teachers, is designed to help students master the process of writing mature, well-crafted expository essays for a variety of purposes and audiences. The curriculum for this course is the same one students would follow in a college composition course, and the expectations for the work produced are high. Students will study and write personal essays, position papers, research papers, and more.

Those who desire three credits from Iona must pay a \$300 registration fee to Iona and successfully complete the course. Students do not have to register for the college credit; students can pursue solely high school credit and an outstanding preparation for college writing demands.

CREATIVE WRITING

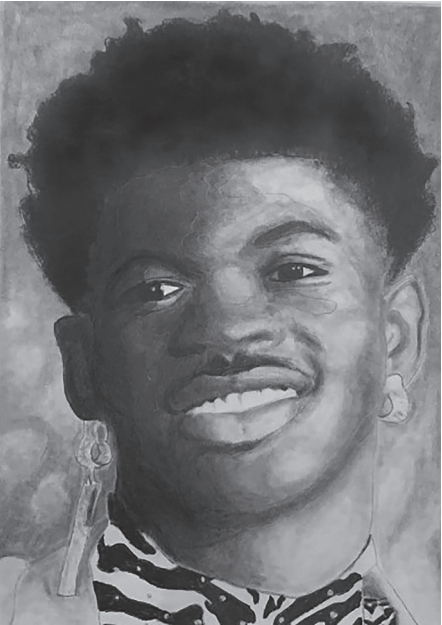
HALF YEAR – 1/2 CREDIT

All writing is creative, so what is different about this course? Students will experiment with new forms, and will pursue artistry in language use. Short stories, poetry, personal essays, and journals will constitute the majority of the written work, and students will write daily, either in class or at home. They will also share work through peer reviewing. Focused free writing, drafting, and revising will be regular class activities. Great writers also are voracious and critical readers. Therefore, students will be reading many varied selections—with an emphasis on short stories and poetry by modern and contemporary writers. Students will also read works about writing and being a writer by authors such as Stephen King, Ted Kooser, and Ann Lamott.

VOICES AROUND THE WORLD

HALF YEAR - 1/2 CREDIT

In this course, students explore the challenges of maintaining one’s own cultural Identity in the United States through a wide array of multicultural texts. Given the length of the course, compared to the number of cultural identities currently present in the United States, student choice is a major aspect of this elective. Students select 3 main literary works they wish to focus on from 3 different cultural identities. The shared reading amongst students is based on relevant informational texts and/or media.



Nicholas McDonald

ADVENTURE LIT.

HALF YEAR - 1/2 CREDIT

In this new course, we will examine the human need and desire to explore, take risks, and step into the unknown. What are we seeking? Thrills? Escape? Survival? A new lease on life? We'll read, watch, and live vicariously through classic adventure stories, death-defying documentaries, unusual road trips, and journalistic accounts of bravery (and hubris!). Through books, short stories, movies, articles, and podcasts, we'll meet adventurers who are breaking new ground—as well as gender and racial barriers. Writing projects will allow for creative responses and reportage, and, for book groups, you



Lily Margoshes

ENGLISH LANGUAGE LEARNERS

Mamaroneck High School and the English Language Learners program welcomes students from around the world. The program will help students learn English, succeed in their classes and become a part of the Mamaroneck High School community.

ENGLISH LANGUAGE LEARNERS BEGINNING

FULL YEAR – 1 CREDIT

In this course students will learn to communicate in useful conversations for academic and social situations. Students will begin to read and write stories based on common themes and experiences all people encounter in the world. Students will learn grammar, vocabulary, pronunciation and sentence structure through a variety of material.

ENGLISH LANGUAGE LEARNERS INTERMEDIATE

FULL YEAR – 1 CREDIT

In this course students will continue with conversational skills; however, there will be more emphasis on reading and writing. Students will read a variety of literature and write more extensively on topics related to literature. Students will learn grammar, vocabulary, pronunciation and sentence structure through the context of all the material presented.

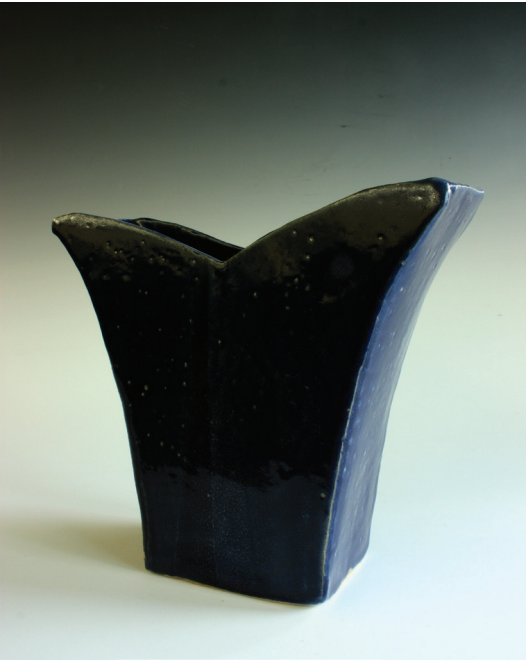


Layla Alvarez

ENGLISH LANGUAGE LEARNERS ADVANCED

FULL YEAR – 1 CREDIT

In this course students will be preparing for the New York State English Regents exam. Students will read fiction, non-fiction, poetry and plays. Students will practice writing different types of essays. Through exposure to literature, students will learn more advanced grammar and vocabulary.



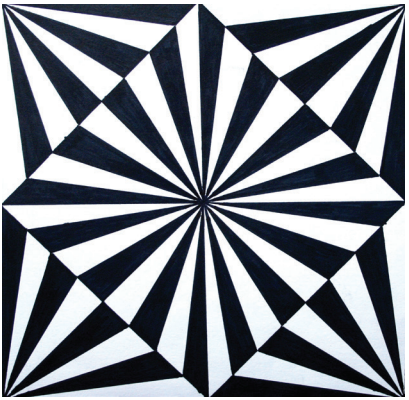
Leah Pino

MATHEMATICS

The New York State requirement for graduation is a minimum of three (3) math credits. However, all students are encouraged to take four years of math. The department offers a four (4) - year program ranging from a Common Core Algebra I to Advanced Placement Calculus. All of the concepts in the mathematics curriculum combine the use of various forms of technology with standard analytical techniques. Students entering MHS are required to earn a passing grade on one of the Regents exams in order to obtain a diploma for graduation.

The Common Core State Standards (CCSS) for Mathematics are organized by conceptual category; Number and Quantity, Algebra, Functions, Geometry, Modeling and Probability and Statistics. The Mathematical Practice Standards apply throughout each course and, together with the New York State Common Core State Standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The Common Core Standards for Mathematical Practice are as follows:

1. Attend to 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 and express regularity in repeated reasoning.



Hector Gonzales

The mathematics curriculum at MHS is designed to develop accurate, efficient, and flexible problems solvers by providing authentic and rigorous problem solving opportunities.

ALGEBRA I.

FULL YEAR – 1 CREDIT

In this course, students will follow New York State Common Core Curriculum for Algebra 1. The course content includes the study of algebraic expressions; linear equations and inequalities in one and two variables; solving systems of equations graphically and analytically; piecewise and absolute value functions; polynomials and polynomial arithmetic; modeling with polynomial and exponential functions; and presenting and interpreting categorical and quantitative data. This course culminates in a New York State Regents Examination.

GEOMETRY

FULL YEAR – 1 CREDIT - PREREQUISITE: ALGEBRA I.

In this course, students will follow New York State Common Core Curriculum for Geometry. The course content includes the study of geometric relationships through constructions; triangle congruence theorems and rigid motions; transformations on the plane and the coordinate plane; ratios and proportions; similarity; right triangle trigonometry; coordinate geometry; polygon and circle theorems; area and volume; and geometric modeling. This course culminates in a New York State Regents Examination.

GEOMETRY X

FULL YEAR – 1 CREDIT - PREREQUISITE: ALGEBRA I.

This course is designed for students who need reinforcement in the analytical processes and algebraic manipulations involved in the study of geometry. Students in this course will apply and adapt a variety of strategies and algorithms to solve problems. The course content includes the study of geometric relationships through constructions; properties of parallel lines, triangles, and polygons; rigid motions and congruence theorems; right triangle trigonometry; coordinate geometry; area and volume; and circle theorems.

GEOMETRY HONORS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION AND MASTERY OF ALGEBRA 1 COURSE.

In this course, students will follow the New York State Common Core Curriculum for Geometry including the Geometry Plus Standards and be enriched by select advanced topics in mathematics. This course emphasizes the study of formal proofs and theoretical aspects and applications of geometry. This course culminates in a New York State Regents

INTERMEDIATE ALGEBRA

FULL YEAR – 1 CREDIT
PREREQUISITE: GEOMETRY X OR GEOMETRY COURSES

This course is designed for students who need reinforcement in the analytical processes and algebraic manipulations involved in the study of advanced algebra. Students in this course will apply and adapt a variety of strategies and algorithms to solve problems. The course content includes the study of both algebraic and graphic expressions, equations, and inequalities, including: linear, quadratic, rational, radical, and systems of; the real and complex number system; functions including: linear, polynomial, absolute value, exponential, compositions and transformations of; polynomial arithmetic; algebraic fractions; the sum, product, and nature of the roots of a quadratic; properties of exponents and logarithms; conics.

TRIGONOMETRY

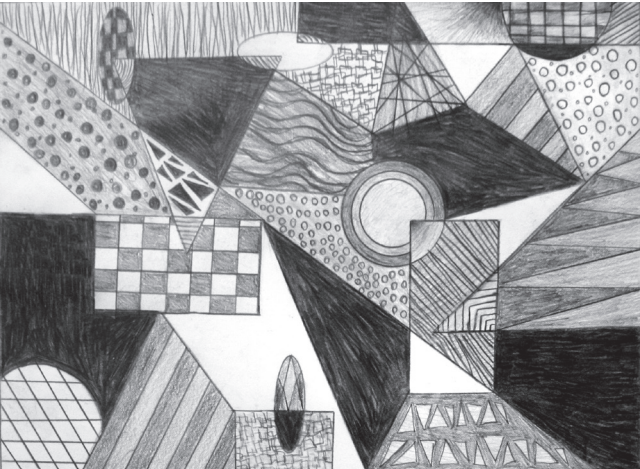
FULL YEAR – 1 CREDIT
PREREQUISITE: INTERMEDIATE ALGEBRA

This course is designed for students who need reinforcement in the analytical processes and algebraic manipulations involved in the study of trigonometry. Students in Trigonometry will apply and adapt a variety of strategies and algorithms to solve problems. The course content includes the study of right triangle trigonometry; the unit circle; trigonometric functions and their reciprocals; the graphs and transformations of trigonometric functions; real world applications; and Pythagorean identities.

ALGEBRA II. HONORS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION AND MASTERY OF THE INTEGRATED GEOMETRY HONORS OR INTEGRATED GEOMETRY* COURSE.

In this course, students will follow a modified New York State Common Core Curriculum for Algebra 2, however, it is enriched by the Algebra 2 Plus Standards and select topics from the Pre-Calculus Curriculum such as the Fundamental Theorem of Algebra and end behavior models. This course emphasizes critical thinking and problem solving skills.



Emma Freeman



Ema Sapunxhiu

ALGEBRA II.

