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*The academic awakenings of students include finding their own "paths to purpose."
-Will Damon*

Dear MVRHS Students:

I am pleased to present to you the 2024-2025 Program of Studies. In this document, you will find a wide range of courses and pathways that will help all of you meet your post-secondary goals.

This program of studies reflects a rich and diverse curriculum taught by eighty talented teachers. From honors and AP offerings to Career/Technical studies and arts, music, world language, and business, our program of studies offers exactly what a comprehensive high school should.

Take this opportunity to take eight classes per semester in our rotating block schedule. You will want to make the most of your four years here. To this end, we already know that students who experience more diversity in their education have a higher-quality life after high school than those who stick to a narrow track.

The way you define excellence in education dictates the way you will achieve success in school.

With Best Wishes for Your Continued Success,

Sara Dingley

A handwritten signature in black ink that reads "SDingley". The letters are cursive and stylized, with the "S" and "D" being particularly prominent.

Principal

CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS

Our theory of action is that MVRHS should develop the heart and the mind of all of its students. In order for students to be prepared for college and life, they need a strong academic background and a set of socio-emotional skills that make them adaptable, healthy, employable and happy. Our school strives to provide students with the classroom experience and school culture that promotes all of this.

Learning Expectations and Classroom Experiences:

At MVRHS, we strive to create classroom experiences and assignments that promote the realization of the following learning expectations so that students will possess:

| | |
|--|---|
| Critical thinking | <ul style="list-style-type: none">● Critically consume media/ sources/ data● Integrate multiple points of view to land on an opinion/thesis● Draw comparisons across multiple texts and disciplines● Ask and seek answers to questions● Be active readers and thinkers— be able to actively interact with the written word and determine meaning |
| Problem Solving | <ul style="list-style-type: none">● Observe and evaluate situations to define problems● Frame questions, make predictions and design data/information collection and analysis strategies● Identify patterns, trends and relationships that apply to solutions● Generate a variety of solutions, build a case for a best response and critically evaluate the effectiveness of the response● See opportunities, find resources and seek results● Use information and technology to solve problems● Persevere in challenging situations |
| Effective written and verbal communication | <ul style="list-style-type: none">● Demonstrate organized and purposeful communication in English and at least one other language● Use evidence and logic appropriately in communication● Adjust communication based on the audience● Use a variety of modes of expression (spoken, written and visual and performing including the use of technology to create and share the expressions) |

ACCREDITATION STATEMENT

Martha's Vineyard Regional High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, in substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

COMMISSION ON SECONDARY SCHOOLS

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON ROAD BEDFORD, MA 01730

CIVIL RIGHTS

The M. V. Public Schools recognize the right of each student and employee to perform in an atmosphere free of harassment, intimidation, ridicule, hostility or offensiveness. MVPS extends its policy of nondiscrimination to students, staff, the general public, and individuals with whom it does business. No person shall be excluded or discriminated against on account of race, color, sex, gender identity, religion, national origin, age, disability or sexual orientation. Anyone aggrieved by or complaining of discrimination because of race, color, sex, gender identity, religion, national origin, age, disability or sexual orientation may register a complaint with the Civil Rights Compliance at the Office of the Superintendent, RR2 Box 261, 4 Pine St., Vineyard Haven, MA 02568, 508-693-2007, ext. 12. (See complete statement of civil rights policy in MVPS policy manual, pp. 16-22).

2024-2025 SCHEDULING AND GRADING GUIDELINES

The following guidelines should be read carefully and followed in selecting your courses for next year. In making your choices, please keep in mind the following requirements:

1. All students must carry 7 courses on their schedule at all times. It is the student's responsibility to enroll in 7 courses each semester, plus alternative electives, and to complete this task during the add/drop period.
2. Students should familiarize themselves with all prerequisites and guidelines determined by the departments and listed for each course in the Program of Studies.
3. A student who wishes to add/drop a course must do so by the 8th day of the first quarter or by the 8th day of the third quarter for a second semester course. After this deadline, the student must stay in the originally scheduled class until the end of semester. The student must receive all required signatures on the Program Change Form for the change to be valid. A student should not disrupt a class in session to get a Change Form signed by a teacher. Teachers can refuse to sign the Program Change Form but must talk with the counselor in a timely fashion with their concern about the change. The student must stay in his/her original schedule until the Program Change Form has been returned to Guidance by the student properly signed by all specified individuals.
4. Any schedule change after the add/drop window will be for only a level change or due to extenuating circumstances which impacts student learning. This change requires a special exception approved by the Director of Guidance. There will be no level changes after October 1.
5. Any student who fails a required English, social studies and/or math course must make it up either by scheduling it in summer school or by rescheduling it during the next academic year. Any student who fails English 9 or English 10 cannot schedule the next level of English without first making up the course failed.
6. Teacher Assistant, Independent Study, Work Study, and Mentorships paperwork and placement must be completed within the add/drop window.
7. Teacher Assistant and Independent Study forms are available in Guidance. The form must be signed and reviewed by the teacher, the department head, and the Assistant Principal then returned to Guidance to be signed and entered into the student's schedule. TAs and Independent Studies can only be scheduled as an eighth course. The Assistant Principal is the person approving the TA or Independent Study.
8. Students requesting a Work Study or a Mentorship must meet with the designated administrator to obtain the forms and review the procedures. This should be done as early as possible before the beginning of the semester to assure all components of the application process can be completed in a timely fashion within the add/drop window. The student will remain in her/his originally scheduled courses until the work study or mentorship has been approved.
9. Credits Required for Promotion

- From Grade 9 to Grade 10 30 credits
- From Grade 10 to Grade 11 60 credits
- From Grade 11 to Grade 12 90 credits

10. Course Credit

- 20.00 credits—Career Technical Education courses, (20 blocks per 10 day cycle)
- 5.00 credits--Courses meeting for one full year (5 blocks per 10 day cycle)
- 2.50 credits--Courses meeting for one semester (5 blocks per 10 day cycle)

11. Graduation Requirements

All students must pass the Massachusetts Comprehensive Assessment exam (MCAS) in English, mathematics and science. Students must also complete all disciplinary and financial requirements set forth by the administration. Most students in the ninth and tenth grades will have a common core of learning. In any high school year students may take college credits courses, which may be used to meet high school graduation credit requirements. Graduation minimum requirement credits are 120.

MINIMUM REQUIREMENTS FOR GRADUATION
(Five Credits = 1 Full Year Course)

| <u>Courses</u> | <u>Credits</u> | |
|---|----------------|----|
| English - 4 years | 20 | cr |
| Social Studies - 4 years* | | |
| Global 9 | 5 | cr |
| U.S. History | 5 | cr |
| Modern Global History | 5 | cr |
| Civics and Current Issues | 5 | cr |
| Math - 3 years*, must include Algebra 1 | 15 | cr |
| Science - 3 years* | 15 | cr |
| Arts-1 yr | 5.0 | cr |
| Physical Education/Health - 4 years* | 12.5 | cr |

Electives 32.50 cr.

Total 120 cr.

*Please note, in some situations, students may receive a waiver for local graduation requirements. This applies to students on IEPs, ELL students, and students who are in level 3 of a CTE program.

SPECIFIC SUGGESTIONS REGARDING CAREER/COLLEGE PLANNING

The minimum course recommendations are offered to students who may be considering the following colleges or programs of study:

All Four-Year State Colleges & Universities

(Mass) - Must have 16 units of college preparatory coursework including:

- College English - 4 years
- Algebra I, II, Geometry and a college prep course - 4 years World Language - 2 years, 3 years recommended
- Social Studies - 2 years (1 year of U.S. History) Science - 3 years including lab sciences
- Electives including - Career Technical Education courses
- Computer Science, Music, Drama, Art, or Technology

Colleges of Engineering

- College English - 4 years
- Algebra I, II, Geometry, Pre-Calculus, Calculus, Computer Programming
- Chemistry and Physics

Ivy League Colleges (Yale, Brown, Wesleyan, Williams, etc.)

- College English - 4 years (AP English)
- Algebra I, II, Geometry, Pre-Calculus, AP Calculus
World Language - 4 years
- Social Studies - 4 years
- Science - Biology, Chemistry, Physics,
- Electives including - Computer Science, Music, Drama, Art or Technology

** Due to the very competitive admission requirements, students who wish to be considered as serious applicants are those recommended for Honors and Advanced Placement (AP) courses.*

Colleges of Business (Bentley, Bryant, Babson, etc.)

College English - 4 years
Algebra I, II, Geometry, Pre-Calculus
(strongly recommended) Accounting I
and II
Computer Programming

English - 4 years Algebra I, II, Geometry
Lab Science - Biology, Chemistry

Health Service Occupations
Physical Therapy, Pre-Medicine,

Medical Technology, X-ray Technology,
Nursing College English - 4 years
World Language - 2 years
Algebra I, II, Geometry, Pre-Calculus
Biology, Chemistry, Physics

University of Massachusetts-Stockbridge

TIMELINE FOR CAREER PLANNING ACTIVITIES

Freshmen year students meet with guidance staff in small group settings and begin career planning activities. During our exploratory rotation students are presented with career exploration opportunities by their individual shop teachers. Career Pathways is a free standing stop on our exploratory rotation. This class is focused on interview skills and an introduction to the resume. Students work with the newly hired Career specialist.

Sophomore Year- Students continue to work on in their Naviance accounts to explore careers, edit their personal resumes, and complete a personality profile which informs their career inventory.

Junior Year- Post secondary planning for the entire class and individual student and parent/guardian meetings hosted by the guidance staff. In shop activities include co-op introductions. The Guidance department has created the Junior Year Checklist to help keep planning on track.

Senior Year- College Visits, technical school visits, guidance has returning students give a presentation on life after graduation. Participants are chosen to represent multiple available pathways, some representing traditional college, trade schools, apprenticeships and alternative career pathways. Resources provided for all students that highlight alternatives to the traditional four-year college path. Scholarship program that provided financial assistance to students pursuing four and two year college programs, trade and technical education, and workforce development opportunities.

GRADE POINT AVERAGE

The grades of each student in designated courses will be awarded quality points according to the academic weight assigned to the course. AP, Honors, College A, College I, College II. Courses designated Unweighted are not included in the grade point average or the class rank. The grade point average (GPA) will be determined by the total of quality points earned divided by the total number of course units which have been weighted.

Weighted Point Values - Many academic courses are assigned point values based upon the degree of difficulty: AP; Honors; College A; College I; and College II. Unweighted courses do not factor in the grade point average. Academic course recommendations will be made by the students' individual instructors in those areas where applicable. In cases where disagreement regarding course recommendations may arise, students and parents are encouraged to meet with the teacher and guidance counselor. Class size and availability of staff will cause in some places, placement in an alternative course.

GRADE TABLE

NG = No credit- not included in the average for final grade

P = Passing-70- included in average for final grade-credit

MP = Medical Pass- not included in average for final grade-credit

I = Incomplete- not included in average and does not get credit until grade change

W = Withdraw- not included in GPA-no credit

WF = Withdraw Failure-59- included in GPA if it is a core course

F = Failure-59 -included in GPA if it is a core course

If a student enters a class after three weeks into the marking period he/she should receive an "N" for the quarter unless they are coming from a like course. A grade can be given to the student at the discretion of the teacher if the student has made up the missing work and met the competencies.

If a student is moving down in level their grade should be enhanced by 5 points if it is AP to Honors, 10 points AP to CA, 10 points Honors to C1, 10 points C1 to C2.

In order for a student to receive an incomplete grade for missed work in a quarter, a student must get prior approval from the principal or the director of guidance. A student has 15 days from the close of the quarter to make up the missed work. If the missed work is not made up in the 15 days, an "F" will be recorded for all work missed and averaged in with other marks for that subject. An Incomplete grade results in a student being put on the Academic Ineligibility List until the work is made up for the quarter. The Director of Guidance can declare the student eligible if the missing grade does not make the student ineligible. The 15 day rule may be extended for extenuating circumstance and can only be extended by the principal or the director of guidance.

WEIGHTED POINT VALUES

| Mark | | AP | Honors | Col.A | Col.I | Col.II |
|----------|----|------|--------|-------|-------|----------|
| (93-100) | A | 6.50 | 6.00 | 5.50 | 5.00 | 4.00 |
| (90- 92) | A- | 6.17 | 5.67 | 5.17 | 4.67 | 3.67 |
| (87- 89) | B+ | 5.83 | 5.33 | 4.83 | 4.33 | 3.33 |
| (83- 86) | B | 5.50 | 5.00 | 4.50 | 4.00 | 3.00 |
| (80- 82) | B- | 5.17 | 4.67 | 4.17 | 3.67 | 2.67 |
| (77- 79) | C+ | 4.83 | 4.33 | 3.83 | 3.33 | 2.33 |
| (73- 76) | C | 4.50 | 4.00 | 3.50 | 3.00 | 2.00 |
| (70- 72) | C- | 4.17 | 3.67 | 3.17 | 2.67 | 1.67 |
| (67- 69) | D+ | 3.83 | 3.33 | 2.83 | 2.33 | 1.33 |
| (63- 66) | D | 3.50 | 3.00 | 2.50 | 2.00 | 1.00 |
| (60- 62) | D- | 3.17 | 2.67 | 2.17 | 1.67 | 0.67 |
| (0- 59) | F | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 0 |

AP courses offer an opportunity for advanced students in each subject to study at a college level. Students in AP courses must take the Advanced Placement Test in May.

Honors courses offer a competitive college prep curriculum with depth of study and a fast pace.

College A courses are heterogeneously grouped required courses. These courses are competitive college prep courses.

College I courses offer a solid college prep curriculum.

College II courses also prepare students for college and other post-secondary schools. The classes are smaller so that students may get more individual attention.

Pass/Fail grades are given in some courses. It is important to note that a Pass grade is the equivalent of a 70% and is counted in figuring the grade point average of a student.

504 ACCOMMODATION PLANS

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a federal civil rights law that

prohibits discrimination against individuals with disabilities on the basis of their disabling condition. The law provides that:

No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. 29 USC § 794(a).

As applied to public schools (as recipients of federal funds) the Section 504 prohibits the denial of public education participation or enjoyment of the benefits offered by public school programs because of a child's disability. Section 504 provides a broad spectrum of protections against discrimination on the basis of disability. For example, all qualified elementary and secondary public-school students who meet the definition of an individual with a disability under Section 504 are entitled to receive regular or special education and related aids and services that are designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.

Section 504 also requires, among other things, that a student with a disability receive an equal opportunity to participate in athletics and extracurricular activities, and to be free from bullying and harassment based on disability.

Non-Discrimination Statement

The Martha's Vineyard Public School District does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 are identified, assessed, and provided with appropriate educational services.

Notice of Parent and Student Rights under Section 504

Parents and/or Guardians ("Parents") and students (when age appropriate) will receive written Notice of Parent and Student Rights under Section 504 upon initiation of the referral and eligibility determination process. The District should encourage parents to review this document thoroughly.

ENGLISH AS A SECOND LANGUAGE

ESL (English as a Second Language) courses are offered for those students whose first language is not English and who have been assessed at WIDA levels 1-5. These courses are taught by a certified ESL teacher, and the focus of the courses is on English language acquisition. They are designated in the course catalog as ESL. Courses designated as "for Newcomers" in English language development as well as content knowledge. Courses designated as "Sheltered" are intended as transition courses between ESL and mainstream courses.

TEACHING ASSISTANTSHIPS & INDEPENDENT STUDIES

INDEPENDENT STUDY

Prerequisite: Juniors & Seniors

The independent study option is primarily intended for those students who have demonstrated a high level of academic capability and who wish to pursue their studies at a depth or pace not possible in the normal classroom setting. This option may also be recommended for students whose educational needs, due to physical or psychological reasons, would be best served in a tutorial program. Independent study courses are unweighted and are not included in the calculation of the grade point average or the class rank. Independent study is not an option to replace courses required for graduation.

A student desiring to pursue independent study must first discuss this matter with the teacher whom he/she wishes to supervise this program. If an arrangement is reached between both parties, an independent study contract is obtained from his/her counselor. The contract must then be approved by the counselor, principal, and parent and can only be used as an 8th class per semester.

Additionally, independent studies may be taken to earn Capstone distinction at graduation. To be eligible for Capstone distinction, the independent study must result in an authentic, real-world product that is formally presented. The portion of the independent study contract regarding Capstone distinction will need to be completed and approved by both the independent study and capstone teacher.

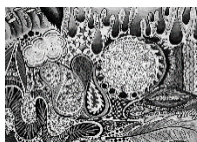
STUDENT TEACHING ASSISTANT

2.5 Credits Semester Unweighted

Prerequisite: Juniors and Seniors

In addition, the student will assist the instructor in a wide variety of art related areas including displays, materials preparation, assisting other students and other special departmental projects. This course is not counted for eligibility or honor roll.

ART, DESIGN & TECHNOLOGY



DRAWING & PAINTING I

2.5 Credits Semester Unweighted

In this class we will expand our understanding of what art is and how we create it. Projects will focus on experimentation, creative problem solving, and gaining technical skills. Each unit will give you an opportunity to explore the ways artists make art, how to improve your own abilities, and how to talk about art. Students will participate in group critiques in order to expand perspectives and understand how and why we make art. In addition to creating works on paper, board, and canvas, students will also research artists, create informative posters, and learn art history.



