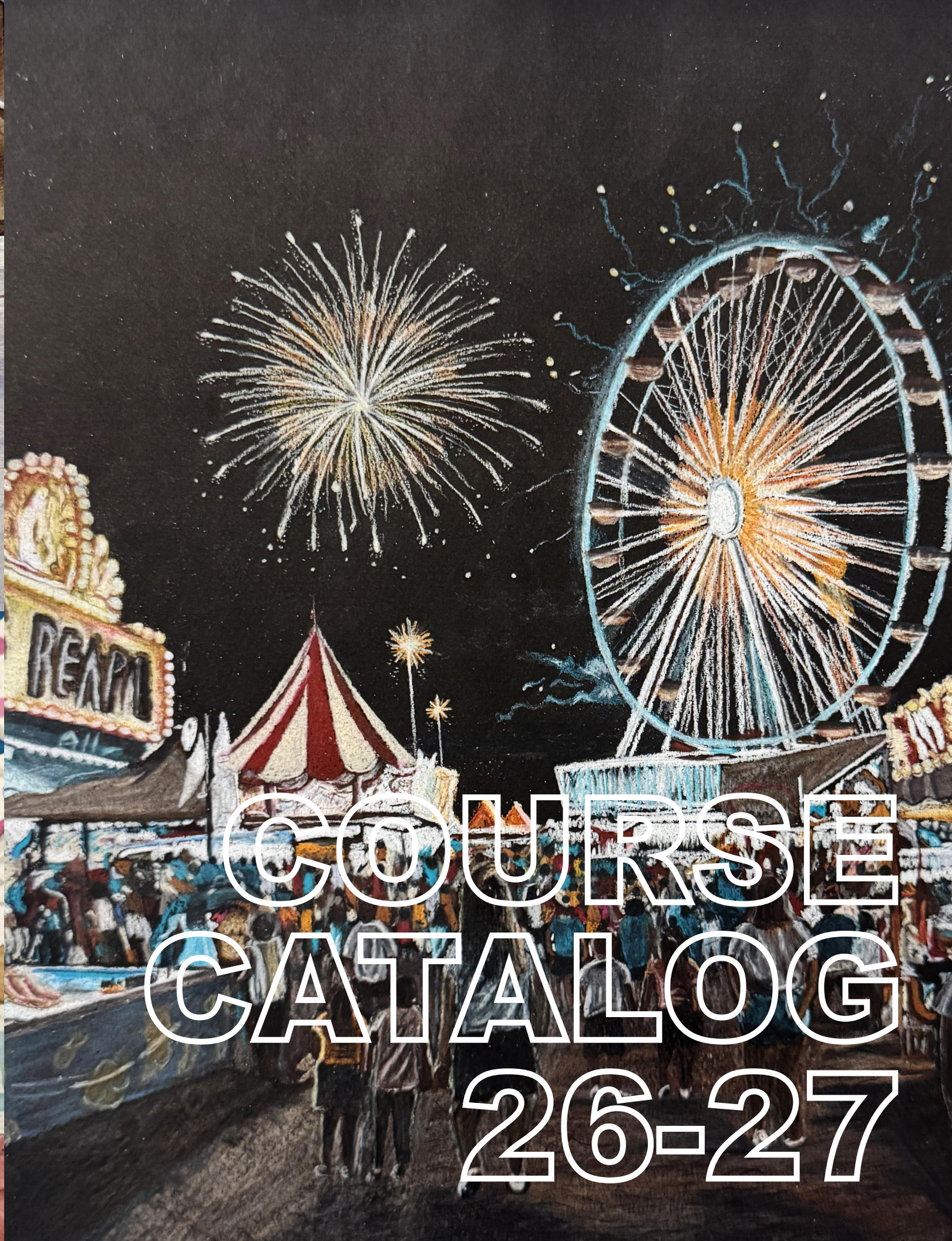


COURSE CATALOG 26-27

MAMARONECK
PUBLIC SCHOOLS

MAMARONECK HIGH SCHOOL
MAMARONECK, NY 10543 914.220.3105

Dear Students, Parents, and Caregivers:

Welcome to Mamaroneck High School's Course Catalog. MHS offers a variety of classes that are vibrant, interesting, and rigorous. The course catalog serves as a guide of all the classes offered, and we encourage students and families to review this carefully as scheduling begins for the next school year. Please also refer to the online version of this catalog for the most current information.

It is important to keep in mind that there are required courses for each grade level (e.g. US History) and a number of elective courses from which to choose. In addition, students, you should carefully discuss with your parents/caregivers the appropriate course load that encourages you to challenge yourselves, but not overburden yourselves with stress and pressure.

Students, as this introduction to all the courses at Mamaroneck High School will be helpful, it is imperative that you have conversations with your counselors to discuss the course offerings and the goals you have for high school overall. Parents and caregivers should understand the MHS course pathways, and if there are any questions, our school counselors are available to discuss any issue or concern. Remember the course selection process can be exciting, but all should bear in mind the students' interests, educational aspirations, and social-emotional wellbeing while scheduling.

Go Tigers!

Sincerely,

Lina Carolini-Cannavo
Principal, Mamaroneck High School

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Anna Pedersen

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

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

STATEMENT OF POLICY

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



Ariana Brito

FROM THE COUNSELING OFFICE

Dear Students and Parents,
In February, we begin the process of selecting courses for the 2026-27 school year. The counseling staff will work closely with you to ensure that our students are placed in the proper courses, and choices are made carefully and thoughtfully. Students meet with counselors individually with regard to their course selection for next year. Students are asked to consult with their current teachers to be sure choices are appropriate.

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

Class–to-class transfers:

1. In cases where a student transfers from one section of a course to another section of the identical course (same course code) with a different teacher, the student's final grade will be a combination of grades earned in both sections.
2. In cases where a student transfers from one course to another course with a different course code, the students final grade will be determined by the grades earned in the course that appears on the students transcript. The deadline for this change is three weeks for one semester classes and six weeks for full year classes. Grades for course changes made after the deadlines will include grades from original class. *

* Please refer to Parent Square announcements or check with your child's counselor about deadline dates for dropping / changing courses.

Sincerely,
Cathy Quackenbush
Counseling Coordinator

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

Cathy Quackenbush, Counseling Coordinator 220-3125
Rob Adams 220-3123
Chris Barrerra 220-3133
Greg Cuddy.....220-3130
Marsha Genwright.....220-3136
Christina Hoshizumi 220-3138
Laura Kearon.....220-3126
Lainie Lichtenstein 220-3131
Jennifer Lichtman 220-3132
Laura Petersen.....220-3039
Rob Schwartz.....220-3127
Brittney Strachn.....220-3124

CREDITS & GRADUATION REQUIREMENTS

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

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

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

TOTAL.....22

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

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

**Minimum requirement for World Language may be met in grades 7 and/or 8.

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

Graduation Requirements:

Most MHS students will take the following Regents Exams:

English Language Arts (10th grade)
Algebra (8th or 9th grade)
Geometry (9th or 10th grade)
Global History and Geography (10th grade)
United States History (11th grade)
Biology/Living Environment (9th grade)
Earth Science (8th grade)

In order to graduate and earn a Regents Diploma, students must score 65 or above on four required Regents Exams (English, one social studies, one math and one science), plus one Regents Exam in a content area of choice (math, science, or social studies). Safety nets for students with disabilities and exceptions for general education students exist. See your counselor for details.

ENGLISH

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

NINTH GRADE PROGRAM

In their transition to high school English, ninth graders will explore the power of storytelling. Throughout the year, we read stories from visionary writers, who encourage us to use stories to speak truth, to explore a range of writing strategies, and to make sense of the world we live in. Whether we are examining ancient epics (The Odyssey), Grimm's fairy tales, or contemporary coming-of-age stories, students will learn the basics of text-analysis, persuasive arguments, and creative writing. All ninth graders will read Shakespeare's Romeo and Juliet, Life of Pi, and other rich texts. Vibrant and up-to-date classroom libraries provide students with hundreds of choices for their independent reading.



Jasmine Mendez-Perez

TENTH GRADE PROGRAM

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



Felicia Yan

ELEVENTH AND TWELFTH GRADE PROGRAM

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

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION
FULL YEAR - 1 CREDIT

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

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
FULL YEAR – 1 CREDIT

Advanced Placement English Literature provides college-level work in both reading and writing. The course follows the genre approach, and students are expected to unpack the stylistic nuances and layers of depth in such seminal works as Frankenstein, Never Let Me Go, The Age of Innocence, The Sun Also Rises, The Great Gatsby, Beloved, Slaughterhouse-Five and As You Like It. Students also critically evaluate a range of shorter readings in poetry and prose fiction and learn to write with sophistication, producing literary analysis essays and research papers as well as creative responses. The Advanced Placement English Literature and Composition exam is required at the end of the course.