FULL YEAR – 1 CREDIT
PREREQUISITE: GEOMETRY OR GEOMETRY HONORS

In this course, students will follow a modified New York State Common Core Curriculum for Algebra 2. The course content includes the study of the real and complex number systems; the structure of expressions; arithmetic of polynomial and rational expressions; quadratic equations and inequalities; linear equations in three variables; modeling with polynomial and exponential functions; logarithmic functions and equations; trigonometric functions and identities; the unit circle; making inferences and justifying conclusions from observational studies; and conditional probability.

COLLEGE MATHEMATICS

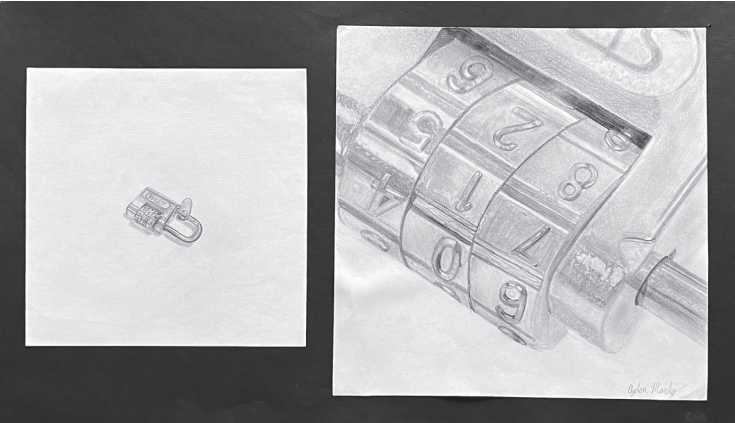
FULL YEAR – 1 CREDIT
PREREQUISITE: INTERMEDIATE ALGEBRA AND TRIGONOMETRY OR ALGEBRA 2

This course includes a variety of topics, each of which has some functionality to serve a real world need or apply to a profession. There are units pulled from college business courses, finance courses, urban management, and even philosophy (as in the case with the logic unit), in addition to a strong focus later on probability and statistics.

PRE-CALCULUS

FULL YEAR – 1 CREDIT
PREREQUISITE: ALGEBRA 2, ALGEBRA 2 HONORS OR TRIGONOMETRY COURSES*

This course is designed for students who are motivated and wish to take AP Calculus AB or prepare themselves for calculus in college. Students in Pre-Calculus will solve problems using a “Rule of Four,” which emphasizes graphical, numerical, verbal and analytical methods. The course content includes the study of rational functions, polynomial, absolute value, logarithmic, and exponential functions; the Fundamental Theorem of Algebra; the polar coordinate system; conic sections and their equations; matrices and their applications; statistics and probability; and an introduction to limits and derivatives.



Ayden Manley

PRE-CALCULUS HONORS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION AND MASTERY OF THE ALGEBRA 2 HONORS OR ALGEBRA 2* COURSE.

This course is designed for students who are highly motivated and wish to take AP Calculus BC. The course competes Mamaroneck HS curriculum for Pre-Calculus and is enriched by study of sequences and series; polar graphing; proof through mathematical induction; parametric equations; partial fractions; in addition to completing an entire semester of AP Calculus, including a comprehensive study of limits and differentiation. This course emphasizes critical thinking and theoretical

CALCULUS

FULL YEAR – 1 CREDIT
PREREQUISITE: PRE-CALCULUS OR PRE-CALCULUS HONORS

This course is designed to serve as an introductory course in single-variable differential and integral calculus. The course will emphasize the use of hands-on activities and real-world applications of calculus. The course content includes the study of limits; derivatives; applications of derivatives; integrals; applications of integrals; the fundamental theorem of calculus; antidifferentiation; and applications of antidifferentiation.

ADVANCED PLACEMENT CALCULUS AB

FULL YEAR – 1 CREDIT
PREREQUISITE: PRE-CALCULUS OR PRE-CALCULUS HONORS

This course covers the curriculum designed by the College Board AP. It is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems. AP Calculus AB is an in-depth study of single-variable differential and integral calculus. Students will solve problems using a “Rule of Four,” which emphasizes graphical, numerical, verbal and analytical methods. The course content includes the study of limits; derivatives; applications of derivatives; integrals; applications of integrals; the fundamental theorem of calculus; antidifferentiation; applications of antidifferentiation; separable differential equations and slope fields. This course requires a commitment to mathematics. Students may earn college credit in addition to course credit upon successful completion of the Advanced Placement examination, administered in May, which is a requirement of the course.

ADVANCED PLACEMENT BC CALCULUS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION AND MASTERY OF THE PRE-CALCULUS HONORS OR PRE-CALCULUS* COURSE.

This course covers the curriculum designed by the College Board. It is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems. AP Calculus BC is an in-depth study of single-variable differential and integral calculus. Students will solve problems using a “Rule of Four,” which emphasizes graphical, numerical, verbal and analytical methods. The course content includes the study of limits; derivatives and derivatives of parametric, polar, and vector functions; applications of derivatives; integrals and improper integrals; applications of integrals; the fundamental theorem of calculus; antidifferentiation; applications of antidifferentiation; separable differential equations; polynomial approximations and series. This course requires a serious commitment to mathematics. Students may earn college credit in addition to course credit upon successful completion of the Advanced Placement examination, administered in May, which is a requirement of the course.

*Students wishing to enroll in an Honors or AP-level course from a Regents-level course will be expected to familiarize themselves with topics that were covered in the previous honors course.

AP STATISTICS

Full year – 1 credit
Prerequisite: Successful completion of the Algebra 2 or Algebra 2 Honors course.

This course covers the curriculum designed by the College Board. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. This course requires a serious commitment to mathematics. Students may earn college credit in addition to course credit upon successful completion of the Advanced Placement examination, administered in May, which is a requirement of the course.

Computer Science

EXPLORING COMPUTER SCIENCE

FULL YEAR – 1 CREDIT

Exploring computer science is designed to introduce students to the breadth of the field of computer science. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing. The goal of this course is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant in their day-to-day life. The course content includes an overview of computer hardware, computer programming, web development, cybersecurity and mobile app development.
Link to watch Computer Science video:
https://www.youtube.com/watch?v=tMG8hQ_qXi4&feature=youtu.be

INTRODUCTION TO JAVA PROGRAMMING

FULL YEAR – 1 CREDIT
PREREQUISITE: EXPLORING COMPUTER SCIENCE, GEOMETRY / GEOMERY HONORS OR INSTRUCTOR APPROVAL

This course provides a foundation in functional programming using Java. This course is primarily a programming course, but the focus is on the problem solving techniques common in computer science. Students are expected to know the foundations of computing taught in Exploring Computer Science (ECS). It is recommended that students take ECS prior to taking this course to build solid foundations in computational thinking. This course is no different than learning a new language (ex. Spanish, Italian, French, etc.) and in order to “speak” it fluently, students must practice it every day on the online student portal. This course covers half of the AP computer science curriculum and is a college-level course with frequent assessments. This course does not cover Object-Oriented Programming.

ADVANCED JAVA PROGRAMMING -AP COMPUTER SCIENCE

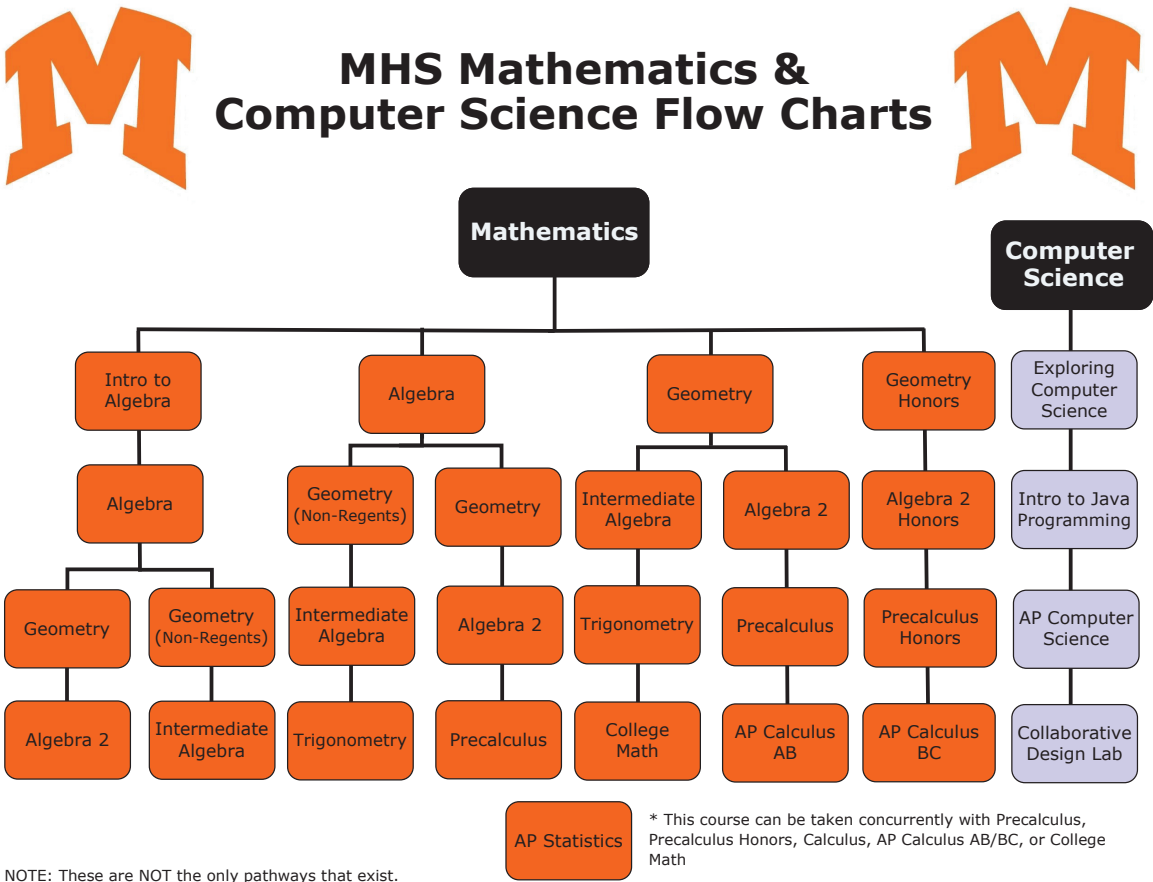
FULL YEAR – 1 CREDIT
PREREQUISITE: ALGEBRA 2 AND INTRO TO JAVA PROGRAMMING

This is not an introductory course in programming. For introductory courses, please check Exploring Computer Science or Introduction to Java Programming. This is a fast paced college level course in computer science. Students must demonstrate understanding of the fundamentals of Java programming covered in Introduction to Java Programming in order to be successful in this course. This course continues where Introduction to Java Programming ends. Students will be given a diagnostic test at the start of the course to check their proficiency in Java programming. The programs written in this course need to be understandable, adaptable, scalable and, when appropriate, reusable. This course covers other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and their typical applications, and the use of logic and formal methods.

COLLABORATIVE DESIGN LAB

FULL YEAR – 1 CREDIT - PREREQUISITE: AP COMPUTER SCIENCE (SCORE OF 3 OR HIGHER)

This course is designed to simulate an operational design/ media firm that enables individual and collaborative work. This program is tailored for students interested in further developing their professional skills in design thinking, problem solving and coding - from designing and implementing solutions that involve researching appropriate platforms to selecting/learning appropriate programming language(s) to solve problems. Students taking this course from a computer science perspective will work with design students and engineering students on each project. Computer science students will work with design students on human-centered design, environmental, product, web, package design and global branding strategies. Computer science students will work with engineering students in identifying appropriate technological platform for the projects to come alive. This course involves a variety of processes including: collaborative group work, think tank brainstorming, research, hands-on labs, and design analysis. Project work is constructed to bridge together multiple disciplines, thereby creating connections between Science, Technology, Engineering, Mathematics, and Art topics. A main goal of the program is to experience a real world collaborative setting, interacting and problem solving with peers and professionals.



