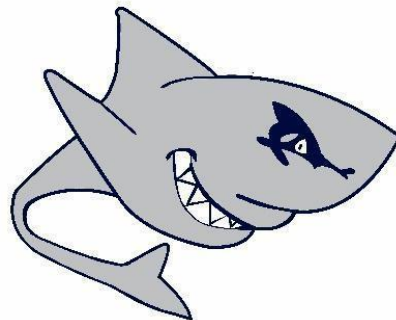


MONOMOY REGIONAL HIGH SCHOOL

PROGRAM OF STUDIES 2024 – 2025



Home of the Sharks

Jennifer Police, Principal
David Alexander, Assistant Principal
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Monomoy Regional High School

Welcome to Monomoy Regional High School!

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

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

Graduation Requirements

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

Students must earn a total of 96 credits

All graduation requirements exceed MASSCORE standards

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

Minimum Admissions Standards for admission to MA State Colleges and Universities

All information can be found at:

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

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

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

Advanced Placement (AP) Level Courses

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

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

Honors Level Courses

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

Grade Weighting and Class Rank

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

Weighted Class Rank

All honors courses will receive a weight of 1.1

AP courses a weight of 1.2

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

Marking System
Weighted GPA /Class Rank Calculation Example

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

Aspen Family Portal

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

Homework & Make-Up Work

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

Incomplete Grades

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

Mid-Term and Final Examinations

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

Important Information Regarding Elective Course Offerings

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

English Language Arts

Vision Statement

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

Transfer Goals

Students will be able to independently use their learning to:

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

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

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

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

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

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

Adam Syty: *Graduated from Bucknell University with a BA in English and Education, and with a minor in American Lit. He then coached NCAA D1 cross-country and track at Saint Francis University, where he also earned a Masters in Educational Leadership. Mr. Syty has written and published essays in Symposium magazine, an arm of The Dial.*

Meghan Peterson: *Graduated from the University of New Hampshire with an undergraduate degree in English Teaching and also a Masters in the Arts of Teaching the following year.*

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

Grade/Level	College Prep	Honors	Advanced Placement
8 th Grade	Grade 8 English	N/A	N/A
9 th Grade	English 9	English 9 Honors	N/A
10 th Grade	English 10	English 10 Honors	N/A
11 th Grade	American Literature CP	American Literature Honors	AP English Language and Composition
12 th Grade:	AP English Literature and Composition World Literature Honors World Literature Literary Explorations: From Sports to Dystopian Literary Explorations Honors: From Sports to Dystopian		
Electives	English Foundations: Grades 8-10-Semester Creative Writing I: Grades 8-12-Semester American Film Stereotypes: Grades 8-12-Semester Literature for Social Change: Grades 8-12-Semester Journalism Madness, Murder, & Mystery: Grades 8-12-Semester Great American Films and Novels: Grades 8-12-Semester Video Games as Literature SpeechCraft: Unleashing Your Voice Graphic Novel		

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

MH 100 Grade 8 English:

Grade 8 Full Year

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

MH 111 English 9:

Grade 9 Full Year

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

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

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

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

Prerequisite: Successful completion of English 9.

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

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

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

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

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

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

What is the American Dream, and is this dream still achievable? Does perception shape or alter someone's truth? What turning points determine our individual paths? These are some of the questions that we will explore in this course, through our study of a choice of the following works: *The Scarlet Letter*, *The Crucible*, selections from Transcendentalist writers, *The Narrative of Frederick Douglass*, *Into the Wild*, *The Great Gatsby*, *The Things They Carry*, *The Hate U Give* and other notable texts. Writing will focus on persuasive writing, crafting arguments, synthesizing sources, and narrative writing.

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

What is the American Dream, and is this dream still achievable? Does perception shape or alter someone's truth? What turning points determine our individual paths? These are some of the questions that we will explore in this course, through our study of *The Crucible*, *The Great Gatsby*, *The Things They Carry*, and other notable texts. As an Honors student, you will approach the course with deeper thought and reflection, as well as more rigorous reading and writing assignments.

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

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

MH 166 Literary Explorations: From Sports to Dystopias and Beyond**Grade 12 Full Year**

Do you like riveting sports stories? Gripping dystopian worlds? Fascinating accounts of real people? We have the course for you! This year-long senior English class will explore different genres and broaden your perspective of the world, all while building your ability to think critically and communicate successfully.

MH 167 Literary Explorations Honors: From Sports to Dystopias and Beyond**Grade 12 Full Year**

Do you like riveting sports stories? Gripping dystopian worlds? Fascinating accounts of real people? We have the course for you! This year-long senior English class will explore different genres and broaden your perspective of the world, all while building your ability to think critically and communicate successfully. This Honors class will be more rigorous but just as much fun!

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

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

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

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

MH 173 AP English Literature and Composition:**Grade 12 Full Year**

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

English Electives

Note: All English Electives are one semester

MH 183 Creative Writing:

Grades 8-12 Semester

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

MH 185 American Film Stereotypes:

Grades 8-12 Semester

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

MH102 Literature for Social Change

Grades 8-12 Semester

(Will not run 2024-2025)

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

MH104 Madness, Murder & Mystery

Grades 8-12 Semester

(Will not run 2024-2025)

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

MH112 English Foundations: Grades 8-10 Semester

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

MH182 Journalism:

Grades 8-12 Semester

Learn what is occurring in the world and how print, broadcast, and electronic journalism blend in today's technology-driven society. This course will focus on the fast-paced worlds of photojournalism and electronic journalism, including web publishing, podcasting, and video broadcasting. Students will explore the history and ethics of journalism,

and will report and write their own news stories. This course is heavily project-based, with students reporting and writing their own news stories, creating their own podcasts, and producing their own video broadcasts.

MH184 Creative Writing II - Thinking Globally:

Grades 9-12 Semester

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

MH186 Great American Films and Novels:

Grades 8-12 Semester

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

MH101 The Graphic Novel:

Grades 8-12 Semester

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

MH188 Video Games as Literature

Grades 8-10 Semester

Let's be honest, folks; do you spend more time reading books... or reading text bubbles under a spikey haired oversized sword wielding anti-hero? And wasn't that story better than a lot of books you have read? This course will explore some video games noted for their excellent narratives. We'll be employing an adapted version of the "reader response" method to help understand the unique structure of interactive narratives and their effects on their "readers". In the case of video games, the reader is also the author, you are the hero (or villain) of the story you are helping to create and recreate in real time. Along with the games we will study in class, you will be required to do weekly independent "reading" (playing video games) and complete response activities to connect what you are learning in class to what you are playing at home. This is a serious academic class and will require significant time investment for writing assignments outside of class. The final project will be to design your own dream game. Please note; this is not a computer science class and will cover the narrative and aesthetic considerations of game design, rather than coding or programming.

MH189 Speechcraft: Unleashing your Voice!

Grades 8-12 Semester

Afraid to present? Love to speak in public? Today's jobs often need confident speakers to present and to persuade. This course will study the great speeches of the 20th and 21st centuries. However, the course will also teach you how to write strong speeches, as well as help you confront any fears you may have about public speaking. We'll be looking at inspiring sports speeches, too! You will write about topics that interest you and will help the voice that lives inside you to come out and be heard!