DRAWING & PAINTING II

2.5 Credits Semester Unweighted Prerequisite: Drawing & Painting I

Throughout this course students will utilize visual language, experiment with materials, and explore new techniques in order to communicate to the world who they are. This class will focus on bringing technical skills up to a higher level. Drawing from observation, sharp drafting skills, traditional painting techniques, and experimenting with new media will all be a regular part of this class. This class requires focus and an open mind as we will be alternating between improving technique and creative problem solving. Lab Fee: \$20

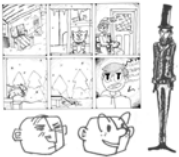


ADVANCED DRAWING AND PAINTING

2.5 Credits Semester Unweighted

Prerequisite: Drawing & Painting II

Working with more advanced media, students will create individual solutions to a variety of drawing, painting, and artistic problems. Students are allowed much more freedom in this class as far as style, technique, and materials. You will be encouraged to stretch your imagination, push your technical skills, and develop your own personal style. Alternative art-making methods and materials will be introduced regularly and students are encouraged to be inquisitive and receptive. A high level of focus, responsibility to one's own work, and maturity are required for this class. This class may be taken more than once for credit. Lab Fee \$30



CARTOON DESIGN: Introduction to Drawing and Designing for Comics

2.5 Credits Semester Unweighted

Prerequisite: None

From the newspaper comic strip, to the editorial cartoon, to memes, comics are more than just the funnies. In this class we will explore different cartooning styles, story ideas and visualization techniques to help you make your ideas real and on paper! In this class you will review and analyze cartoons and comic strips from some of your favorite authors, and learn about new ones. Through a series of lessons, you'll develop skill in creating stories, learning to hand draw and use digital tools to develop characters of your own. Don't think you draw well? Don't worry! This class is open to anyone who has ever wanted to try to make comics. Stick figures are cartoons too! Students will be graded on class attendance, participation, focus and working in class and project completion.



CRAFTS & SCULPTURE I

2.5 Credits Semester Unweighted

Prerequisite: Grade 10, 11, 12, or any MVRHS Art, Design & Technology Dept. elective.

This is an introductory course that covers the fundamentals of three-dimensional design, crafts media, and a variety of techniques for making 3-D art. Students will learn the basics of making pottery, firing ceramic work, kiln-forming glass, and casting metal, among other skills and media. Projects may include pottery, large hand-built ceramic vessels, jewelry, mold-making, and projects of your own design. Safe use of materials and tools will be emphasized. Lab Fee: \$25



CRAFTS & SCULPTURE II

2.5 Credits Semester Unweighted Prerequisite: Crafts & Sculpture I

This course is an intermediate studio class that explores a variety of fine craft media and techniques, as well as classical methods of creating sculpture. The class will emphasize good design of craft and sculpture through research and experimentation, while encouraging original ideas and innovative solutions to

projects. Upon completion of the course, the student will be able to demonstrate an understanding of tools, techniques, materials, and concepts in art. Lab Fee: \$25



ADVANCED CRAFTS AND SCULPTURE

2.5 Credits Semester Unweighted Prerequisite: Crafts & Sculpture II

This course is designed to give students an opportunity to explore a broad spectrum of contemporary craft and sculpture methods. The focus will be on developing a personal style, increased proficiency, and exhibiting artwork.

Innovative design, craftsmanship, and imagination in the utilization of technique/materials will be central themes in this semester-long course. This class may be taken more than once for credit.

Lab Fee: \$25



PHOTO/GRAPHICS I

2.5 Credits Semester Unweighted Prerequisite: A working digital camera

An introduction to photography, graphic design, and digital imaging. Students will study cameras, camera technique, composition, critique, and survey historical and contemporary photographers. Students will use Adobe Photoshop to digitally enhance, retouch, alter, and print photographs. Students will use Adobe Illustrator

to design graphics and layouts, explore typography, and create digital illustrations. Lab Fee: \$40



PHOTO/GRAPHICS II

2.5 Credits Semester Unweighted Prerequisite: Photo/Graphics I

This course explores camera technology, scanning, sequencing, and photo compositing, as well as graphic design, street photography, advanced digital

processing, exhibition, and an introduction to 35mm film. Lab Fee: \$40



ADVANCED PHOTO/GRAPHICS

2.5 Credits Semester Unweighted Prerequisite: Photo/Graphics II

This is an advanced class in photography, digital imaging, and graphic design. Students will explore digital, 35mm, 120, and large format film photography;

alternative chemical processes, historic and contemporary artists, as well as advanced scanning, Photoshop, and printing techniques. Students will develop a personal body of work from which they will design a professional portfolio of mounted and matted prints together with a digital gallery. Students will submit their work for publication, compete in national contests, and exhibit their work at the annual art show, the yearbook, in the hallways, and in the community. This class may be taken more than once for credit. Lab Fee: \$50



DESIGN & ARCHITECTURE I

2.5 Credits Semester Unweighted Prerequisite: None

An introduction to the beginning fundamentals of various design disciplines including basic design, residential architecture, interior and product design.

Students will learn to thumbnail sketch, draw plans, elevations, technical and presentation drawings, and build models to communicate their concepts.



DESIGN & ARCHITECTURE II

2.5 Credits Semester Unweighted Prerequisite: Design & Architecture I

Building on the general design fundamentals of Architecture & Design I, and

applying design process problem solving, students will explore more in-depth projects within the fields of residential architecture or product design depending on individual interest. In residential architecture, students will create a residential structure with site location, image boards, floor plans and elevation drawings, and build a scale model. Product design will include identifying a market need, performing research, sketch and form development, technical drawing, and a presentation model.



ADVANCED DESIGN & ARCHITECTURE

2.5 Credits Semester Unweighted Prerequisite: Design & Architecture II

In this course, building on the advanced design problem-solving processes learned in Design & Architecture II, students will have the opportunity to focus on one design discipline and develop their own project. Design disciplines may include residential architecture, landscape design, interior design, exhibit design and product design. Students will be responsible for developing their project and managing it through the design process. This class may be taken more than once for credit.



INTRO TO 3D DESIGN: CREATIVE THINKING AND DESIGN FUNDAMENTALS

2.5 Credits Semester Unweighted Prerequisite: None

What is Design? What is Creativity? How do you get it? Design is a word you hear everyday and is all around us, but what is it? Why is it important? In virtually every professional field the ability to solve problems in creative ways is driving innovation. In this class, learn how to enhance your problem solving skills and explore the fundamentals of design in a series of short, hands-on basic design projects. You will begin to develop your own sense of design working on 2D and 3D projects solving open-ended design problems and creating solutions through model making and digital mediums. Create new shapes using basic forms, develop textures, learn about volume, light, pattern, structure and form. Learn how to brainstorm, find inspiration from detail and solve problems creatively. This is a hands-on class in which you will build your solutions using a variety of materials. Drawing ability is not required, just bring an open mind and get ready to explore design fundamentals!

Students will be graded on class attendance, participation, focus and working in class, project completion and presentation.



FASHION & SEWING I

2.5 Credits Semester Unweighted Prerequisite: None

This course introduces the student to the fundamentals of constructing garments and crafts with textiles and fibers. Students will learn hand and machine sewing, embroidery, and a variety of other needlework, as well as knit & crochet basics. Integration of dyeing fabrics and surface design will be introduced throughout the course. Additionally, students will learn how to read and alter sewing patterns, alter ready-made garments, and basic fashion illustration. Lab Fee: \$30



FASHION & SEWING II

2.5 Credits Semester Unweighted Prerequisite: Fashion & Sewing I

Building off the techniques and skills learned in the Fashion & Sewing I course, students will begin to construct more complex garments and accessories. Focus will be on making wearable and usable items with a finished look. Basic pattern altering,

screen printing, and tailoring to fit will be taught in this class. Lab Fee: \$30



AP ART STUDIO

5 Credits Full Year Advanced Placement Prerequisites: Any art 1 & 2 classes

Students are required submit their portfolios to the Advanced Placement board in May. Payment for the course is due to the principal at the end of the first quarter.

This course is offered every other year. It will be offered next in the 2024-2025 school year.

The AP Art Studio class is a full year course designed for students with a serious interest in preparing college-level artwork for a portfolio. Students taking the course may choose to focus on one or more portfolio types in the following categories: Drawing, 2D Design, or 3D design. Within these portfolios, students can explore a variety of materials to focus on. All students will be expected to keep a sketchbook. Working outside of scheduled class time will be necessary to complete some of the lesson requirements. The instruction and structure of the class will be dependent on individual and group needs to attain portfolio requirements. By the end of the class, each student will have a portfolio of 20-30 artworks displaying technical mastery, creativity, and working within a thematic concentration.



VISUAL ARTS PORTFOLIO

2.5 Credits Semester Unweighted

Prerequisite: Juniors and Seniors, any level II art class, or recommendation of the dept. chair.

This course focuses on preparing and applying for programs with a fine art or design portfolio, be it painting, photography, sculpture, ceramics, architecture, animation or any other artistic medium. Some class time will be spent on making work to fulfill required portfolio submissions such as a still life or self-portrait, or to fill “holes” in your portfolio. Other classes will be dedicated to researching schools and programs, learning about jobs in the art world, writing artist statements, compiling application materials, photographing work for a digital portfolio and discussing you as artist/designer and brand. You will also work on your artistic communication skills so that you become comfortable speaking about your work to peers, school recruiters, and potential employers. Upon successful completion of the course, the student’s portfolio should be competitive for admission to any of the nation’s top visual arts and design schools. Lab Fee: \$20



WEB MULTIMEDIA

2.5 Credits Semester Unweighted Prerequisite: None

In this course, you will learn to write the code that makes websites, including HTML and CSS. We will explore the design and development for a variety of web-based communications platforms. We will focus on creating original websites,

images, videos and applications. Systems we work with may include: web page design, mobile device apps, images, video, 3D object design on tablets and browsers, virtual reality / augmented reality, and interactive art. This course will evolve as technology changes; students will help choose areas of investigation.

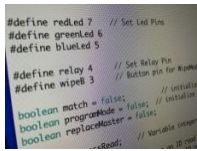


PROGRAMMING AND TECHNOLOGY

2.5 Credits Semester Unweighted Prerequisite: None

In this course, we work with the foundations of computer programming. You will

have opportunities to create your own computer programs, and design and build devices that control them. Students will work with computer-controlled tools to manufacture objects of their own design with 3D printing and other prototyping machines. We will work with several languages: HTML, CSS, Arduino, JavaScript, and Python. Project concepts may include: game design, web pages, Internet of Things, prototyping, and interactive devices. This class may be taken more than once for credit.



ADVANCED PROGRAMMING AND TECHNOLOGY

2.5 Credits Semester Unweighted Prerequisite: Programming

This class will take on an advanced independent learning atmosphere as students explore a variety of programming projects. Students will explore various formats, and identify an area of specialty, such as: Internet of Things (IOT), Arduino,

Raspberry Pi, 3D printing, use of CNC tools to manufacture custom designs. If you have taken Programming or AP Programming, and you want to do more with this exciting medium, sign up! This class may be taken more than once for credit.

AP COMPUTER SCIENCE PRINCIPLES

5 Credits Full Year Advanced Placement

Prerequisite: Programming, or recommendation of the department. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter.

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on collaboration, creative problem solving and real-world applications, AP Computer Science Principles prepares students for performance task and career. Students in AP CSP create a student-designed in-class assessments, Create, and a multiple choice test in the spring. The Create project is 12 classroom hours, and has students write original code to solve a problem with programming for 30% of AP score. It is assumed that students may have little or no prior experience with computer programming.

AP COMPUTER SCIENCE A (JAVA)

5 Credits Full Year Advanced Placement Prerequisite: AP Computer Science Principles, Programming, or Game Design.

Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter.

Have you ever wanted to learn more about programming and problem solving with code? Are you considering a career in computer science? This course embraces algorithms, hardware, and perspectives to help people use computers to address real-world problems in modern life. It introduces topics such as design strategies and methodologies, data structures, analysis of solutions, and the ethical and social implications of computing. Students will primarily code using the Java computing language. This is a full year course. Students should be familiar with basic algebra concepts before taking the course. It is a good idea for students to have some experience with languages that are similar to Java, such as Arduino, Processing, C# Unity, and C++.

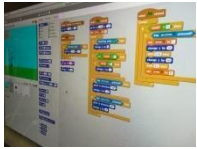


ANIMATION

2.5 Credits Semester Unweighted Prerequisite: None

Animation is an entertainment form that is fun, yet complex to create. Learn how

to do it yourself! We will practice using a variety of animation software, make student-driven stories/cartoons with created characters, adopted actors, text, photo images, sound, music - the sky's the limit! Drawing ability not required. There are lots of ways to communicate your ideas through animation AND tap into your creative side! Software used includes iMovie, GarageBand, Stykz, Photoshop, and stop animation photography. Humor and entertaining ideas are encouraged! This class may be taken more than once for credit.



GAME DESIGN

2.5 Credits Semester Unweighted Prerequisite: Programming and Technology

Have you ever wanted to make your own games? In this course you will create new, original games that can be played on your computer and other devices. We will program in a variety of environments, including JavaScript, and graphical programming. In addition to making games, we may make our own controllers and game consoles as well. This course will evolve as technology changes; students will help choose areas of investigation. This class may be taken more than once for credit.



VIDEO PRODUCTION

2.5 Credits Semester Unweighted Prerequisite: None

In this course you will create the videos that other people enjoy. Using a combination of equipment ranging from personal video gear to professional studio equipment, students will create original videos. Videos we make can be shown to audiences through a variety of outlets, including: TV, online, and to live audiences. In the past, projects have included: creating a news show, music video production, in-studio interviews, filming school events, and studio visits to MMTV. The videos we make in class will be suitable for public display and online sharing. This class may be taken more than once for credit.

PROGRAMMING & ROBOTICS FOR NEWCOMERS

2.5 Credits Semester Unweighted Prerequisite: None

This course is designed for English language learners (ELL) with little or no English language skills required. This hands-on course explores technical topics including Robotic Systems and Control, Electricity, Motors, Designing & Fabrication, Programming, Robots in Culture, Control Systems, and Locomotion.

INVENTION AND TECHNOLOGY

2.5 Credits Semester Unweighted Prerequisite: Programming and Technology

We are living in the future, and there has never been a better time for inventing! Because of advances in communities of makers and innovative new technologies, you too can explore new trends and novel applications of the amazing world of innovation. In this class, we will work to develop new devices and systems using a combination of found objects, computers, microcontrollers, sensors and custom designed objects. We will explore a broad range of technology related topics, including: interactive clothing, photography and imaging, video and animation, 3D printing and design, web-based documentation, device design and prototyping, and innovation with a hands-on focus. This course will evolve as technology changes; students will help choose areas of investigation. Lab Fee: \$40



ART HISTORY

2.5 Credits Semester Unweighted

Prerequisite: None

Art History will introduce students to the visual arts and the variety of art mediums and techniques used to create two and three-dimensional works of art. Students will also study the history of art from the Stone Age to the present. The purpose of this course is to build a context for understanding the arts; structurally, socially, culturally, and historically with the intention of making art meaningful to the student's everyday life. Students will explore and analyze influential works of art as a way to gain an understanding of the arts as a method of communication and expression. While reflecting upon and assessing the characteristics and quality of art; students will develop, explore and express their personal aesthetics through art projects, class discussions, museum visits, and writing assignments.



Learning that works

CAREER & TECHNICAL EDUCATION

Our programs are designed to provide rigorous and relevant career and technical education (CTE) to prepare students for college and entry-level employment in a wide range of high-wage, high-skill, high-demand careers. Students are encouraged to explore the many career pathways that are related to each of these areas, and to continue post-secondary education and training. All areas teach to nationally approved curriculum and industry validated standards. Students will have an opportunity to earn an OSHA10 safety credential. All students will be introduced to employability, career planning and entrepreneurial skills.

Students who successfully complete career/vocational technical education programming in a Massachusetts public high school may be eligible for FREE course credit at any of the 15 state community colleges. Statewide articulation agreements exist for Automotive, Carpentry, Culinary Arts, Early Childhood Development & Education, Health Assisting and Horticulture.

Students completing the highest level of the same program or attaining 80% proficiency in the technical skills specific to a program and meeting graduation requirements will also earn a Certificate of Technical Completion as well as their traditional high school diploma.

SUGGESTED SEQUENCE OF COURSES

Students should work with their guidance counselor to determine the appropriate Math, Science, and levels for core content courses to meet their goals beyond high school.

SAMPLE
Freshman Schedule

SAMPLE
Sophomore Schedule

| | |
|-----------------------|------------------------|
| Exploratory | CTE Major I |
| English 9 | English 10 |
| Math | Math |
| Global 9 | US History |
| Science | Science |
| Foreign Language | Foreign Language |
| PE/Health / PE/Health | PE/Health / PE/Health |
| Elective/Elective | Driver's Ed / Elective |

Students should work with their guidance counselor to determine the appropriate number of years for Math, Science, and Foreign Language to meet their goals beyond high school.

SAMPLE JUNIOR SCHEDULE

| | |
|--|---|
| 2 periods (3 rd yr Math & Science & F.L.) | 4 periods (3 rd yr Math or Science & F.L.) |
| CTE Major II | CTE Major II |
| English 11 | English 11 |
| Algebra II | Algebra II or Chemistry |
| Global 9 | Global I |
| Chemistry | Foreign Language (optional) or PE/Health / PE/Health |
| Foreign Language (Optional) | Electives to fill balance of schedule |
| PE/Health / PE/Health | |
| Electives to fill balance of schedule | |

Sample Senior Schedule

| | |
|--|---|
| 2 periods | 4 periods |
| CTE Major III or Co-Op | CTE Major III or Co-Op |
| English 12 | English 12 |
| Math (Optional if grad. Requirements met) | Civics & Current Events |
| Modern Global | PE/Health / PE/Health |
| Science (Optional if grad. Requirements met) | Electives to fill the balance of schedule |
| Foreign Language (Optional) | |
| PE/Health / PE/Health | |
| Electives to fill balance of schedule | |

WHAT IS CO-OPERATIVE EDUCATION (CO-OP?)

Cooperative education (Co-Op) provides a unique opportunity for students to be employed in their technical area while staying enrolled in their program at school and are able to work and learn at different job sites around the island. Students may become eligible as early as the second semester of their junior year. Cooperative education employment is always in the student's technical major enhancing and expanding the students understanding of the career field and all aspects of the industry.