Michael Lemus

ADVENTURE LIT.
HALF YEAR - 1/2 CREDIT

What drives someone to take an adventure? Does adventure mean the same thing to every person? What motivations and skill sets are required to have a successful adventure? In this course, we will attempt to answer these questions through examining the human desire to adventure into the unknown. We'll read, watch, and live vicariously through classic adventure stories, death-defying documentaries, encounters with nature, and journalistic accounts of expeditions. Exploring books, short stories, movies, blogs, and articles will introduce us to adventurers who are breaking new ground–as well as gender and racial barriers. Class projects will allow for fictional adventure writing and real-world reportage. In book groups, you will "choose your own adventure" and convey your interpretation of the characters in a creative way. The course

THE ART OF FILM
HALF YEAR – 1/2 CREDIT

This course will explore the unique nature of narrative through the medium of film. Organized around famous American directors such as Spielberg, Scorsese, Tarantino, Hitchcock, Welles (and others!), students will explore how these auteurs convey thematic content through a specific narrative point of view. In addition, students will have the opportunity to study the creative aspects of film from lighting to cameras to sound editing. Part of the course will be analyzing how directors translate the written word (in screenplays and novels) to the visual through storyboards and art design. Students will read novels and critical articles, write both creatively and analytically, and create storyboards in this course.

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

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

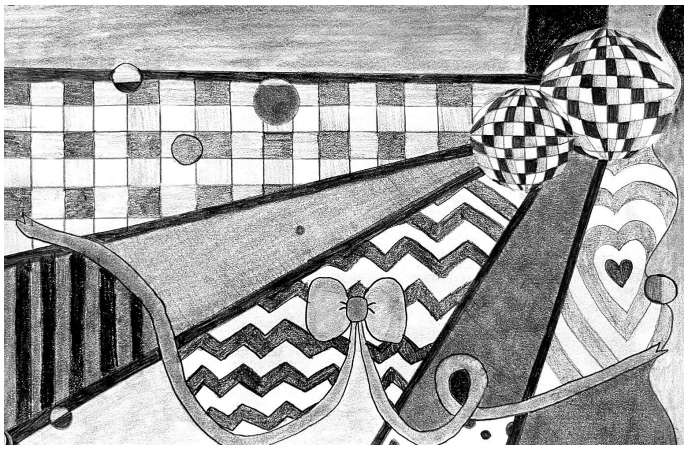
Those who desire three credits from Iona must pay a $300 registration fee to Iona and successfully complete the course. Students do not have to register for the college credit; students can pursue solely high school credit and an outstanding preparation for college writing demands.

COLLEGE JOURNALISM 1: FOUNDATIONS OF JOURNALISM
HALF YEAR – 1/2 CREDIT; 3 COLLEGE CREDITS–SUNY ALBANY

Journalism 1 is part media literacy/part journalism practice. Students will explore the tensions in creating and consuming news in the 21st century and acquire the basic skills needed to participate in the news gathering and sharing culture of our day. In the more philosophical units of the class, we will dive into the purpose of journalism; what we mean when we talk about truth, objectivity, and trust; and how the business of journalism has changed how we get our news–in fact, the very nature of news–in the last half century. We will research historical journalism milestones, from yellow journalism to pink slime, from the Pentagon Papers to podcasting. On the practical side, we will learn the skills of interviewing, writing profiles, and fact-checking. And we will analyze current trends in journalism–as well as our own personal news feeds–with the goal of curating a more accurate, reliable, and transparent set of news sources.

COLLEGE JOURNALISM 2: EFFECTIVE AND ETHICAL REPORTING
(NOTE: STUDENTS MUST TAKE COLLEGE JOURNALISM 1 BEFORE JOURNALISM 2)
HALF YEAR – 1/2 CREDIT; 3 COLLEGE CREDITS–SUNY ALBANY

This course is primarily designed as a Journalism Workshop. Students will be expected to work through the real-world process of pitching a story, then researching it, reporting it, writing it, rewriting it, fact-checking it, and learning the ins and outs of the editing process. Journalism 2 will focus on writing and storytelling: Students can explore different modes of writing (opinion, news, reviews), as well as different mediums (print, digital, audio, video). We will also delve more deeply into the ethics of contemporary journalism via case studies.



Avery Brausa



Valeria Urdaneta

CREATIVE WRITING
HALF YEAR – 1/2 CREDIT

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

PSYCHOLOGY AND LITERATURE
HALF YEAR – 1/2 CREDIT

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

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

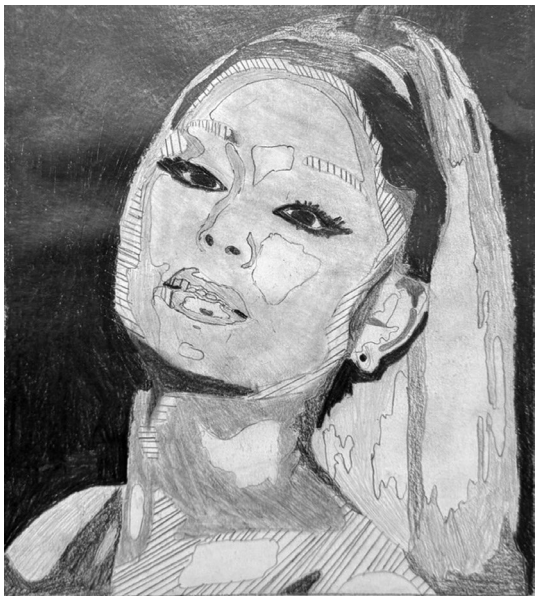
In this course, we will investigate how science fiction can be used not just to speculate about the future but also to look critically at our present. We will analyze what classic and contemporary works of science fiction convey about topics like the nature of reality, space exploration, dystopian societies, technology and social control, and many others. Texts may include the novel The Martian by Andy Weir, Station Eleven by Emily St. John Mandel and Ready Player One by Ernest Cline. We will also study science fiction through films like The Truman Show. Students will also be provided opportunities for creative writing in the genre and various ways of demonstrating learning through presentation and project-based assessment. Students have the opportunity to register for college credit, for a fee of $190, through the University of Albany for three credits after successfully completing the course. Students are not required to sign up for college credit; students can pursue solely high school credit.

SOCIAL JUSTICE
HALF YEAR - 1/2 CREDIT

In Social Justice, students explore the history of social justice movements and how people resist and thrive despite systemic oppression and injustice. Students will explore the social identity of themselves and others, reflecting on how identity impacts our perception and experiences, including (but not limited to) race, gender, sexual orientation, citizenship status, language, and ability. Social justice will be explored through a wide variety of genres, including short stories, poetry, novels, news articles, podcasts, film, music, photography and art. Students will also use these sources as models to create their own pieces, ranging from personal writing (such as self-reflections, poetry, and personal narratives) to more analytical pieces (such as research zines and literary analysis). Texts may include selections from Disability Visibility by Alice Wong, Sitting Pretty by Rebecca Taussig, Dear America by Jose Antonio Vargas, The Future We Choose by Christiana Figueres and Tom Rivett-Carnac, and selections from James Baldwin. Students will also have the opportunity to attend field trips and hear from speakers



Erik Duran



Finley Orban

VOICES AROUND THE WORLD
HALF YEAR - 1/2 CREDIT

This course begins with examining yourself, your heritage, and your history. You'll see the many ways culture shapes choices, big and small in your life. From there, you will expand your view to learning about other cultures through literature, music, traditions, art, and film. This course offers a wealth of choice; you will explore Asian, African, Middle Eastern, Latin and Central American stories via independent reading, lit circles, and whole class texts. We'll cover topics pertaining to immigration, cultural currency, language, and maintaining a sense of self.

ENGLISH LANGUAGE LEARNERS

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

ENGLISH LANGUAGE LEARNERS BEGINNING
FULL YEAR – 1 CREDIT

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



Lisa Alvarez

ENGLISH LANGUAGE LEARNERS INTERMEDIATE
FULL YEAR – 1 CREDIT

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



Dalyah Ovalle Cuevas



Ashley Castro Lopez

MATHEMATICS

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

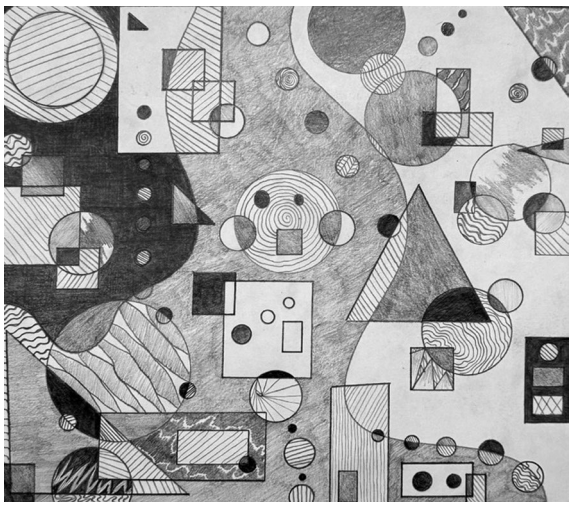
Our courses are organized by conceptual category; Number and Quantity, Algebra, Functions, Geometry, Modeling and Probability and Statistics. The Standards of Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The mathematics curriculum at MHS is designed to develop accurate, efficient, and flexible problem solvers by providing authentic and rigorous problem solving opportunities.