History and Social Science

Vision Statement

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

Transfer Goals

Students will be able to independently use their learning to:

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

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

Lindsey LeBlanc: *Graduated Magna Cum Laude with a Bachelor's degree in Secondary Education and U.S. History from Keene State College. She continued her education at Western Governors University where she obtained a Master's degree in Curriculum and Instruction.*

Lilly Egounis: *Graduated Summa Cum Laude from Plymouth State University with a Bachelor's degree in History and Social Studies Education.*

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

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

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

Ryan Millen: *Graduated from Providence College with a Bachelor of Arts in History. He continued his education and earned a Master's degree in History Education from American International College.*

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

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

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

ELECTIVES (all semester courses)

Baseball & Society
Economics & Investing
Media & Society
Global Studies
Global Studies Capstone
Social Injustice
Psychology
Current Events & Law
Government
Caribbean, Black and Latin American History
Entrepreneurship: An Introduction to Business

Sports and Entertainment Marketing
Media Advertising and Marketing

Courses that satisfy the graduation requirements are listed in the table above, by pathway. Students may take courses in the Honors or AP pathways provided the prerequisites are met. Please see the course descriptions below for required prerequisites, if any.

MH 200 US Government and Civic Life:

Grade 8 Full Year

The goal of the course is to better understand Democracy in the United States. We learn about the Constitution, Elections, Branches of Government, our Federal System, the Media, and State and Local Government. Throughout, we will connect to and discuss current events. As part of our curriculum, we will participate in Project Citizen, in which each class will choose an issue, develop a policy for how to address the issue, try to get our local or state government to adopt our policy, and make a public presentation about our work.

MH 211 World History & Geography:

Grade 9 Full Year

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

MH 231 World History & Geography Honors:

Grade 9 Full Year

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

MH 212 United States History I:

Grade 10 Full Year

Prerequisite: Successful completion of World History

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

about the growth of sectional conflict, discover how sectional conflict led to the Civil War, and examine the consequences of the Civil War.

MH 232 United States History I Honors:

Grade 10-11 Full Year

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

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

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

MH 281 AP European History: Renaissance to Present:

Grade 10-12 Full Year

Prerequisites: Successful completion of World History and teacher Recommendation.

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

MH 213 United States History II:

Grade 11 Full Year

Prerequisite: Successful completion of US History I.

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

Society; the political realignment of the Reagan years; and other recent historical events. Students will complete a civics project that seeks to improve an issue facing our community.

MH 233 United States History II Honors :

Grade 11-12 Full Year

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

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

MH 282 AP US History: Industrialization to the Present :

Grade 11-12 Full Year

Prerequisite: AP European History or Honors United States History I.

This will be a full year elective course that will present a review of US History from 1491-present. Students will student the cultural, economic, political, and social developments that have shaped the United States. This class emphasizes reading and analyzing primary and secondary sources, thesis-driven and evidence-based writing, creativity, and developing communication and presentation skills. Students will spend much of the year preparing for the AP exam in May. We will end the year with a civics project.

MH 299 Senior Global Studies Capstone:

Grade 12 Semester

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

The capstone project will include the following elements:

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

MH 283 AP US Government:

Grade 9-12 Full Year

This full-year course studies the American political system, including the Constitution, the institutions of the federal government, civil liberties and civil rights, and political beliefs and participation. It features a considerable amount of high-level reading and analytical writing skills. It is designed to prepare students for the AP Examination which students are expected to take in May.

History and Social Science Electives

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

MH 277 Media & Society

Grades 8-12 Semester

Who are you on social media? Does your media presence reflect the real you? How does the media we consume and create reflect who we are? How do we fit into society – or not? How do we become ourselves? These are some of the questions at the heart of Media & Society. Students use the tools of sociology to examine culture and society through the lens of media: new social media sites, video games, film, text, television, among others. Students examine relationships, self and identity, socialization, culture, institutions, social structure, power, stratification, and inequality. Students improve media literacy, research skills and their ability to present what they have learned. Expect to use grading contracts that include a variety of different assessments to show mastery of the course objectives. Expect lively discussions, creative projects, and engaging topics.

MH 214 Government:

Grade 9-12 Semester

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

MH 270 Social Injustice in America:

Grades 8-9 Semester

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

MH 257 Baseball & Society:

Grades 8-12 Semester

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

MH278 Caribbean, Black, and Latin American History:

Grades 8-12 Semester

This semester-long elective course focuses on some significant achievements in Caribbean, Black and Latin American history and culture. The course is not about the story of slavery; instead, students investigate notable episodes in the long resistance to white, European oppression in some of the many forms that those struggles took: political, military, artistic, musical and literary. Special attention is paid to Tacky's War and Sharpe's Rebellion in Jamaica; the successful revolt against French domination in Haiti; anti-colonial revolts and independence movements in Brazil and what is now the Dominican Republic; Maroon/Cimarron culture and creole language; the flowering of Black culture and resistance to white supremacy in the United States that started in New York in the early 20th century; the Black Panther movement; the growth of Islam among African Americans; techniques and strategies used to resist political and economic oppression; and the contributions of notable African American, Jamaican, Haitian Latin American and Caribbean women and men to global culture. Related topics introduced by students will be included as time permits. Students will construct

and express their own unique understanding of these and related topics by analyzing primary sources, improving research methods and presentation skills, mastering specialized vocabulary, practicing methods of informed discussion and by using a variety of written and oral formats.

MH251 Current Events and Law:

Grades 8-12 Semester

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

MH 252 Psychology:

Grades 8–12 Semester

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

MH 253 Global Studies:

Grades 9-12 Semester

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

MH 254 Economics & Investing

Grades 10-12- Semester

Why are certain things so expensive? How can a better understanding of stock investing and the economy better prepare you for reaching your future goals? You will be able to answer these questions by taking this course, and will leave with increased confidence and a deeper appreciation for the economic forces that surround us all. This is a one-semester, project based course that teaches economic principles through role playing, buying a car, creating a real budget, and playing The Stock Market Game. Students will utilize a traditional economics textbook as well as read articles from The Wall Street Journal to explore topics such as scarcity, supply and demand, inflation, monetary policy, economic systems, cryptocurrency, and more. The course focuses on using active learning by centering a traditional economics course around real-life choices.

MH 284 AP Psychology:

Grades 11-12 Full Year

This one-year course serves as the equivalent to an introductory college course in psychology, and is intended to prepare students for the AP Exam in Psychology, which students are expected to take in May. It will provide an introduction to the systematic and scientific study of behavior and mental processes. Students will also examine human growth and development, theories of psychology, abnormal psychology, learning, cognition, social psychology, ethics, and methods

of psychological practice and study. Although a basic understanding of human anatomy and biology is not required, it will enhance the student's understanding of the psychological concepts discussed. Material will be presented through video, lectures, guest speakers, investigative reading, and class discussion. Class activities will include writing reaction papers, participating in class discussions, projects, and group and individual presentations. Students should be able to read a college level textbook and write grammatically correct, complete sentences. It is recommended that students earn an 80 or better in biology and receive teacher recommendation before undertaking this course. Summer reading assignments are required.

MH 275 AP Seminar

Grades 10-12 Full Year

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. Students will take the AP Seminar exam in May. This course is the prerequisite for AP Research which will be offered in the 2025-2026 academic year. Students that score a 3 or above on these two exams plus four additional AP exams of their choice can earn their AP Capstone diploma.

MH 744 Entrepreneurship: An Introduction to Business

Grades 9-12 Semester

Are you thinking of pursuing a business/management career or maybe owning your own business someday? This course is designed to introduce students to the important role business plays in the lives of individuals as consumers and workers. College-bound students are encouraged to take this course to help strengthen management and leadership skills. The course covers different types of businesses, management and leadership theories, marketing and advertising and managing and operating a small business. Students will also learn how to develop commercials, provide publicity, design products, understand promotion techniques and develop pricing strategies.