Co-op positions are excellent resume, networking and skill building opportunities. Programming for Co-op begins in the junior year with the selection of a vertical four block schedule. This will enable us to create a schedule that will allow you to attend school on alternating days, giving you the opportunity to be in your Co-op for a full day.

It should be noted that documented safety issues will result in immediate removal from any of the program areas.

CTE EXPLORATORY PROGRAM

5 Credits Full Year Unweighted Prerequisite: None

This one period course is open to all students with space preference given to freshmen. Students are highly encouraged to enroll in this course as a way to take a look at what is available to them by introducing a variety of career pathways through the programs offered. Students will rotate through Automotive Technology, Carpentry, Culinary Arts, Early Childhood Development & Education, Health Assisting, Horticulture, and Maritime Sciences. Students in Exploratory will demonstrate health and safety practices, develop employability skills, and demonstrate positive work behaviors. Students will establish and maintain college and career readiness portfolios.

Please refer to the DESE/CTE approved admissions policy for additional placement information.

AUTOMOTIVE TECHNOLOGY

The Automotive Technology program provides educational opportunities to students interested in entering the automotive industry as apprentice technicians in repair facilities or factory dealerships upon graduation or pursue post-secondary education.

The three-year curriculum is aligned to the Massachusetts Automotive Career-Technical Education standards. Areas of instruction include the gasoline engine and its function, design and construction; tire, wheel and brake service; tune-up procedures; engine diagnosis and repair; fuel injection systems; transmissions, electricity, electronics, and HVAC.

Students will have the opportunity to earn OSHA 10 safety certification and First Aid/CPR/AED certification.

POSSIBLE CAREER PATHS

| HIGH SCHOOL | 2 YEAR | 4 YEAR COLLEGE |
|-------------------------------------|-------------------------------|----------------------------|
| Entry level auto service technician | Automotive design engineering | Automotive design engineer |
| Service writer | Diesel engineering technician | Mechanical engineer |
| Parts department employee | General and service manager | Manufacturing engineer |

| | | |
|---------------------|------------------------|-----------------------|
| Dealership employee | Engineering technician | Insurance underwriter |
|---------------------|------------------------|-----------------------|

| | | |
|-----------------|-------------------------------------|-----------------------------------|
| Technical sales | Research and development technician | Research and development engineer |
|-----------------|-------------------------------------|-----------------------------------|

AUTOMOTIVE TECHNOLOGY I

(Grades 10,11,12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

This one period, full year course provides students with an overview of the automotive industry beyond the CTE exploratory program. Students receive instruction and hands-on training in steering/suspension fundamentals and service, wheel alignment fundamentals and service, basic electrical/electronic theory and operation. Automotive braking systems as well as vehicle maintenance are covered in this course

AUTOMOTIVE TECHNOLOGY II (Grade 11 & 12)

10–20 Credits. Full Year Unweighted Prerequisite: Automotive Technology I

Students may select 2 or 4 periods in this full year course which is open to all juniors and seniors who have successfully completed Automotive Technology I. This course prepares students for entry-level employment or post-secondary education. It provides students with the technical knowledge and skill training necessary to begin post-secondary education or attain an entry level position in the workplace. Students receive instruction and hands-on training in service and repair of the manual and automatic transmission/transaxle, diagnosis and repair of clutch systems, differentials, and drive line components. Instruction is also provided in the area of engine operation, disassemble, measurement and repair.

AUTOMOTIVE TECHNOLOGY III (Grade 12)

10–20 Credits Full Year Honors Prerequisite: Automotive Technology II

Students may select 2 or 4 periods in this full year course which is open to all seniors who have successfully completed Automotive Technology II. Students continue to prepare for entry-level employment in the automotive field or post-secondary education. This course provides students with the technical knowledge and skill training necessary to begin post-secondary education or attain an entry level position in the workplace. Students will receive instruction and hands on training on many different computer systems of the vehicle. Systems that are covered will be OBDII diagnostics, ABS Systems, Stability Control Systems, Computer Engine Management Systems and Evaporative Emission Systems.

CARPENTRY

The Carpentry program provides training to students in all aspects of residential construction. Students acquire a solid foundation of skills and knowledge in the areas of: safe use of hand and power tools, measuring and cutting, accuracy with levels, rulers, and squares, interpreting drawings and blueprints, and door and window installations. Students also erect wood frame structures, floor joists, stud wall partitions, sub-flooring, sheathing, roofing, and siding. The competency-based curriculum and hands-on approach enable students to be ready for our off-campus projects.

Students will have the opportunity to earn OSHA 10 safety certification and First Aid/CPR/AED certification.

POSSIBLE CAREER PATHS

| HIGH SCHOOL | 2 YEAR COLLEGE | 4 YEAR COLLEGE |
|----------------------------------|----------------------------|---------------------------|
| Rough and finish carpenter | Estimator | Civil/structural engineer |
| Tile setter | Building inspector | Design engineer |
| Mason/bricklayer | Architectural technologist | Real estate developer |
| Cabinet maker | Engineering technician | |
| Retail sales/construction supply | Interior/exterior design | |
| Drywall/plasterer | rafts person | |
| Roofer | Surveyor | |
| Siding installer | Realtor | |

CARPENTRY I (Grades 10, 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

This one period, full year course provides students with an overview of the construction field beyond the CTE exploratory program. Students will be introduced to wood frame construction, its tools, practices and materials both in new construction and remodeling. Students will learn to read blueprints and work from measured drawings. Students receive instruction in hand tools, hand applications, and are introduced to power tools. Tool and work-site safety are an integral part of the curriculum.

CARPENTRY II (Grade 11 & 12)

10-20 Credits Full Year Unweighted Prerequisite: Carpentry I

This course is open to all juniors and seniors who have successfully completed Carpentry I. Students may select 2 or 4 periods in this full year course which is open to all juniors and seniors who have successfully completed Carpentry I. This course will cover all aspects of the construction field and related occupations. Students begin to work from blueprints, estimate construction projects and follow state and local building codes. Students enrolled in this course will have the opportunity to participate in off-campus projects. Students are evaluated by their performance on individual and group projects. Tool and work-site safety is an integral part of the shop curriculum.

CARPENTRY III (Grade 12)

10-20 Credits Full Year Honors Prerequisite: Carpentry II

Students may select 2 or 4 periods in this full year course which is open to all seniors who have

successfully completed Carpentry II.. Students continue to prepare for entry-level employment in the construction field or post- secondary education. This course provides the carpentry student with advanced knowledge in shop and work-site safety, estimating, and state and local building codes. This course will cover all aspects of the construction field and related occupations. Students enrolled in this course will have the opportunity to participate in off-campus projects. Students are evaluated by their performance on individual and group projects. Tool and work-site safety is an integral part of the shop curriculum.

CULINARY ARTS

The focus of our culinary arts program is the training of valued foodservice employees. This program also provides entrepreneurial training in all aspects of cooking. Students receive instruction in management, OSHA, Serosae, and sanitation. Students learn to multitask, listen carefully, and communicate clearly as they develop the proficiency, knowledge, and skills necessary for success in the food, beverage, and hospitality industry. Students gain authentic food preparation and hospitality skills as they learn to cater for the many community groups who utilize this program.

Students will have the opportunity to earn ServeSafe certification and First Aid/CPR/AED certification.

POSSIBLE CAREER PATHS

| HIGH SCHOOL | 2 YEAR COLLEGE | 4 YEAR COLLEGE |
|-----------------------|-----------------------------------|------------------------|
| Prep cook/line cook | Manager (Food Service, Banquet, | Dietitian |
| Wait staff | Restaurant, and Bakery) | Nutritionist |
| Host or hostess | Caterer | Food scientist |
| Bakery assistant | Executive chef | Hotel/Restaurant Mgmt. |
| Cake decorator | Meat grader/inspector | |
| Bar back or bartender | Food service sales representative | |
| | Food writer or food critic | |
| | Sommelier (wine expert) | |
| | Food photographer | |
| | Beverage specialist | |

CULINARY ARTS I (Grades 10, 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

This one period, full year course introduces the student to a more in-depth overview of the culinary field beyond the CTE exploratory program. This course will concentrate on culinary skills in baking, vegetable and fruit preparation; meat, fish and poultry preparation; and soups, sauces, and desert preparation.

CULINARY ARTS II (Grades 11 & 12)

10–20 Credits Full Year Unweighted

Prerequisite: Culinary Arts I

Students may select 2 or 4 periods in this full year course which is open to all juniors and seniors who have successfully completed Culinary Arts I. This double period, full year course prepares students for entry-level employment or post-secondary education. This course will cover all aspects of the Culinary Arts Industry and related occupations. Students will have the opportunity to become Servsafe certified, a valuable nationally recognized credential. Dining room service and nutrition are covered in conjunction with advanced food preparation techniques.

CULINARY ARTS III (Grade 12)

10–20 Credits Full Year Honors

Prerequisite: Culinary Arts II

Students may select 2 or 4 periods in this full year course which is open to all seniors who have successfully completed Culinary Arts II. The object of this course is to prepare for employment or entry into post-secondary education. Students in this course will focus on all facets of the Culinary Arts Industry and related occupations. Students will have the opportunity to become OSHA certified, a valuable nationally recognized credential. International cuisine and advanced desserts and baking techniques will be further developed.

EARLY CHILDHOOD DEVELOPMENT & EDUCATION

Your love of children can open the door to many rewarding professions. The NEW Early Childhood Education Program at MVRHS will prepare you for a gratifying career working with young children. Our curriculum is designed to instruct students in the physical, cognitive, social, and emotional development of children from infancy through age eight. You'll learn how to maintain a safe and nurturing environment and plan developmentally appropriate activities that are aligned with the MA Guidelines for Preschool Learning Experiences. As the program phases in we are expecting to have an on-site laboratory child development center along with junior and senior year community internships, you can master Early Childhood Education and Care competencies.

The Island offers many opportunities in the field of Early Childhood Education as well as plentiful career opportunities related to well-educated child care professionals. You'll explore the career ladder of early childhood education and become familiar with the education requirements for various job opportunities.

Professions in Child Development

- Early Childhood Teacher
- Elementary Teacher
- Special Education Teacher
- Art/Music Education
- Au pair
- Social Worker
- Speech/Language Pathologist
- Play Therapist
- Childlife Specialist

- Pediatric Nurse
- Family Childcare Provider
- Parent Educator
- Early Interventionist
- Camp Counselor

Program of Study

The program will be prepare students for potential certification in the following areas:

- Child Growth and Development (birth to age eight)
- Maintaining a Safe Environment
- First Aid and CPR (infant, child, and adult)
- OSHA 10 Certification
- On-site laboratory child development center (Proposed)
- Internships at the Community Center and island-based Pre-Schools
- Opportunity to earn MA EEC Preschool Teacher Certification

Exploratory: This one period course will introduce the student to child growth and development, guiding children’s health and safety, exploring career pathway opportunities in education and related fields.

Early Childhood Development & Education I (Grades 10, 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

This one period, full year course introduces students to child growth and development (birth to age eight), maintaining a safe environment for children, developing interpersonal skills to work with children, planning developmentally appropriate children’s activities, participation in on-site laboratory child care center, OSHA 10 certification.

Early Childhood Development & Education II (Grades 11, 12)

5 Credits Full Year Unweighted

Level II: Investigate career opportunities, develop positive guidance techniques, plan and implement developmentally appropriate children’s activities, basics of child care administration, participation in on-site laboratory child care center, participation in community-based early childhood internships.

Early Childhood Development & Education III (Grades 12)

5 Credits Full Year Unweighted

Level III: Internship assignments, Advance physical and intellectual competence, support social and emotional development, maintain commitment to professionalism.

HEALTH ASSISTING

With a focus on the development of nursing skills, our Health Assisting program is the ideal program for the student interested in entering the growing field of healthcare. With patient care a top priority, students receive instruction in anatomy and physiology, growth and development, medical terminology, aging, infectious disease, mental health, and nutrition. Clinical experiences at Martha’s Vineyard Hospital and other island facilities expose students to the nurse’s role in long

term care, acute care, rehabilitation, Alzheimer’s, hospice nursing care, and working with developmental disabilities.

Students will have the opportunity to earn OSHA 10 Health Care certification, Certified Nurse Assistant and First Aid/CPR/AED certification.

POSSIBLE CAREER PATHS

| HIGH SCHOOL | 2 YEAR COLLEGE | 4 YEAR COLLEGE |
|---|--------------------------------|------------------------|
| Home health aide | EKG technician | Physical therapist |
| Nursing assistant | Occupational therapy assistant | Registered nurse (RN) |
| Dietary aide | X-ray technician | Social worker |
| Clerical positions | Medical assistant | Occupational therapist |
| Entry into 10-month practical nurse (LPN) program | Registered nurse (RN) | Speech pathologist |
| | Pharmacy technician | Dietician |
| | Surgical technician | |
| | Physical therapy assistant | |

HEALTH ASSISTING I (Grades 10, 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

This one period, full year course is a basic introduction to the healthcare field. Students focus on nursing, anatomy and physiology, medical terminology, aging, and nutrition. In addition, they are introduced to the role of the Certified Nursing Assistant, their role as part of the healthcare team, and the different types of healthcare facilities.

HEALTH ASSISTING II (Grades 11, 12)

10 Credits Full Year Unweighted Prerequisite: Health Assisting I

This double period, full year course is open to all juniors and seniors who have successfully completed Health Assisting I. This course prepares students for entry level employment or post-secondary education. Students will be expected to demonstrate consistent progress in skill competencies in both the lab and clinical settings. *Students will be prepared to participate in the Certified Nursing Assistant (CAN) exam at the end of the school year.* Students will demonstrate professional behaviors in select areas of nursing practice and develop a variety of communication strategies to enhance delivery of care to clients.

Students will practice skills/procedures for patient care, such as: personal care, vital signs, ambulation, feeding, safe transfers and basic health assessments.

Please be advised that there is an off-campus required component to this course at Windemere Nursing and Rehabilitation Center. A current physical exam, CORI, current immunizations and PPD are required.

HEALTH ASSISTING III (Grades 12)

10/20 Credits Full Year Honors Prerequisite: Health Assisting II

This double period, full year course is open to seniors who have successfully completed Health Assisting II and obtained CNA credential. This course prepares students for entry level employment or post-secondary education. Students will continue to demonstrate consistent progress in skill competencies in lab and clinical settings during a two period block. Students will demonstrate professional behaviors in select areas of nursing practice and develop a variety of communication strategies to enhance delivery of care to clients. Students will practice only skills/procedures previously taught, such as: personal care, vital signs, ambulation, feeding, safe transfers and basic health assessments. *Typically students at this level are employed or mentoring in the field.*

HORTICULTURE

The Horticulture Program provides students with a strong foundation of skills for a variety of career paths within landscaping and ornamental horticulture. Students are offered a varied curriculum that explores careers, presents technical and botanical knowledge, and develops an awareness and appreciation of our natural resources. Students will learn about plant identification, insect identification and control, soils, plant propagation and plant science. Students who choose to major in Horticulture are prepared to continue their education or enter into the workforce.

Students will have the opportunity to earn OSHA 10 safety certification, Fertilizer Applicator and First Aid/CPR/AED certifications.

POSSIBLE CAREER PATHS

| HIGH SCHOOL | 2 YEAR COLLEGE | 4 YEAR COLLEGE |
|------------------------|--------------------|----------------------------|
| Grounds Crew/Laborer | Turf Management | Golf Course Superintendent |
| Equipment Operator | Greenhouse Manager | Turf Manager |
| Greenhouse Worker | Grounds Supervisor | Landscape Architect |
| Landscape Maintenance | Landscape Designer | Educator |
| Landscape Construction | Greenhouse Manager | |

| | | |
|-------------------|--|--|
| Landscape Masonry | | |
| Greenhouse Worker | | |

HORTICULTURE I (Grades 10, 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

This one period, full year course exposes the student to a more in-depth overview of the horticultural industry beyond the CTE exploratory program. This course will concentrate on the introduction to plant and soil science, plant propagation, and landscaping practices and principles. Students will also be exposed to aquaponics and aquaculture systems.

HORTICULTURE II (Grade 11 & 12)

10–20 Credits Full Year Unweighted Prerequisite: Horticulture I

Students may select 2 or 4 periods in this full year course which is open to all juniors and seniors who have successfully completed Horticulture I.. This course prepares students for entry-level employment or post- secondary education. This course will cover all aspects of the horticultural industry and elated career pathways. In addition to further developing previous learned skills, students will be introduced to landscape design and drawing practices.

HORTICULTURE III (Grade 12)

10–20 Credits Full Year Honors Prerequisite: Horticulture II

Students may select 2 or 4 periods in this full year course which is open to all seniors who have successfully completed Horticulture II.. The focus of this double period course is to prepare for employment or entry into post- secondary education. Students in this course will participate in all aspects of the horticultural industry and related career pathways. Students will to become OSHA certified. Also, they will have the opportunity to prepare for the State Commercial Applicator (Core) License. This is the type of credential required for an individual to apply general use pesticides, or any restricted use pesticide under the direct supervision of a certified applicator.

MARKETING

The Marketing program offers a curriculum that facilitates an academic and practical understanding of the scope, function, and nature of business in a free-market society. Course content is supplemented with the study of real-world business examples, using the case study method and in-class discussions on current Marketing/Business scenarios and data provided by our island business partners. Students will develop customer service and management skills through operation of the school store, and create and execute marketing plans for island businesses. Through participation in DECA, students will develop and apply interpersonal skills, the ability to network, think critically, and creatively problem solve.

Our goal is to provide a well-rounded educational experience through hands on learning that will not only prepare our students for college level business courses, but also prepare them to become productive citizens, entrepreneurs and employees. A Marketing Pathway has been developed for students wishing to graduate with a Concentration in Marketing.