SCIENCE

Students are required by the State of New York to take three years of Science and pass one Regents exam. All students take the Regents exam in Living Environment (Biology). The Regents Chemistry exam is given to students in Regents Chemistry in the sophomore year. The members of the Science Department endeavor to help all students improve their abilities to see and understand the biological and physical worlds in which they live. By encouraging students to use scientific techniques, both in the laboratory and on the written page, we foster analytic and critical thinking skills. We hope that this “Science Experience” will help prepare the students for the challenges of their continuing education and to become informed citizens of the twenty-first century.

GRADE 8

REGENTS
EARTH SCIENCE

GRADE 9

REGENTS
BIOLOGY

GRADE 10

REGENTS
CHEMISTRY

APPLIED
CHEMISTRY

GRADE 11

PHYSICS OR
AP PHYSICS 1

CONCEPTUAL
PHYSICS

GRADE 12

AP
SCIENCES

ELECTIVES

REGENTS LIVING ENVIRONMENT

FULL YEAR – 1 CREDIT

The course emphasizes an in depth understanding of major concepts rather than memorization of science facts. Key topics covered include: Characteristics of Living Systems, Human Structure and Function, Genetics and Mechanism of Inheritance, Genetic Engineering, Variation Adaptation Evolution, Reproduction and Development, Energy Pathways, Disease and Homeostasis, Interdependence, Biotic and Abiotic Interactions, and Technology and the Environment.

APPLIED CHEMISTRY

FULL YEAR – 1 CREDIT

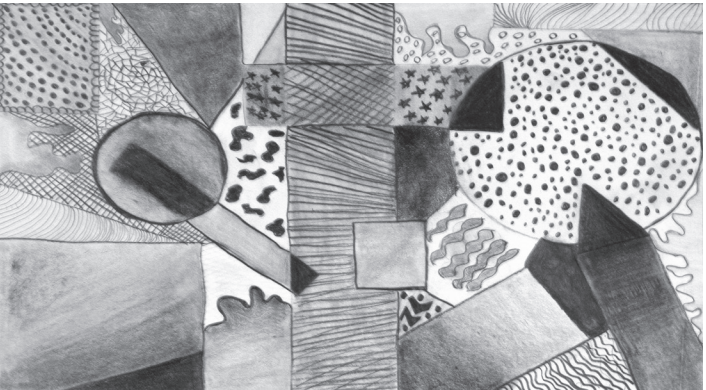
PREREQUISITE: PASSING GRADE IN BIOLOGY & A PASSING GRADE ON EARTH SCIENCE OR BIOLOGY REGENTS EXAM

This is an exciting non-Regents chemistry course that focuses on applying the concepts of chemistry to everyday life. Through laboratory investigations, discussions, demonstrations, and other related activities, you will be introduced to relevant and topical issues such as the chemistry behind common everyday phenomena.

REGENTS CHEMISTRY

FULL YEAR – 1 CREDIT

The course emphasizes an in depth understanding of major concepts rather than memorization of science facts. Key topics covered include: Atomic Concepts, Periodic Table, Moles/ Stoichiometry, Bonding, Physical Behavior of Matter, Kinetics/ Equilibrium, Organic Chemistry, Oxidation-Reduction, Acids, Bases and Salts, and Nuclear Chemistry. Historical content, the scientific method, uncertainty in measurement, significant figures and SI units are included in the introduction of the core.



Ali Maresca



Moir Ford

CONCEPTUAL PHYSICS

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE IN BIOLOGY & A PASSING GRADE ON EARTH SCIENCE OR BIOLOGY REGENTS EXAM

You will explore the principles of physics underlying the world in which you live by studying concepts and their applications, rather than focusing on mathematical problem solving. You master the course material by reading a text, doing homework and experiments, presentations and taking tests.

PHYSICS

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE ON BIOLOGY & CHEMISTRY REGENTS EXAM

This course is a comprehensive survey of the fundamental concepts of physics. This course is designed to foster the development of critical thinking skills. Typically, four classes per week will be devoted to lecture and problem solving. One or two classes per week are devoted to performing laboratory activities. The goal in the laboratory is to explore and, whenever possible, validate the laws and concepts learned in theory.

ADVANCED PLACEMENT PHYSICS 1

FULL YEAR – 1 CREDIT

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as: Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

ADVANCED PLACEMENT PHYSICS C
(COVERS BOTH MECHANICS & ELECTRICITY AND MAGNETISM)

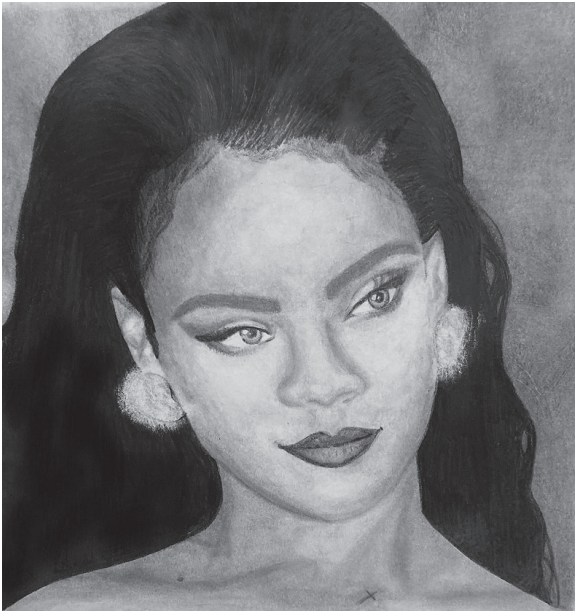
FULL YEAR – 1 CREDIT

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

Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.



Sophia Velazco



Jessica Bowman

ADVANCED PLACEMENT BIOLOGY

FULL YEAR – 1 CREDIT

AP Biology is the equivalent of two semesters of introductory college-level biology. Students cultivate their understanding of biology as they explore evolution, cellular processes, genetics, and ecology, as well as statistics and analysis of experimental data. The class delves deeply into cellular biochemistry and does not cover any body systems. There will also be a field trip to the world renowned Cold Spring Harbor to experience cutting edge DNA technology. This course requires a strong understanding of Regents Chemistry and analytical skills.

ADVANCED PLACEMENT CHEMISTRY

FULL YEAR – 1 CREDIT

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces, and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

FULL YEAR – 1 CREDIT

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate

INTRODUCTION TO SCIENCE RESEARCH

EXTRACURRICULAR - NO CREDIT

**ADMISSION TO THIS PROGRAM IS BY PERMISSION OF SCIENCE TEACHERS

This extracurricular program consists of two ten-week modules during which you will meet twice a week before school. Students will learn research techniques and engage in short investigations during which they will gain experience in experimental design and the analysis of data. They will begin to identify a field of research to be carried out in the Original Research program.

ORIGINAL SCIENCE RESEARCH 1, 2, 3

THREE YEAR PROGRAM - 1 CREDIT EACH YEAR

PREREQUISITE: INTRO TO SCIENCE RESEARCH

Original Science Research is a three-year elective course. In the class, students choose an area of science and conduct a research project, often in collaboration with a professional mentor. Students learn valuable research, organizational, and presentation skills. Additionally, many students enter their work in research competitions.

COURSE OVERVIEW

GRADE 9:

- Students interested in OSR must participate in **Introduction to Research**
- Introduction to Research is a non-credit class that meets before school
- Students learn basics of the scientific method, how to read scientific papers, and begin selecting topics for their research.
- Interested students and their parents attend an informational meeting in mid-October (date TBA), and classes start in late October.

GRADE 10:

- Students narrow their area of interest and read textbooks and scientific journal articles to become “experts” in their field.
- Students identify researchers who can serve as potential mentors and approach these professionals about working with them.
- During the school year or over the summer, students begin designing a research plan with the mentor.
- Most students work on their projects during the summer.
- Many students enter their projects in research competitions junior and senior years.

Science Electives

GRADE 11:

- Students who have completed projects/collected data work on research papers and posters to enter into research competitions.
- Many students return to the laboratory during the summer following junior year.
- Students must finish their research by the beginning of Senior year.

GRADE 12:

- Students finish any remaining work on their research project.
- Seniors write a research paper and create a poster for research competitions.

VERTEBRATE ANATOMY & PHYSIOLOGY

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE ON BIOLOGY REGENTS EXAM

This laboratory course is designed for the study of the bodily structures and functions and their dependence on each other. The emphasis will be on the human body, although the study will apply to all vertebrates. Lectures will be combined with experiments, dissections and films. The fetal pig will be a principal dissection, examining systems within the specimen. Anatomical and physiological relationships to the human will be emphasized. *Seniors have first priority for this course.

FORENSICS/BIOETHICS

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE ON BIOLOGY, CHEMISTRY & PHYSICS

In this course we will explore the science behind investigation, forensics, and how different types of evidence have played key roles in real life cases. We will explore the psychology behind observation, the advent of DNA matching and its effect on current and past cases, the use of trace evidence to indicate contact between victims and possible suspects, and a variety of other types of evidence and the scientific techniques that allow them to be analyzed. This class will place an emphasis on hands-on laboratory activities, discussion, and group work. time will be utilized for lectures, labs, and occasionally guest speakers. *Open to seniors only.

Twelfth Grade - Half Year Courses - 1/2 Credit



Joseph Jones

SYRACUSE UNIVERSITY PROJECT ADVANCED SOCIOLOGY

THE SOCIAL CONSTRUCTION OF SELF AND SOCIETY: INTRO TO SOCIOLOGY (3 COLLEGE CREDITS - \$330.00)

This course introduces students to the discipline of Sociology. It is a skills-based course that utilizes primary and secondary source materials drawn from recent professional social science journals and books. Students will examine the Sociological perspective and Social Research methods; Culture, Groups, and Social Structure; Self and Identity; Social Inequalities: Race, Class, and Gender; and Social Change. It is a writing intensive class with a research paper, synthesis papers, and short summaries of readings. Movies and documentaries are used throughout the course to reinforce some of the major themes.

CURRENT ISSUES IN GOVERNMENT & LAW

Participation in government and in our communities is fundamental to the success of American democracy. Using local, national and international current issues as a starting point, students will make connections to the various ways citizens engage in civic activity. With a solid background in the fundamentals of American democracy -- including the rights and responsibilities of citizens and their role in shaping public policy -- this course encourages students to become active leaders in their school and community. Their enhanced understanding of legal and legislative institutions will also prepare them to begin their lives as active citizens.

ECONOMICS AND PERSONAL FINANCE

Economics and Personal Finance is an introductory course focusing on the basic principles of Micro and Macroeconomics. Through various avenues (documentary and feature films, current events and simulation activities) students will learn about basic economic principles as they apply to real-life situations. Topics will include a detailed understanding of supply and demand, common economic indicators, and the basics of monetary and fiscal policy. Of equal importance, students will begin to examine their individual responsibility for managing their own personal finances (savings and checking accounts, interest rates, use of credit cards, student loans, personal budgets). Through this mixture of theory and practical know- how, this course encourages students to become independent and thoughtful players in the American free-market system as well as informed voters.