MH 745 Sports and Entertainment Marketing

Grades 9-12 Semester

This is a semester course designed for students who are interested in a career in Sports and/or Entertainment Marketing. Whether you are watching a famous athlete make an unbelievable play or witnessing a sensational singing performance, the world of sports and entertainment is never boring. Although it may seem impossible for you to be a part of this glittery world, it's not! The Sports and Entertainment Marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour. Explore basic marketing principles while delving deeper into the multi-billion dollar sports and entertainment industry. Learn how professional athletes, sports teams, and famous entertainers are marketed as commodities and how the savvy people who handle these deals can become very successful

MH 746 Media Advertising and Marketing

Grades 9-12 Semester

The study of the components of advertising and its function within the total marketing function. The course examines advertising campaigns and procedures dealing with planning, creation, production, media, management, research, and budgeting. Students will explore how advertising is used to identify specific tasks to help promote business sales.

Mathematics

Vision Statement

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

Transfer Goals

Students will be able to independently use their learning to:

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

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

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

Jessica Hardigree: *Graduated from SUNY Plattsburgh in 2012 where she earned a Bachelor of Arts in Mathematics, a minor in Athletic Coaching and a Master of Science in Secondary Education.*

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

Mary Hemeon: *Graduated from Keuka College in 1984 with a Bachelor of Arts in Mathematics, earned an SEI endorsement from Westfield State University in 2014, and earned a Master of Education in Curriculum and Teaching Mathematics from Fitchburg State University in 2016. In 2019, Mrs. Hemeon completed a graduate certificate program in **The Impact of Trauma on Learning** with the Lesley University Institute for Trauma Sensitivity and is now a certified trauma teacher. Additionally, Mrs. Hemeon has been active with the College Board since she began teaching AP Calculus in 2009.*

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

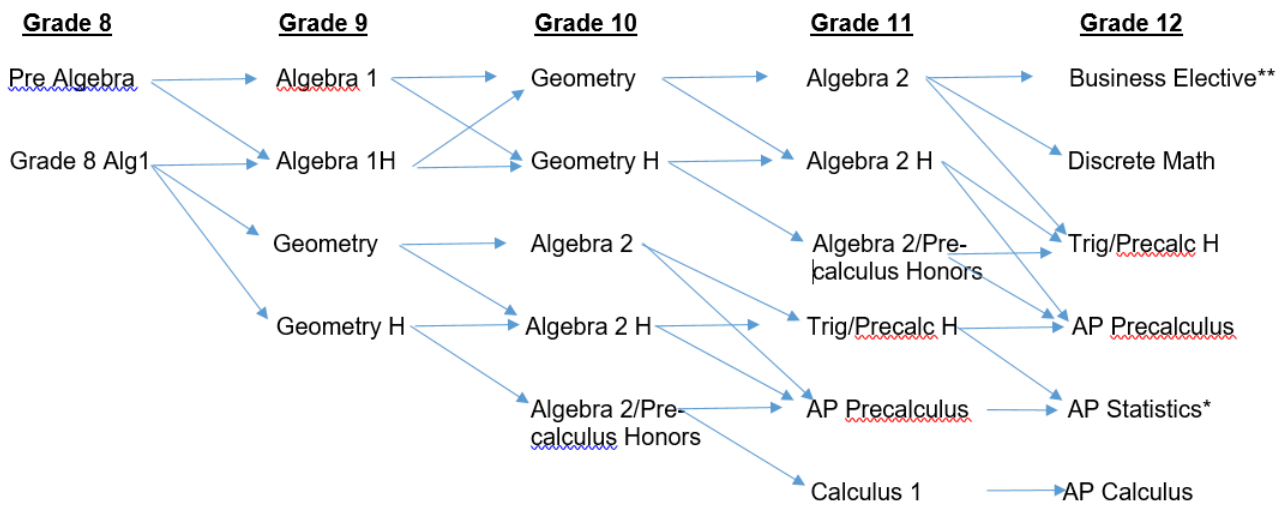
Beth Howe: Earned a Bachelor of Science in Mathematics from the University of Massachusetts-Dartmouth and a Master's of Education in Curriculum and Instructional Technology from Framingham State University.

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

Stephanie Tupper: Earned a Bachelor of Science degree in Science with a Concentration in Mathematics in 2009, as well as a Master of Education in Secondary Mathematics in 2011, both from the University of Massachusetts-Amherst.

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

MATHEMATICS DEPARTMENT FLOW CHART OF COURSE OFFERINGS



* AP Statistics may be elected as early as grade 10 once a student has completed Algebra 1.

**Personal Finance or Accounting may be taken by any senior to fulfill a 4th year math requirement.

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

- **The Traditional Pathway** is a sequence of very rigorous, in-depth, college-preparatory courses. These courses will provide a solid foundation for continued studies of mathematics at the college level. Each course is designed to meet the Massachusetts Curriculum Framework for Mathematics. This pathway will provide students with the opportunity to take Advanced Placement Statistics and/or Advanced Placement Precalculus their senior year.
- **The Accelerated Pathway** that formally begins in grade 8 will provide students with a fast-paced, in-depth, rigorous course of study culminating in the opportunity to take Advanced Placement Calculus their senior year.

Traditional Pathway

MH 300 Grade 8 Pre-Algebra:

Grade 8-Full Year

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

MH 331 Algebra 1:

Full Year

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

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

MH 312 Geometry:

Full Year

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

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

MH 313 Algebra 2:

Full Year

Prerequisite: Algebra 1 and Geometry

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

MH317 Statistics, Probability & Discrete Topics in Mathematics:

Grade 12-Full Year

Prerequisite: Algebra 2

This course, which is a survey of mathematical applications, is designed for students who have successfully completed Algebra 1, Geometry, and Algebra 2. Throughout the course, students will study contemporary applications of mathematics. Instructional time will focus on multiple representations of linear functions and linear relationships, piecewise functions, logic matrices, special right triangles, right triangle trigonometry, inverse trigonometric functions, angles of elevation and depression, introductory statistics including data collection, box and whisker plots, scatterplots, as well as linear and quadratic regressions, and probability including combinations, permutations, the binomial theorem, and the fundamental counting principle.

Accelerated Pathway

MH 301 Grade 8 Algebra 1:

Grade 8-Full Year

Prerequisite: Teacher Recommendation/Assessment

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

MH 334 Algebra 1 Honors:

Full Year

Prerequisite: 90% in Grade 8 Algebra 1 or 90% in Grade 8 Math and Teacher Recommendation

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

MH 332 Geometry Honors:

Full Year

Prerequisite: 90% in Grade 8 Algebra 1 or 90% in Algebra 1 Honors and Teacher Recommendation

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

MH 333 Algebra 2 Honors

Full Year

Prerequisite: 90% in Geometry Honors and Teacher Recommendation

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

MH315 Algebra 2/Precalculus Honors

Full Year

Prerequisite:

90% in Geometry Honors and Teacher Recommendation

This is a rigorous, accelerated, in-depth Algebra 2 course designed for the AP Calculus college-bound student. Enrolled students are expected to have previously mastered the standards outlined in Geometry Honors. Instructional time will focus on the following areas: Algebraic Properties and Structures; Tools for Functional Analysis; Analysis of Linear, Absolute Value, and Piecewise Defined Functions; Solving Systems of Equations Algebraically and with Matrices; Quadratic Functions; Analysis of Quadratic Functions; Polynomial Operations and Functions; Rational and Radical Operations and Equations; and Exponential and Logarithmic Functions. This course focuses on interactive, student-centered lessons, rigorous daily homework assignments, and assessments true to AP* form.

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

Prerequisite: 80% in Algebra 2 and Teacher Recommendation

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

MH318 AP Precalculus**Grade 11/12 Full Year**

Prerequisite: Algebra 2 or Algebra 2 /Precalculus Honors and Teacher Recommendation

The curriculum for this course is outlined by the College Board and will include the formal study of functions through multiple representations (graphical, numerical, analytical, and verbal) coupled with the application of the function type to a variety of contexts. Topics include: polynomial and rational functions; exponential and logarithmic functions; and trigonometric and polar functions. Students are responsible for the cost of taking the Advanced Placement Exam and are expected to take the exam in May. Students should check with individual colleges to become informed about the score needed to receive college credit.