ALGEBRA 1
FULL YEAR – 1 CREDIT

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

TOPICS IN GEOMETRY
FULL YEAR – 1 CREDIT

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



Mariami Lukhava



Zoe Piazza

GEOMETRY
FULL YEAR – 1 CREDIT

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

GEOMETRY HONORS
FULL YEAR – 1 CREDIT

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

TOPICS IN ALGEBRA 2

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION OF THE TOPICS IN GEOMETRY OR GEOMETRY COURSES.

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

ALGEBRA 2

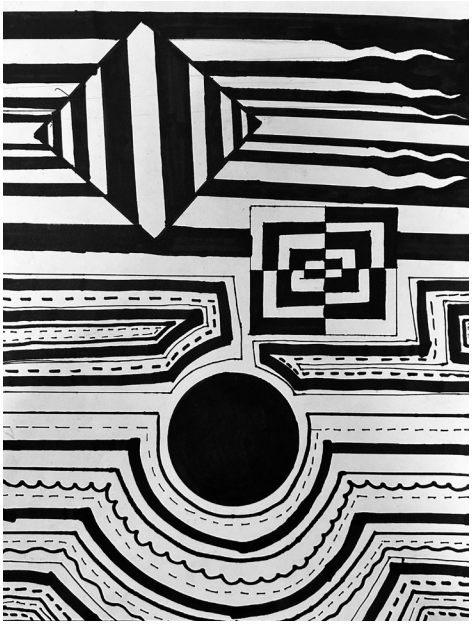
FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION OF THE GEOMETRY OR GEOMETRY HONORS COURSES.

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

ALGEBRA 2 HONORS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION OF THE GEOMETRY HONORS OR GEOMETRY COURSES.

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



Kenia Godinez Miranda



Juliette Gomez

PRECALCULUS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION OF THE ALGEBRA 2 OR ALGEBRA 2 HONORS COURSES.

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

PRE-CALCULUS HONORS

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

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



Keiry Alvarez

TOPICS IN COLLEGE MATHEMATICS

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION OF THE TOPICS IN ALGEBRA 2 OR PRECALCULUS COURSE. GRADE: 12

This course includes a variety of topics, each of which has some functionality to serve a real world need or apply to a profession. There are units pulled from college business courses, finance courses, urban management, and even philosophy (as in the case with the logic unit), in addition to a strong focus later on probability and statistics. Upon successful completion of the course, students may have the option to earn college credit through Westchester Community College for an additional fee.



Sophie Steinberg



Eloise REynolds

COLLEGE CALCULUS

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

This course is designed to serve as an introductory course in single-variable differential and integral calculus. The course will emphasize the use of hands-on activities and real-world applications of calculus. The course content includes the study of limits; derivatives; applications of derivatives; integrals; applications of integrals; the fundamental theorem of calculus; antidifferentiation; and applications of antidifferentiation. Upon successful completion of the course, students may have the option to earn college credit through Westchester Community College for an additional fee.

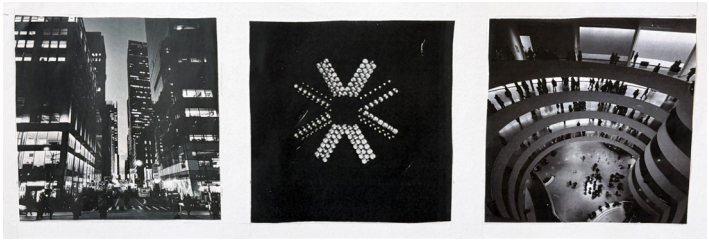
ADVANCED PLACEMENT CALCULUS AB

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

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



Lucy Foglia



Isabelle Perez-Criollo

ADVANCED PLACEMENT BC CALCULUS

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

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

AP STATISTICS

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

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

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

SCIENCE

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

REGENTS LIVING ENVIRONMENT

FULL YEAR – 1 CREDIT

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



Emma Kirwin

APPLIED CHEMISTRY

FULL YEAR – 1 CREDIT
PREREQUISITE: PASSING GRADE IN BIOLOGY & A PASSING GRADE ON EARTH SCIENCE OR BIOLOGY REGENTS EXAM

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



Mateo Espinosa

REGENTS CHEMISTRY

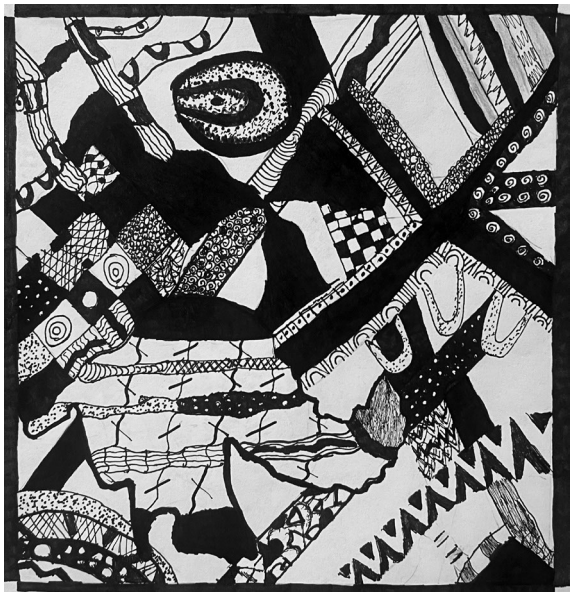
FULL YEAR – 1 CREDIT

This course emphasizes an in depth understanding of the major concepts of Chemistry, all of which deal with the properties of matter, their changes, and the laws that describe these changes. Key topics covered include: Atomic Concepts, Periodic Table, Moles/Stoichiometry, Bonding, Physical Behavior of Matter, Kinetics/Equilibrium, Organic Chemistry, Oxidation-Reduction, Acids, Bases and Salts, and Nuclear Chemistry. Historical content, the scientific method, uncertainty in measurement, significant figures and SI units are included in the introduction of the core.

CONCEPTUAL PHYSICS

FULL YEAR – 1 CREDIT
PREREQUISITE: PASSING GRADE IN BIOLOGY & A PASSING GRADE ON EARTH SCIENCE OR BIOLOGY REGENTS EXAM

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



Julian Dreni

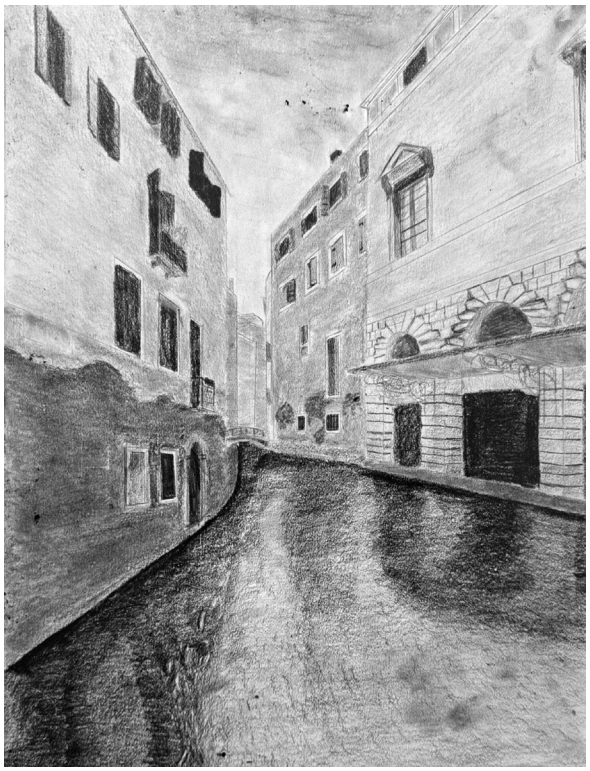
PHYSICS

FULL YEAR – 1 CREDIT
PREREQUISITE: PASSING GRADE ON BIOLOGY & CHEMISTRY REGENTS EXAM

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



Sarah Prendergast



Rebecca Smith

ADVANCED PLACEMENT BIOLOGY

FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT CHEMISTRY

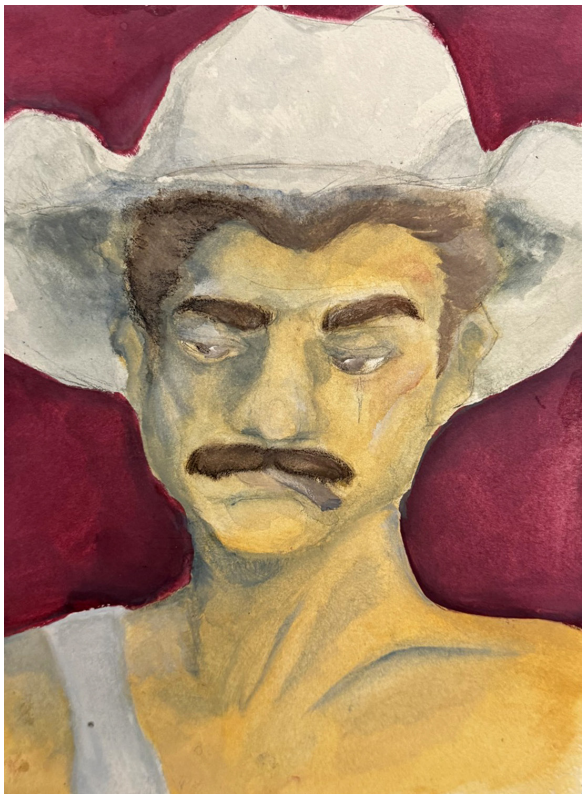
FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT PHYSICS 1

FULL YEAR – 1 CREDIT

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



Elena Collins



Adam Parker

ADVANCED PLACEMENT PHYSICS C (MECHANICS)

FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

FULL YEAR – 1 CREDIT

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

Science Electives

INTRODUCTION TO SCIENCE RESEARCH

9TH GRADE EXTRACURRICULAR - NO CREDIT

This course is a prerequisite for ninth grade students who wish to participate in Original Science Research class in grades 10-12. This course meets at 7:00 AM before school twice per week. Students join after attending an informational meeting in early November each year. Students will learn about the scientific method, data analysis, presentation skills, and will work towards identifying possible research topics to pursue in the Original Science Research class.