The suggested sequence of courses by grade follows:

- Grade 9/10 – Introduction To Business; Marketing
- Grade 11/12– Hospitality/Tourism; Entrepreneurship And New Ventures; Management And Your Personal Brand*

INTRODUCTION TO BUSINESS

2.5 Credits Semester Unweighted Prerequisite: None

Introduction to Business is the recommended first step of the Marketing pathway, the main objective being to enable students to understand basic principles and concepts of business in order to become more valuable employees, entrepreneurs, consumers and citizens. Students will learn to apply marketing, management, and entrepreneurial principles; to make rational economic decisions; and to exhibit social responsibility both on island and globally. Students will learn through class lecture, case studies, group and individual projects, mentoring by local business owners and business based programming like “Shark Tank”.

MARKETING

2.5 Credits Semester Unweighted Prerequisite: Grades 10-12

Students will be introduced to basic marketing concepts and strategies, marketing functions including the development of a marketing plans for island businesses – target markets, customer profiles, the 4 P’s and SWOT analysis. They will discover the foundations of marketing including advertising and branding, product development, product life cycles, and customer satisfaction. They will examine the power of social media and its growing influence in marketing strategy. Students will develop presentation and communication skills to gain confidence and competence in networking, salesmanship and the job interview process. This is a hands on project based class, students learn by doing, in conjunction with mentoring by local marketing professionals, case studies and guest speakers.

HOSPITALITY/TOURISM

2.5 Credits Semester Unweighted Prerequisite: None

This course addresses the fundamentals of the leading industry and employer on-island, hospitality and tourism. Students will explore the marketing aspects and impact of hotel and lodging, food service, destination travel, and attractions on the local and national economy. Students will receive a certification in customer service, explore career opportunities, and learn first-hand from guest lecturers, local business owners and industry professionals.

ENTREPRENEURSHIP AND NEW VENTURES

2.5 Credits Semester Unweighted Prerequisite: Grades 10-12

This course concentrates on the development and growth of new business ventures. Entrepreneurial businesses are the foundation of our national economy and are the driving force of island economic development. Entrepreneurship will develop the student’s ability to recognize a business opportunity, provide the skills to develop a business based on the recognized opportunity, and offer instruction on the operation and growth of that business. The core of the class is based on an ongoing project through which students write, articulate, and present a business plan for their own new ventures. Mentorship will be provided for the students that choose to execute their business plan. The goal is to create profitable ventures that can lead to the development of new island businesses. Local and regional entrepreneurs will be featured as guest speakers.

MANAGEMENT AND YOUR PERSONAL BRAND

2.5 Credits Semester Unweighted Prerequisite: None

Without a strong personal brand, you are putting yourself at a disadvantage in almost every aspect of your professional, business and personal life. Students will discover the importance of creating and managing their personal brand, develop techniques to make themselves more marketable, and audit their digital footprint. Job search, interview, presentation and resume skills are presented. Students will participate in real-life interviews and will receive coaching from local employers. Additionally, leadership styles, human resource management, motivational techniques and the psychology of leadership will be investigated. Coursework and lecture will be supplemented with guest speakers.

MARITIME SCIENCES

The newly expanded maritime sciences program provides students with a strong foundation of skills for a variety of career paths within the maritime industry. Students are offered a varied curriculum that explores careers, and presents technical and skill knowledge.

Students will learn about mariners, shipbuilding and repair, and port operation. Students who choose to major in Maritime Sciences are prepared to continue their education including application to any of the maritime academies, graduate with the necessary USCG credentials, e.g., Ordinary Seaman or Able Bodied Seaman license and/or seek immediate employment in the marine industry upon graduation.

MARITIME SCIENCES I

(Grades 10, 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Open to all Sophomores, Juniors and Seniors with preference given to sophomores who have successfully completed the CTE Exploratory Program.

The objective of this one period course is to expose students to a more in-depth overview of Maritime Sciences beyond the CTE exploratory program. Students will be introduced to the maritime industry, its function in the U.S. and world history, commerce, basic terminology, nomenclature and careers. Other areas of study will include: marine engine (diesel and gas) maintenance and repair, aquaculture, marine sustainability, and pollution.

MARITIME SCIENCES II (Grades 11, 12)

5 Credits Full Year Unweighted

Prerequisite: Maritime Science I

This course is designed to provide students with a solid knowledge base of the required skills and knowledge for U.S. Coast Guard credentialing. Students will be introduced to the various kinds of vessels encountered in a career at sea. They will gain a solid foundation in the required skills and knowledges for certification exams including sophisticated navigation techniques and skills to include introductions to the use of available technology and exposure to a navigational simulator; developing a knowledge and understanding of the International and Inland Navigation Rules; and an exposure to deck general and deck safety skills, techniques, regulations and laws.

MARITIME SCIENCES III (Grades 12)

5 Credits Full Year Honors

Prerequisite: Maritime Science II

The objective of this course is providing a bridge from school to employment in the maritime industry. Qualifying students who choose will have the opportunity to participate in mentorship/work study opportunities within the maritime industry, e.g., (i) towing, (ii) research, (iii) marine engine installation, maintenance and repair, (iv) wooden boat lofting, building, maintenance, repair and restoration, (v) working with the Steamship Authority. Students will also be exposed to other marine-related facilities/services which may include the Boston Pilots Association (Boston, MA), Northeast Maritime (Fair Haven MA), Life Raft Survival Equipment (Tiverton, RI), USCG Air Station Cape Cod (Mashpee, MA), IYRS (Newport, RI) and Hall Spars (Bristol, RI). Other topics might include Basic Safety Training (STCW protocols) to include, First Aid, CPR and AED certification where earned, firefighting skills, survival skills, galley and hospitality operations.

WORK STUDY / MENTORSHIPS

2.5–10 Credits Semester Unweighted

Prerequisite: Juniors and Seniors with permission of Asst. Principal/CTE Director.

Students should be aware that documentation for mentorship and work study participation is due prior to the beginning of the semester. See the Asst. Principal/CTE Director for further information.

Mentorships and Work-study are an option for those students who are in good academic standing and wish to explore career choices while still enrolled in high school.

All work sites and mentorships sites must be inspected for safety, maintain appropriate insurances and adhere to all appropriate state and federal child labor laws. All supervisors must successfully pass a CORI. Students are expected to be at the placement site during school hours. Students are assessed and granted credit for this course by the number of hours documented by their employer, successful completion of weekly reflective journal entries, safety training, employer assessment and a quarterly assignment.

Transportation to and from work and/or mentorship sites is the responsibility of the student and/or parent/guardian.

All work- study/mentorship students must maintain a 70% average in all scheduled classes including work-study/ mentorship to remain in this program. Students must notify their guidance counselor in writing if they wish to take their core curriculum on an every other day schedule.

ENGLISH

ENGLISH 9

5 Credits Full Year Honors

Guidelines: Advanced standing with teacher recommendation from the 8th grade. A summer reading and writing assignment must be completed before entering this course in the fall.

A course recommended for students who have demonstrated superior achievement in previous language arts courses. Content includes the genres of fiction, non-fiction, poetry, drama and digital media. Representative texts have moderate to high levels of reading difficulty and reflect a variety of historical, cultural, and geographic perspectives. A variety of formal and informal writing activities cover the modes of narration, description, exposition and persuasion and require effective considerations of audience, purpose, and style as well as effective use of the writing process. This course also requires the ability to regularly engage in class discussion, oral presentations, and to work effectively both independently and with small groups. Success in this course is determined by interest level, effort, skills and the ability to manage challenging and complex assignments in and outside of class

ENGLISH 9

5 Credits Full Year College I Guidelines: None

A required introductory course to high school English. Content includes the genres of fiction, non-fiction, poetry, drama and digital media. Representative texts have moderate levels of reading difficulty and reflect a variety of historical, cultural, and geographic perspectives. A

variety of formal and informal writing activities covers the modes of narration, description, exposition and persuasion, and requires considerations of audience, purpose and style. Vocabulary activities are designed to foster the ability to decode unfamiliar words through knowledge of prefixes, suffixes, and roots and to use them effectively in writing. This course also requires oral presentations on an individual or group basis.

ENGLISH 10

5 Credits Full Year Honors

Guidelines: Recommendation from the 9th grade teacher. Students must also complete their summer reading assignment before the start of class.

In the honors-level sophomore English course, students will continue to hone key skills: critical thinking, close reading, engaging writing, thoughtful listening, and clear speaking. The course prepares students for rigorous English courses at the 11th- and 12th-grade levels through daily reading assignments and in-class discussions as well as frequent writing assignments. Students should expect assigned reading or writing homework as preparation before every class. We will read from a variety of texts, from short stories and poetry to novels and plays by a variety of authors from Shakespeare to contemporary award-winners.

ENGLISH 10

5 Credits Full Year College I Guidelines: English 9

In this course, students will continue to develop their skills in reading, writing, listening, and speaking. The student should expect challenging reading, presentations, and frequent writing assignments. Content includes the genres of fiction, non-fiction, poetry, drama and digital media. Representative texts have moderate to high levels of reading difficulty and reflect a variety of historical, cultural, and geographic perspectives. The course will be organized thematically.

HUMANITIES 10

10 Credits Full Year College HN/CA Prerequisite: Sophomores Only

The Humanities course is a program of study in which English 10 and US History 2 are presented as an integrated whole spread across two class blocks. This interdisciplinary approach requires the student to explore images of the world through literature, the arts, and material culture in order to illuminate the political, economic, and social patterns of the past and their collective imprint on the present. The Humanities curriculum is designed not only to integrate the two disciplines of literature and history, but also to integrate the skills needed to connect the past with the present-day lives of students in a technology-driven and project based learning environment.

AP ENGLISH 11

5 Credits Full Year Advanced Placement

Prerequisite: A grade of 85% or above in Honors English 10 or recommendation of the department chair. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer reading and writing assignment must be completed before entering this course in the fall. This is primarily a course in effective writing and critical reading and will prepare the student to take the AP Exam in Language and Composition. Students will learn methods of rhetorical analysis and civic discourse. In addition, they will learn how to convey information accurately, without distortion

or ambiguity and, where appropriate, how to use diction, figures of speech, and syntax to make their writing serve its purpose, mode, and audience. Critical reading will involve students learning to discern and describe in an appropriate vocabulary how the arrangement of language shapes meaning. Students will examine the major devices that control tone and structure, and learn how they serve rhetorical purposes.

HUMANITIES

10 Credits Full Year HN/CA Prerequisite: Juniors Only

The Humanities course is a program of study in which English 11 and Global History I are presented as an integrated whole spread across two class blocks. This interdisciplinary approach requires the student to explore images of the world through literature, the arts, and material culture in order to illuminate the political, economic, and social patterns of the past and their collective imprint on the present. The Humanities curriculum is designed not only to integrate the two disciplines of literature and history, but also to integrate the skills needed to connect the past with the present-day lives of students in a technology-driven and project-based learning environment.

ENGLISH 11

5 Credits Full Year Honors

Guidelines: Recommendation from the English 10 teacher. A summer reading and writing assignment must be completed before entering this course in the fall.

English 11 is a Common-Core aligned, interdisciplinary curriculum designed to prepare students for active engagement with a complex world and to prepare them for their subsequent English classes, postsecondary education and the workforce. An emphasis on class discussion, academic writing, and critical and close reading of expository texts facilitates a deep understanding of related American literature. The curriculum is organized into thematic units and covers topics in literature, history, philosophy, science, and the arts, exploring such questions as: what is human nature? What is happiness? How is culture shaped? What does it mean to be American? Is truth relative? What is right/wrong? SAT prep is embedded in the course curriculum. Honors English 11 includes a summer assignment pre-requisite.

ENGLISH 11

5 Credits Full Year College I Prerequisite: English 9 & 10

English 11 is a Common-Core aligned, interdisciplinary curriculum designed to prepare students for active engagement with a complex world and to prepare them for their subsequent English classes, postsecondary education and the workforce. An emphasis on class discussion, academic writing, and critical and close reading of expository texts facilitates a deep understanding of related American literature. The curriculum is organized into thematic units and covers topics in literature, history, philosophy, science, and the arts, exploring such questions as: what is human nature? What is happiness? How is culture shaped? What does it mean to be American? Is truth relative? What is right/wrong? SAT prep is embedded in the course curriculum. Honors English 11 includes a summer assignment pre-requisite.

AP ENGLISH 12

5 Credits Full Year Advanced Placement

Prerequisite: A grade of 80% or above in AP English 11 or 85% or above in Honors English 11 or recommendation of the department chair. Students are required to take the Advanced Placement

exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer reading and writing assignment must be completed before entering this course in the fall. The AP English course in literature and composition engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students examine a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone.

ENGLISH 12

5 Credits Full Year Honors

Guidelines: Recommendation from the English 11 teacher. A summer reading and writing assignment must be completed before entering this course in the fall.

The Senior Honors English course is for students seeking a challenging study of literature supplemented by nonfiction selections. The thematic focus for the year is the search for self and students will explore issues of identity, philosophy, and personal journeys. The emphasis of the course is on preparing students for success in college level reading, writing, discussion, presentation, and research. Students interested in this level course should expect to be engaged in a rigorous study of sophisticated texts selected from British and World literature as well as nonfiction sources and be prepared to hone their writing skills in the genres of literary analysis, argumentation, research, and personal essays.

ENGLISH 12

5/2.5 Credits Full/Sem College I Prerequisite: English 11

In this course, students will continue to forge their reading and writing skills with an eye toward preparing them for life after high school, be that at college or in the work world. We will draw on texts in a variety of genres and media (including memoirs, graphic novels, speeches, and newspaper articles) to explore how writers and other storytellers shape stories and how they use those stories to convey messages or share a truth in both fiction and nonfiction. We will also consider why and when we might share our story with others and how we might adjust our storytelling to fulfill different needs/situations and to reach different audiences through personal essays, short stories, resumes and research projects.

ENGLISH 101/102 (DUAL ENROLLMENT)

5 Credits Full Year HN/CA Prerequisite: Seniors Only

Dual Enrollment is for 12th graders interested in getting both high school English graduation credit and college credit for English 101 (fall) and English 102 (spring). This course provides students opportunities to develop and reflect on their writing process, with a focus on thesis development, rhetoric analysis, and audience awareness. Students also will develop active reading practices with diverse texts through thematic units based on complex questions, with a focus on analysis and synthesis skills. This course will also help students develop and hone their research skills to locate and evaluate credible primary and secondary sources. Dual Enrollment can be taken at the honors level, dependent upon maintaining a grade of at least B. Note: As English 102 has a pre-requisite of completing 101, students entering the class for the spring semester only will get high school graduation credit, but not dual enrollment credit.

CREATIVE WRITING SEMINAR

2.5 Credits Semester College CA Prerequisite: Sophomores and Juniors

Are you working on a novel? A book of poems? Song lyrics? A play? Would you like to learn more about the craft of creative writing so that your words will make others, laugh, cry, sing and more? Then this seminar in creative writing is for you. While readings will be assigned, copies of student work will form the basis for most class discussions. At the end of each semester we will sponsor a coffeehouse public reading of student work. This public exhibition of student writing, plus a self-selected portfolio of student work, will serve as the midterm / final exam. This course may fulfill one or two semesters of the English 12 core requirement for seniors only. This course will be unweighted for students in grades 9, 10, and 11 who choose to take this course as an elective.

SHELTERED ENGLISH

5 Credits Full Year College I Prerequisite: WIDA level 3

Sheltered English is taken in conjunction with ESL 3 as a transition course to mainstream English classes. Its purpose is to expose students to different genres of English literature and composition in an effort to understand why and how writers engage their readers and communicate ideas in a compelling and convincing way. Along the way students will build their English vocabulary and study skills.

Active participation will be necessary to succeed in this course. Students are expected to take risks as language learners through activities such as reading out loud, participating in class discussion, sharing their own writing, and committing to reading and analyzing challenging new texts.

GENERAL ELECTIVES

LIFE 101 * (Semester 1)

2.5 Credits Semester Unweighted Prerequisite: None

Have you ever said to yourself, "I need a job..."? Or maybe, "What am I doing with my life?" Or maybe you are more the, "No, really, how do you actually fold a fitted sheet?" This is the all-encompassing Life 101 class. We will cover an array of topics, some will be personal planning, some will be life-hacks, and many will address life beyond high school. This class aims to provide life skills to help students navigate situations that they encounter in their everyday lives. Topics will include: wardrobe 101; recycling; car care basics; natural and healthy recipes; personal finance including: budgeting, how to build credit, and how to plan and organize your life. The instructor will work with outside experts on topics such as self-defense, first aid skills, and how to successfully interview for jobs. This will be a hands-on, engaging and fun semester-long class.

LEADERSHIP

2.5 Credits Semester Unweighted Prerequisite: 10th-12th grade

This class is recommended for all students who have an interest in improving the culture of MVRHS. Students will learn leadership skills to apply to student and school activities and student governance at MVRHS. Students will also have an opportunity to make a difference in their local, regional, national and global communities. Students will be required to show initiative and take a keen interest in all class activities. Students will be ambassadors of MVRHS

at all times and will be required to complete community service hours.

HAPPINESS 101: The Psychology and Philosophy of Well-Being

2.5 Credits Semester Unweighted Prerequisite: 10th-12th grade

“Life, liberty and the pursuit of happiness” is an oft-quoted phrase from the Declaration of Independence; they are the “unalienable rights” to which all humans should have access and governments should work to protect. But, what is happiness? In this course we will explore what ensures psychological, emotional and physical well-being. We will research and discuss topics like mindfulness; physical care and happiness; and money and happiness. Students will engage in their own “happiness project” and share their findings with others. “Happiness is a direction, not a place” and this course is designed to help you discover the signposts along the way.

CAPSTONE ELECTIVE

2.5 Credits Semester Unweighted Prerequisite: Juniors/Seniors

Capstones are individualized, multi-disciplinary, semester-long learning opportunities through which students pursue a project of their own interest. Juniors or seniors in good standing who are curious, determined, and willing to explore a new learning experience may choose to enroll in the course. The course guides students as they develop and engage in a research-based and product-based experience that culminates in a showcase of their work. The focus of the course is on honing research, synthesis, and presentation skills. The course culminates in a final product and a formal presentation. The final product is a tangible expression of the student’s research, and the skills they have developed through the course.