MH 314 Calculus 1**Grade 11 Full Year**

Prerequisite: 90% in Algebra 2/Precalculus Honors and Teacher Recommendation

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

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

Prerequisite: Calculus I and Teacher Recommendation

This is the second of two accelerated, rigorous, college-level courses designed specifically to prepare students for the AP Calculus (AB) Exam. Enrolled students are expected to have previously mastered the standards outlined in the Calculus 1 course. The curriculum for this course is outlined by The College Board and will include all of the topics on the AP Calculus (AB) Exam. These topics encompass all of the topics from year one of Calculus 1, as well as the topics of integral calculus including the definite integral, applications of the definite integral, differential equations, and slope fields. Students are responsible for the cost of taking the Advanced Placement Exam and are expected to take the exam in May. Students should check with individual colleges to become informed about the score needed to receive college credit.

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

Prerequisite: Teacher/counselor recommendation

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

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

Math/Business Electives

MH 014 Foundations in Mathematics

Grades 8-10/11-12 Semester

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

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

MH 305 General Mathematics

Grades 8-12 Full Year

Prerequisite: Teacher Recommendation

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

MH 741 Personal Finance

Grades 11-12 Full Year

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

Science, Technology and Engineering

Vision Statement

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

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

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

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

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

Jessica Friedman: *Received a Bachelor's Degree in Science from Bridgewater State College and a Master's Degree in Biology from American International College.*

Christopher Harlow: *Received a bachelors in environmental science from University of New England.*

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

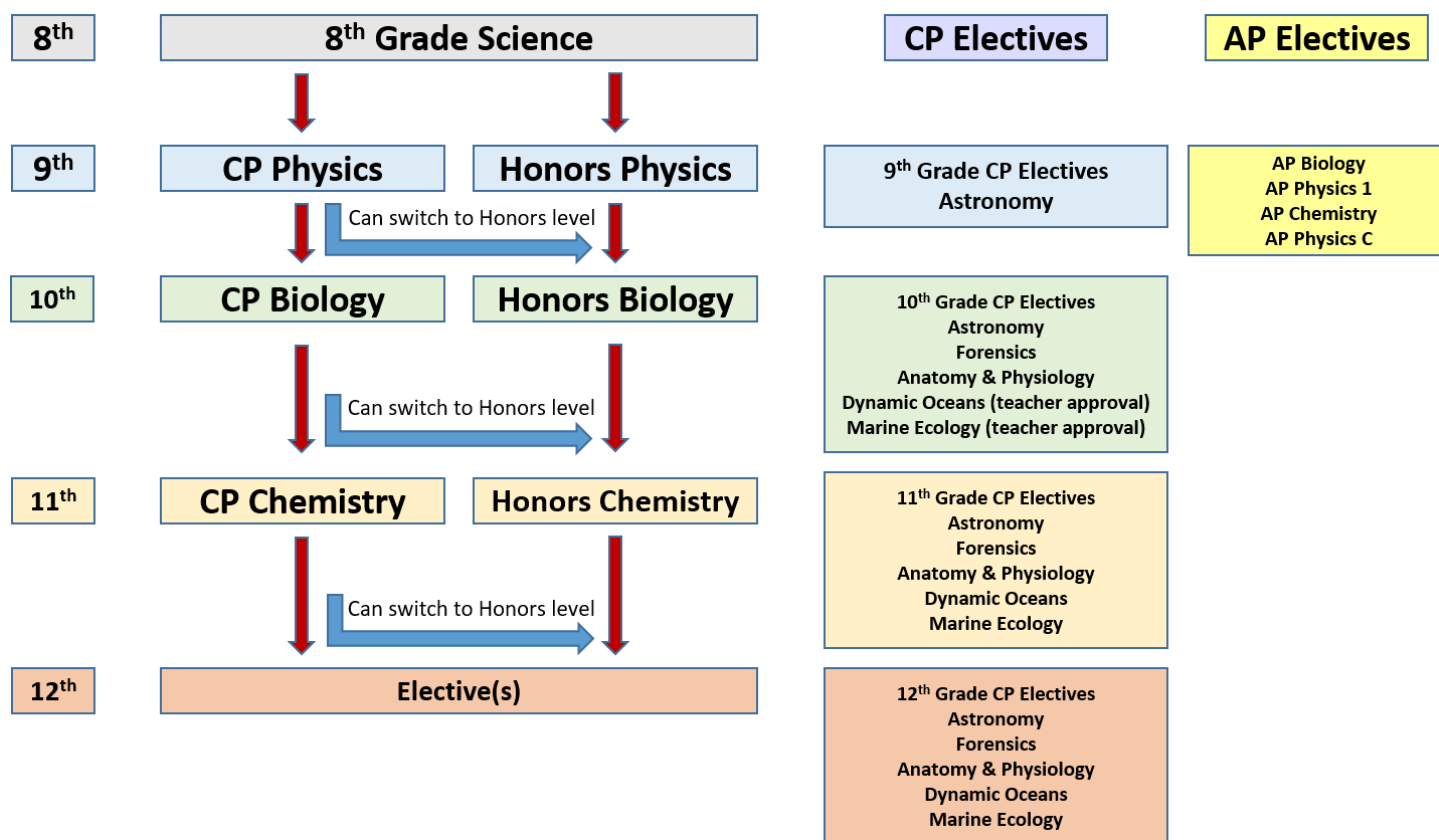
James Otto: *Received a Bachelor's degree in Physics from the University of Mary Washington, and a Master's degree and Ph.D. in Physics from the University of North Texas.*

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

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

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

Science



GRADE	FULL YEAR CORE SCIENCE		FULL YEAR ELECTIVES	SEMESTER ELECTIVES
8	8 th Grade Science			
9	CP Physics	Honors Physics		Astronomy
10	CP Biology	Honors Biology**	AP Physics I Anatomy & Physiology	Astronomy Forensics Dynamic Oceans Marine Ecology
11	CP Chemistry	Honors Chemistry	Anatomy & Physiology AP Physics I AP Biology AP Environmental Science (Coming 2025-26)	Astronomy Forensics Dynamic Oceans Marine Ecology
12			AP Physics I AP Biology AP Chemistry AP Physics C AP Environmental Science (Coming 2025-26)	Anatomy & Physiology Astronomy Forensics Dynamic Oceans Marine Ecology

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

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

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

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

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

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

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

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

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

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

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

MH415 Anatomy & Physiology:**Grades 11-12 Semester**

Prerequisite: Biology (Grade 10 *with teacher approval*)

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

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

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

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

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

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

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

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

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

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

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

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

Prerequisite: Biology

Dynamic Oceans is an interdisciplinary physical oceanography course that focuses on the study of waves, tides, ocean currents and the ocean-atmosphere relationship that influences weather and climate. Ocean chemistry will also be an integral part of the course as we discuss how salt concentrations in the ocean affect the physical flow of water and the adaptations of animals inhabiting the ocean. We will also explore different marine ecosystems and ocean zones and discuss the life that these habitats support. Selected topics will be studied in depth in the classroom, laboratory, and out in the field, and will include a heavy emphasis on skills and experiential learning. This course will utilize local resources and will provide opportunities for field trips as well as interactions between students and visiting scientists.

MH 442 Marine Ecology:**Grades 10-12 Semester II**

Prerequisite: Biology

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

course will utilize local resources and will provide opportunities for field trips as well as interactions between students and visiting scientists.