WORLD LANGUAGES

World language at Mamaroneck High School is offered on five levels, with many students studying language all four years. All students are required to have one year of study in another language to meet graduation requirements. The members of the World Language Department are proud to offer intensive study in three languages: Spanish, French and Chinese. By developing proficiency in world languages, students begin to have a deeper understanding of the customs, culture and history of other people. Students' sensitivity and awareness of their language and culture is enhanced by this exposure. Students will gain valuable skills that could benefit them in their future endeavors in higher education and/or a career: the ability to communicate and make connections to our multilingual population at home and abroad.

In anticipation of the New York State Second Language graduation requirement, students should complete the mandatory one-year of a world language by the end of the ninth grade.

Spanish

SPANISH 1
FULL YEAR – 1 CREDIT

This is an introductory course in which students will develop a basic understanding of the Spanish language. Students will learn to communicate about aspects of everyday life. Speaking and listening skills are stressed, so class participation counts! Also, students will learn basic concepts of grammar for simple writing tasks and understanding written Spanish. Most importantly, students will be presented with a variety of cultural experiences that will provide insight and appreciation of the Spanish-speaking world.



Kayleigh Wishner



Melanie Huang

SPANISH 2 / SPANISH 2 HONORS
FULL YEAR – 1 CREDIT

This year students will improve their understanding of written and spoken Spanish by acquiring more skills and topical vocabulary. While practicing all four language skills, there is an increased emphasis on grammar, especially at the honors level, as students learn to use a variety of verb tenses and more complex structures. The use of authentic materials will provide the students an opportunity to gain more insight into Spanish-speaking cultures. Students will have daily assignments to reinforce and practice the material and concepts that are presented in the class.

SPANISH 3 / SPANISH 3 HONORS
FULL YEAR – 1 CREDIT
PREREQUISITES: 2 LANGUAGE CREDITS

This course is designed to improve your developing speaking, listening, reading and writing skills in Spanish. You will have the opportunity to work on thematic vocabulary units to enhance communication in public situations. You will practice actively communicating about past, present and future events as you master the mechanics and become proficient in the target language. Authentic Spanish materials, such as audio sound and video clips of native speakers, will continue to aid in the development of your understanding of Hispanic culture and mastery in the language.

SPANISH 4 / SPANISH 4 HONORS
FULL YEAR – 1 CREDIT

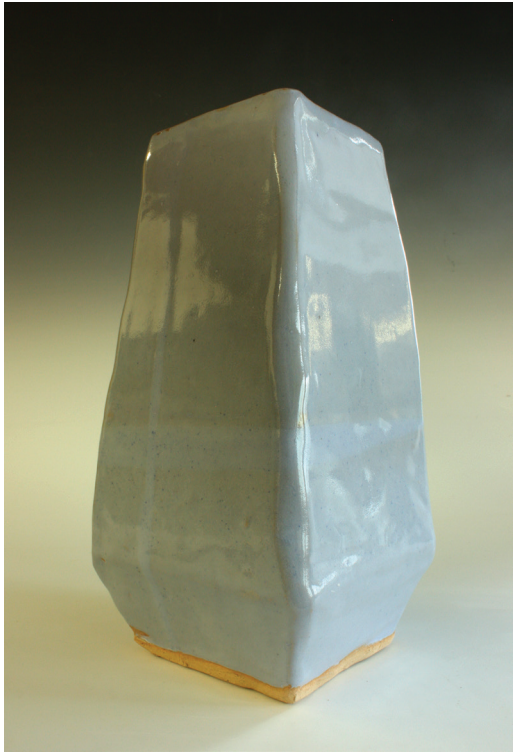
You have passed the Regents and are now ready for more advanced work. Students will thoroughly review the elements of grammar, and will learn the skills needed to pursue more advanced studies. You will read short stories, magazine articles and other writings of well-known Hispanic authors, as well as view films and documentaries in Spanish. Oral and written presentations are required. The rigor of the Spanish 4 Honors curriculum is intended to prepare the students for entrance into AP Spanish Language.

COLLEGE SPANISH / SPANISH 5
FULL YEAR – 1 CREDIT

This course provides college-level instruction at the 200 level. The focus is on developing fluency and the ability to function in a Spanish-speaking environment. The course emphasizes the acquisition of skills for listening, reading, speaking and writing in Spanish. In addition, the principles of Spanish grammar are reviewed. Students will be exposed to a variety of readings to increase socio-cultural awareness. Written assignments are presented to emphasize creative expression within the language. Films related to various cultural topics are included to stimulate class discussions in Spanish. The course is administered through the State University of New York at Albany. Students may earn four college credits. This class is for students who wish to continue their language learning experience without the constraints of the Advanced Placement course.

ADVANCED PLACEMENT SPANISH
FULL YEAR – 1 CREDIT

This course is designed to parallel the skill development of a third year college Spanish course in advanced composition and conversation. It focuses on the mastery of listening, speaking, reading and writing skills. Successful AP students must demonstrate a high level of ability in all four language skills. The AP course requires that students read edited and unedited literary and journalistic prose, understand lectures and conversational language, participate in class discussions and conversations, and write essays in Spanish of at least 250 words. Students are required to take the Advanced Placement exam in May.



Milton Mancias-Magana

NATIVE SPANISH - LEVELS 1, 2, 3
FULL YEAR – 1 CREDIT

To be truly bilingual is a talent and valuable skill in today’s job market. In this course you will improve your proficiency in reading and writing skills for your future college/career choices. At each level, students will read classical and contemporary literature, as well as current magazine and newspaper articles. Students will write compositions, essays and business letters. Students will make oral presentations on selected topics and view films from Spain and Latin America. Upon completion of this course, some students from Level 3 will be eligible to take the Advanced Placement course the following year or the exam in May.

French

FRENCH 1
FULL YEAR – 1 CREDIT

Students will be introduced to the French sound system and will concentrate on mastering basic pronunciation. Students will learn to understand and to take part in everyday conversations. Students will engage in classroom activities designed to help them actively practice new work and will reinforce what has been learned in class by doing nightly assignments. Through enrichment materials students will begin to discover the cultures of the French-speaking areas of the world.

FRENCH 2
FULL YEAR – 1 CREDIT

In this class students will explore the variety of situations they would encounter living in a French- speaking country. Students will study French geography; learn how to describe their daily routine in detail and master expressing themselves in the past. Students will greatly expand their vocabulary and ability to speak and write grammatically correct French. Students will have nightly assignments to reinforce and practice what is presented in class.

FRENCH 3 / FRENCH 3 HONORS
FULL YEAR – 1 CREDIT

Students will continue to learn French through a communicative approach. They will learn more complex grammatical structures and practice them both in class and at home. Students will sharpen their written and oral skills, read literature and timely articles, see video clips and learn to discuss everyday events in French while broadening their awareness and understanding of the Francophone world.

FRENCH 4 / FRENCH 4 HONORS
FULL YEAR – 1 CREDIT

This course builds on all skills previously developed. Emphasis is placed on speaking on a wide range of current event topics. Students will view films, see newscasts (recorded from the “France 2” news program) and read selections from French literature. Grammar will be reviewed and studied in greater depth. The emphasis is on mastery.



Henry Rayner

COLLEGE FRENCH / FRENCH 5
FULL YEAR – 1 CREDIT

This is a college level (200) course offered in conjunction with SUNY Albany’s “University in the High School Program” in which students have the option to earn four college credits for advanced work in French. Written and oral expression are basic components of the course as is a systematic review of grammar. The text emphasizes communication and cultural awareness. Timely newspaper articles (from lemonde.fr), France 2 news clips, and feature length Francophone films will supplement and reinforce the cultural content of the course. This class is for students who wish to continue their language learning experience without the constraints of the Advanced Placement course.

ADVANCED PLACEMENT FRENCH
FULL YEAR – 1 CREDIT

This course is designed to parallel the skill development of a third year college French course in advanced composition and conversation. It focuses on the mastery of listening, speaking, reading and writing. Successful Advanced Placement students must demonstrate a high level of ability in all four language skills. The Advanced Placement course requires that students read edited and unedited literary and journalistic prose, understand lectures and conversational language, participate in class discussions and conversations, and write essays in French of at least 250 words. Students are required to take the Advanced Placement exam in May.

Chinese

CHINESE 2
FULL YEAR – 1 CREDIT

You will continue to build on the vocabulary and grammar learned in Chinese 1 and to explore Chinese culture. You will learn tense and aspect markers to be able to describe present, past and future events. You will have conversations about food, prices, shopping and aspects of school life. You will learn 250 new characters.

CHINESE 4
FULL YEAR – 1 CREDIT

Students will continue to develop oral and written communication skills. They will explore advanced grammar topics and learn to discuss festivals and celebrations, telecommunications, entertainment and all aspects of travel. Students will use authentic reading materials, including short newspaper articles. Students will learn 300 new characters.



Annabelle Rosemberg-Sanchez

CHINESE 3
FULL YEAR – 1 CREDIT

Students will finish learning basic grammar structures, such as modal verbs, verb complements, comparatives and the passive voice. Students will be expected to carry on fluent conversations about weather, sports, postal services, doctors and medications. They will learn to extend invitations and make appointments by phone. Students will write notes, letters and short stories. They will begin to learn simplified characters. They will learn 300 new characters.

CHINESE 5
FULL YEAR – 1 CREDIT

Students will develop advanced communication skills, such as arguing, convincing, persuading, debating and interviewing. Students will learn 300 new characters, read short literary texts, poems and newspaper articles, and write book reviews and movie critiques. Emphasis will be placed on making the transition to college courses.



Nicole Hyams

MAMARONECK HIGH SCHOOL ELECTIVES

- ARCHITECTURE
- ENGINEERING
- CULINARY ARTS
- ART
- PHOTOGRAPHY
- DESIGN
- VIDEO PRODUCTION
- PERFORMING ARTS
- MUSIC

TECHNOLOGY

Architecture

INTRODUCTION TO ARCHITECTURAL DESIGN

FULL YEAR – 1 CREDIT

Introduction to Architecture is the introductory course to architecture, designing, drafting and Computer Aided Design and Drafting. This class will include the basics of technical drawing using professional drawing tables and tools as well as using the latest design and drawing software. Students will create models, problem-solve real-world solutions and make original designs as well as explore the world of architecture and engineering as they design buildings and products. This class is taught in a computer lab and the architectural drawing room. Link to watch Architecture video: <https://drive.google.com/file/d/16tUjrMc1ZgbeelaovjX-ODxHnJwat5c-/view>

Engineering

INTRODUCTION TO ENGINEERING

FULL YEAR – 1 CREDIT

Would you like to design your own toys, structures, machines and vehicles? Are you curious to see how everyday devices work? Does working in teams to develop and test your own prototypes interest you? This hands-on course allows students to use creativity along with math and science fundamentals to generate realistic solutions for existing problems. Engineers are responsible for the development of all the electronic gadgets we use, the buildings and structures we live within, the machines we rely on and the products we consume. Link to watch Engineering video: https://www.youtube.com/watch?v=reLjm_LDDF4&feature=youtu.be

ENGINEERING DESIGN AND MODELING

FULL YEAR – 1 CREDIT - PREREQUISITE: ENGINEERING 1

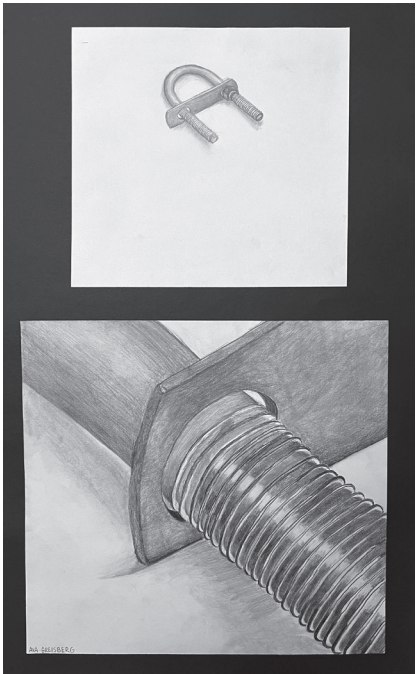
Engineering Design and Modeling builds on many of the concepts introduced in the Engineering 1 course. Students will complete projects with a focus on conceptualization, analysis, synthesis, testing and documentation of engineering systems. Many design elements will be explored, including modularity, testability, reliability and economy. There will be concentration on CAD tools and associated technology. Students will create prototypes using stereolithography and other rapid prototyping techniques.