ORIGINAL SCIENCE RESEARCH 1, 2, 3

THREE YEAR PROGRAM - 1 CREDIT EACH YEAR
PREREQUISITE: INTRO TO SCIENCE RESEARCH

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

COURSE OVERVIEW

GRADE 9:

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

GRADE 10:

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

GRADE 11:

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

GRADE 12:

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

ANATOMY & PHYSIOLOGY

FULL YEAR – 1 CREDIT
PREREQUISITE: PASSING GRADE IN BIOLOGY

Human Anatomy and Physiology explores the inner workings of the human body and focuses on anatomical and medical terminology. This course is the perfect foundation for students wanting to expand their vocabularies and learn about the body and its levels of organization, as well as the cooperation required between those levels. Course content includes the study of biological molecules, biochemical processes common to living organisms; cellular structures and functions; tissue structure and function; and a comprehensive study of the structure and function of the integumentary, skeletal, muscular, neurological, endocrine, cardiovascular, immune, lymphatic, respiratory, digestive, urinary, and reproductive systems. Students will finish the course with a dissection unit where they observe structures closely analogous to the human body in a fetal pig.

FORENSICS

FULL YEAR – 1 CREDIT
PREREQUISITE: PASSING GRADE ON BIOLOGY, CHEMISTRY & PHYSICS

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

SOCIAL STUDIES

The Social Studies department is committed to fostering a learning environment that helps all our students succeed and prepares them for a successful future. Our department believes that each student deserves a learning experience that is culturally responsive, welcoming and affirming. We prioritize building strong relationships with each student, ensuring they feel seen, heard and valued. We place emphasis on the teaching of historical thinking skills: evaluating authenticity, credibility and bias of primary source documents, analyzing factual information and drawing conclusions, integrating concepts from a variety of disciplines and designing and carrying out research. Our approach to writing focuses on the process of analytic writing which empowers students to go beyond mere description of events, encouraging them to evaluate and interpret sources, analyze turning points, explore cause-and-effect relationships, and engage with essential questions about history. Our classrooms are places where all student voices are respected and elevated. Students engage in conversations with one another, listen to each other, become problem-solvers, ask questions, seek answers, respect the world in which they live and make others around them better. Social Studies is required for all four years of high school.

9TH GRADE - GLOBAL HISTORY 9

FULL YEAR – 1 CREDIT

In this one year history course, students will study major themes and events throughout World History from Early Humans to the European Encounter with the Americas. While reading and analyzing primary and secondary source material, students will learn to use historical thinking skills (contextualization, compare/contrast, cause/effect, continuity and change over time) to comprehend complex historical events with the overall goal of creating greater awareness of how past events have shaped the current state of the world. Students will also develop the necessary research and writing skills to produce informative and argumentative historical essays.

10TH GRADE - GLOBAL HISTORY 10

FULL YEAR – 1 CREDIT

Picking up chronologically where Global 9 ended, students will study major themes and events from 1750 to the recent past. Students will continue to read and analyze more complex primary and secondary source material further honing historical thinking skills worked on in 9th grade. Through simulations, research projects, debates, group work and other activities students will study how past events connect to the state of the world today and how the world is attempting to solve current world problems. Students will take the Global History Regents exam at the end of this course which covers only 10th grade material.

ADVANCED PLACEMENT WORLD HISTORY: MODERN

PREREQUISITE: GLOBAL HISTORY 9

FULL YEAR – 1 CREDIT

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and their relationship with the environment, cultural developments and interactions, systems of governance, economic systems, social interactions and organization, and technology and innovation. Students will engage with history through close reading of primary and secondary sources, historical analysis, and structured historical writing. Throughout the year they will practice college-level essay and short response skills, constructing arguments supported by relevant evidence and demonstrating mastery of the core AP Historical Reasoning Processes: Comparison, Causation, and Continuity and Change Over Time. Coursework will require consistent nightly reading and writing, independent study habits, and the ability to work with challenging college-level texts. Summer reading is required. The Advanced Placement World History: Modern exam is required at the end of the course. Students are also required to take the Regents Exam in Global History and Geography.

11TH GRADE - U.S. HISTORY & GOVERNMENT

FULL YEAR – 1 CREDIT

In United States History and Government, students will study American History from pre-Columbian America through the present day. By studying America's founding documents and other primary and secondary source material, students continue to hone the skills historians use to make sense of the past. Students will study the development of American democracy, the American economic system and the relationship among groups of people in this "nation of immigrants". The increasingly important role of the United States in world affairs will also be examined. The government component of this course will focus on the growth of the federal government, the rights and responsibilities of citizenship and the role of the courts in our society. Students will take the US History Regents exam at the end of this course.

ADVANCED PLACEMENT U.S. HISTORY & GOVERNMENT

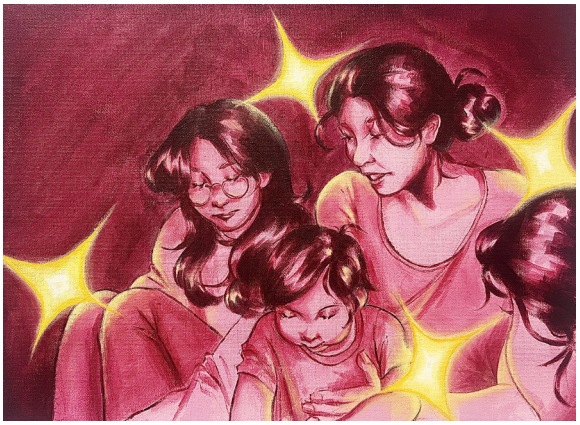
FULL YEAR – 1 CREDIT

Students may opt to enroll in this course designed to be a college level learning experience in preparation for the AP exam taken in May. The course focuses on further developing historical thinking skills necessary to interpret college-level primary and secondary source material, write critical essays, prepare for debates and engage in historical simulations. Students will also complete a detailed research project. Topics of study include the Americas before Columbus, society and culture in colonial America, the creation of and development of the early American government and economy. In addition, students study how this democracy was tested during the Civil War and Reconstruction and how society and the economy changed through the Gilded Age, Progressive Era and Great Depression. American foreign policy of the 20th century from WWI through the Cold War will also be studied.

ORIGINAL CIVIC RESEARCH AND ACTION (OCRA)

Original Civic Research and Action (OCRA) is a four-year program that begins with a before-school elective in the freshmen year. OCRA helps students become civic entrepreneurs by guiding them as they identify needs in their community and, in turn, develop and implement community-based civic action projects with the assistance of local mentors/experts. Students who are looking to be part of the OCRA program must complete the first year of OCRA as ninth graders. Students will determine pressing needs and/or issues impacting their local community. With the guidance of community mentors, participants will develop an action plan to be implemented during their final years in high school. Students attend the first year of OCRA before school at 7:00 A.M. from late October to May. During the class, students working in groups will conduct a deep community study, examine local case studies, partake in stakeholders' forums, as well as publicly present and reflect on their community study. Freshmen who complete all class requirements are eligible to enroll in the second year of OCRA in grade ten.

Please note that students can participate in only one of these research classes – OSR or OCRA.



Francesca Espino



Michelle Ramos Deleon

Twelfth Grade Full Year Courses 1 Credit

ADVANCED PLACEMENT EUROPEAN HISTORY

Students may opt to enroll in AP European, a full-year college level course designed to prepare students for the AP exam in May. Through research, lectures, discussion, group work and other activities, students will study the history of western civilization from 1350 to 2000. Units of study include the Late Middle Ages, the Renaissance, the Reformation, the Age of Absolutism, the Age of Reason and the French Revolution and the Napoleonic Era. In addition, students study the Revolutions of 1848, Nationalism and its Effects, the World Wars and Post-War Europe (1945-2000).