SOCIAL JUSTICE THROUGH ACTIVISM

2.5 Credits Semester Unweighted Prerequisite: Juniors & Seniors

Students interested in exploring issues and problems that we are facing in our communities and working as part of a team to enact changes and solutions to these issues. We will be looking both locally and more globally, and this will be a collective approach involving all of the team members. These students may be tasked with designing and organizing events inside the building and across the island. All social justice topics are encouraged.

DIVERSITY, EQUITY and INCLUSION WORKSHOP

2.5 Credits Semester Unweighted Prerequisite: Juniors & Seniors

Students interested in exploring areas in which our community can improve and grow our diversity, equity, and inclusion. There will be a focus on deconstructing issues and problems regarding racial, gender, ability, and more. The team will work on designing and implementing solution based projects that will make our high school a more equitable environment for all students.

AP AFRICAN-AMERICAN STUDIES

5 Credits Full Year Advanced Placement

Prerequisite: no

Elective option only: Sophomore, Junior, Senior

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. This course focuses on the diversity of Black communities in Africa, the African diaspora, and specifically within the United States. It is designed to be the equivalent of an introductory college or university course in African American Studies and related courses, including Africana Studies, Black Studies, and African Diaspora Studies.

ENGLISH AS A SECOND LANGUAGE

ENGLISH AS A SECOND LANGUAGE SOCIAL/LINGUAL SKILLS

5 Credits Full Year College I Prerequisite: WIDA LEVEL 1

This course is designed for the newcomer English language learner (ELL) with little or no English language skills (WIDA level 1). In ESL Social/Lingual Skills, students are introduced to English through the four domains of communication: listening, speaking, reading, and writing. The primary focus of this course is to build a foundation of English language skills while instructing students in the English social language skills they will need to support their transition into the high school and the larger Island community. This course is part of the Newcomer Program for immigrant students.

NEWCOMER ORIENTATION

2.5 Credits Semester Unweighted Prerequisite: Recommendation of the department

This course is designed for the newcomer English language learner who is new to the U.S. In this class English learners will work on building practical and resilience skills to help them meet the expectations of life in a new community. Topics will include: school culture, extracurriculars, community engagement, service, mind and body health, graduation requirements, MCAS, secondary planning, and more.

ENGLISH AS A SECOND LANGUAGE 2

5 Credits Full Year College I Prerequisite: ESL I or WIDA level 2

This course is designed for English language learners at the beginning to early intermediate levels of English language acquisition (WIDA level 2). The format of the class is similar to that of ESL Social/Lingual. The focus of instruction is on further developing each student's academic and social English language skills in listening, speaking, reading and writing following The WIDA English Language Development Standards Framework, 2020 Edition.

ENGLISH AS A SECOND LANGUAGE 3

5 Credits Full Year College I Prerequisite: ESL 2 or WIDA level 3

This course is designed for English language learners at the intermediate level of English language acquisition (WIDA level 3). The focus of instruction is the acquisition of academic English language skills in listening, speaking, reading, and writing. Students intensify their focus on the writing process, practice listening strategies to succeed in mainstream content classrooms, and hone their oral presentation skills.

ENGLISH AS A SECOND LANGUAGE 4

5 Credits Full Year College I Prerequisite: ESL 3 or WIDA level 4

This course is specifically designed for English language learners who are at the high intermediate level of English language acquisition (WIDA level 4). At this level, instruction is focused on specific areas of English language listening, speaking, reading, and writing with which students may still be struggling.

UNITED STATES HISTORY TOPICS FOR NEWCOMERS

5 Credits Full Year College I Prerequisite: None

This course is designed for newcomer English language learners who may not have the foundational knowledge of United States history to succeed in mainstream United States history classes. English language skills are taught through the content of American history, government, and geography. This course is part of the Newcomer Program for immigrant students.

SCIENCE TOPICS FOR NEWCOMERS

5 Credits Full Year College I Prerequisite: None

This course is designed for newcomer English language learners. English language skills are taught through the content of the sciences, especially biology. This course is part of the Newcomer Program for immigrant students.

MATHEMATICS FOR NEWCOMERS

5 Credits Full Year College I Prerequisite: Recommendation of ESL director based on WIDA score and math background upon entry into school.

This course has a slower paced Pre-Algebra / Algebra curriculum designed for English language learners who are not yet ready for immersion into a mainstream mathematics course. The intent is to “graduate” these students into a mainstream course as quickly as possible. Unit topics include Fractions, Numerical and Algebraic Expressions, Solving equations and Inequalities, Graphing on the coordinate plane, Statistics, and Linear Functions. Each topic will include an emphasis on the relevant associated vocabulary.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education department offers four years of courses that are designed to meet the individual needs of students through a variety of prescribed and selected activities. Students are introduced to essential skills and knowledge that enable them to experience a broad spectrum of wellness for present and lifetime use. The total development of a student -- physically, socially, emotionally, and intellectually - is an important aspect of our health and physical education. This comprehensive concept will support our students’ overall achievement and success.

There is a 4-year requirement for all students to enroll and successfully complete one semester of PE with Health for each of the four years (except sophomore year where students take a full-year course of PE/Health), equaling 12.5 credits REQUIRED for graduation from MVRHS. In each semester of PE there will be health education units within the semester integrated to each grade separately for freshmen, sophomores, juniors, and seniors.

Physical Education: Units will include; knowledge and skills to achieve and maintain a healthy level of physical fitness, ability to demonstrate personal and social behaviors that include respect for self and others, a sense of respect for the value of physical activity for enjoyment, challenge and self-expression.

Health Education: Units will consider all aspects of Health; social, physical and emotional health. These include; health promotion, disease prevention, practice of health enhancing behaviors, reduction in risky behaviors, and accessing valid health information.

9th GRADE PHYSICAL EDUCATION WITH HEALTH

2.5 Credits Semester Unweighted

All 9th grade students will participate in Physical Education with units in basics of fitness testing, fitness planning with goal setting/monitoring, sport education and game strategies. Health units may include: Project Adventure, Life Skills curriculum to build self-confidence/awareness as well units on substance use prevention, violence prevention, unintentional injury and other health topics.

10th GRADE HEALTH AND PE

5.0 Credits Full Year Unweighted

Required of all sophomores

11th and 12th GRADE PHYSICAL EDUCATION WITH HEALTH

2.5 Credits Semester Unweighted

For sophomores, juniors and seniors who have successfully completed 9th Grade PE with Health. PE units will include fitness planning, monitoring and small group projects. Fitness and Weight room orientation, select field trips per grade as well as team sports, recreational sports/activities, and traditional PE games/activities.

Personal and social health skills will include; self-management, stress management, communication, goal setting, decision making and advocacy.

Units will follow state and federal standards in successions that provide our students with the skills and knowledge to develop into healthy members of our community.

YOGA WITH HEALTH (grant funded)

Elective for Juniors/Seniors

Prerequisite : Upon successful completion of 9th & 10th year PE with Health (meets graduation requirement)

2.5 Credits Semester Unweighted

This semester length class will give those students who would like to enhance their practice of Yoga beyond the level of yoga used in PE classes over the past couple of years. Get a stronger use of your breath, positions and deepen the benefits of increased focus and stress reduction through this semester length course.

Health education will be part of this course when juniors/seniors are meeting with health education staff during the semester.

PERSONAL TRAINING *

Elective for Juniors/Seniors

2.5 Cred Semester Unweighted

Prerequisite: Juniors and/or seniors will be recommended for this course based on accomplishments in their first two years within the PE department and a desire to study Physical Education or the Fitness field in their future endeavors.

Course will include: Safety for lifts and fitness environments, proper execution of lifts, sequential order of strength routines and supporting the goals of individuals within class as well as themselves as a student. Project based learning is an integral part of this semester.

PHYSICAL EDUCATION WITH HEALTH * ELL - Newcomers Section

2.5 Credits Semester Unweighted

This course is designed for the newcomer English language learner (ELL) with little or no English language skills (WIDA level 1). In Physical Education with Health, students are introduced to English through the four domains of communication: listening, speaking, reading, and writing. The primary focus of this course is to build a foundation of English language skills engaging in physical activity skills and health enhancing skills they will need to support their transition into the high school and the larger Island community.

PHYSICAL EDUCATION WITH HEALTH* ELL - Level 2

2.5 Credits Semester Unweighted

In Physical Education with Health, students are introduced to English through the four domains of communication: listening, speaking, reading, and writing. The primary focus of this course is to build a foundation of English language skills while instructing students in the English social language skills they will need to support their transition into the high school and the larger Island community.

ADAPTIVE PHYSICAL EDUCATION/PHYSICAL THERAPY/OCCUPATIONAL THERAPY

2.5 Credits Semester Unweighted

Prerequisite: As determined by the Special Education Team and as indicated in the student's Individual Education Program (IEP).

This course includes therapeutic and recreational activities designed to meet specific goals contained in Individual Educational Plans. Activities are developed in cooperation with adaptive physical education teachers, physical therapists and occupational therapists.

HISTORY AND SOCIAL STUDIES

The History and Social Studies Department's courses are heterogeneously grouped except for those electives classified as Advanced Placement or Honors.

Required course sequences are as follows:

- Global 9
- American Studies/Humanities 10/AP US History
- Modern Global History/Humanities 11/AP World/AP Modern European
- Civics and Current Events

Elective courses are offered (including AP) sophomore year and higher.

AP U.S. HISTORY

5 Credits Full Year Advanced Placement

Prerequisite: Sophomores year or higher

Elective option: juniors and seniors

Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering this course in the fall.

Advanced Placement U.S. History is a challenging course that is meant to be equivalent to a freshmen college course and can earn students college credit. It is a yearlong survey of American History from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

AP WORLD HISTORY

5 Credits Full Year Advanced Placement

Prerequisite: Junior year or higher

Elective option: seniors only

Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering this course in the fall.

This course encompasses the entire span of human history, man's journey from the ocean to the earth to the sky, paying special attention to the concepts of continuity and change across time and space. Beginning with a review of the period 8,000 BCE to the fall of the Han and Roman Empires, this course examines the events that have led to increasing globalization, to the ebb and flow of power and to the resiliency of the human spirit. Because this is a college-level course, it relies strongly on the completion and comprehension of advanced reading and participation in class discussions. An emphasis will be placed upon historical writing demonstrating the skills of analysis and synthesis; to this end, particular attention is paid to primary and secondary documents.

AP MODERN EUROPE

5 Credits Full Year Advanced Placement

Prerequisite: Junior year or higher

Elective option: seniors only

Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering this course in the fall. European AP is a course covering the time frame from the fall of Rome until the present. The course covers 1,000 years of history and eleven countries: tales of intrigue, murder, religion, politics and greed. The goal of the course is to allow the students to familiarize themselves with concepts that will enable them to make connections primarily along the lines of economic, social and political means. Emphasis within the course is placed upon college level reading, evaluation of primary source material and the components of good historical writing. European history, commonly known as Western Civilization, is a requirement at most colleges and is considered the basis of US History.

GLOBAL STUDIES 9

5 Credits Full Year College A Prerequisite: N/A

This course is a survey course of global history from 600 ce -1800 ce and focuses on the transition from the medieval world to the modern world. Emphasis is placed on exploring the historical roots of contemporary issues, which is guided by the direct instruction of current events. Some of the regions of the world being covered are the Middle East, Southeast Asia, East Africa, West Africa, the Atlantic world, Europe, and East Asia. As always, history focuses around the social, political, economic and ideological forces that have driven the past into the present.

AMERICAN STUDIES

5 Credits Full Year College A

Prerequisite: Required of all Sophomores (except for those taking APUSH)

American Studies is a survey course with an emphasis on the multicultural fabric which makes up American society. Students are encouraged to understand and appreciate the value of diversity while gaining a strong sense of US history. Discussion of current events is an integral part of the course encouraging students to remain open to continued learning. This course presents a broad view of the American experience. A variety of political, social, and economic topics and themes are covered including nation building, lead up to the Civil War, Reconstruction, growth of American industry, America as a world power, civil rights, globalization, and the modern age. A variety of activities will be employed to develop concepts relevant to American history reinforced through skill development. Readings from primary sources and supplementary materials will be required as will essays and tests. Writing and research are integral to the course.

HUMANITIES 10

10 Credits Full Year HN/CA Prerequisite: Sophomores Only

The Humanities course is a program of study in which English 10 and US History 2 are presented as an integrated whole spread across two class blocks. This interdisciplinary approach requires the student to explore images of the world through literature, the arts, and material culture in order to illuminate the political, economic, and social patterns of the past and their collective imprint on the present. The Humanities curriculum is designed not only to integrate the two disciplines of literature and history, but also to integrate the skills needed to connect the past with the present-day lives of students in a technology-driven and project-based learning environment.

HUMANITIES 11

10 Credits Full Year HN/CA Prerequisite: Juniors Only

The Humanities course is a program of study in which English 11 and Global History I are presented as an integrated whole spread across two class blocks. This interdisciplinary approach requires the student to explore images of the world through literature, the arts, and material culture in order to illuminate the political, economic, and social patterns of the past and their collective imprint on the present. The Humanities curriculum is designed not only to integrate the two disciplines of literature and history, but also to integrate the skills needed to connect the past with the present-day lives of students in a technology-driven and project-based learning environment.

MODERN GLOBAL HISTORY

5 Credits Full Year College A

Prerequisite: Required of all Juniors (except for those taking AP World or AP Modern Euro)

Modern Global History is a required year-long course focusing on the world from 1914 to the present. This class completes the two year program of global history required for graduation. Beginning with a study of WW1 and focusing on the impact of the Great Depression on Europe, the struggle for independence of European colonies throughout Africa, Asia, Ireland and the disintegration of the Ottoman and Austro Hungarian empires, the Nazi Holocaust during WW2, the creation of the state of Israel, the Israeli-Palestinian conflict, genocide in Rwanda, Bosnia and the Sudan and the role of the United Nations and the European Union in the modern world.

CIVICS AND CURRENT ISSUES (CCI)

5 Credits Full Year College A Prerequisite: Required of all Seniors

Civics and Current Issues is a senior level required course designed to develop a working knowledge of our democracy and national, state and local government and politics. CCI's mission is to foster appreciation and accountability for civic participation and civic responsibility.

This course is broken into 2 uniquely different semesters:

Semester 1 is a history-based curriculum that focuses on understanding the foundational principles of the US Constitution, citizenry, the structures of the United States government, and the role of media.

Semester 2 will be an opportunity for students to join a civics elective that will focus on a theme. This will provide students a chance to examine current social, economic and political issues facing the United States and the world while simultaneously practicing their citizenship.

INTRODUCTION TO LAW (Dual Enrollment, CCCC)

2.5 Credits Semester Unweighted Prerequisite: Juniors & Seniors

This course will introduce students to the study of law through an examination of the following topics: Law definitions, the Bill of Rights, Constitutional Law, Criminal Law and Civil Law. In the study of Common and Civil Law, there is much to consider and the course raises vital questions about fairness, security and individual rights in a free society. Involvement of community lawyers, court clerks and police officers in the classroom and visits to the courthouse and police stations are an integral part of the class. Through a discussion based environment, students learn from each other, interpret data and make use of community resources.

PSYCHOLOGY (Dual Enrollment, CCCC)

2.5 Credits Semester Unweighted

Prerequisite: Juniors & Seniors who have completed Introduction to Psychology

This course will introduce students to the fundamentals of modern psychological thought. Students will understand the history of psychology in the 19th and 20th centuries. Changing views of psychology are examined in this course as are issues specifically related to understanding human behavior.

INTRODUCTION TO PSYCHOLOGY

2.5 credits Semester Unweighted

Prerequisite: Juniors and Seniors

The Introduction to Psychology is a semester long History/Social Studies elective. The course is designed to provide students an opportunity to explore various topics in the study of human behavior and mental processes. Units focusing on research and experimentation, motivation and emotion, learning and memory, sleeping and dreaming, and psychological disorders will introduce topics of study that impact their daily lives. Students will have many opportunities to explore issues and topics of interest as well continue to develop critical thinking, writing, and communication skills.

SOCIOLOGY

2.5 Credits Semester Unweighted Prerequisite: Juniors & Seniors

This course introduces students to the academic background of Sociology and encourages students to think critically on important contemporary issues such as minority cultures and race relations, ageism, sexism, marriage, education, poverty, class demographics within the ethos of an appreciation for diversity. The class will have a focus on crime and the legal system within our society. Students will utilize a variety of media, including film, magazines, newspapers and computer technology, to interpret data and present research projects. There is an active guest speaker program.

AN INTRODUCTION TO WOMEN'S STUDIES

2.5 Credits Semester Unweighted Prerequisite: Juniors & Seniors

Part women's history, part feminist theory, and part current events, this class endeavors to study the status of women in society, past and present. The course begins with an overview of the role of women in history, paying particular attention to the origins of patriarchy and the changes and continuities in women's history over the millennia. We will also study some of the major names in classical feminist theory, such as Simone de Beauvoir and Betty Friedan, as well as current theorists, such as bell hooks and Naomi Wolf. We will conclude our study with an examination of current women's issues, particularly those that pertain to the young women in our community.

***WOMEN AND FILM**

2.5 Credits Semester Unweighted Prerequisite: Juniors & Seniors

This course endeavors to provide an introduction to the study of film as an art form and medium of cultural communication, as well as endeavors to explore issues such as race, class, and sexual identity and orientation as they intersect with gender. Film is a language of ideas, and it is images and ideas that both attract us to and help us make meaning of film. We will also discuss the cultural impact and politics of film. To this end, the class will examine historical and contemporary treatment of gender issues in film. We will examine some major trends in related film theory and analysis since the late 1960's, and look critically at images of gender produced by Hollywood, independent, and international filmmakers. The course will also examine basic elements of film analysis.