ARCHITECTURAL DRAWING 1 & 2

FULL YEAR – 1 CREDIT

PREREQUISITE: INTRO TO ARCHITECTURAL DESIGN

Architecture 1 and 2 reinforce the concepts introduced in Introduction to Architecture. The courses will take an indepth look at 3D design, drafting and computer design as well as scaled model making and precision creations. Examinations of classical and contemporary architecture will provide students with information to launch designs using both drafting and computer aided design. In-depth studies in architectural styles, complex models and drawings in order to solve problems will be the focus of these courses.



Ava Greisberg

ENGINEERING PROJECT MANAGEMENT

FULL YEAR – 1 CREDIT - PREREQUISITE: ENGINEERING 1

This second year robotics engineering course builds on the techniques and skills learned in Robotics 1. During the course of the year, Engineering Project Management focuses on the arc of the engineering project, starting with client needs and ultimately finishing with a deliverable. Particular emphasis is placed on the planning, scheduling and costing aspects of project management. This class will also cover production planning, high performance manufacturing, construction management and material selection. Basics of transportation engineering and related project management will be covered. These concepts will guide a series of in class projects.

CULINARY ARTS

CULINARY ARTS 1 - INTRO TO CULINARY ARTS

FULL YEAR – 1 CREDIT

Do you have a passion for all things food? Want to learn how to make tasty treats for friends and family? If so, Culinary Arts is for you. The Introduction to Culinary Arts course is designed to cover the areas of safety, sanitation and professionalism in the workplace. Through integrated classroom and hands on experiences, the student will learn the basic elements of functioning in a kitchen. Some of these skills will include: knife skills, sautéing, braising, the chemistry of baking, basic sauces, and how to control basic food waste etc. Link to watch Culinary video: <https://www.youtube.com/watch?v=FINDQVfx1vo&feature=youtu.be>

CULINARY ARTS 3 - ADVANCED TECHNIQUE - FULL YEAR – 1 CREDIT - PREREQUISITE: CULINARY ARTS 2

Still interested in Culinary Arts after Intro and International? Want to further develop your skill sets? Look no further! Advanced Technique offers an awesome array of techniques, equipment and projects to further hone your abilities. Advanced Technique includes the following topics: clarification (of stock/soup/broth), preservation, pickling, canning, curing proteins, advanced bread making, a study of all things cake, dehydration, and lastly sous vide cooking. Students will also be in charge of creating technique videos for underclassmen!

CULINARY ARTS 4 -SENIOR TUTORIAL - FULL YEAR – 1 CREDIT - PREREQUISITE: CULINARY ARTS 3

Senior Tutorial is for those culinarians that want to push themselves to the limit! Students that want to delve deeper into conversation around current food trends, activism through food, and global food issues should sign up. The class is totally student driven! Students in this class will create two menus and tastings per quarter based on world cuisine utilizing techniques they have already learned (as well as exploring new ones)! Students will also be working on a year long project of their choosing, past topics have included: Water and Fitness, The Cost of Olive Oil, Ecological Footprint of Chicken Farming, Origins of Sugar, The Man Uses of Basil. This project allows the students to become experts in the topic of their choosing!



Julie Padilla

CULINARY ARTS 2 - INTERNATIONAL CUISINE

FULL YEAR – 1 CREDIT - PREREQUISITE: CULINARY ARTS 1

Did you take Culinary 1? Do you want to explore different world cultures through food? Then International Cuisine is the class for you! Building upon the fundamentals learned in Introduction to Culinary Arts, you will be taken on a journey through the world of French, Mediterranean, Asian and Traditional Americas cuisine and cultures. This class emphasizes the importance of understanding world culture and where recipes roots can be traced back too!



Marina Varghese

ART

The Art Department helps students to think and act creatively, to express their ideas in visual form, and to understand the history and meaning of art. Students will be challenged intellectually, emotionally, and physically to learn by doing; and they will discover how to formulate imaginative solutions to unfamiliar problems.

The Art Department strives to meet the needs of all students: those who are aiming for a career in art -- as well as those who want a well-rounded and creative high school experience. Frequent exhibits in our Palmer Art Gallery enable students to share their accomplishments with the entire school community. One full year of any course fulfills the art and/or music requirement for graduation.

Link to watch Fine Arts video: <https://drive.google.com/file/d/10IYw2QFEHbGWg0Gl8flZf2EUHCnCFdsq/view?usp=sharing>

Drawing & Painting

ART FOUNDATION
FULL YEAR – 1 CREDIT

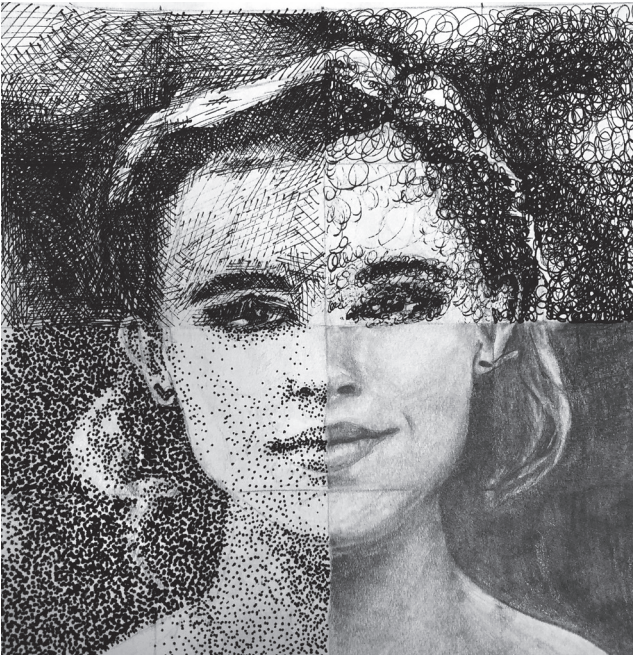
This course offers a comprehensive foundation experience for all students interested in the visual arts, and it should be taken in the ninth grade by those who plan to continue in art. It is the prerequisite for Drawing and Painting and Introduction to Clay. As such it provides strong preparation in drawing, painting, and design. Art Foundation may also include printmaking, sculpture, and an introduction to computer graphics.

DRAWING & PAINTING
FULL YEAR – 1 CREDIT
PREREQUISITE: ART FOUNDATION

If students have taken Art Foundation and want to further explore possibilities for making creative images, then this is the class for them! Using a problem-solving approach, students will improve their drawing skills, gain a deeper understanding of color, and learn to organize more exciting compositions. Students will create drawings, collages, prints and paintings to communicate personal ideas and solve visual problems. Students will benefit by sharing their works during class critiques.



Polina Dushenkovska



Kaitlyn Thomas

ADVANCED DRAWING & PAINTING
FULL YEAR – 1 CREDIT
PREREQUISITE: DRAWING & PAINTING

The goal of this course is to prepare students technically and conceptually for further study of art at MHS or in college. Students will focus on improving their skills at drawing and painting from observation. In the process of doing so, they will explore a variety of artistic media in depth. In addition, they will complete assignments that require them to think creatively and work independently. They will also begin to develop their own artistic voices as they undertake both in-class and out-of-class projects. Students will take part in group critiques of their artwork, participate in art history discussions and enjoy other experiences that will help them to learn about art. Students who successfully complete the course will produce a portfolio of artwork that can be used to apply to the A.P. Studio Art course at Mamaroneck High School or as a supplement to their college applications.

ADVANCED PLACEMENT STUDIO ART
(AP DRAWING OR 2D DESIGN PORTFOLIOS)
FULL YEAR – 1 CREDIT
PREREQUISITE: PORTFOLIO REVIEW

AP Studio Art/AP 2D Design provides an exciting opportunity for seniors who are serious about their art to do rigorous college-level work in high school. Students will spend at least six hours per week out of class working on art assignments. They will complete an extensive portfolio in drawing, two-dimensional or three-dimensional design for submission to the College Board in May. Those who receive passing scores may earn college credit.

COMICS
FULL YEAR – 1 CREDIT

This course is designed for students who wish to create their own “text” rather than analyzing someone else’s. Students will learn to tell their own stories in a clear and powerful way. Students will study the work of contemporary and historical comic artists and animators from the U.S., Europe and Asia (Manga), as they write and draw their own original 1 and 4 panel comics, political cartoons and minicomics. Students will work both in traditional drawing media and on the computer (with Adobe Illustrator, Photoshop and Wacom tablets) to create their artwork.

MURAL AND PUBLIC ART - FULL YEAR – 1 CREDIT
PREREQUISITE: ART FOUNDATION
(not offered 2022-2023)

For students who enjoy serving their community through mural painting and public art, this is the course for them. Students will make art that gets away from object-making and go outside the gallery setting to engage a wider audience. Students will work with clients in the school community to design art for their needs. Techniques for creating large-scale artworks will be taught, and students will collaborate with their classmates. Smaller individual drawing and paintings will also be created. Students will also study and debate about historical and contemporary public art. If interested, students may explore the exciting world of installation art and temporary artworks for the public sphere.



Samantha Siegle



Jeeyeon Barnes

Clay

INTRODUCTION TO CLAY

FULL YEAR – 1 CREDIT

PREREQUISITE: ART FOUNDATION

This course is designed to give students a solid base of knowledge and experience working with clay. Major ceramic techniques such as handbuilding, sculpture, ancient and modern firing techniques and an introduction to the pottery wheel will be covered. By the end of the course students will be able to work independently, choosing the appropriate clay forming techniques to successfully and creatively express their ideas.

INTERMEDIATE CLAY

FULL YEAR – 1 CREDIT

PREREQUISITE: INTRODUCTION TO CLAY

Students will continue to improve the skills they learned in Introduction to Clay and will begin to develop their own unique, personal style. Those who are interested in hand-building and sculpture will work on idea-based projects. For inspiration, they will explore how and why other artists and cultures have created sculpture. Those who are interested in the potters' wheel will challenge themselves by learning advanced throwing techniques such as lidded and stacked forms. Students who want to do both will be able to combine hand-building and wheel-throwing to create works of art. They will also gain an understanding of how to make and test a glaze and how to fire the kiln.

ADVANCED CLAY

FULL YEAR – 1 CREDIT

PREREQUISITES: INTERMEDIATE CLAY AND APPROVAL OF THE INSTRUCTOR

In this course students will be able to delve deeper into the medium and pursue their own interests with clay. Rather than have assignments, students will design their own projects by setting clear and concise goals for themselves. Each goal will include a description of what the student wants to create and include reference photographs and/or sketches of the concept that the student is going to explore. Students can explore hand building, wheel throwing or a combination of both. This will require students to be able to work independently on sustained goals. The instructor will be there to guide and facilitate in order for students to carry their goals to fruition.