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS

Students may opt to enroll in this course, a full-year college level course designed to prepare students for the AP exam in May. Through the use of group work, simulations, lectures, debates and other activities, students will study in detail the inner workings of the U.S. Government. The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas that connect the content in the course units include: Constitutional-ism; Liberty and Order; Civic Participation in a Representative Democracy; Competing Policy-Making Interests; and Methods of Political Analysis. Units will include the constitutional underpinnings of American democracy, federalism, separation of powers, Congress, the Presidency, the federal judiciary, political parties, political beliefs, mass media, interest groups, civil rights and civil liberties.

ADVANCED PLACEMENT MACROECONOMICS

Students may opt to enroll in AP Macroeconomics, a full-year college level course designed to prepare students for the AP Macro exam in May. Through problem solving, simulations, seminars, group work, case studies, debates, and various other activities, students will complete a survey course in macroeconomic theory. AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to the economy as a whole. The course places emphasis on measurements of the economy and fiscal and monetary stabilization policies. Recognizing the global nature of economics, students will also examine the impact of international trade and will debate various macroeconomic schools of thought on how to best stimulate economic growth. Students are required to participate in a unit long trial on the 2008 Recession and compete in a grade wide competition, the Fed Challenge.

Twelfth Grade - Half Year Courses 1/2 Credit

SYRACUSE UNIVERSITY PROJECT ADVANCED SOCIOLOGY

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

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



Ben Macey



Sigal Cutler

CURRENT ISSUES IN GOVERNMENT & LAW

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

ECONOMICS AND PERSONAL FINANCE

Economics and Personal Finance is an introductory course designed to provide seniors with the foundational skills to begin making sound economic and financial decisions in our quickly changing world. The focus of the class is on everyday economic choices students will soon be forced to make as independent adults and consumers/producers in their communities. Units of study include choosing careers, preparing for job/college interviews, banking, credit cards, savings, investing, taxes and budgeting. Activities involving real life situations will invite students to examine what their future individual responsibilities will be to manage their own personal finances and economic well-being.

WORLD LANGUAGES

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

Chinese

CHINESE 2

FULL YEAR – 1 CREDIT

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

CHINESE 3

FULL YEAR – 1 CREDIT

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



Annelise Whiting



Lucy Macias

CHINESE 4

FULL YEAR – 1 CREDIT

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

CHINESE 5

FULL YEAR – 1 CREDIT

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

French



Giselle Zagal Lazaro

FRENCH 1
FULL YEAR – 1 CREDIT

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

FRENCH 2
FULL YEAR – 1 CREDIT

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

FRENCH 3 / FRENCH 3 HONORS
FULL YEAR – 1 CREDIT

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

FRENCH 4 / FRENCH 4 HONORS
FULL YEAR – 1 CREDIT

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

COLLEGE FRENCH / FRENCH 5
FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT FRENCH
FULL YEAR – 1 CREDIT

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

Spanish

SPANISH 1
FULL YEAR – 1 CREDIT

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

SPANISH 2
FULL YEAR – 1 CREDIT

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

SPANISH 3 / SPANISH 3 HONORS
FULL YEAR – 1 CREDIT

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

SPANISH 4 / SPANISH 4 HONORS
FULL YEAR – 1 CREDIT

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



Ndeye Dieng

COLLEGE SPANISH / SPANISH 5
FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE
FULL YEAR – 1 CREDIT

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

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

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

DUAL LANGUAGE IMMERSION-ADVANCED INTERMEDIATE SPANISH
(GRADE 9 LANGUAGE IMMERSION STUDENTS)
PREREQUISITE: MAMARONECK DUAL LANGUAGE IMMERSION PROGRAM (DOS COMINOS)
FULL YEAR - 1 CREDIT

This course is the prerequisite for Dual Language Immersion AP Spanish Language and Culture. As such, the course will prepare students for the expectations of the AP course. Students will be expected to increase their language use over the year through authentic texts and challenging assignments. This course promotes both fluency and accuracy in developing strong communication skills. Students will learn about various topics within the six AP themes: Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Family and Communities, and Beauty and Aesthetics. This course is taught entirely in Spanish. In addition, there is a department final exam and/or a project-based assessment at the end of the course.

DUAL LANGUAGE IMMERSION- AP: SPANISH LANGUAGE AND CULTURE
PREREQUISITE: ADVANCED INTERMEDIATE SPANISH
FULL YEAR - 1 CREDIT

Grade 10 Dual Language Immersion Students will study various topics within the six AP themes: Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities, Family and Communities, and Beauty and Aesthetics. Students will be expected to communicate in Spanish in a wide range of reading, listening, speaking, and writing activities individually and in various groupings. They will be immersed in exploring the culture in contemporary and historical contexts from many Spanish-speaking countries. Only authentic texts and other resources will be used. This course is taught entirely in Spanish. Students enrolled in this course must take the Advanced Placement (AP) Spanish Language and Culture exam in May. This course may not be taken pass/fail.

DUAL LANGUAGE IMMERSION- INTRODUCTION TO LITERATURE IN SPANISH (GRADE 11 LANGUAGE IMMERSION STUDENTS) PREREQUISITE: ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE **-**
FULL YEAR - 1 CREDIT

This course is a prerequisite for the AP Spanish Literature and Culture class. Grade 11 Dual Language Immersion Students will be introduced to a variety of literary genres (short stories, essays, excerpts from novels, plays, and journalistic articles), analyzing them in writing and discussion. Students are expected to craft short expository and persuasive essays at an intermediate-advanced level. Primary sources will come from both Spanish and Latin American authors, with a focus on learning the tools needed to analyze and write about literature, in preparation for the AP Spanish Literature and Culture course the following year. This course may not be taken pass/fail.

ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE
PREREQUISITE: SUCCESSFUL COMPLETION OF THE INTRODUCTION TO LITERATURE SPANISH COURSE
FULL YEAR – 1 CREDIT

The AP Spanish Literature and Culture course deepens students' knowledge of representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students continue to develop their proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) that they began to gain in the AP Spanish Language and Culture and in the Introduction to Literature in Spanish courses. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of time, place, and enduring issues. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). The AP Spanish Literature and Culture exam is required at the end of the course.

Electives

ART

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

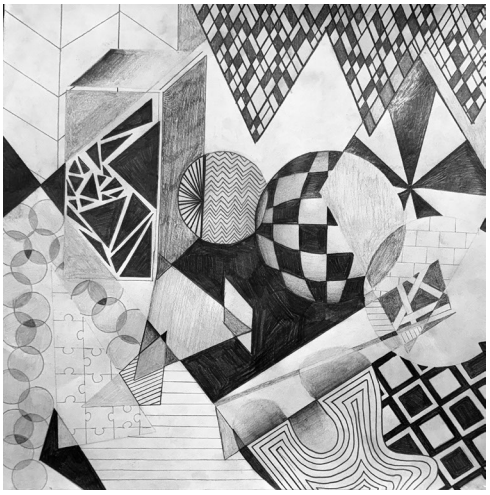
The Art Department strives to meet the needs of all students: those who are aiming for a career in art -- as well as those who want a well-rounded and creative high school experience. Frequent exhibits in our Palmer Art Gallery enable students to share their accomplishments with the entire school community. One full year of any course fulfills the art and/or music requirement for graduation.
Link to watch Fine Arts video: https://drive.google.com/file/d/10IYw2QFEHbGWg0Gl8flZf2EUHCnCFdsq/view?usp=sharing

ART FOUNDATION
FULL YEAR – 1 CREDIT

Art Foundation is an introductory, exploratory course for all students interested in a general creative experience. Experimenting with a variety of materials and techniques, including: drawing, painting, collage, printmaking and sculpture, you will learn by making art. Art Foundation also serves as the prerequisite for Drawing & Painting and Clay; it also prepares students for Photo, Design and Video.

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

Drawing and Painting is an intermediate level course in a studio art elective sequence focusing on traditional two-dimensional media. Exploration of materials in greater depth than before, learning of new subtleties and possibilities to exploit, and practicing observational drawing and painting, are important components of this course. At times you will be assigned specific subject matter, and other times you will be given a theme or prompt. Students will be prepared to go onto Advanced Drawing & Painting the following school year.



Avalyn Weintraub



Reagan Hild

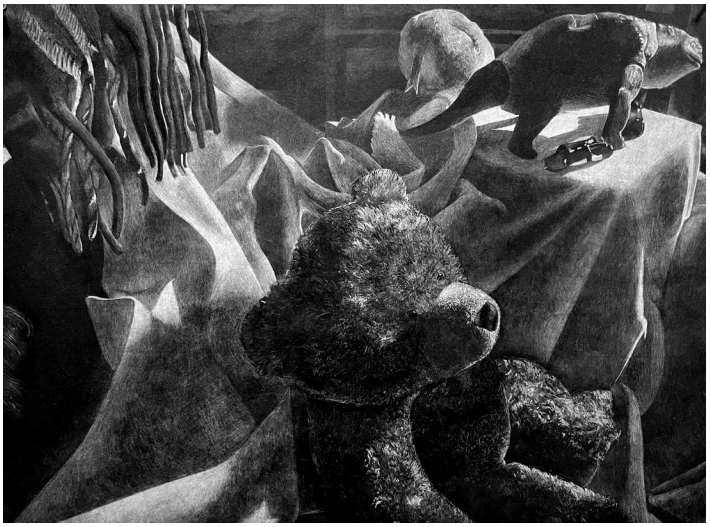
ADVANCED DRAWING & PAINTING
FULL YEAR – 1 CREDIT
PREREQUISITE: DRAWING & PAINTING

The goal of this course is to prepare students technically and conceptually for further study of Art at MHS or in college. Students will improve their skills in drawing and painting from observation. They will also explore a variety of media in depth. In addition, they will complete assignments that will require them to think creatively and work independently. They will also begin to develop their artistic voices as they do both in-class and out-of-class projects. Students will take part in group critiques of their work and discussions about art history and aesthetics. Students who successfully complete the course will have a portfolio for application for Art school or college, and should be well-prepared for the challenges of AP Studio Art.