SHELTERED AMERICAN STUDIES

5 Credits Full Year College I

Prerequisite: ESL US History Topics 1 or equivalent and WIDA level 2

This course is designed for English language learners who are at the Emerging level of English language skills, and have some foundational knowledge of United States History, but for whom mainstream United States history classes are too challenging.

MATHEMATICS

In order to switch levels from College I to Honors, students must have the recommendation of their current teacher. The general guideline for this switch is that the student scores A- or above overall in the lower level course.

All students must complete a minimum of three years of mathematics. See specific graduation program requirements found in the beginning of this catalog.

SHELTERED ALGEBRA I

5 Credits Full Year College I

Guidelines: Recommendation of ESL director based on WIDA score and math performance in ESL Math course.

This course has a slower paced Algebra curriculum designed for students who are not yet ready for immersion into a mainstream mathematics course. The intent is to “graduate” these students into a mainstream course as quickly as possible. Unit topics include Simplifying and Evaluating Expressions, Solving Algebraic Equations (including multi-step, special cases, and those involving fractions), Statistics, Graphing in the coordinate plane, the Linear Function, MCAS Prep, and Symmetry. Each topic will include an emphasis on the relevant associated vocabulary.

ALGEBRA I – Part I

5 Credits Full Year College I

Guidelines: None

This first year of a two year sequence of Algebra I covers many of the topics of linear Algebra as well a few of the more pertinent Geometry topics as they relate within this curriculum. The curriculum will include patterns, order of operations, writing and evaluating expressions, problem solving, writing, and graphing of both linear equations and linear inequalities, and solving systems of equations. Other topics include Angles, midpoint/distance formula, and triangle congruence as well as MCAS prep.

ALGEBRA I – Part II

5 Credits Full Year College I

Guidelines: Completion of Algebra I – Part I

This course is for students who are either in the second year of the Extended Algebra I curriculum or have completed Algebra I but need more reinforcement. Curriculum topics will include, exponents and exponential functions, Polynomials and factoring, Quadratic equations and functions, Data Analysis, and Probability. Other topics will include transversal, polygons, special triangles and basic trigonometry. MCAS prep including strategies will be covered as well.

ALGEBRA I

5 Credits Full Year College I

Guidelines: Recommendation of 8th grade instructor.

This first year course is the formal introduction to Algebra. Topics covered include: operations, solving equations and inequalities, functions, graphing and writing linear functions, systems of

equations and inequalities, exponents and exponential functions, polynomials, radicals, and statistics. MCAS practice exams will be given throughout the year to track student growth in the Algebra concepts that are assessed.

ALGEBRA I

5 Credits Full Year Honors

Guidelines: Recommendation of 8th grade instructor.

This in-depth college preparatory course is the formal introduction to Algebra. This course is for students of advanced ability in solving problems critically and analytically. Topics covered include: solving equations and inequalities, functions, graphing and writing linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions, radicals, and statistics. MCAS practice exams will be given throughout the year to track student growth in the Algebra concepts that are assessed.

INTEGRATED ALGEBRA & GEOMETRY

2.5 Credits Semester Unweighted (does not count towards required math credits)

Guidelines: Recommendation of 9th Math teacher.

This course is designed to provide support to students who are currently taking Algebra 1 or Geometry in their Sophomore year. The focus of this course is to reinforce prerequisite computational skills, review current concepts, enhance the proper usage of mathematical vocabulary, and preview concepts that will be covered at some point in their concurrent math course. Emphasis will be placed on topics that have been identified as the most challenging for all students on the Grade 10 MCAS test, but will also include student driven focus at variable intervals throughout the course.

GEOMETRY

5 Credits Full Year College I

Guidelines: Students must earn a passing grade in Algebra I, CI.

Geometry connects the physical and visual worlds with the algebra you know and arranges it in a clear logical framework. This course includes the study of coordinates, transformations, measurement formulas (circumference, area and volume) and three-dimensional figures. Students will also study congruent and similar polygons and right triangles with an introduction to trigonometry. Quadratics and factoring, along with previous work on probability is extended. Applications are emphasized throughout the course.

GEOMETRY

5 Credits Full Year Honors

Guidelines: A grade of B or above in Honors Algebra I and/or recommendation of the department chair.

Students will explore real life problems, and apply principles of geometry to critically and analytically find solutions. The tools of geometry including compass, and protractor will be applied to develop concepts. Studying reasoning will help students learn to write with clarity and precision. A comprehensive portfolio of tasks will be developed throughout the year. Topics covered include introduction to proof, logic, parallel lines, polygons, congruence, perimeter, area, volume, similarity, circles, non-Euclidean geometry, and trigonometry.

ADVANCED GEOMETRY

5 Credits Full Year Honors

Guidelines: Completion of the equivalent of a High School Algebra I Program with a grade of A- or above and/or the recommendation of the 8th grade teacher.

This course is an in-depth course being offered to students who have mastered a complete Algebra 1 Course at the Honors Level in their 8th grade year. Topics covered in this new course will include the traditional geometry units: formal proofs, polygons, parallel and perpendicular lines, congruence, similarity, right triangles, right triangle trigonometry, law of sines and cosines, circles, area, and volume.

Finally the course would end with Chapters 1+2 from the Algebra 2 Text: graphing quadratic functions, factoring, quadratic formula, completing the square, complex numbers, the discriminant, and working with polynomials. Problem solving will be emphasized throughout the course.

The course progresses at an advanced pace covering the greatest breadth and depth of topics. Students are expected to have mastered the skills and thoroughly understood the concepts covered in this and prior courses. They are expected to have retained this past content, as material will not be reviewed in this course. Mathematical concepts will often be introduced at an abstract and theoretical level. New ideas are often non-routine problems. Students will sometimes be expected to learn material by reading the textbook and/or solving problems on their own. Students are expected to be self-motivated, taking responsibility for their own learning, seeking help when needed. The course is designed to meet the needs of a student who thrives in a more independent learning environment. MCAS practice exams will be given throughout the year to track student growth in the Algebra concepts that are assessed.

ALGEBRA II

5 Credits Full Year College I

Guidelines: Students must earn a passing grade in both Algebra I and Geometry.

In this Algebra 2 course students will build on their previous work with functions. They will learn how to graph and analyze the graph of function families by studying transformations of each parent function. They will increase their algebra skills by learning to solve exponential and logarithmic equations, simplify rational expressions, and factor polynomials. The course will culminate with a unit covering both triangular and circular trigonometry.

ALGEBRA II

5 Credits Full Year Honors

Guidelines: A grade of B- or above in Honors Geometry and/or recommendation of the teacher.

The course entails a challenging and complete study of Algebra II. Topics include a second year study of a variety of functions including; linear, quadratic, polynomial, exponential, and logarithmic, rational, and radical. The students will also be exposed to complex numbers, data analysis and statistics, sequences and series, and the binomial theorem. The course concludes with an extensive study of right triangle and circle functional trigonometry.

ADVANCED ALGEBRA II

5 Credits Full Year Honors

Guidelines: A grade of B- or above in Advanced Geometry and/or recommendation of the teacher. This course is a continuation of Advanced Geometry. Advanced Algebra II is an in-depth

course exploring many aspects of Algebra II, and Trigonometry. Problem solving will be emphasized throughout the course. This course progresses at a fast pace, covering the greatest breadth and depth of topics. Students are expected to have mastered the skills and thoroughly understood the concepts covered in this and prior courses. They are expected to have retained this past knowledge, which will generally not be reviewed in the course. Mathematical concepts are often introduced at an abstract and theoretical level. New ideas are often developed through student investigation. Students will be expected to apply their knowledge to open-ended and non-routine problems. Students are expected to be self-motivated, taking responsibility for their own learning and seeking help when needed. The course is designed to meet the needs of a student who thrives in a more independent learning environment. Some of the topics covered in this course include matrices, transformational geometry, rational expressions, functions, complex numbers, exponential and logarithmic functions, and trigonometry.

PRECALCULUS

5 Credits Full Year College I

Guidelines: Students must earn a passing grade in Algebra II.

This Pre Calculus course combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus. Instructional time will focus on expanding student's understanding of, and ability to analyze, polynomial, radical, rational, exponential, logarithmic and trigonometric functions and their graphs. Students will study other trigonometric topics including reviewing unit circle trigonometry, proving trigonometric identities, solving trigonometric equations, and graphing trigonometric functions. Additional topics include: Vectors, Matrices and Analytic Geometry.

PRECALCULUS

5 Credits Full Year Honors

Guidelines: A grade of B- or above in Honors Algebra II and/or recommendation of the teacher. This course emphasizes concepts and skills that prepare students for the study of Calculus. Topics covered will expand students' understanding of, and ability to, analyze polynomial, radical, rational, exponential, logarithmic and trigonometric functions and their graphs. Students will also study additional trigonometric topics including reviewing unit circle trigonometry, proving trigonometric identities, and solving trigonometric equations. The course will conclude with a basic introduction to Calculus.

AP PRECALCULUS

5 Credits Full Year Advanced Placement

Guidelines: A grade of B- or above in Honors Algebra II and/or recommendation of the teacher.

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Course topics include Polynomial and Rational Functions,

Exponential and Logarithmic Functions, Trigonometric and Polar Functions, as well as, an introduction to Functions involving Parameters, Vectors and Matrices.

INTRODUCTION TO (BC) CALCULUS

5 Credits Full Year Honors

Guidelines: A grade of B- or above in Advanced Algebra II and/or recommendation of the teacher. This course is for the student of above-average mathematical ability and is the prerequisite course to the AP Calculus courses offered. Topics covered include Trigonometric Functions, Parametric Equations, Polar Equations, Exponential Functions and Logarithmic Functions in the first semester. The second semester includes a unit on Higher Degree Polynomials and Rational Functions and then initiates a preparation for AP Calculus with discussions of the Difference Quotient, Limits and their properties, a unit on Derivatives and ends with Applications of Differentiation. A summer assignment is expected to be completed and an assessment is given at the end of the first week back to school to begin the AP Calculus course.

CALCULUS

5 Credits Full Year Honors

Guidelines: **A grade of B or above in Precalculus and/or recommendation of the teacher.** This course is an application-oriented, investigative calculus course in which students are involved in both the development and solution of problem statements. Topics covered include a pre-calculus review, limits, the rules of differentiation, applications of derivatives, curve sketching, and optimization. Students use these concepts of calculus to solve problems in the context of real world applications using graphing calculators and computers when appropriate.

ADVANCED PLACEMENT CALCULUS (AB)

5 Credits Full Year Advanced Placement

Guidelines: A grade of B or above in Pre-AP Calculus and/or recommendation of the department chair. Students are required to take the Advanced Placement Exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering the course in the fall.

The course emphasizes a multi-representational approach to calculus, with concepts expressed geometrically, numerically, analytically, and verbally. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Through the use of the unifying themes of derivatives, integrals, limits, approximation, applications and modeling, the students are guided to make important connections which they will be asked to demonstrate understanding of on the Advanced Placement Exam. A passing grade on the AP Calculus (AB) exam may earn students a full semester of college credit depending on the specific policy of the College or University of interest.

ADVANCED PLACEMENT CALCULUS (BC)

5 Credits Full Year Advanced Placement

Guidelines: A grade of B or above in Pre-AP Calculus and/or recommendation of the department chair. Students are required to take the Advanced Placement Exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering the course in the fall.

The course topics include limits and continuity as well as differentiation and integration of polynomial, exponential, logarithmic, and trigonometric functions. In addition to these AP Calculus (AB) course topics; polar and parametric equations, vectors, separable differential equations and infinite series are also included. A passing grade on the AP Calculus (BC) exam may earn students one or two semesters of college credit depending on the specific policy of the College or University of interest.

ADVANCED PLACEMENT STATISTICS

5 Credits Full Year Advanced Placement

Guidelines: A grade of B or above in Precalculus and/or recommendation of the teacher. Students are required to take the Advanced Placement Exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering the course in the fall.

This course will introduce students to the concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will be exposed to four themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. The use of technology, projects and laboratories, cooperative group problem solving and writing as part of concept oriented instruction and assessment will allow students to build interdisciplinary connections with other subjects and their world outside school. The student that succeeds in AP Statistics will have strong quantitative reasoning and writing skills. A passing grade on the AP Statistics exam may earn students a full semester of college credit depending on the specific policy of the College or University of interest.

STATISTICS I

2.5 Credits Semester College I

Guidelines: Students must earn a passing grade in Geometry

A Fall elective for juniors and seniors, this course provides an application-based approach to the study of statistics as well as a bridge to concepts and tools in the statistics courses required for many college majors. Topics in this course include analyzing one- and two-variable data, measures of center and variability, correlation, linear regression models, probability and counting methods.

STATISTICS II

2.5 Credits Semester College I

Guidelines: Students must earn a passing grade in Statistics I

A Spring dual enrollment Bristol Community College elective for juniors and seniors, this course continues the study of statistics from Statistics I and provides an application-based approach to the study of statistics as well as a bridge to concepts and tools in the statistics courses required for many college majors. Topics in this course include the study of discrete and continuous random variables, normal distributions, sampling distributions, the Central Limit Theorem, confidence intervals and hypothesis testing. College credit will be awarded by Bristol Community College for all students who receive a grade of C- or higher.

FINANCIAL LITERACY

2.5 Credits Semester College I

Guideline: Open to students in their Junior or Senior year

This course is designed to provide students with a working knowledge of the multitude of a consumer's personal, business, and family needs. Real world topics will include income, money management, spending and credit, as well as saving and investing. Students will design personal

and household budgets utilizing checking and savings accounts, gain knowledge in finance, debt, credit and credit card management, and evaluate and understand insurance and taxes. The course essentially provides a foundational understanding to make informed financial decisions.

EXPLORATION IN ENGINEERING I and II (E²)

Credits 2.5 Semester Unweighted

Guideline: An interest in learning about and applying the Engineering Process. E² I is not a prerequisite for E²II.

This course will allow students to learn about and practice the Engineering Design Process as they work to solve engineering problems that are motivated by today’s global challenges. The class is a series of hands-on labs guided by real engineers and college students who are currently studying various branches of science, engineering and mathematics. Topics include 3D graphic design, genetics, cyber security, robotics, wind power and a variety of other relevant STEM topics. This course is designed to provide valuable insight into the world of engineering and to ignite excitement for exploring real-life applications.

PERFORMING ARTS

What should I take in the Performing Arts Department?

IF:

| | | |
|---|---|--|
| You play an instrument: | You love to sing: | You love music and theater but don't necessarily want to perform: |
| Concert Band Orchestra MV Big Band Music Improv Percussion Ensemble Don't Forget: Music Theory 1 and 2 AP Music Theory | First Year Chorus Vocal Ensemble The Musical! Minnesingers Don't Forget: Music Theory 1 and 2 AP Music Theory | Production Design Music Theory |
| You want to travel with a group!: | You love theatre: | You love to perform but are starting at the beginning: |
| Minnesingers - travel to Europe and competitions MV Big Band - travel to NYC and competitions Orchestra - travel to competitions | First: Theater 1 and 2 Production Design The Musical! ESL Theatre | First Year Chorus Percussion Ensemble The Musical! Theater 1 ESL Theater Don't Forget: Music Theory 1 and 2 AP Music Theory |

ORCHESTRA

5 Credits Full Year Unweighted Prerequisite: None

Seating of the Orchestra is by recommendation of the elementary string teacher or by audition. The Orchestra will prepare and perform standard string orchestra and full orchestra repertoire. Additional opportunities include local, regional, and state audition and festival participation, school quartet, and small chamber group activities. Attendance and proper concert dress are required at the department concerts which are held throughout the year.

CONCERT BAND

5 Credits Full Year Unweighted Prerequisite: None

The Concert Band repertoire will include marches, symphonic compositions and orchestral transcriptions. Additional opportunities include participation in local, regional, and state auditions and festivals. Due to high school level instrumentation requirements, students may be assigned to parts other than their major instrument. Attendance and proper concert dress are required at the department concerts which are held throughout the year.

PERCUSSION ENSEMBLE

2.5 Credits Semester Unweighted Prerequisite: None

A percussion ensemble is a great opportunity to become a well-rounded musician through drumming. Percussion is a large umbrella with a wide array of repertoire from the U.S. and throughout the world. In this class you will learn a variety of instruments including: snare and bass drum, cymbals, hand drums (congas, bongos, djembe, tambourine, etc), mallet instruments (vibraphone, xylophone, bells marimba, tympani), and the drum set. Attendance at school concerts and additional performances is mandatory to participate and get full credit in this class.

MUSIC IMPROVISATION

2.5 Credits Semester Unweighted Prerequisite: Enrollment in Band, Percussion, Orchestra, or Chorus ensemble.

Improvisation is an essential skill for performance of a wide variety of musical styles. This course will teach you how to develop musical ideas, gain a better understanding of harmony, and study some of the great improvisers.

FIRST YEAR CHORUS

5 Credits Full Year Unweighted Prerequisite: None

First Year Chorus is a year of training and transition for students new to high school chorus and is strongly recommended for students who want to continue singing in Vocal Ensemble required for new Minnesingers. Through the use of appropriate exercises and songs, we will develop healthy singing technique, instill musicianship through performance and the study of basic music theory, and foster a sense of community within the chorus through mutual respect and support. Designed for students singing at the high school for the first time, regardless of grade. Additional singing opportunities include participation in local, regional, and state auditions and festivals. **Attendance and proper concert dress are required at the department concerts which are held throughout the year.**

VOCAL ENSEMBLE

2.5 / 5 Credits Semester / Full Year Unweighted/Honors

Prerequisite: By recommendation, preferably after one year of First Year Chorus.

This class is designed to develop vocal techniques which are integral to the performance of high - level choral repertoire. We will perform for the island multiple times a year, and given interest, travel to a festival competition in the spring. Attendance and proper concert dress are required at the department concerts which are held throughout the year. Minnesingers are required to take at least one semester of Vocal Ensemble every year they are in Minnesingers.