Kat Warwick



Jacquelyn Rodas

AP 3-DIMENSIONAL DESIGN

FULL YEAR – 1 CREDIT

PREREQUISITES: INTERMEDIATE CLAY AND APPROVAL OF THE INSTRUCTOR

AP Clay provides an exciting opportunity for seniors who are serious about their art to do rigorous college-level work in high school. Students will need to spend at least six hours per week out of class working on their projects. They will complete an extensive portfolio in three-dimensional design for submission to the College Board in May. Those who receive good scores may earn college credit.

Photography

PHOTOGRAPHY ONE

FULL YEAR – 1 CREDIT

This course will serve as an introduction into seeing the world in a new way. Through the medium of manual and digital SLR cameras, students will learn the fundamentals of picture taking, image manipulation, and print development. A variety of alternative photography projects will be assigned including cyanotypes and photographic collage. Students will be introduced to the aesthetics and visual elements of photography to create dynamic, visually arresting imagery.

PHOTOGRAPHY TWO

FULL YEAR – 1 CREDIT

PREREQUISITE: PHOTOGRAPHY ONE

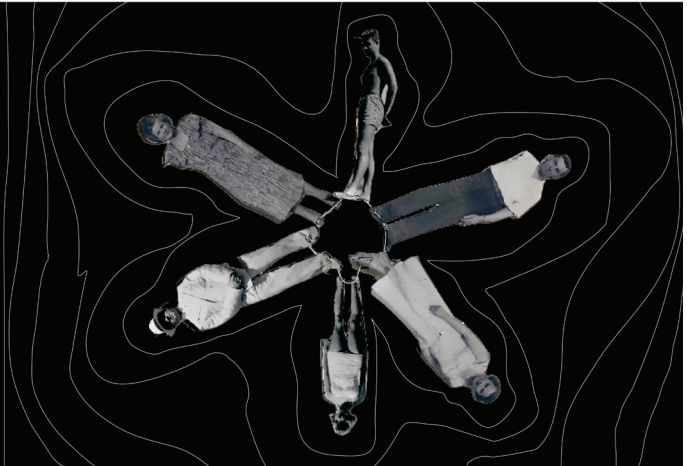
Intermediate photography students will work on a variety of projects designed to further explore the conceptual, aesthetic, and technical aspects of photography. More advanced skills such as editing, studio lighting, and computer manipulation will shape this course. Students will develop a personal vision while strengthening their understanding of visual design.

ADVANCED PHOTOGRAPHY

FULL YEAR – 1 CREDIT

PREREQUISITE: PHOTOGRAPHY TWO

This advanced course emphasizes the creative aspects of image making and the development of a photography portfolio. The first semester will focus on projects to strengthen students' photographic skills using manual and digital cameras. The second semester will culminate with the creation of a final portfolio based on self-directed concepts and themes. This class will enable students to further develop their visions as photographers.



AP PHOTOGRAPHY/PORTFOLIO DEVELOPMENT

FULL YEAR - 1 CREDIT

PREREQUISITE: PHOTOGRAPHY TWO OR ADVANCED PHOTOGRAPHY

This is a portfolio development course for serious photography students to build upon the technical and conceptual skills introduced in previous photography courses. Students will develop a range of art/photography concepts and are required to work within a variety of two-dimensional techniques, media and subject matter. This course will enable students to further develop their own ideas, conceptual voice, define content and solve real world problems. This higher level course will focus on working through each project to create portfolio-quality work for college submission and the AP College Board.

Design

DESIGN STUDIO ONE
FULL YEAR – 1 CREDIT

In this course students will develop the design thinking tools involved in communicating a message through effective design. Conceptual problem solving skills for real world design challenges will be explored, including: brand identity, editorial, packaging, and promotion design. Focus will be on studying and applying an aesthetic knowledge of artwork, typography, and the elements of design to solve conceptual problems and communicate effectively with a specific audience. Numerous areas within the design fields will be explored, such as: the design thinking process, human-centered design and developing an understanding of the web and printing process. Using CC programs, InDesign, Adobe Photoshop, and Adobe Illustrator, this class will be an innovative challenge in creating effective design solutions.



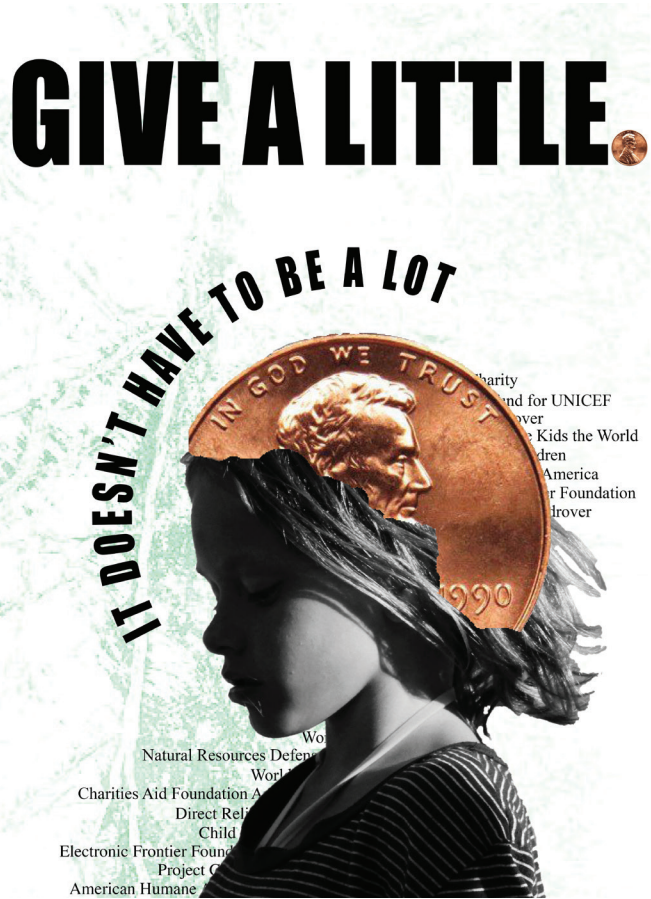
AP DESIGN STUDIO / PORTFOLIO DEVELOPMENT
FULL YEAR – 1 CREDIT
PREREQUISITE: DESIGN STUDIO TWO / COLLABORATIVE DESIGN LAB

The goal of this course is for students to create an innovative, modern portfolio that illustrates the ability to stay on-trend, think outside the box and foster multiple design abilities. Students will develop their own ideas, conceptual voice, define content and solve real world design problems. How to define problems, develop ideas, and best communicate them through the design thinking process will be emphasized. Self-motivated projects will strengthen individual processes and problem solving capabilities. This advanced design course will focus on working through each project to create portfolio-quality work for college submission and the AP College Board.



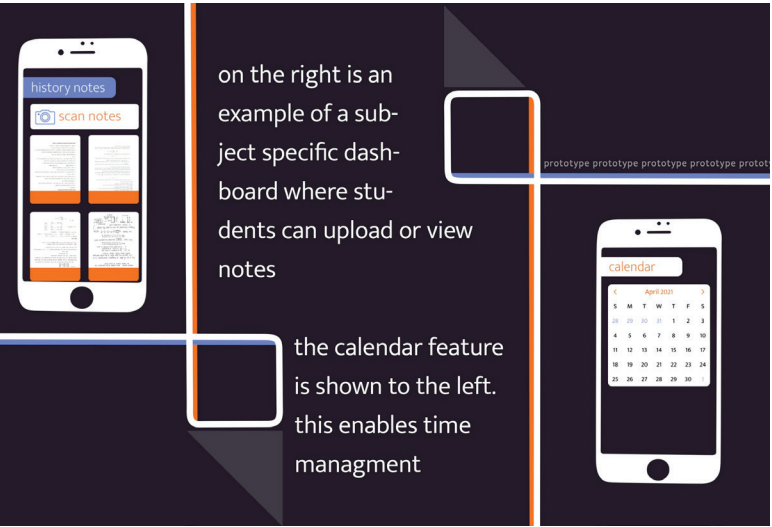
DESIGN STUDIO TWO
FULL YEAR - 1 CREDIT
PREREQUISITE: DESIGN STUDIO ONE

This course will be an in-depth exploration in creating solutions for design problems. Conceptual problem solving skills will be developed further for real world studio projects such as: global branding campaigns, product design, and print/digital design forms. Students will apply design thinking skills to all disciplines and real world careers, including the human-centered design process. With these tools, students will create innovative, effective, and sustainable solutions for social change and develop a process for producing creative solutions to even the most complex challenges. CC design software; In Design, Adobe Photoshop, and Adobe Illustrator will be utilized.



COLLABORATIVE DESIGN LAB
FULL YEAR – 1 CREDIT
PREREQUISITE: DESIGN STUDIO TWO

This course is designed to simulate an operational design/media firm that enables individual and collaborative work. This program is tailored for students interested in further developing their professional skills in design fields including: human-centered design, environmental, product, web, package design and global branding strategies. This course involves a variety of processes including: collaborative group work, think tank brainstorming, research, hands-on labs, and design analysis. Project work is constructed to bridge together multiple disciplines, thereby creating connections between Science, Technology, Engineering, Mathematics, and Art topics. A main goal of the program is to experience a real world collaborative setting, interacting and problem solving with peers and professionals. Through these connections, designers will create new materials of value that are responsive to the needs and wants of a society in flux and to contribute objects and campaigns of worth that integrate the best in design and design thinking. Students are educated not only in a variety of graphic disciplines, but also in the complex interrelationships of all the visual vocabularies.



VIDEO PRODUCTION

INTRODUCTION TO VIDEO (1)

FULL YEAR – 1 CREDIT

In this foundation course students will explore the different elements of digital video production as they produce various projects throughout the year. Students will learn the process of single-camera production, starting with pre-production and ending with non-linear editing using Adobe Premier Pro, Adobe’s Creative Cloud’s professional editing suite. Students will learn how to use DSLR video cameras to elevate their visual style, while also learning the art of visual storytelling in both narrative and documentary forms. Introduction to Video is the prerequisite for all other Video courses. Link to watch Video Production video: <https://www.youtube.com/watch?v=9OWizYqczWs&feature=youtu.be>

INTERMEDIATE VIDEO (2)

FULL YEAR – 1 CREDIT

PREREQUISITE: INTRODUCTION TO VIDEO (1)

This class is designed for students who are serious about raising the caliber of their video production skills and want to create a more sophisticated body of work. Students at this level will study the elements of effective storytelling and explore more conceptual approaches to filmmaking. Pre-production, script writing, shot composition and sound design will be explored in more depth. Students will work on more substantive narrative and documentary projects, and should expect to put in more work outside of class in order to complete the projects at this level. Introduction to Video (1) is the prerequisite for this course.

ADVANCED VIDEO (3)

FULL YEAR – 1 CREDIT

PREREQUISITE: INTERMEDIATE VIDEO (2)

Advanced Video is designed for students who wish to pursue filmmaking in a more professional manner and perhaps after high school. Students will propose original, self-directed projects and scripts. Students will spend a good deal of time outside of class working collaboratively to complete longer and more sophisticated projects. The second semester will focus on longer form documentary and collaborative narrative projects. Students will also have the opportunity to work on community projects through LMCTV, our television network, to gain hands-on experience in the field. Intermediate Video (2) is the prerequisite for this course.