ADVANCED PLACEMENT STUDIO ART (AP DRAWING OR 2D DESIGN PORTFOLIOS)

FULL YEAR – 1 CREDIT
PREREQUISITE: PORTFOLIO REVIEW

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

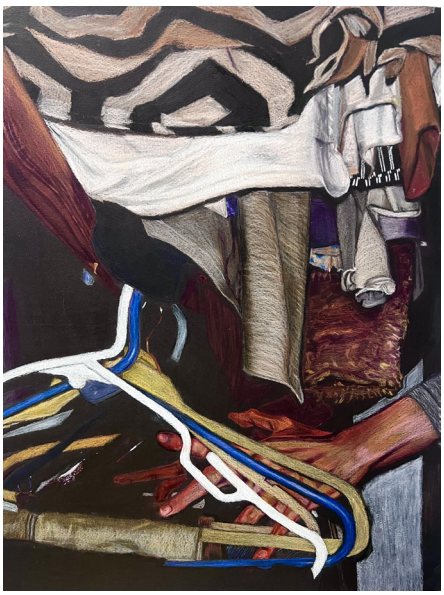


Sophie Chiaravalle

SENIOR ART EXPERIENCE

FULL YEAR – 1 CREDIT

Senior Art Experience is an exploratory course open to all seniors interested in a general creative experience, regardless of if you have taken a prior Art course at MHS or not. This course will offer students a range of creative experiences in two-dimensional and three-dimensional design, using a wide variety of approaches. This course is an open-ended inquiry into art-related issues and will include individual and group projects, and media experimentation. Student interest in particular topics and media will have a direct influence on the direction of curriculum throughout the year.



Shane Nevin



Lea Basloe

ADVANCED PLACEMENT ART HISTORY

FULL YEAR – 1 CREDIT

This course is introduces students to important works of western and non-western art in their historical contexts. Students will learn ways to examine, analyze, understand and communicate about visual culture. The first semester of this course would cover art from the prehistoric caves to the Middle Ages, and the second half of the year would continue from the Middle Ages to the present. Students will study significant works of visual art and architecture through readings, class lectures, slide presentations and discussions. Students will practice writing both descriptively and analytically about paintings, drawings, sculptures and other works. Students will become comfortable with the basic concepts of aesthetics, art theory, art history and criticism. Students will appreciate artwork as visual expressions of the major forces shaping society in different eras as well as self-contained objects of beauty. We will take at least one field trip to the Cloisters or Museum of Modern Art in New York City. Students in grade 10 are allowed to take this course.

Clay



Dayana Delcid

INTRODUCTION TO CLAY

FULL YEAR – 1 CREDIT
PREREQUISITE: ART FOUNDATION

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

INTERMEDIATE CLAY

FULL YEAR – 1 CREDIT
PREREQUISITE: INTRODUCTION TO CLAY

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



Patricia Alva

ADVANCED CLAY

FULL YEAR – 1 CREDIT
PREREQUISITES: INTERMEDIATE CLAY AND APPROVAL OF THE INSTRUCTOR

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

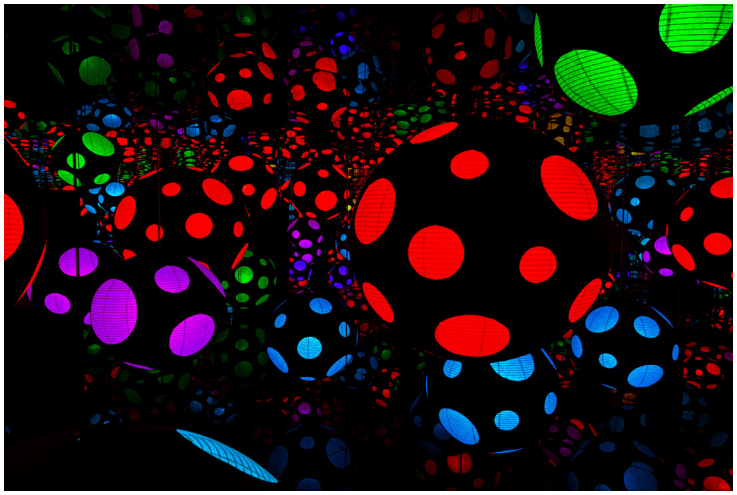
AP 3-DIMENSIONAL DESIGN

FULL YEAR – 1 CREDIT
PREREQUISITES: INTERMEDIATE CLAY AND APPROVAL OF THE INSTRUCTOR

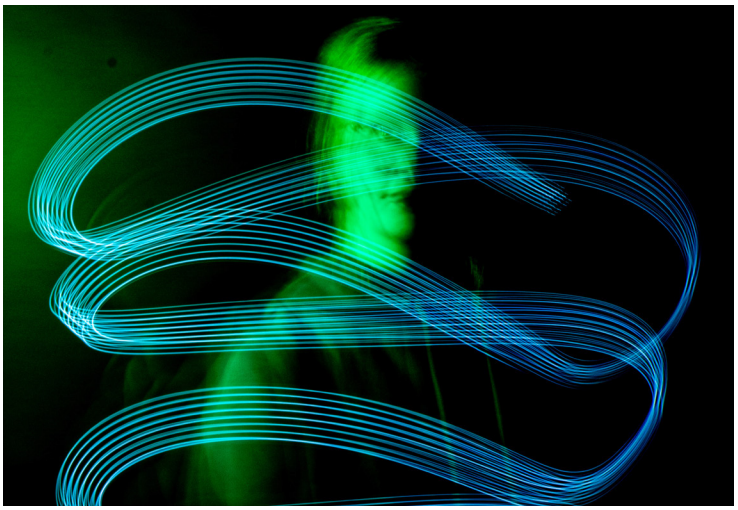
AP Clay provides an exciting opportunity for seniors who are serious about their art to do rigorous college-level work in high school. Students will need to spend at least six hours per week out of class working on their projects. They will complete an extensive portfolio in three-dimensional design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



Matthew Lin



Nicolas Palmer



Matteo Bonanno

Photography

PHOTOGRAPHY ONE

FULL YEAR – 1 CREDIT

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

PHOTOGRAPHY TWO

FULL YEAR – 1 CREDIT
PREREQUISITE: PHOTOGRAPHY ONE

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

ADVANCED PHOTOGRAPHY

FULL YEAR – 1 CREDIT
PREREQUISITE: PHOTOGRAPHY TWO

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

AP PHOTOGRAPHY/PORTFOLIO DEVELOPMENT

FULL YEAR - 1 CREDIT
PREREQUISITE: PHOTOGRAPHY TWO OR ADVANCED PHOTOGRAPHY

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

Design

STEAM STUDIO 1

FULL YEAR – 1 CREDIT

This interdisciplinary course incorporates topics from the former introductory courses in computer science, engineering, architecture, and design. The main goal of STEAM Studio is to develop the mindset required for students to be innovators, critical thinkers, problem solvers, and entrepreneurs; in a collaborative setting that reflects the real world. STEAM Studio introduces students to a variety of topics including: the design-thinking process, collaborative group work, think tank brainstorming, research, hands-on fabrication, rapid prototyping techniques, coding, and design analysis. Activities are designed to bridge together multiple disciplines, thereby creating connections between the aforementioned topics. Students in this course will also be introduced to the high-tech prototyping equipment in the new MHS CoLab. In this course, students will rotate through the followng courses: Architecture, Computer Science, Engineering and Design. Link to watch Architecture video: https://drive.google.com/file/d/16tUjrMc1ZgbeeIaovjX-ODxHnJwat5c-/view