If taken by a Minnesinger for the whole year, it will be Honors level.

MUSIC THEORY I

2.5 Credits Semester Unweighted Prerequisite: None

Music Theory I is designed for students with little or no previous musical background. The basic

topics of rhythm, melody, scales, key signatures, ear-training, and harmony will be studied, as well as an introduction to rhythmic and melodic dictation. This course is especially recommended for students who wish to pursue vocal and instrumental performance during their high school career.

MUSIC THEORY FOR SINGERS

2.5 Credits Second Semester Only Unweighted Prerequisite: none

This course is for students and especially singers who want to learn more about music theory as well as their instrument. May be used as a prerequisite to AP Music Theory. Designed for second semester after The Musical ends.

MUSIC THEORY II

2.5 Credits Semester Unweighted

Prerequisite: Music Theory I or recommendation of the department.

This course is a continuation of Music Theory I, with emphasis on advanced harmony, compound rhythms, scales/modes, advanced, listening skills and individual projects.

AP MUSIC THEORY

5 Credits Full Year Advanced Placement

Prerequisite: Theory 1 and 2 or recommendation of the department and **P** completion of summer work. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter.

AP Music Theory is an accelerated honors course which integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening activities, sight-singing, and keyboard harmony are an important part of the course. Homework assignments and work on ear training skills outside of school are essential to the successful completion of this course.

THE MUSICAL!

2.5 Credits 1st Semester Only Unweighted Prerequisite: None

Join the company for our annual production of "The Musical!" and learn about every aspect of producing a large scale musical. Students will participate as performers to produce the February Mainstage musical on a professional level. Participation in the February show involves extracurricular work in December, January and February. Course includes work with school and community personnel in the areas of vocal technique, acting, choreography, directing, dance, visual arts, theater history, set design/build, technical design, and English.

PRODUCTION DESIGN I

2.5 Credits Semester 1 Unweighted Prerequisites: None

First Semester: In this course, students will work with teachers, students and community members in all the technical elements of the Musical: set design and build, lighting design, sound design, costuming, stage managing, run crew, prop building and managing, Box Office, media relations, promotion, etc. The class involves extracurricular work in January and February.

THEATER I

2.5 Credits First Semester Unweighted Prerequisite: None

This is a practical course in the theater arts. Areas of study include dramatic literature, history of the theater, acting styles and techniques, directing, design and scenery, lighting, costumes,

- 4 years of Math, including: Algebra II; Precalculus and/or Calculus and/or AP Calculus (A or B); Statistics or AP Statistics
- Computer Science, one or more of the following: Programming, Advanced Programming, AP Computer Science Principles

Options by grade (highly recommended core courses in bold): Please note that students can move between levels from one year to the next. A student who takes C1 science one year, may move to Honors the next year with recommendation from the classroom teacher. Also, there is flexibility in course sequencing at the upper levels as long as the prerequisites are met in both science and math.

| Group | 9th | 10th | 11th | 12th |
|---------------|-----------------|--|---|--|
| Non-honors | Earth Science | Biology | Chemistry (for science- oriented) or Physical Science or Science Elective | Physics or Chemistry (for science- oriented) or Physical Science Science Elective |
| Honors | H Earth Science | H Biology | H Chemistry or H Physics AP Biology AP Environmental Science Elective | H Chemistry or H Physics AP Biology AP Chemistry AP Environmental AP Physics Science Elective |
| Accel. Honors | H Biology | H Chemistry AP Biology AP Environmental Science Elective | H Physics AP Biology AP Environmental AP Chemistry Science Elective | AP Biology AP Environmental AP Chemistry AP Physics Science Elective |

EARTH SCIENCE

5 Credits Full Year Honors

Guidelines: Teacher recommendation from the 8th grade/Optional for students enrolled in Honors Biology. An in-depth college preparatory study of the physical nature of the earth including geology, the study of the origin, history, processes, and structure of the solid earth; oceanography, the study of the earth's oceans; meteorology, the study of atmospheric conditions and their relation to weather and climate; astronomy, the study of the sun, moon, planets, and universe beyond earth. These four disciplines will be introduced individually and then combined to show how they interact through the cycling of energy and matter between the atmosphere, hydrosphere, biosphere, and lithosphere.

EARTH SCIENCE

5 Credits Full Year College I

A college preparatory study of the physical nature of the earth including geology, the study of the origin, history, processes, and structure of the solid earth; oceanography, the study of the earth's oceans; meteorology, the study of atmospheric conditions and their relation to weather and climate, astronomy, the study of the sun, moon, planets, and universe beyond earth. These four disciplines will be introduced individually and then combined to show how they interact through the cycling of energy and matter between the atmosphere, hydrosphere, biosphere, and lithosphere.

AP ENVIRONMENTAL SCIENCE

5 Credits Full Year Advanced Placement

Guidelines: A grade A- or above in Honors Biology, and Honors Chemistry (or concurrent enrollment), and/or recommendation of the course instructor. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter. A summer assignment must be completed before entering this course in the fall.

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Major topic areas studied are: Earth systems and resources, ecosystem ecology, population ecology, land and water use, energy resources and consumption, pollution, and global change.

AP BIOLOGY

5 Credits Full Year Advanced Placement

Guidelines: A grade of A- or above in Honors Biology and/or recommendation of the Biology teacher. Completion or concurrent enrollment in Honors Chemistry. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter.

A summer assignment must be completed before entering this course in the fall.

The course covers Genetics, Molecular and Cell Biology, Evolution, Ecology and Biodiversity. It will address the common themes: Process of Science, Evolution, Energy Transfer, Continuity and Change, Structure/Function, Regulation, Interdependence in Living Things as well as Biotechnology. The course is lab-based and permits some flexibility to account for the pace of individual students. This course is intended for third and fourth year students.

BIOLOGY

5 Credits Full Year Honors

Guidelines: A grade of B- or above in Honors Earth Science and/or recommendation of the Earth Science teacher. For incoming freshmen, this course should be taken concurrently with Honors Earth Science and Advanced Geometry.

This in depth college preparatory course is a study of life on earth, concentrating on the themes of biology. The major concepts to be studied will concentrate on Cell Biology, Ecology, Evolution, Genetics and Heredity, and Science as a Process. Structure as it relates to function is examined in each of the kingdoms, and through anatomical and physiological studies. This course emphasizes the biological concepts addressed in the MCAS, as well as giving the student a firm background in laboratory studies.

BIOLOGY

5 Credits Full Year College I Prerequisite: None

This college preparatory course is a study of life on earth, concentrating on the themes of biology. The major concepts to be studied will concentrate on Cell Biology, Ecology, Evolution, Genetics and Heredity, and Science as a Process. Structure as it relates to function is examined in each of the kingdoms, and through anatomical and physiological studies. This course emphasizes the biological concepts addressed in the MCAS, through coursework, laboratory exercises and hands on activities.

SHELTERED BIOLOGY

5 Credits Full Year College I
Prerequisite: ESL Science Topics or WIDA level 2

This college preparatory course is a study of life on earth, concentrating on the themes of biology. The major concepts to be studied will concentrate on Cell Biology, Ecology, Evolution, Genetics and Heredity, and Science as a Process. Structure as it relates to function is examined in each of the kingdoms, and through anatomical and physiological studies. This course emphasizes the biological concepts addressed in the MCAS, through coursework, laboratory exercises and hands-on activities.

AP CHEMISTRY

5 Credits Full Year Advanced Placement

Guidelines: A grade of B or above in Honors Chemistry and/or recommendation of the Chemistry teacher. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter.

The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

CHEMISTRY

5 Credits Full Year Honors

Guidelines: Concurrent enrollment in Honors Algebra II, Advanced Algebra II and/or recommendation of the current science teacher.

This in-depth college preparatory course is intended primarily for students who may be majoring in one of the sciences in college. Some major areas of study include: matter and energy; heat and temperature; nature of the atom; solids, liquids, and gasses; gas laws; writing chemical formulas and chemical equations; physical equilibrium; and the periodic table, solutions, thermodynamics, chemical equilibrium, oxidation-reduction, and acid-base chemistry.

CHEMISTRY

5 Credits Full Year College I

Guidelines: Concurrent enrollment in Algebra II College I.

This college preparatory course is intended primarily for students who want to take a third year of science. Some major areas of study include: matter and energy; heat and temperature; nature of the atom; solids, liquids, and gasses; gas laws; writing chemical formulas and chemical

equations; physical equilibrium; and the periodic table, solutions, thermodynamics, chemical equilibrium, oxidation-reduction, and acid-base chemistry.

AP PHYSICS

5 Credits Full Year Advanced Placement

Guidelines: A grade of B or above in Honors Physics and/or recommendation of the Physics teacher. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter.

AP Physics 1 is an 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.

PHYSICS

5 Credits Full Year Honors

Guidelines: Advanced Algebra II, Honors Algebra II and/or teacher recommendation.

Fundamental concepts in physics will be developed through problem solving to give students a thorough understanding of motion and forces (in one and two dimensions), vectors,

momentum, energy, work, power, heat, sound, light, electricity, and magnetism. This course has a strong laboratory component and will include a number of projects involving the engineering design process. Applications involving renewable energy technologies will be emphasized.

PHYSICS

5 Credits Full Year College I

Guidelines: Algebra II and/or teacher recommendation.

Fundamental concepts in physics will be developed through problem solving, laboratory work, and projects to give students an introductory understanding of motion and forces, vectors, momentum, energy, work, power, heat, sound, light, electricity, and magnetism. This is an integrated course that will make use of a number of engineering concepts where applications involving renewable energy technologies will be emphasized.

MARINE BIOLOGY

2.5 Credits Semester Unweighted

Prerequisite: Biology

This is a semester course for students interested in the marine sciences. The course will include the study of marine primary producers, marine animals, zooplankton, the nekton, benthic communities, fisheries, and marine tetrapods. Offered based on student interest.

ANATOMY AND PHYSIOLOGY

2.5 Credits Semester Unweighted

Prerequisite: Juniors and Seniors

An elective course for students who have completed biology, this course will cover basic human anatomy and physiology of the major organ systems. Students will learn basic anatomical terminology and the processes of the Skeletal, Muscular, Circulatory, Respiratory, Excretory, Integumentary, Immune, Endocrine, Reproductive, and Nervous systems. Lecture material will be supported with labs on each system. Offered based on student interest.

HONORS SCIENCE RESEARCH

2.5 Credits Semester Unweighted

Prerequisites: Recommendation from a science teacher

Students will complete an original, independent, experimental research project. Class time will focus on learning to read the scientific literature, experimental design, statistical analysis, improving research and presentation skills, discussions of individual progress, and peer review. Students are expected to generate their own research question, conduct a literature review, develop hypotheses, collect and analyze data and present original research at the end of the semester. Offered based on student interest.

Capstone Eligible

ISLAND NATURAL HISTORY

2.5 Credits Semester 1 Unweighted

Prerequisites: Juniors and Seniors

This course introduces students to the natural history of Martha's Vineyard, with an emphasis on the unique aspects of the plants, animals and environment of the Island. Students will develop an understanding of the uniqueness of the Island's environment through hands-on exploration, investigating the relationships between organisms and their environment, and learning to identify local species using a key and reference books. Students show evidence of understanding through project based work that shares their understanding of Island Natural History with the public. Offered based on student interest.

ENVIRONMENTAL SCIENCE: BIOSPHERE

2.5 credits Semester 1 Unweighted

Prerequisites Juniors and Seniors

The emphasis of this one semester course offered in the fall is to understand the living parts of Earth's system. Students explore the science behind our environmental problems, determining what sustainable living would look like, and describing how we can prevent or lessen our environmental impact in ways that are socially and ethically fair. To do this we will be looking at the environment from both a global and local perspective using techniques that environmental scientists use to monitor the biological environment of our island. Students show evidence of understanding through environmental issues and their relationship to science, policy and economics. Offered based on student interest.

ENVIRONMENTAL SCIENCE: PHYSICAL AND CHEMICAL DYNAMICS

2.5 Credits Semester 2 Unweighted

The emphasis of this one semester course offered in the spring is to understand the nonliving of Earth's system and how environmental science topics impact those aspects of Earth's Systems. Students explore the science behind our environmental problems, determining what sustainable living would look like, and describing how we can prevent or lessen our environmental impact in ways that are socially and ethically fair. To do this we will be looking at the environment from both a global and local perspective using techniques that environmental scientists use to monitor the environment of our island. Students show evidence of understanding through project based work that shares their understanding of environmental issues and their relationship to science, policy and economics. Offered based on student interest.

ASTRONOMY

2.5 Credits Semester 2 Unweighted

This course will dive deep into topics of astronomy and current scientific tools and understanding of our solar system and universe. Students will begin with understanding the tools of astronomy including mathematical understanding and telescopes we can use as well as those used by astronomers. Activities include nightly observations of the moon and stars to understand our solar system. Explorations of NASA tools such as the Hubble and James Webb Telescopes will be used to look beyond our solar system and galaxy. Students should expect to show evidence of understanding through projects communicating understanding and developments in astronomy. Although this class will utilize astronomers use of math there is not math prerequisite in this class.

SPECIAL EDUCATION

“The role of Special Education should be to minimize the impact of the disability and maximize the opportunities for children with disabilities to participate in general education in their natural community.” - Tom Hehir

MVRHS Special Education Department provides specialized instruction and/or related services for students meeting eligibility due to an educational disability in the least restrictive environment. Through a continuum of educational services, students' Individual Education Plans (IEPS) are designed with a variety of services. These range from accommodations in the classroom, to support provided from a paraprofessional, to participation in a co-teaching classroom, to resource room/academic support, to specialized instruction for specific content areas, and substantially separate classrooms/programs and access to specialized and individualized services for children with disabilities. Students that are found eligible for special education have a right to special education until they meet state and district graduation requirements or until they turn 22 years of age.

Content courses that are special education classes (modified curriculum, methodology) provided in a separate setting from the general education classroom and taught by a special educator are listed with those curriculum areas in this program of studies guide. The special education classes that are provided to support students in their curriculum areas and other program needs are listed below.

ACADEMIC SUPPORT

Grades 9-12

2.5 / 5 Credits Semester/Full Year Unweighted

Prerequisite: As determined by the Special Education Team and as indicated in the student's Individual Education Program (IEP).

Academic support is provided within the resource room. It is taught by a Special Education teacher. Skills that are addressed include executive functioning skills, i.e.; self-advocacy, learning strategies, study skills, test-taking strategies, self-determination, and/or organizational strategies. All of these strategies are taught so students may apply them in all of their general education classes to become more successful and independent in their learning, and to achieve annual goals set forth in their IEP. Students will learn about their own strengths and weaknesses as a learner. They will develop their goals and visions for the IEP and transition plan with their Special Educator in order to strengthen their independence and self-advocacy skills.

SPECIALIZED READING INSTRUCTION

5 Credits Full Year Unweighted

Prerequisite: As determined by the Special Education Team and as indicated in the student's Individual Education Program (IEP). This course focuses on improving reading skills with consideration of the individual student's particular educational needs. The class will include research-based instruction in phonemic awareness, phonics, vocabulary, reading fluency, decoding, written expression, and reading comprehension. The teacher will use assessments appropriate to the student to continuously inform individualized instruction. The students will use curriculum-based, other teacher-directed materials, and participate in various reading programs such as but not limited to Wilson Reading Program, Orton Gillingham, and Fountas and Pinnell. The class will also include assistive technology instruction and support with programs such as but not limited to Learning Ally, Speechify, Grammarly, Word Prediction, Speech to Text technology, and Text to Speech technology.

TRANSITIONAL PLANNING AND IMPLEMENTATION SUPPORT:

2.5 Credits Semester Unweighted (grades 11, 12, SP+)

Prerequisite: As determined by the Special Education Team and as indicated in the student's Individual Education Program (IEP).

Students will develop and implement a transitional plan that includes communication skills, independent living skills, financial/banking skills as related to employability and employment. Students will explore employment, career paths, post-secondary education/training opportunities, as well as to develop a solid understanding of their learning personal strengths and weaknesses. Students will develop a resume, participate in job interviews, and complete applications for employment and/or educational opportunities. Students will complete multiple informal assessments to determine their individual transition plans. This course may include field experiences in the school and within the community.

SOCIAL SKILLS ACADEMIC SUPPORT

Grades 9-12

5 Credits Full Year Unweighted

Prerequisite: As determined by the Special Education Team and as indicated in the student's Individual Education Program (IEP). This course is designed to provide students that have been identified by the Team as needing additional specialized instruction in the area(s) of social skills, cognitive flexibility, and/or pragmatics. Students will address goals and objectives as defined in their Individualized Educational Plan through lessons that utilize video modeling, group discussions, and role playing.

The MVRHS Special Education Department currently has three substantially separate programs for students with significant disabilities. These programs are designed with the belief that all students can learn together in the same school to prepare for adult living after graduating/transitioning from the high school.

THE NAVIGATOR PROGRAM

Grades: 9-12

Student needs: The students serviced in the Navigator Program often have substantial multiple disabilities. These disabilities may include, but are not limited to autism, cognitive/intellectual impairment, physical, sensory, and/or medical.

Overview: The content area curriculum is significantly modified to meet their individual needs. The students receive interventions in various areas such as; communication skills, motor skills, daily living skills. Related therapies are provided through consultation and direct services. The majority of the students has participated in statewide assessments through an alternative portfolio and will do so for their Grade 10 requirement. In most cases they will earn a certificate of participation and may move into the Voyager Program after their 4 years of High School.

THE VOYAGER PROGRAM

Grades/Ages: Students that have completed 4 years of high school in the Navigator Program and have not graduated; 18-21 yrs. old.