MH 485 AP Physics 1:

Grades 11-12 Full Year

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

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

MH 481 AP Biology:

Grades 11-12 Full Year

Prerequisite: Biology Honors, Chemistry recommended

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

MH 483 AP Chemistry:

Grades 11-12 Full Year

Prerequisite: Chemistry Honors.

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

MH 484 AP Physics C:

Grades 11-12 Full Year

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

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

Coming 2025-26 School Year

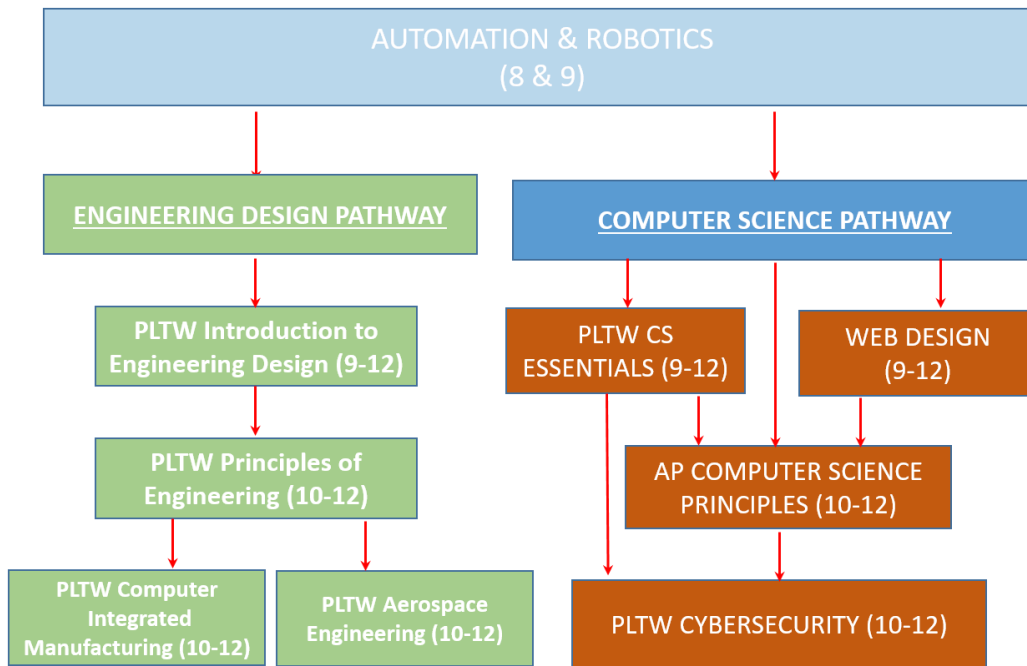
AP Environmental Science

Grades 11-12 Full Year

Prerequisites: One year of life science and one year of physical science; one year of chemistry or taken concurrently. Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra.

AP Environmental Science is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students are expected to take the AP Exam in May.

Technology and Engineering



GRADES	FULL YEAR ELECTIVES	SEMESTER ELECTIVES
8 – 9		Automation and Robotics
9 - 12	Introduction to Engineering Design Principles of Engineering PLTW Computer Science Essentials	Web Design
10 - 12	AP Computer Science PLTW Computer Integrated Manufacturing PLTW Aerospace Engineering PLTW Cybersecurity	

MH 700 Automation and Robotics:

Grades 8 – 9 Semester

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

MH 701 PLTW Introduction to Engineering Design Honors:**Grades 9 - 12 Full Year****(College credit available at certain colleges for high scores on end of course exam)**

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

MH 702 PLTW Principles of Engineering Honors:**Grades 9-12 Full Year****(College credit available at certain colleges for high scores on end of course exam)**

Prerequisite: MH 701 Introduction to Engineering Design.

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

MH 703 PLTW Computer Integrated Manufacturing Honors :**Grades 10-12 Full Year****(College credit available at certain colleges for high scores on end of course exam)**

Prerequisite: MH 701 Introduction to Engineering Design & MH 702 Principles of Engineering or Instructor Approval

Have you ever thought of a new product, like a cellphone stand or an earbud case and wanted to actually make it?

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

MH 704 PLTW Aerospace Engineering Honors :**Grades 10-12 Full Year****(College credit available at certain colleges for high scores on end of course exam)**

Prerequisite: MH 701 Introduction to Engineering Design & MH 702 Principles of Engineering or Instructor Approval

Have you ever wondered what it takes to fly? In PLTW Aerospace Engineering you will explore the fundamentals of air and space flight and orbital mechanics. You'll apply what you learned to design components of flight systems—including an airfoil, a propulsion system, a rocket—and model the orbit of the International Space Station. You'll also investigate ways to use aerospace concepts in engineering design for other applications—a wind turbine and a parachute—and learn about using remote sensing to explore a planet. Are you ready to take off?

MH 716 Introduction to Web Design:**Grades 9-12 Semester**

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

MH 715 PLTW Computer Science Essentials Honors:**Grades 9-12****Full Year**

Have you ever wanted to write your own brick breaker game, activity planner, or asteroid shooting game? Computer Science Essentials will give you all the tools you need to create your own apps. In Computer Science Essentials, you will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. You will apply computational thinking practices, build your vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Computer Science Essentials helps you create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond.

MH 735 AP Computer Science Principles: Creative Expression through Technology**Grades 9-12 Full Year**

Prerequisites: Algebra

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

MH717 PLTW Cybersecurity**Grades 10-12 Full Year**

The PLTW Cyber Security course is designed to expose high school students to the ever-growing and far-reaching field of cybersecurity. The course is implemented in 10th grade or above and is a full-year course. Students accomplish this through problem-based learning, where they role-play and train as cybersecurity experts. The course gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, "outside-the-box" thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. The course contains the following units of study:

- Personal Security (19%)
- System Security (22%)
- Network Security (31%)
- Applied Cybersecurity (28%)

In the Personal Security unit, students learn the basic concepts of cybersecurity by leveraging their familiarity with technology they use every day, such as mobile devices and apps, as well as exploring the risks associated with how they use their email, personal files, and social networking habits. In the System Security unit, students learn about the different types of malware that can attack systems on a network and how to secure and protect a system against them. In the Network Security unit, students learn about files and processes, how to manage them, and how to identify suspicious data (potential malware). Finally, in the Applied Cybersecurity unit, students use their knowledge about files, directories, processes, browsers, suspicious emails, and malware to solve the unit problem.

This course is a great way to learn about cybersecurity and prepare for a career in this exciting field! If you want to learn more about the PLTW Cyber Security course, you can visit [this link](#).

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

Katie Carey: Studied at the Universidad de Zaragoza in Spain. She graduated from Stonehill College with a degree in Spanish. She later earned her Master's Degree from American International College.

Melinda Jones: Currently studying at National Taiwan Normal University, Two years' Master's program in Teaching Chinese as a Foreign Language , will Graduate in 2025. Earned an Associates's Degree in Chinese Language and Literature and also earned a Bachelor of Arts in Chinese Language and Literature in Chengdu, China. Melinda taught Mandarin and trained the public K-12 schools' Chinese language teachers for over twenty years before she came to the U.S. Since 2010 she has taught Mandarin in both elementary and high school in public schools and Sunday Chinese schools in the U.S. Teaching is her dream job. From Melinda, "I love Chinese traditional culture as well as I love my students. My short-term goal is to help my students to learn the Chinese language and culture with fun; the final goal is that students can continue to self teach or study in another program to learn the Chinese language and culture after high school graduation. My leisure life includes Chinese brush painting, calligraphy, Tai Chi, and Tea Art."

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

Sara Peters: Completed a Bachelor of Arts Degree in Classics from the University of Massachusetts, Amherst. She earned a Master's Degree in Latin and Classical Humanities from the University of Massachusetts, Boston. Mrs. Peters received the Classical Association of Massachusetts' Excellence in Teaching Award in 2017.