Travis Tischler



Aidan Wood

SENIOR VIDEO EXPERIENCE (4)

FULL YEAR – 1 CREDIT

PREREQUISITE: ADVANCED VIDEO (3)

In the first half of Senior Video Experience (4), students will develop a portfolio of different genres, styles, and narratives that explore a common concept or theme, with an emphasis on sophisticated technical and storytelling skills. In the second half of the year, students will write their own scripts with the opportunity to develop one of them into a short film for a whole class production. Students will take on real-world production roles, from writer/director to production coordinator, wardrobe and set designer, cinematographer, editor, etc. Through the process of taking a script from the page to the screen, students will walk away with the invaluable experience of being an essential part of a film production team. Advanced Video (3) is the prerequisite for this course.

*One full year of music course fulfills the art and/or music graduation requirement.

Choral Studies

MIXED CHOIR - FULL YEAR – 1 CREDIT - VOCAL LAB INCLUDED

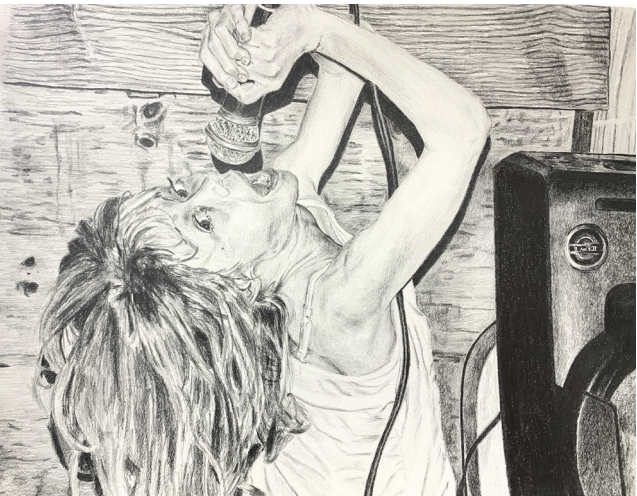
PREREQUISITE:

- Alltudents must be able to match pitch, pass a short sight singing exam and must perform at required concerts and other occasions.
- Students with Soprano, Alto, Tenor and Bass voices, grades 9-12 are all welcome to participate in Mixed Choir.

In Mixed Choir students will study a variety of choral literature. Genres and styles of music studied include, but are not limited to: Classical, Romantic, Contemporary, Sacred & Secular styles of music. Students are challenged to sing songs with unison voicing up to eight part harmonies and arrangements for mixed voice choirs (SATB). The Mixed Choir performs at school concerts, community functions, and various festivals and competitions. Students receive basic vocal/ choral training and will study music theory, sight singing and ear training. Mixed Choir members have an opportunity to audition for the Swing Choir, “In Treble” and “MAC” small ensembles. In addition, Concert Choir singers may have an opportunity to attend the NYSSMA Solo Festival. This course may be taken as a second elective. Link to watch Choral video: <https://www.youtube.com/>

VOCAL LAB - FULL YEAR – 1/2 CREDIT

Students signing up for Mixed Choir will be enrolled in a vocal lab. Once a week and on a rotating lunch lab schedule, all choir singers will get: one on one vocal training, sectional work with their own voice part, music theory and musicianship lessons and the opportunity to learn a solo and receive accompanied coachings.



Annie Jaswal

MUSIC DEPARTMENT

“IN TREBLE” FULL YEAR – 1/2 CREDIT - PREREQUISITES: - FE- MALE MEMBERS OF MIXED CHOIR - AUDITION REQUIRED

Students in “In Treble” focus on the fundamentals of singing female repertoire including Broadway, pop, standards, and contemporary literature. During rehearsals, singers will study sight reading skills, improvisation, vocal and microphone technique, breathing, diction, expression intonation, and vowel unification. “In Treble” performs at special concerts, the MHS Ensemble Concerts, the A Cappella Festival, and other competitions. This class rehearses three times per week before school and during lunch.

SWING CHOIR - FULL YEAR – 1/2 CREDIT - PREREQUISITES: MEMBER OF CONCERT CHOIR OR TREBLE CHOIR - AUDITION REQUIRED

In this small group, students will study and perform jazz standards and other contemporary works. During rehearsals, singers will focus on sight reading, improvisation, vocal and microphone technique, and working with a rhythm section. The singers focus on blend, balance, intonation, interpretation and diction. Swing Choir performs at special concerts, the MHS Ensemble Concerts, the A Cappella Festival, and many other competitions. This class rehearses three times per week before school and during lunch.

M.A.C. - MALE A CAPPELLA - FULL YEAR – 1/2 CREDIT - PRE-REQUISITE: AUDITION REQUIRED

M.A.C is open to all male students in grades 9-12. In this group, students will study, perform and arrange a cappella music. During rehearsals, singers will focus on sight reading, improvisation, and vocal technique. M.A.C. performs at special concerts, the MHS Ensemble Concert, the MHS A Cappella Festival, and many outside activities. This class rehearses two times per week during lunch.

ADVANCED PLACEMENT MUSIC THEORY

FULL YEAR – 1 CREDIT

THIS COURSE WILL RUN OUTSIDE OF THE SCHOOL DAY (EARLY MORNINGS, LUNCH AND AFTER SCHOOL)

AP Music Theory provides an opportunity for juniors and seniors who are serious about their musicianship to do rigorous college-level work in high school. Students in this course explore the structures that are universal to music. We develop mastery of music fundamentals such as notation, key signatures, chords, intervals, etc. A deep study of four-voice harmonization and functional harmony is central to the course. Ear-training activities include chord and interval recognition, sight-reading, melodic and harmonic dictation. Students who feel ready will sit for the AP Music Theory exam given by the College Board in May. Those who receive high scores may earn college credit and/or advanced placement.

Band Studies

SYMPHONIC BAND

FULL YEAR – 1 CREDIT - BAND LAB INCLUDED
PREREQUISITE: PRIOR MUSICAL INSTRUCTION AND READ MUSIC AT A LEVEL OF IV. - VI.

Symphonic Band meets period 5, four days per week, and is open to all students in grades 9 -12. The Symphonic Band will cover many of the great composers of the 20th Century music. This band performs at home football games, school concerts, community events, intra-school concerts and State and Regional festivals/competitions.
Link to watch Band video:
https://drive.google.com/file/d/1XG-1RedghbWT4KDOPT6_hyhagn_x8g8e/view?ts=601bdf55

BAND LAB

FULL YEAR – 1/2 CREDIT
Students signing up for Symphonic Band will be enrolled in Band Lab. Once a week and on an assigned day, all band musicians will participate in sectional work during lunch with their Sections: All Flutes/ All Saxophone. Lab work will be instrument specific, and goal oriented towards the needs of each section.

PERCUSSION ENSEMBLE

FULL YEAR – 1 CREDIT - PERCUSSION LAB INCLUDED
PREREQUISITE: *NEW STUDENTS & FRESHMEN MUST AUDITION PRIOR TO SCHOOL YEAR
-MUST BE ABLE TO READ MUSIC ON HIGH SCHOOL LEVEL III.- IV.
-SHOULD HAVE FIRM FOUNDATION IN PROPER STICK TECHNIQUE, PLAY BASIC RUDIMENTS AND EXECUTE ROLLS

This group meets period 4, four days a week. All students in Percussion Ensemble will take this class in place of Symphonic Band but percussionists will still perform with the Symphonic Band. The conductor will arrange several additional “combined” rehearsals both at lunch or after school prior to the performances. Percussionist curriculum will cover Contemporary Music, 20th Century music, core and battery drumming and classical percussion ensemble repertoire. This group will also perform as “The Force” – a self-contained unit – at home football games, pep rallies, high school ensemble concerts and intra-school events, festivals and competitions..

PERCUSSION LAB

FULL YEAR – 1/2 CREDIT
Students signing up for Percussion Ensemble will be enrolled in Percussion Lab. Once a week during lunch there will be a

lab scheduled for students to work more on an individualized basis. Students will focus on improving their reading, roll/grip technique rudimental growth, and ensemble skills.

JAZZ BAND

FULL YEAR – 1 CREDIT
PREREQUISITE: AUDITIONS TAKE PLACE EACH FALL - WIND PLAYERS, BASS PLAYERS AND PERCUSSIONISTS MUST BE MEMBERS OF SYMPHONIC BAND/ORCHESTRA OR PERCUSSION ENSEMBLE.

MHS Jazz Band is an advanced ensemble that performs a variety of styles from early blues and jazz (1930’s) to contemporary works. Other styles include swing, funk, salsa, hip-hop, Afro-American, standards and ballads. The music varies from level IV to college-level music.

The focus of this group is to play music on a sophisticated level. Students must work individually on their playing skills. In class, students will focus on their ensemble skills and their ability to interpret the music. Listening, discussing, and analyzing music throughout the year, along with our guest Artists-In-Residence/Master Series Sessions, will help foster this growth. This group meets Tuesday, Wednesday and Thursday from 7:00am–7:50am and will meet one more time – lunch. MHS Jazz Band is a touring group that performs at community events, District-wide concerts, and state and regional festivals/competitions. Students are expected to rehearse additional evenings and days prior to festivals and competitions.

STUDIO JAZZ BAND

FULL YEAR – 1/2 CREDIT
PREREQUISITE: AUDITIONS TAKE PLACE EACH FALL. WIND PLAYERS, BASS PLAYERS AND PERCUSSIONISTS MUST BE IN SYMPHONIC BAND, ORCHESTRA OR PERCUSSION ENSEMBLE - ALL STUDENTS MUST AUDITION FOR PLACEMENT - GUITAR, BASS, DRUMS, PIANO, AND HORNS - AUDITIONS TAKE PLACE EACH FALL

Lab Band is a beginner training ensemble that focuses on fundamentals of various styles of music: Swing, Ballads, Blues, Latin, Funk, and Contemporary Rock and Jazz. Students will be provided listening examples of music styles throughout the year. A strong emphasis is placed on finding the “beat,” “groove,” and “feel” for each style of music. Additional target areas will be: playing in tune, rhythmic accuracy, syncopation, beginning improvisation, strengthening ensemble playing and helping the student to further understand the role each instrument plays in each section. Students will work on Level III-IV music. This group meets Monday and Friday from 7:00am–7:50am.

Orchestral Studies

SYMPHONY ORCHESTRA

FULL YEAR – 1 CREDIT - STRING LAB INCLUDED
PREREQUISITE: COMPLETION OF CONCERT ORCHESTRA IN 9TH GRADE - APPROVAL OF MUSIC FACULTY - NO AUDITION NECESSARY

The MHS Symphony Orchestra is a 10th - 12th grade ensemble that rehearses 4 days a week and studies a variety of string and symphonic repertoire. The Symphony performs repertoire spanning from the Baroque to Modern Music era and is featured at the Winter and Spring Concerts. Symphony students get a chance to work with guest artists and conductors and combine with the wind, brass and percussion students. Sectionals and individual instruction will be scheduled at the student’s request weekly throughout the year to give students an opportunity to work out any technical difficulties they may have in their orchestra, chamber orchestra, chamber music or NYSSMA Solo.

Symphony Orchestra is offered in two sections, either period 4 or 5.
Link to watch Orchestra video:
<https://drive.google.com/file/d/1Mrj0OI8TvdiJVPNRYIax2jPZA>

STRING LAB

FULL YEAR – 1/2 CREDIT
Students signing up for Symphonic Orchestra will be enrolled in String Lab. Once a week and on rotating lunch lab schedule, all band musicians will participate in sectional work in their instrumentation, music theory and musicianship lessons.