Isabelle Sklar

AP DESIGN STUDIO / PORTFOLIO DEVELOPMENT

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

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



Megan Hurley Isabella Vitale Patricia Hahn

DESIGN STUDIO TWO

FULL YEAR - 1 CREDIT
PREREQUISITE: DESIGN STUDIO ONE

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



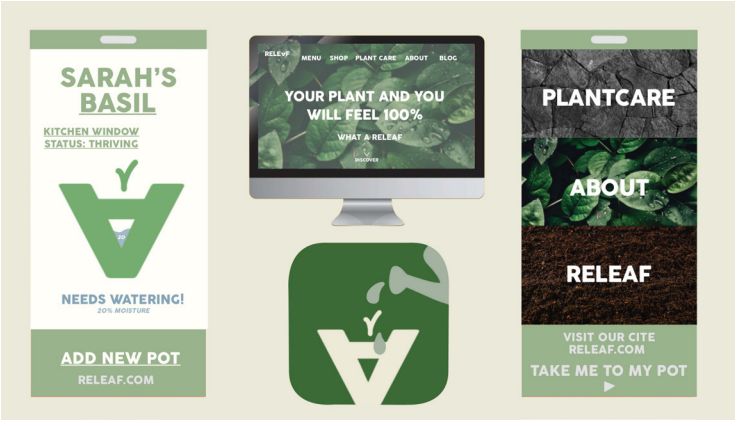
Arielle Nickerson

DESIGN STUDIO THREE

FULL YEAR – 1 CREDIT

PREREQUISITE: DESIGN STUDIO TWO

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





Paisley Flamenbaun



Isabelle Sklar

POSTER







BRANDED MERCH- HOODIE, BOOKMARK, STICKERS, ARTIST COLLECTIBLE CARDS

VIDEO PRODUCTION

INTRODUCTION TO VIDEO (1)

FULL YEAR – 1 CREDIT

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



Charlotte Thomas

INTERMEDIATE VIDEO (2)

FULL YEAR – 1 CREDIT
PREREQUISITE: INTRODUCTION TO VIDEO (1)

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



Lana Roche-Mair

ADVANCED VIDEO (3)

FULL YEAR – 1 CREDIT
PREREQUISITE: INTERMEDIATE VIDEO (2)

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

SENIOR VIDEO EXPERIENCE (4)

FULL YEAR – 1 CREDIT
PREREQUISITE: ADVANCED VIDEO (3)

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

TECHNOLOGY

STEAM STUDIO 1

FULL YEAR – 1 CREDIT

This interdisciplinary course incorporates topics from the former introductory courses in computer science, engineering, architecture, and design. The main goal of STEAM Studio is to develop the mindset required for students to be innovators, critical thinkers, problem solvers, and entrepreneurs; in a collaborative setting that reflects the real world. STEAM Studio introduces students to a variety of topics including: the design-thinking process, collaborative group work, think tank brainstorming, research, hands-on fabrication, rapid prototyping techniques, coding, and design analysis. Activities are designed to bridge together multiple disciplines, thereby creating connections between the aforementioned topics. Students in this course will also be introduced to the high-tech prototyping equipment in the new MHS CoLab. In this course, students will rotate through the followng courses: Architecture, Computer Science, Engineering and Design.
Link to watch Architecture video:
https://drive.google.com/file/d/16tUjrMc1ZgbeeIaovjXODxHnJwat5c-/view

Concentration in Architecture

ARCHITECTURAL DRAWING 2

FULL YEAR – 1 CREDIT
PREREQUISITE:STEAM STUDIO 1; GRADES 10-12

Architecture 2 reinforces the concepts introduced in the Architecture portion of Steam Studio 1. The courses will take an indepth look at 3D design, drafting and computer design as well as scaled model making and precision creations. Examinations of classical and contemporary architecture will provide students with information to launch designs using both drafting and computer aided design. The course focuses on manual technical drawing in which the students learn about scale and isometric and orthographic projections before using CAD software to design creations.

ARCHITECTURAL DRAWING 3

FULL YEAR – 1 CREDIT
PREREQUISITE: ARCHITECTUAL DRAWING 2; GRADES 10-12

The Architecture 3 course is designed to allow students to use the skills they have developed in the first 2 architecture courses to create their own designs. There will be a focus on interior design and the use of AutoCAD Architecture software. In-depth studies in architectural styles, complex models and drawings in order to solve problems will be the focus of this course.

ARCHITECTURAL DRAWING 4

FULL YEAR – 1 CREDIT
PREREQUISITE: ARCHITECTUAL DRAWING 3; GRADES 12

Architectural Drawing 4 is a capstone course for all of the Architecture courses. The course will focus on quality portfolio building and college preparation. In depth problem solving will take place in the course with a concentration on real-world prototyping.

Concentration in Computer Science

AP COMPUTER SCIENCE PRINCIPLES & COLLEGE COMPUTER SCIENCE WITH PYTHON

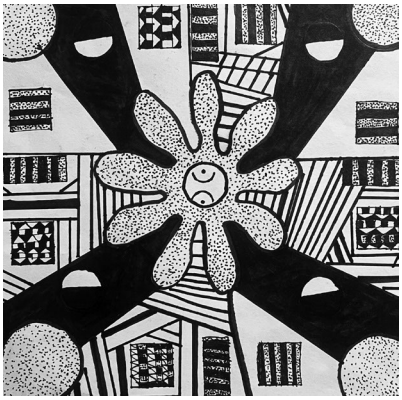
FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESSFUL COMPLETION OF STEAM STUDIO 1, GEOMETRY/GEOMETRY HONORS, OR INSTRUCTOR APPROVAL; GRADES 10-12

This course provides a broad introduction to computer science through a contemporary theme, such as multimedia programming with Python, while covering fundamental topics like abstraction, algorithmic problem-solving, and data representation. Students design and evaluate solutions, develop programs, and explore the impact of computing innovations, ethics, and the history of computing. They also gain insight into computer organization, the internet, and collaborative computing, building a strong foundation in both theoretical and applied aspects of the field.

AP COMPUTER SCIENCE A

FULL YEAR – 1 CREDIT
PREREQUISITE: SUCCESFUL COMPLETION OF COMPUTER SCIENCE WITH PYTHON.

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.



Shanden Brown

AP CYBERSECURITY

FULL YEAR – 1 CREDIT
PREREQUISITE: GRADES 11-12

AP Cybersecurity is a yearlong high school course that offers a broad introduction to the field and aligns closely with a college-level, introductory cybersecurity course. Students learn about common threats and vulnerabilities and how they combine to create risk. Students study how individuals and organizations manage risk and how risk can be mitigated through a defense-in-depth strategy. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, societies, and governments. Content and skills taught in the course align with the professional skills outlined in the National Initiative for Cybersecurity Education Workforce Framework.

COLLEGE WEB DESIGN

FULL YEAR – 1 CREDIT
GRADES: 11-12
PREREQUISITE: Successful completion of AP CS Principles & College CS with Python preferred, though not required.

This Siena College dual-enrollment course is a hands-on course covering the history and development of the Internet, the Web and the core technologies used to implement modern websites. Students will design and implement websites using semantic markup languages, style sheets, and various software tools and applications. The course will include techniques for integrating a wide range of media formats, and design fundamentals needed in implementing effective, user- friendly websites. Students taking this course at the high school can earn 3 university credits for a fee. (Tuition is waived for students qualifying for free or reduced lunch.)

Concentration in Engineering

ENGINEERING DESIGN AND MODELING

FULL YEAR – 1 CREDIT
PREREQUISITE: ENGINEERING 1, GRADES 10-12

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



Sarah Cox

ENGINEERING PROJECT MANAGEMENT

FULL YEAR – 1 CREDIT
PREREQUISITE: ENGINEERING 1, GRADES 10-12

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

ENGINEERING 4: MECHATRONICS

FULL YEAR – 1 CREDIT
PREREQUISITE: 2 YEARS OF ENGINEERING OR COMPUTER SCIENCE A

Mechatronics Engineering is a hands-on course that combines mechanical, electrical, and computer engineering principles. Students will explore how modern automated systems work by learning the fundamental components that make up robots, smart devices, and automated manufacturing equipment. Throughout this year-long course, students will develop skills in mechanical design, CAD modeling, tool-path generation, basic electronics, programming, and system integration. They will work with industry-standard tools and technologies including microcontrollers, sensors, motors, and various fabrication equipment. Projects will progress from basic circuit design and mechanical assemblies to creating fully functional automated systems that can sense and respond to their environment. The course emphasizes experiential learning through project-based assignments that simulate real-world engineering challenges. Students will work both individually and in teams, developing critical thinking, problem-solving, and collaboration skills essential for careers in engineering and technology. By the end of this course, students will understand core mechatronics principles and be able to design, build, and program basic automated systems. This course provides excellent preparation for further study in engineering, robotics, or related technical fields.

CULINARY ARTS

CULINARY ARTS 1 - INTRO TO CULINARY ARTS

FULL YEAR – 1 CREDIT

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



Maya Joseph

CULINARY ARTS 2 - INTERNATIONAL CUISINE

FULL YEAR – 1 CREDIT - PREREQUISITE: CULINARY ARTS 1

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



Zack Miranda



Angel Ramirez Coc

CULINARY ARTS 3 - ADVANCED TECHNIQUE

FULL YEAR – 1 CREDIT - PREREQUISITE: CULINARY ARTS 2

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

MUSIC DEPARTMENT

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

ADVANCED PLACEMENT MUSIC THEORY

FULL YEAR – 1 CREDIT
THIS COURSE WILL RUN OUTSIDE OF THE SCHOOL DAY (EARLY MORNINGS, LUNCH AND AFTER SCHOOL)

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

Band Studies

SYMPHONIC BAND

FULL YEAR – 1 CREDIT - BAND LAB INCLUDED
PREREQUISITE: PRIOR MUSICAL INSTRUCTION/EXPERIENCE ON THE WIND INSTRUMENT THEY PLAY.