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

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

[French](#)

[Spanish](#)

[Latin](#)

[Mandarin](#)

MRHS World Language Offerings 2023-24

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

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

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

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

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

Prerequisite: French I

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

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

Prerequisite: French II

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

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

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

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

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

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

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

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

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

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

Prerequisite: Spanish I

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

MH 513 Spanish Year III Honors:**Grades 10-12**

Prerequisite: Spanish II

Oral use of the language is emphasized. Ninety percent of the class is conducted in the target language. Students will expand vocabulary and cultural understanding related to Hispanic countries, global telecommunication; shopping, pastimes and hobbies; hotel stays; what to do in a medical emergency; and the differences between city and country life. Students will also be able to: communicate more extensively using the past, future, conditional, subjunctive and present perfect tenses, giving students the ability to speak about their future goals, wishes, and concerns about the environment and current events. By the end of the year students will have completed the first half of Stage One of the MA State Frameworks and read an authentic unabridged novel in Spanish.

MH 514 Spanish IV Honors:**Grades 11-12**

Prerequisite: Spanish III

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

MH 515 AP Spanish Language and Culture:**Grade 12**

Prerequisite: Spanish IV Honors and permission by the Instructor

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

This is a college level course.**MH 521 Latin I:****Grades 8-12**

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

MH 522 Latin II:**Grades 9-12**

Prerequisite: Latin I

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

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

Prerequisite: Latin II

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

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

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

MH 525 AP Latin:**Grade 12**

Prerequisite: Latin IV Honors and permission by the instructor

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

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

Chinese I is for students who have not studied nor been exposed to Chinese before. This highly interactive course aims to provide students with the basic skills necessary for meaningful communication in Chinese. This is an introduction to spoken Mandarin, the language with the largest number of native speakers in the world, which is the official language of mainland China and Taiwan, and one of the official languages of Singapore. Course objectives are to master Mandarin pronunciation, including the recognition and writing of Pinyin romanization, and to develop the ability to participate in simple, practical conversations on everyday topics. The relationship between the Chinese language and culture and the sociolinguistically appropriate use of language will be stressed throughout. Typical class format is Performance Culture Approach, include the performance of memorized conversations, drills, questions and discussion, and various types of communicative exercises. Upon completion, students will master: Pin-yin, the Chinese sound system and basic principles, student will be able to speak with native speakers with the topic they have learned the first year.

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

Prerequisite: Mandarin I

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

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

Prerequisite: Mandarin II

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

MH534 Mandarin Chinese Year IV Honors**Grade 10-12**

prerequisite: Mandarin Chinese III Honors

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

MH535 AP Chinese Language and Culture:**Grade 12**

Prerequisite: Mandarin Chinese IV Honors

Our AP courses class will be merged into Chinese 4 classrooms. But in this multi class, we are divided into different groups according to students' learning needs and use different materials to teach and learn. Students in the AP group use College Board and a lot of authentic materials, as well as *Integrated Chinese* level 3-4. Through group activities and individual study, students will improve their Chinese proficiency and prepare for the AP exam in May.

Visual & Performing Arts Department

Vision Statement

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

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

Mike Newby : *Earned a BFA in Sculpture from Massachusetts College of Art and Design as well as an MFA in Sculpture. Specializes in integrated art that uses 2D and 3D processes.*

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

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

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

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

**** THIS WHOLE GRAPHIC HAS CHANGED ****

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

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

2D & MIXED MEDIA | FINE ARTS

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

MH600 Introduction to Drawing and Painting

Grades 8-12 Semester

All skill levels are welcome in this introductory course! Students will learn the foundations of drawing and painting. We begin by building drawing skills through observational work, technique-building activities, and general planning in sketchbooks. After developing fundamental drawing skills, we will explore painting, where students experiment with a variety of different mediums such as pen and ink, graphite, colored pencils, watercolor, acrylic, oils, gouache, and more. Come into our studio and learn how to reactivate your innate drawing abilities!

MH610 Advanced Drawing and Painting*

Grades 9-12 Semester

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

This course helps students widen their creative scope while encouraging experimentation, inquiry, and investigation within their projects. Students will be challenged to reach their next technical skill level and apply it in interesting and creative ways within their artwork. This will help students learn how to develop their own personal style and let it shine on the page and canvas.

MH606 Mixed Media Workshop*

Grades 8-12 Semester

Build your creative confidence! This class provides the less-experienced student an opportunity to try their hand at a wide variety of visual arts mediums, and the more-experienced student an opportunity to push their creative limits. Students will produce original artworks and learn skills and techniques that can serve as a building block to more advanced artistic practice. Have some creative fun while exploring different artistic mediums and styles, such as embroidery, cardboard arts, painting, oil pastels, found paper arts, printmaking, and much more. This course helps students explore many different ways of making art. All experiences are welcome to this mixed media course, so join our studio for skill-building fun!

MH 604 Global Art and Design*

Grades 9-12 Semester

This class is for students who would like to learn about art through hands-on work that can go beyond drawing and painting. Students will explore diverse arts and crafts created by artists from different cultures and time periods. Projects may include textiles, bookmaking, multicultural crafts, fashion, painting, drawing, building, and printmaking. There is a strong emphasis on designing your own projects that will couple with your research of art from around the world. There is an emphasis on understanding the traditions and historical contexts of our studied cultures as well as an examination of your own heritage. Join us to travel the world without ever leaving Monomoy!

3D | FINE ARTS

MH 616 Introduction to Ceramics

Grades 8-12 Semester

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

MH 619 Advanced Ceramics*

Grades 9-12 Semester

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

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

MH630 Introduction to Sculpture**Grades 8-12 Semester**

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

MH631 Advanced Sculpture***Grades 9-12 Semester**

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

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

DIGITAL MEDIA

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

MH 682 Intro to Digital Media**Grades 8-12 Semester**

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

MH 683 Digital Media 2**Grades 9-12 Semester**

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

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

MH 685 Advanced Digital Media***Grades 10-12 Semester**

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

Ability to work and learn in a self-guided atmosphere where each student has the opportunity to work individually or as a member of a self-formed group is integral for this course. Advanced Digital Media is designed for the student who has already spent a year or more in Digital Media or Television Production and wishes to concentrate on a specific area of study or a project of a scope not covered by the traditional Digital Media classes. Students will be guided through areas that they would like to enhance their skills in. This can include camera work, editing, creating a movie from start to finish to name a few.

MH 684 TV Production ***Grades 10-12 Semester**

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

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

DIGITAL ART & DESIGN

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

MH 626 Intro to Design

Grades 8-12 Semester

Dive into the world of digital art and design—it's all around us! Learn professional programs and tricks to make your creations stand out, while exploring all of the exciting design careers awaiting you in the future. Intro to Design is an entry-level multidisciplinary digital art and design course where you learn how to use the Adobe Creative Suite to communicate your vision and ideas. In our state-of-the-art Mac lab and maker studio, you build your creativity and problem-solving skills through project-based design challenges. Some areas of exploration may include graphic design, advertising, product and packaging design, fashion design, tattoo design and more.

MH602 Advanced Design

Grades 9-12 Semester

Future Designers Wanted! Ready to turn your ideas into reality? Our advanced-level design course enhances your proficiency in the Adobe Creative Suite and your understanding of design processes across multiple disciplines. You gain real-world experience by participating in design thinking challenges, collaborative projects, and client proposals. The course is tailored to individual student interests, enabling a deeper exploration of various design fields. Whether it's apparel and fashion design, personal branding, web design, advertising, merchandise design, architecture design, app design, or other areas, our goal is to inspire you to unleash your creativity and bring your design concepts to life. Join us on a journey to unleash your creative potential!