CHAMBER ORCHESTRA

FULL YEAR – 1/2 CREDIT
PREREQUISITE: - MUST BE ENROLLED IN CONCERT OR SYMPHONY ORCHESTRA - AUDITION REQUIRED

The Chamber Orchestra is a Level 5-6 ensemble open to 9th - 12th grade string students (upon audition). Rehearsals are Monday, Wednesday and Friday mornings 7:00am-7:50am. An audition is required at the beginning of September to all interested in performing with the group (audition excerpts sent home in June). The Chamber Orchestra studies and performs music specifically written for the chamber orchestra.

MHS POPS ORCHESTRA

FULL YEAR – 1/2 CREDIT
PREREQUISITE: - MUST BEENROLLED IN SYMPHONY ORCHESTRA OR CONCERT ORCHESTRA - AUDITION REQUIRED

MHS POPS Orchestra is an early morning group open to all 9th – 12th grade music students. Rehearsals Tuesday and Thursday mornings 7:00am-7:50am. This group performs a mixed variety repertoire, including Classical, Jazz, Showtunes and Rock. POPS Orchestra collaborates with the Hommocks Pops Ensemble for specific performances. This group performs for the local community and at various concerts throughout the school year.

SMALL STRING ENSEMBLES

FULL YEAR – 1/2 CREDIT - STRING LAB INCLUDED
PREREQUISITE: - MUST BE A MEMBER OF THE SYMPHONY ORCHESTRA OR CONCERT ORCHESTRA

String Ensembles will meet during a lunch period decided by the students teacher. In September, students will be assigned to a group and a specific day for chamber music. The ensembles will be coached based on the availability of the students. . Chamber Music techniques, balance and texture issues, and interpretation are addressed in each rehearsal. Students should sign up with Ms. Gellert in September. This group performs at the Honors Recital, Winter String Concerts, community concerts and at the Hommocks Music Showcase.

CONCERT ORCHESTRA

FULL YEAR – 1 CREDIT - STRING LAB INCLUDED
PREREQUISITE: HOMMOCKS 8TH GRADE ORCHESTRA - AUDITION IF NEW TO THE DISTRICT OR PROGRAM - 9TH GRADE ONLY

The musicians in this orchestra focus on fundamental string techniques, developing advanced techniques, music history and performing a variety of string and symphonic literature. The Concert Orchestra meets four times a week and performs in the Winter Concert and All- String Ensemble Concert, in addition to various performances throughout the school year. Students in Concert Orchestra also get the opportunity to work with guest artists, conductors and perform with the winds, brass and percussion students.

Sectionals and individual instruction will be scheduled at the student’s request weekly throughout the year to give students an opportunity to work out any technical difficulties they may have in their orchestra, chamber orchestra, chamber music or NYSSMA Solo orchestra, chamber music or NYSSMA Solo.

PACE - PERFORMING ARTS CURRICULUM EXPERIENCE

PACE, the Performing Arts Curriculum Experience at Mamaroneck High School, is a curricular elective program which offers students four progressive years of study in dance, music, and theatre. It also offers students the opportunity to learn through extra-curricular performance and production projects. PACE students culminate their four-year study with a year of specialization in Dance, Music, or Theatre. .

The PACE philosophy is that the performing arts are for all students as they make individuals more focused, more confident, and more responsible. In addition, there is also the belief that doing work in several performing arts areas accelerates this progress. Thus, the PACE program is designed for everyone —those with no previous experience in performing, those aspiring to careers in the performing arts, and those who are considering any career that requires problem solving, teamwork, clear thinking, and effective public speaking.

In PACE **dance**, students study dance technique but the focus is on choreography - a much more complex cognitive and social endeavor than simply learning to be a dancer. Students study choreographic craft including solo and group choreography and modern dance technique based on influential modern dance choreographers such as Martha Graham, Alvin Ailey, Merce Cunningham, Jose Limon, and Paul Taylor. In addition, there is a strong emphasis on Musical Theater choreography, specifically the works of Bob Fosse and Jerome Robbins. Dance students learn to look at works of dance with a critical eye and learn how to use their own movement ideas and personal histories to choreograph dances that express thoughts, emotions, and ideas. No previous dance experience is necessary to be successful in the PACE dance class.

In PACE **music**, students get hands on experience working with the ukelele, keyboard, voice, guitar, drums, and also GarageBand, Sibelius, and ProTools. There are creative opportunities to compose, record, arrange, direct, or run live sound. The basic concept is to empower students to envision and realize their own unique dreams and aspirations for their musical lives. No previous music experience is necessary to be successful in the PACE music class.

In PACE **theater**, students begin their journey through becoming comfortable taking risks through games, improvisation, and beginning acting experiences. Throughout their four years in PACE, students progress to advanced acting, playwriting, and directing techniques so that by the time they leave the program, they have a holistic foundation which enables them to create dynamic and artistically strong original theater work.

**While it is recommended that students complete the four year sequence, admission to the program can happen at any point, following discussion with PACE faculty.

- Performing Arts 1 (PACE 1): Dance, Music, and Theater
- Performing Arts 2 (PACE 2): Dance, Music, and Theater
- Advanced Performing Arts (PACE 3): Dance, Music, and Theater
- Performing Arts 4 (PACE 4): Advanced Dance, Advanced Music, and/or Advanced Theatre for a full-year

PERFORMING ARTS (PACE 1)

FULL YEAR – 1 CREDIT - GRADE 9

This course provides basic skills in the three performing arts: Dance, Music, and Theater. Through learning the building blocks of each art form, you will increase your powers of concentration, focus, energy, and sharpen your perceptions, learn how to take initiative, and work cooperatively with others.
Link to watch PACE video:
<https://www.youtube.com/watch?v=aLWhAYHgKcI>

The three PACE faculty members teach students in small groups in approximately six class sessions. For each session, students will be regrouped and thus have the unique opportunity to meet and work with dozens of their peers. In January, students will create and produce the “PACE 1 Show” - an evening showcase of dance, songs, and scenes. Students also have the ability to get involved in one of the three PACE mainstage productions (as a cast member or crew member) – although this is not a requirement.

PERFORMING ARTS 2 (PACE 2)

FULL YEAR – 1 CREDIT - GRADES 10

PREREQUISITE: PACE 1 or special permission given by the PACE Department Chair

The goal of PACE 2, in dance, music, and theatre, is to strengthen performance skills. Near the end of this full-year course, students will choose a specialty area for their final project—a public performance of the “PACE 2 Show.”

PERFORMING ARTS 4 (PACE 4)

*Offers a choice of the following full year courses:

ADVANCED THEATRE

FULL YEAR – 1 CREDIT

GRADES 12 ONLY - PREREQUISITE: PACE 3

The curriculum focuses on advanced acting techniques, playwriting, directing, and theatre history. Students have the opportunity to present their own written plays during a one-act play festival.

ADVANCED MUSIC

FULL YEAR – 1 CREDIT

GRADES 12 ONLY - PREREQUISITE: PACE 3 or permission given by the PACE Music teacher

Any senior school-wide is eligible to take this course pending successful interview. This course was created for students who wish to explore music as a creative outlet. Students will study GarageBand, Pro Tools, and Sibelius to create compositions, arrangements, sound recordings, podcasts, and scores of sheet music. Students will participate in a class piece for Soundscapes and will present original compositions and performances in Senior

ADVANCED DANCE

FULL YEAR – 1 CREDIT

GRADES 12 ONLY - PREREQUISITE: PACE 3

The curriculum includes study of contact improvisation, choreography, and modern dance technique. Students will participate in a class dance piece for Kinesthesia as well as in a showing of their own choreography in an evening performance entitled Senior Dance Night.

PERFORMING ARTS (PACE 3)

FULL YEAR – 1 CREDIT - GRADES 11

PREREQUISITE: PACE 1 & 2 or special permission given by the PACE Department Chair

This course is open to those who have developed improvisational and technical skills and the ability to work as an ensemble in dance, music, and theatre. It is a full-year course devoted to choreographing, writing, composing, performing, sharpening technique, and otherwise understanding and practicing the art of dance, music, and theatre. Each area of study includes a cooperative project and performance with elementary school students.

PACE EXTRA-CURRICULAR ACTIVITIES

PACE offers its students many extra-curricular activities, which take place after school and in the evening. A typical performance season includes a full-length play, a concert of student-choreographed dances, student directed and arranged music show, and an evening showcase performed by each grade level including a farewell recital by the seniors. Participation in the main stage productions is completely optional.



PHYSICAL EDUCATION

Our primary goal is helping students become physically literate and gain the knowledge necessary to lead a healthy lifestyle. The curriculum is diverse and offers a variety of team activities as well as individual pursuits. When students are exposed to a wide variety of movement opportunities they are more likely to find enjoyment and build confidence. The emphasis on building relationships and fostering a sense of community is the cornerstone of our curriculum. A positive environment fosters risk taking and helps students build social skills that are essential to growth and development of the whole child.



Jack Schweter

9TH GRADE EXPERIENCE

This introductory year of Physical Education at the high school is designed to give students an overview of our “Lifetime Activity” curriculum model. The fitness curriculum is front and center in the freshman experience. Students will have the opportunity to utilize our state of the art movement and fitness facilities to develop lifelong fitness. The program covers foundational movement patterns and important fitness concepts. These concepts include how to create a safe environment, proper technique for various exercises, and cardiovascular endurance concepts. The freshman program includes ballroom dance, team building through games and problem solving, net sports and outdoor education.



10TH -11TH GRADE EXPERIENCE

During these two years we offer a wide variety of activities. We want to expose students to a broader range of movement opportunities. Activities like yoga and martial arts and bouldering are offered as well as more traditional activities like soccer, basketball and volleyball. Throughout these years we want to encourage students to take risks and try new activities so as they grow and mature they will find something that brings them personal enjoyment and fitness benefits.

12TH GRADE EXPERIENCE

The “Senior Experience” is the culmination of our physical education program here at Mamaroneck High School. We want students to be competent and confident to maintain a fit and active lifestyle. Utilizing lifetime activities, students will develop and implement a personal fitness plan including their personal interests. After completing this program during the first semester of the school year, students will implement and modify their programs with the assistance of our physical education staff throughout the second semester. Students will have the opportunity to utilize our state of the art Movement and Fitness Facility as well as utilizing off campus fitness opportunities to demonstrate lifetime fitness.

Course Offerings: 9-12

Ballroom Dance - Fitness - Martial Arts - Outdoor Education - Recreational Games - Net Sports - Stunts & Tumbling - Project Adventure - Student Designed Games - Team Games/Team Building/Cardiovascular Concepts -Walking - Bouldering - Yoga - Spin- Multicultural Games

HEALTH EDUCATION

GRADES 10, 11, 12

ONE SEMESTER COURSE REQUIRED FOR GRADUATION

Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors and decision making. This course includes the major content areas in a planned, sequential, comprehensive health education experience for all students. Topics include Healthy Lifestyle, Mental/Emotional Health, Community/ Environmental Health, Nutrition, Family Life, Consumer Health, Personal Health, Alcohol, Tobacco and Other Drugs, Intentional and Unintentional Injury, Health Promotion, Disease Prevention and Human Sexuality.

Students are provided with opportunities to explore the effect of health behaviors on an individual’s quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, group work, and individual reflection lessons helps the student further develop health literacy and awareness.



Katie Gill