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

BAND LAB

FULL YEAR – 1/2 CREDIT
GRADES 9-12; MUST BE ENROLLED IN SYMPHONIC BAND

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

PERCUSSION ENSEMBLE

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

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

PERCUSSION LAB

FULL YEAR – 1/2 CREDIT - MUST BE ENROLLED IN PERCUSSION ENSEMBLE

Students signing up for Percussion Ensemble will be enrolled in Percussion Lab. Once a week during lunch there will be a lab scheduled for students to work more on an individualized basis. Students will focus on improving their reading, roll/ grip technique rudimental growth, and ensemble skills.

JAZZ BAND

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

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

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

STUDIO JAZZ BAND

FULL YEAR – 1/2 CREDIT

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

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

Choral Studies

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

Mixed Choir is a singing ensemble made up of Soprano, Alto, Tenor, and Bass voices. This ensemble is open to all students in grades 9-12. Students will study a variety of choral literature. Genres and styles of music studied include but are not limited to: pop, contemporary choral, classical, and musical theater. Students will sing repertoire with a variety of accompaniment styles. The Mixed Choir performs at school concerts, and has various opportunities to perform at community functions and festivals. Students receive basic vocal and music literacy training. Mixed Choir members have an opportunity to audition for the "Swing Choir", "In Treble" and "MAC" small ensembles. In addition, Mixed Choir singers may have an opportunity to attend the NYSSMA Solo Festival. This course may be taken as a second elective. Link to watch Choral video: https://www.youtube.com/watch?v=5oJ1HEf4eFk&feature=youtu.be

ADVANCED CHOIR - FULL YEAR – 1 CREDIT - VOCAL LAB INCLUDED - GRADES 11-12

Advanced Choir is an extension of the Mixed Choir ensemble. 11-12th graders who have been in Mixed Choir for at least one full academic year are eligible for Advanced Choir, along with a recommendation from the choral director. Students in Advanced Choir are required to participate in NYSSMA with a minimum of a level 5-6 NYSSMA difficulty. Advanced Choir members get unique opportunities to engage with their learning in a way that challenges them and showcases their areas of strength (student conductor, section leader, rehearsal track assistant, leading warmups, leading small group lesson, etc). Advanced Choir students also have the opportunity to audition for the "Swing Choir", "In Treble" and "MAC" small ensembles. This course may be taken as a second elective.

VOCAL LAB - FULL YEAR – 1/2 CREDIT

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

IN TREBLE - FULL YEAR – 1/2 CREDIT - PREREQUISITES: - UPPER VOICES IN MIXED CHOIR, BAND, ORCHESTRA, OR PACE -AUDITION REQUIRED

In Treble is a small, upper voice (soprano and alto) auditioned vocal ensemble for grades 9-12, where students perform with a limited number of singers on their part. This ensemble allows students to focus on vocal technique and music literacy skills through the performance of popular and a cappella music. In Treble performs at special concerts, the MHS Ensemble Concert, A Cappella Festival, and various external events.

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

In this small advanced group, students will study and perform a variety of jazz, pop, and contemporary works. During rehearsals, singers will focus on improvisation, vocal and microphone technique, and working with a rhythm section. The singers focus on blend, balance, intonation, interpretation and diction. Swing Choir performs at special events, the MHS Ensemble Concerts, and competitions. This class rehearses two times per week before school.

M.A.C. - MAMARONECK A CAPPELLA - FULL YEAR – 1/2 CREDIT - PREREQUISITE: UPPER VOICES IN MIXED CHOIR, BAND, ORCHESTRA, OR PACE - AUDITION REQUIRED

In this group, students will study, perform and arrange a cappella music. During rehearsals, singers will focus on blend, part independence, and vocal technique. M.A.C. performs at special events and the MHS Ensemble Concerts. This class rehearses two times per week: once before school and once during extra help after school.

Orchestral Studies

SYMPHONY ORCHESTRA

FULL YEAR – 1 CREDIT - STRING LAB INCLUDED
PREREQUISITE: APPROVAL OF MUSIC FACULTY IF NOT IN CONCERT ORCHESTRA - NO AUDITION NECESSARY

The MHS Symphony Orchestra is a 9th - 12th grade ensemble that rehearses 4 days a week and studies a variety of string and symphonic repertoire. The Symphony performs repertoire spanning from the Baroque to Modern Music era and is featured at the Winter and Spring Concerts. Symphony students get a chance to work with guest artists and conductors and combine with the wind, brass and percussion students. Sectionals and individual instruction will be scheduled at the student's request weekly throughout the year to give students an opportunity to work out any technical difficulties they may have in their orchestra, chamber orchestra, chamber music or NYSSMA Solo.

Symphony Orchestra is offered in three sections, either periods 4, 5, or 6.
Link to watch Orchestra video:
https://drive.google.com/file/d/1Mrj0OI8TvdiJVPNRYlax2jPZAVB3uOjr/view?ts=601bdf32

STRING LAB

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

CHAMBER ORCHESTRA

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

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

MHS POPS ORCHESTRA

FULL YEAR – 1/2 CREDIT
PREREQUISITE: - MUST BEENROLLED IN SYMPHONY OR CONCERT ORCHESTRA - VOCALISTS MUST BE ENROLLED IN MIXED CHOIR, SWING CHOIR, IN TREBLE OR MAC - AUDITION REQUIRED

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

SMALL STRING ENSEMBLES

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

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



A.J. Vitti

PACE - PERFORMING ARTS CURRICULUM EXPERIENCE

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

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

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

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

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

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

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

PERFORMING ARTS (PACE 1)
FULL YEAR – 1 CREDIT - GRADE 9

This course provides basic skills in the three performing arts: Dance, Music, and Theater. Through learning the building blocks of each art form, students will increase their powers of concentration, focus, energy, sharpen their perceptions, learn how to take initiative, and work cooperatively with others.

Link to watch PACE video:
https://www.youtube.com/watch?v=aLWhAYHgKcI

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

PERFORMING ARTS 2 (PACE 2)

FULL YEAR – 1 CREDIT - GRADES 10
PREREQUISITE: PACE 1 or special permission given by the PACE Department Chair

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

PERFORMING ARTS (PACE 3)

FULL YEAR – 1 CREDIT - GRADES 11
PREREQUISITE: PACE 1 & 2 or special permission given by the PACE Department Chair

This course is open to those who have developed improvisational and technical skills and the ability to work as an ensemble in dance, music, and theatre. It is a full-year course devoted to choreographing, writing, composing, performing, sharpening technique, and otherwise understanding and practicing the art of dance, music, and theatre. Near the end of this full-year course, students will choose a specialty area for their final project—a public performance of the "PACE 3 Show."

PERFORMING ARTS 4 (PACE 4)

*Offers a choice of the following full year courses:

ADVANCED THEATRE

FULL YEAR – 1 CREDIT
GRADES 12 ONLY - PREREQUISITE: PACE 3

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

ADVANCED MUSIC

FULL YEAR – 1 CREDIT
GRADES 12 ONLY - PREREQUISITE: PACE 3 or permission given by the PACE Music teacher

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

ADVANCED DANCE

FULL YEAR – 1 CREDIT
GRADES 12 ONLY - PREREQUISITE: PACE 3

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

PACE EXTRA-CURRICULAR ACTIVITIES

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



ELECTIVES

ADVANCED PLACEMENT PSYCHOLOGY

FULL YEAR – 1 CREDIT
GRADES 10,11,12

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. The AP Psychology framework is aligned with content and skills used in college-level courses and recommended by the American Psychological Association (APA) Introductory Psychology Initiative. Students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. The course ends with an AP exam given by the college board. This is an elective course and is open to sophomores, juniors and seniors.



Aila Radcliff



Aiden Hazard



Sarina Lee

PHYSICAL EDUCATION

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



Sarah Sherman

Course Offerings: 9-12

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

9TH GRADE EXPERIENCE

FULL YEAR – 1/2 CREDIT

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

10TH -11TH GRADE EXPERIENCE

FULL YEAR – 1/2 CREDIT

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

UNIFIED PE

FULL YEAR – 1/2 CREDIT
GRADES 11-12

This is not your typical physical education course! Unified Physical Education is a unique opportunity for students of varying ability levels and backgrounds to come together on equal terms through ongoing fitness, sports, leadership and wellness activities. This course focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities helps to foster important social relationships. This course is offered to Juniors and Seniors only. If you are a varsity athlete, you must be willing to forfeit your athletic option to participate in this amazing experience. You can sign up for one semester, but signing up for the full year is recommended.

12TH GRADE EXPERIENCE

FULL YEAR – 1 CREDIT

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

HEALTH EDUCATION

GRADES 10, 11, 12

HALF-YEAR - 1/2 CREDIT
ONE SEMESTER COURSE REQUIRED FOR GRADUATION

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

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



Evelyn Rooth



Claire Reilly



Diana Bautista Orozco



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