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

MH 620 Intro to Photography

Grades 9-12 Semester

Learn how to see the world with a different lens! In this class, students learn how to capture, compose, and edit stunning images using the manual mode of the digital camera. We will focus on foundational photography skill development, which includes media management and image enhancement techniques in Adobe Lightroom and Photoshop. Individuals are encouraged to put their own creative twist into their assignments and explore the world around them. Camera kits are available to students who do not have their own SD cards. Students will be expected to capture the majority of their images off-campus.

MH 623 Advanced Photography*

Grades 9-12 Semester

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

Advanced Photography is a course for students who are serious about photography and wish to improve their skills. This is an intensive, independent, project-based course that gives individuals an opportunity to utilize photography to explore creative ways to communicate ideas, stories, moods, and messages. Students are encouraged to interpret the instructor's photography prompts in their own ways, so they can further develop their own style. Throughout the course, students generate a portfolio of finished works that demonstrate their understanding of concepts, processes, skills, and style. Each individual is required to participate in at least one contest or exhibition during the course. Class time is solely dedicated to skill development, planning, critiques, editing, organization, writing, research, and staged photo shoots whereas outside of school, students are expected to complete a minimum of 1-2 hours of photography each week. Students are highly encouraged to obtain their own DSLR camera, but the department has loaners for those who do not have access to their own.

MH 642 Band 8-12***Grades 8-12 Full Year**

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

MH 644 Chorus***Grades 8-12 Full Year**

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

MH 645 Select Choir***Grades 9-12 Full Year**

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

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

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

This one-semester course is designed to carry students from basic fundamentals of music into the beginnings of composition. Music Theory will provide the opportunity to learn about the “science” behind music and covers music notation, literacy, rhythmic and melodic dictation, chord structure, and melody writing. Noteflight is our vehicle for creative composing and applying your acquired knowledge. Previous ensemble experience is not necessary.

MH 649 History of Rock Music***Grades 9-12 Semester**

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

Theater Arts***Grades 8 - 12 Semester**

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

VPA | DEPARTMENT-WIDE

MH 615 AP Art & Design, 2D or 3D

Grades 11-12 Full Year

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

Enrollment Requirements: Initial Portfolio & Final Instructor Approval

Do you want to develop your portfolio or gain college-level experience in the arts? Consider enrolling in our AP Art & Design studio course today! Not only will this course boost your skills, grit, and creative confidence– but you will have the opportunity to work in a college-like studio setting alongside like-minded individuals who share similar passions and interests.

AP Art and Design has three track options; 2D, 3D, and Drawing– all of which correspond to courses offered in colleges and universities. Submitting the AP portfolio/exam is a requirement for each track. Students begin the course by generating an inquiry to guide their sustained artistic investigations. Over the course of nine months, students build 15-20 high-quality artworks in response to their inquiry. The final AP portfolio/exam submission requires evidence of investigation of materials, processes, and ideas, as well as experimentation, revision, and communication. Due to the time-consuming nature of art making, AP Art and Design students are highly recommended to enroll in “Independent Study in the Arts Course-Honors” to extend their studio time during the school day.

MH629 Independent Studies in the Arts, Honors*

Grades 11-12 Semester

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

Portfolio-Focused *Independent Study*

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

Arts Management-Focused *Independent Study*

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

AP Studio-Focused *Independent Study*

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

Wellness

Vision Statement

The Monomoy Regional High School Wellness Department provides a comprehensive health education and physical education curriculum for students grades 8-12. MRHS Wellness continues to practice healthy-enhancing skills with the intention for students to learn wellness concepts and master skills with self-confidence. With a variety of individualized courses, we provide our students with information, skills, and opportunities to explore their own personal wellness and make decisions that support a healthy lifestyle.

The MRHS Wellness Department offers a sequential approach throughout their time at Monomoy. Students in grades 8-10 are required to complete a semester of PE & Health for each year. Along with completing the prerequisite courses, we offer a variety of wellness electives for students in grades 9-12. These electives provide educational opportunities geared towards personal interests while learning concepts, applying them in class activities, and ultimately transferring skills through personal experiences beyond the school setting. The MRHS Wellness Department strives to create a positive, welcoming learning environment that promotes self-responsibility and a lifelong commitment to one's overall health and wellness.

Transfer Goals:

Students will be able to independently use their learning to:

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

Adam Legg: *Earned a B.S. in Physical Education from Endicott College in 2018 and earned a M.Ed in Athletic leadership from Springfield College in 2022. Four year varsity soccer player at Endicott College. Graduate assistant coach for the Springfield College Baseball program and teaching fellow in the Springfield College Physical Education Health Education Department. Crossfit L1 certification.*

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

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

Chelsea Cunningham: *Graduated from Bridgewater State University with a B.S. in Physical Education and a minor in Psychology and Motor Development Therapy; four-year varsity volleyball player for BSU. Graduated from Boston University with a M.Ed degree in Physical Education and Coaching. Currently holds a Professional PreK-12 license in Physical Education and an Initial PreK-12 license in Health/Family and Consumer Sciences.*

Jake Wisniewski: *Graduated from Stonehill College with a bachelor's degree in Elementary Education and Psychology. He has also received his initial license for Elementary Education for grades 1-6. He is currently pursuing a master's degree in Movement Science from Westfield State University and has received his initial license in Physical Education.*

Wellness

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

MH 750 Wellness 8A & 8B:

Grade 8 Semester

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

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

MH 751 Wellness 9A & 9B:

Grade 9 Semester

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

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

MH 761 Wellness 10A & 10B:

Grade 10 Semester

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

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

MH791 CPR/AED and First Aid Certification

Grades 9-12 Term

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

MH792 Lifetime Activities

Grades 9-12 Term

This course introduces a variety of activities that require participation, collaboration, and physical activity. Some of the offerings in the course include cooperative activities (tag games, backyard games), individual sports (badminton, pickleball, tennis), and lifetime fitness activities (relaxation techniques, dance, yoga, kickboxing) during physical education. Ultimately, this course engages students in activities that can be found in their homes, schools, and communities, while preparing our students for an active life beyond MRHS.

MH752 Fitness through Team Sports

Grades 9-12 Term

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

MH753 Personal Fitness**Grades 9-12 Term**

This course is designed for students interested in exploring how to improve their own fitness levels in the areas of muscular strength & endurance, flexibility and cardiovascular endurance. Students will be taught various strategies and basic exercises to help them achieve personal success. This course promotes lifelong fitness through a variety of units including general physical fitness, yoga, stress management, and diet. Students will be expected to participate in vigorous activities, analyze their fitness levels, and design a fitness program that they can use for a lifetime.

MH790 Wellness Leaders**Grades 11-12 Semester**

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

MH744 Unified Physical Education**Grades 9-12 Term**

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

MH780 Sport Leadership**Grades 9-12 Term**

The purpose of this class is to expose students to many different aspects of athletics. Sports psychology, athletic administration, philosophy of sport, leadership, and coaching are all potential career paths that are not thought of by many students. Students will be given tools to help build knowledge, understand the world of sports, the role of sport in society, build a personal philosophy and mission statement, and end with a culminating project of their choosing.

MH793 Applied Nutrition

(will not be run during the '24-25 school year)

Grades 9-12 Term

This course focuses on the relationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting physical and cognitive performance are covered. Students will learn about different dietary patterns as well as social and cultural factors affecting nutritional practices in today's world.

MH762 Adulthood 101**Grades 9-12 Term**

Students will be exposed to a multitude of topics to prepare them for life after high school. Whether students are attending college or not the tools of SEL, Digital citizenship, community outreach and financial literacy, are highly valuable. In a world that updates every week, the skills they will gain in this class will allow them to respond appropriately to situations that arise and help them plan accordingly for their future.

MH754 Health Issues in Society**Grades 9-12 Term**

This course covers information available on pertinent health issues that young adults may face in today's society. Topics covered are disease and illness prevention, substance use and the brain, the effects of social media on mental health, suicide prevention, and current health trends. This multifaceted course will allow students to explore content that relates

to the current generation; when applying to acts of everyday life, students will be able to promote mature decision-making and exercise essential communication skills.

MH799 SHORE Internship

Grades 11-12 Semester

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

MH 771 Culinary Arts and Nutrition I

Grades 8-12 Semester

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

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

MH772 Culinary Arts and Nutrition II

Grades 8-12 Semester

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

MH773 Culinary Arts Leaders

Grades 11-12 Semester

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

Grade 8	Health & Physical Education - Required
Grade 9	Health & Physical Education - Required
Grade 10	Health & Physical Education - Required
Grade 9-12 Electives	<p style="text-align: center;"> Fitness Through Team Sports Personal Fitness Physical Education Leaders Unified Physical Education CPR/AED and First Aid Certification Applied Nutrition Sports Leadership Lifetime Activities SHORE Internship Culinary Arts and Nutrition I Culinary Arts and Nutrition II Culinary Arts Leaders Adulting 101 Health Issues in Society </p>

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

Library/Media

Vision Statement

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

Transfer Goals

Students will be able to independently use their learning to:

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

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

Special Education

Philosophy of Practice Statement

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

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

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

Transfer goals:

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

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

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

John Bonanni: *Mr. Bonanni has been teaching for 11 years, across adult education, special education, general education, and incarcerated youth. He earned his B.A. in English and Communication from UMass Amherst, and his master's degree in Education from Bridgewater State University. In 2022, he earned a Master's of Fine Arts in Creative Writing through University of Nevada's low residency program at Lake Tahoe.*

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

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

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

Michelle Goode: *Earned a Bachelor of Arts in Education from Curry College, a Master's Degree in Special Education from Bridgewater State College, and a CAGS in Educational Leadership & Administration from American International College.*

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

John Herring: *Earned a Bachelor of Arts in Psychology from Gannon University and earned a Masters of Education in Curriculum and Instruction from American International University. Mr. Herring also holds a Masters of Education in Special Intensive Education from Fitchburg State College. Mr Herring is currently in the final stages of a CAGS in Educational Leadership and has earned a provisional license for Principal/Asst. Principal from Bridgewater State University.*

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

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

Jennifer Stevens: Graduated with a Bachelors in Psychology from The University of Delaware and earned a Master's Degree in Special Education from Notre Dame de Namur University. She holds licenses in Moderate Special Education 5-12 and Secondary Math.

Modified Mathematics:

Offering of individual modified courses depends on student needs. In any particular year, a modified course may be offered in any math course from Pre-Algebra through Algebra 2. In any modified math course, the programming is dictated by students' Individualized Education Plans. Students are provided with instruction toward goals in the area of math instruction, aligned to the traditional curriculum and standards. Designed to move at a slower pace, build in more review, and meet each student at their individual level, the classes are intended to be a safe and positive environment for students to build their math skills. The classes are a more supportive environment for students in special education who have historically struggled in a regular math class due to an intellectual, learning, or emotional disability. The classes are standards aligned, and focus on the most critical topics needed to pass the MCAS in Mathematics, as well as building general number sense and critical thinking abilities.

Modified English Language Arts:

Offering of individual modified courses depends on student needs. In any particular year, a modified course may be offered in any English Language Arts course from. These courses provide small group instruction as required on students' Individualized Education Plans. Accommodations and Modifications are built into the program to allow all students access to the Monomoy Regional High School's English Language Arts curriculum. The classes focuses on the acquisition, improvement, development, and reinforcement of skills and strategies for vocabulary development, reading literature, and written expression. In addition, the classes focus on building self-confidence and self-esteem to allow for risk-taking and participation which enhance learning. Students will have many opportunities to be successful and develop a positive attitude toward reading and writing. They will also learn to respect your own ideas and those of others as well. Classes will be taught in a direct, systematic, multisensory way. Learning will be assessed in a variety of ways with many opportunities to achieve the grade you wish to earn and be responsible for your own learning.

Science:

MH 491 Modified Biology:

Offering of modified courses depends on student needs from year to year. This course is a two year survey that is designed to cover the essential concepts of biological science utilized in the Biology MCAS exam. Students will analyze and explain the nature of science in the search for understanding the natural world, as well as practice the application of technology, scientific tools and critical thought skills in solving problems. Students will focus on biological structures and their functions at multiple levels of organization in living things, as well as explore the patterns, processes and systems within biology. As scientific learners, students will collect and analyze data, interpret results, draw conclusions, and communicate their findings. The class is primarily project, lab, and classwork based, and may omit some topics and cover others more thoroughly as needed to meet the highest impact standards. Throughout the course, students will work both independently and collaboratively, with an active learner approach. The goal for the two year course is for students to gain competence in the area of science as well as a more meaningful understanding of the living world around them.

MH 831-838 The **SAIL** (Students Achieving Independent Learning) program serves students enrolled in grades eight through twelve. The SAIL program provides students with specialized instruction in the areas of social emotional learning, functional academics, activities of daily living and pre-vocational skills. Students are provided with individualized and small group instruction at a pace and level that meets their unique needs. Our SAIL students have jobs within the classroom and throughout the school and participate in weekly community outings to generalize daily living and vocational skills in real life settings. SAIL students participate in Best Buddies, Unified PE, and have opportunities to be part of other school activities and clubs such as Unified Basketball, Unified Track and Field, school concerts as well as the school play and musical.

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

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

MH 744 Unified Physical Education:

Grades 11-12 Semester

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

English as a Second Language (ESL)

Vision Statement

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

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

MH 901 ESL 1

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

MH 902 ESL 2

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

MH 903 ESL 3

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

MH 900 ESL Resource

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

MH 906 English Development

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

Experiential Learning

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

MH 851 Community Internship:

Grade 12

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

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

Interested students:

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

MH 871 Independent Study:

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

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

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

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

MH 995 Dual Enrollment:

Grades 11-12: Semester or FY

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

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

School Counseling and Psychology/Guidance and Health Office

Vision Statement

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

Transfer goals:

Students will be able to independently use their learning to:

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

Kathleen Giorgio, School Adjustment Counselor: Graduated from Providence College with a Bachelor in Social Work. Earned a Master's in Clinical Social Work from Boston College.

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

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

Christina Fonts, School Psychologist: Graduated from Boston University with a Bachelor of Science in Psychology with a minor in Women, Gender, and Sexuality Studies. She later earned her Educational Specialist degree in School Psychology at Lewis & Clark College in Portland, OR, as well as a certification in Ecopsychology. She is a nationally certified school psychologist.

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

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

Megan Mazzeo, LICSW, School Adjustment Counselor: Graduated from University of New Hampshire with a Bachelor of Arts in Sociology. She earned a Master's in Social Work from Boston College.

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

Cheryl Dufault BSN, RN, NCSN, School Nurse: Graduated from Quinsigamond Community College with an Associate's degree in Nursing and from Worcester State College with a Bachelor's degree in Science with a dual concentration in Nursing and Psychology. She is certified by the National Board for Certification of School Nurses (NCSN). Cheryl has been working as a school nurse for 15 years and has been a RN for 28 years.

Katherine Savin BSN, RN, School Nurse: Graduated with her Bachelor of Science in Nursing from Northeastern University. Katie has been practicing nursing for the past 16 years

Sara Sears, RN, BSN, School Nurse: *Received her Bachelor of Arts and Science from University of Massachusetts-Amherst with a double major in Political Science and German. She went on to earn her Bachelor of Science in Nursing from Johns Hopkins University. Sara has been practicing nursing for the past 24 years.*

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

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