Overview: The students in the Voyager Program continue to require interventions for independence in areas such as: daily living skills, vocational training, and functional academics in order to prepare for secondary planning. The students work on developing and strengthening their functional life skills. These skills include money and time management, community safety, travel training, vocational training, and self-advocacy skills. The students are active in their transition planning from MVRHS to adult life in the community. The school team works collaboratively with community services. The students participate in many activities for volunteering, employment, recreation in the community. These students continue programming until turning 22 or receive a diploma, whichever comes first.

THE COMPASS PROGRAM

Grades: 9-12

Overview: The Compass Program is a therapeutic support program for students found eligible with emotional impairments. It is a tiered program that provides support and services on a continuum from substantially separate to full inclusion. It is designed to assist students in obtaining the necessary social/emotional and academic skills to successfully re-enter their grade level general education classrooms. The students set goals and have support plans in place to effectively monitor their progress. The students participate in small group and individual counseling sessions.

WORLD LANGUAGES

Switching levels in World Language Courses: Students should talk to their teacher during course sign ups about the expectations of the higher level. In order to move up a level in courses offered in the department where Honors, College I, and Honors meet separately (Spanish) students must work with their teacher to complete a body of work that will prepare them to enter the higher level. In these courses, the curriculum is different at each level (Honors/College I) this means that while a student is successful in a lower level course, it does not mean that they have accessed the curriculum content necessary to prepare them to successfully enter the higher level without additional material and practice. For that reason, students interested in moving up a level in these courses will be required to complete review sessions and/or work with their teacher and demonstrate mastery of the higher level content and skills through an assessment to ensure that they have the background knowledge and skills to be successful in the higher level.

AMERICAN SIGN LANGUAGE (ASL) 1

5 Credits Full Year CA

This course introduces students to American Sign Language as a World Language. The purpose of

ASL 1 is to provide a solid foundation of ASL production and comprehension. Grammar is presented by units with careful attention to provide context for learning. There are 6 units: Introducing Oneself; Exchanging Personal Information; Discussing Living Situations; Talking about Family; Discussing Activities; and ASL storytelling. Students learn conversational strategies to help sustain conversation in ASL. Interaction provides opportunities for students to practice what they've learned. Students gain a deeper understanding of Deaf Culture and education in the Deaf community. A variety of materials will be used to broaden their understanding in the Deaf World and ASL.

AMERICAN SIGN LANGUAGE (ASL) 2

5 Credits Full Year CA

This course builds on students' existing beginner foundation in American Sign Language as a World Language. The purpose of ASL 2 is continued growth of ASL production and comprehension. Grammar continues to be presented by units with careful attention to provide context for learning. Students begin to develop longer presentations and narratives in ASL putting together their growing vocabulary. Conversation on a wider array of topics is a larger focus. Students gain a deeper understanding of Deaf Culture and education in the Deaf community and some controversial community subjects related to disabilities, language and culture are introduced. A variety of materials will be used to broaden their understanding in the Deaf World and ASL.

INTRO TO LATIN

2.5 Credits Semester Elective Unweighted

Intro to Latin is designed for the student with no previous preparation in Latin. Using *Ecce Romani*, the innovative, reading based, Latin language textbook series, students learn Latin by reading and discovering shapes of words, structures of grammar, and vocabulary. The course will familiarize students with Roman culture, while they build rapid facility with the Latin language. This course is designed as an exploratory elective and does not count toward college entrance requirements as a year long language course.

LATIN 1

5 Credits Full Year CA

Prerequisite: None

Students learn the fundamentals of Latin grammar and acquire a basic Latin vocabulary as they move through Unit 1 of the Cambridge Latin course series. Using thematic readings set in first-century Rome and Pompeii, students are introduced to key topics such as the case system, verb conjugations, and a variety of tenses. Culture topics range from Roman daily life to the forum and theater.

LATIN 2

5 Credits Full Year Honors and C1

Prerequisite: Latin 1 (For HN credit, recommendation of the teacher)

Students continue learning the fundamentals of Latin grammar as they move through Unit 2 of the Cambridge Latin course series. Continuing through thematic readings set in first-century Rome and Pompeii, students focus on more complex grammatical structures such as relative pronouns, participles and the subjunctive. Culture topics range from Roman houses and farms to gods and mythology. Students who take C1 will be on a 2 year track and those that take HN will be eligible to take Latin 3 HN the following year.

BRAZILIAN PORTUGUESE 1

5 Credits Full Year CA

This is a course for students who are beginning to learn Portuguese as a second language with no previous exposure to the language. Students are introduced to the cultures of the Portuguese speaking world with a focus on Brazil. Students will develop the skills to communicate about themselves and the world around them using simple sentences, phrases and expressions. They will expand their communicative and cultural competence in this class by engaging in novice-level interpretive, interpersonal, and presentational tasks.

BRAZILIAN PORTUGUESE 2

5 Credits Full Year CA

In Portuguese 2, students will continue to develop communicative skills by beginning to engage in intermediate-level interpretive, interpersonal, and presentational tasks. Students interact with a variety of informational sources produced by native speakers for native speakers. Students continue to communicate basic personal information, preferences and immediate needs in Portuguese. Students ask questions and carry on conversations in which they negotiate meaning and explain. Students begin to communicate in multiple verb tenses at this level.

BRAZILIAN PORTUGUESE 3

5 Credits Full Year CA

In Portuguese 3, students continue to develop their communicative competence by interacting orally and in writing, understanding and interpreting oral and written messages, and making oral and written presentations in Portuguese. They will communicate on a variety of topics using more complex structures. They comprehend the main ideas of the authentic materials across a variety of topics and across time frames.

BRAZILIAN PORTUGUESE 2 and 3 FOR HERITAGE SPEAKERS

5 Credits Full Year CA Prerequisite: Placement Exam.

Students must speak Portuguese as a heritage language. A heritage speaker speaks and/or understands Portuguese as a result of their childhood environment, and has little to no literacy skills (reading and writing).

This course sequence provides Portuguese-speaking students with the opportunity to formally study and develop skills in their heritage language. This course is ideal for students that already speak Portuguese and are motivated to develop their language in an academic setting. Developing advanced language skills in this setting allows heritage speakers to hone their language skills, identify with their heritage culture, and enhance the many career opportunities that will be available to them as a result of their advanced fluency and literacy in a second language. Students will receive direct instruction on grammar and advanced vocabulary. This course will be taught almost exclusively in Portuguese. This course sequence helps students develop the skills necessary to earn the Seal of Biliteracy and prepares them to enter Portuguese Language Arts courses at MVRHS.

PORTUGUESE LANGUAGE ARTS: NARRATIVE

5 Credits Full Year C1/Honors

Prerequisite: Must speak Portuguese at an intermediate high level, required for Newcomer program

Brazilian Portuguese Language Arts: Narrative is a course in the ELL Newcomer program for Portuguese speakers. Content includes the genres of fiction, non-fiction, poetry/songs, drama and digital media. Authentic texts and resources will be used to fit a variety of levels of reading difficulty and reflect a variety of historical, cultural, and geographic perspectives. Therefore, the curriculum is organized into units that covers topics in Brazilian/World literature, Brazilian/World history and philosophy, exploring questions centered in human nature, Brazilian culture/society and, also, the aesthetics aspect of texts. A variety of formal and informal presentational activities cover the modes of narration, description, exposition and persuasion. As this course focuses on literature and composition, it engages students in the careful reading and critical analysis of texts, considering the imaginative aspect of literature. Through close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students examine a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Vocabulary activities are designed to foster the ability to decode unfamiliar and complex words through prefixes, suffixes, and roots and to use these effectively in writing. This course includes frequent oral presentations on an individual or group basis as well as performance in class discussion/debate. The goal of the Portuguese Language Arts sequence is to provide students the opportunity to become fully biliterate through continued study and advanced use of the Portuguese language, culture, history and arts. The targeted literacy skills of this course will serve to facilitate and strengthen required skills for success in mainstream English classes and on standardized tests.

PORTUGUESE LANGUAGE ARTS: ESSAY

5 Credits Full Year C1/Honors

Prerequisite: Must speak Portuguese at an intermediate high level/advanced low and have completed the PLA Narrative course. Required for Newcomer program

Brazilian Portuguese Language Arts: Essay is a rigorous course taught exclusively in Portuguese. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students will learn methods of rhetorical analysis and, also, how to convey information accurately, without distortion or ambiguity. They will learn how to use figures of speech and appropriate syntax to make their writing serve its purpose, mode, and audience. Critical reading will involve students learning to discern and describe in an appropriate vocabulary how the arrangement of language shapes meaning. Students will examine the major devices that control tone and structure, and learn how they serve rhetorical purposes. In this course, students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. The topics range from personal information to issues that reflect a variety of historical, cultural, economical and social perspectives. It is assumed the students have previously been exposed to advanced language structures in the courses leading up to this course; however, review of the mechanics is done within the contextual framework of each unit as needed. In order to succeed in this class, students must study and prepare themselves extensively inside the classroom and at home.

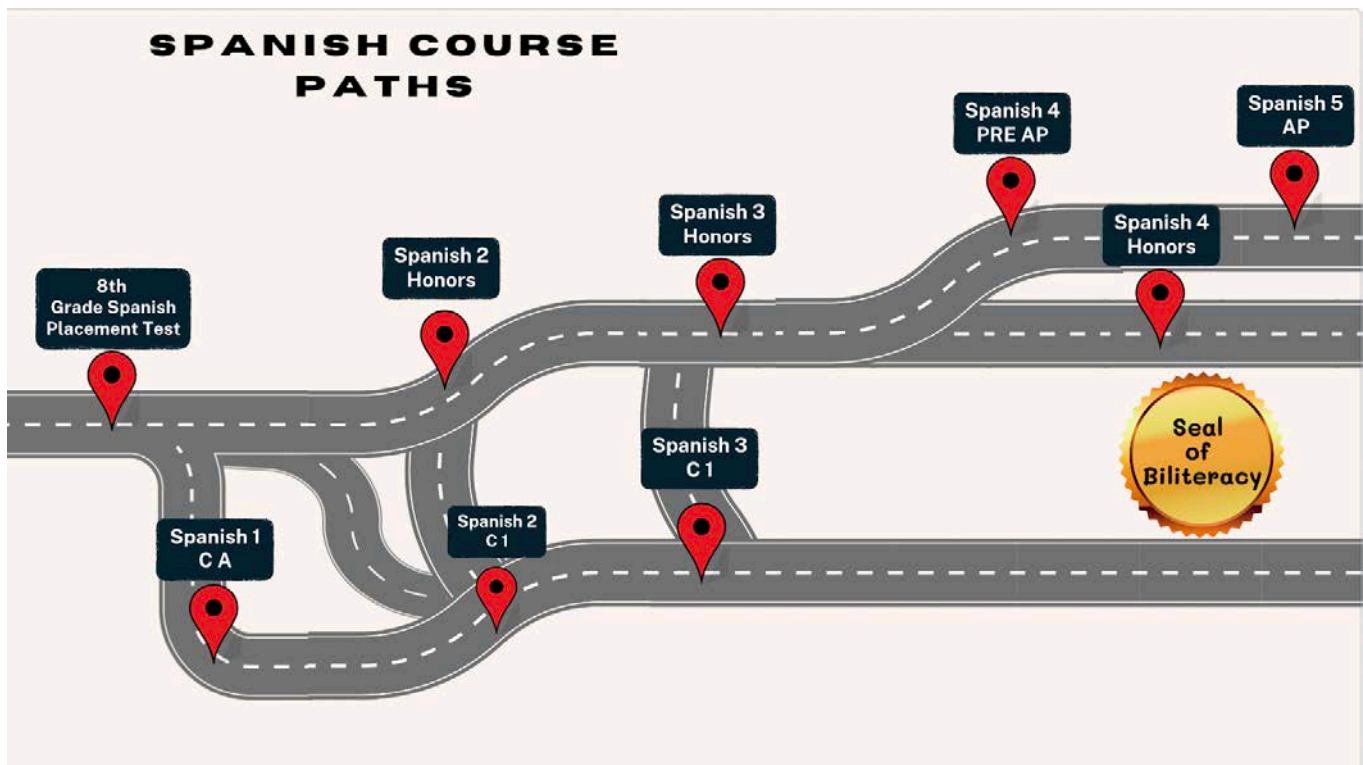
BRAZILIAN HUMANITIES

5 Credits Full Year C1/Honors

Prerequisite: Must speak Portuguese at an intermediate high level, required for Newcomer program

The Brazilian Humanities is a program of study in which Brazilian History and Literature are presented as an integrated whole. This interdisciplinary approach requires the student to explore images of Brazilian History through Literature, in order to illuminate the political, economic, and social patterns of the past and their collective imprint on the present. The Brazilian Humanities curriculum is designed not only to integrate the two disciplines of literature and history, but also to integrate the skills needed to connect the past with the present-day lives of students in a technology-driven and project-based learning environment.

Progression through Spanish Courses at MVRHS



SPANISH 1

5 Credits Full Year CA

This course is for students who wish to begin level one study of the language and culture of the Spanish speaking world. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; motivating students to use spoken Spanish on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored include school, home, sports, family, shopping and food. Students will be able to identify, comment and describe using phrases and simple sentences, and begin to ask and answer basic questions. Grammar lessons will support the communicative goals with a focus on the present tense and cultural segments within units will focus on developing an awareness of practices, perspectives and products in the Spanish-speaking world. The goal of the course is to be taught 90% in the target language and the ACTFL proficiency level target for this course is novice high. From this course students will continue on to Spanish 2 either

College 1 or Honors, based on the teacher recommendation. Students with a strong interest in language acquisition and/or those that exceed expectations in their current language course will be recommended to continue at the Honors level.

SPANISH 2

5 Credits Full Year College I

Prerequisite: Spanish 1 or recommendation of Spanish teacher

This course is for students who wish to continue the study of the language and culture of the Spanish speaking world. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; motivating students to use Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; motivating students to use spoken Spanish on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading and the themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be. Students will be able to present information on familiar topics using a series of connected sentences and to handle short social interactions in everyday situations, including practice with asking and answering basic questions. Grammar lessons will support the communicative goals with a focus on skill growth in using the present and past tenses.

Cultural segments within units will focus on continued awareness of practices, perspectives and products in the Spanish- speaking world. The course will be taught 90% in the target language and the ACTFL proficiency level target for this course is intermediate low.

SPANISH 2

5 Credits Full Year Honors

Prerequisite: Recommendation of teacher for students continuing from Spanish 1 CA.

For incoming freshmen, students must earn a Novice high in all skills on the placement exam and have the recommendations of their teacher.

There will be an exam the first day of this course to ensure that mastery of previous concepts is maintained over the summer

This course offers an intensive study of the language and culture of the Spanish speaking world for students who have shown exceptional skills and motivation at the novice high level. It is a fast paced, demanding course that challenges students to enhance and increase the breadth of their developing Spanish production and comprehension. Thematic units will focus on the acquisition of vocabulary with an emphasis on proficiency; students are expected to use spoken Spanish exclusively on a regular basis to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the development of the four language skills: speaking, listening, writing and reading. The themes explored highlight teenage life, how people connect with others, why people travel and move, and how their lives are different from what they used to be. Students will be able to present information on a variety of familiar topics using connected sentences and to handle short social interactions in everyday situations, including practice with asking and answering basic questions. Grammar lessons will support the communicative goals with a focus on skill growth and expertise in using the present and simple past tenses.

Cultural segments within units will focus on continued awareness of practices, perspectives and products in the Spanish speaking world. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate low.

SPANISH 3

5 Credits Full Year College I

Prerequisite: Spanish 2 C1

This course is for students who wish to continue the study of the language and culture of the Spanish speaking world. Thematic units will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Spanish to get their needs met and messages across in the daily classroom experience and beyond. The emphasis is on the continued growth of the four language skills: speaking, listening, writing and reading and the themes explored highlight Citizenship and Social Awareness, Internet Communication, Professions, and Housing. Additionally, themes in this course will be examined through the lens of social justice and global competency. Students will routinely be able to talk about themselves and their daily life, to handle short social interactions in everyday situations and to ask and answer a variety of questions. Grammar lessons will support the communicative goals and promote increased ability to use Past & Present tenses to retell stories and will introduce the Future and Conditional tenses. Cultural segments within units will focus on continued awareness of practices, perspectives and products in the Spanish speaking world. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate mid.

SPANISH 3

5 Credits Full Year Honors

Prerequisite: Spanish 2 Honors

There will be an exam the first day of this course to ensure that mastery of previous concepts is maintained over the summer.

This course continues the intensive study of the language and culture of the Spanish speaking world for students who have shown exceptional promise and motivation in the level two Honors class. Thematic units of Citizenship and Social Awareness, Internet Communication, Professions, and Housing will focus on the acquisition of vocabulary with an emphasis on Proficiency; motivating students to use spoken Spanish to get their needs met and messages across in the daily classroom experience as they gain further competence in presentational and interpersonal communication. Additionally, themes in this course will be examined through the lens of social justice and global competency. The interwoven cultural component includes topics on Spanish speaking world customs, history, art and music as students grow as readers of a sampling of authentic texts. Students will routinely be able to talk about themselves and daily life, and to handle short social interactions in everyday situations by asking and answering a variety of questions. Grammar lessons will support the communicative goals and promote increased ability to use Past & Present tenses to retell stories and an introduction to the Future, and Conditional along with the Subjunctive Mood. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate mid.

SPANISH 4

5 Credits Full Year Honors

Prerequisite: Honors Spanish 3 or recommendation of the department chair

There will be an exam the first day of this course to ensure that mastery of previous concepts is maintained over the summer.

In level four, students will further their study of the language and culture of the Spanish speaking world with an emphasis on communication in authentic scenarios. The interwoven cultural component of the course will include current topics viewed through pop culture, video,

music, audio clips, authentic texts and historical vignettes. The course will build on vocabulary and recycle language, tenses and skills acquired at previous levels in rich thematic units with a focus on interpersonal communication and project based. Thematic units explored in this course include relationships, urban living, global challenges and media assessments. Students and teachers will utilize the four language skills to build a community in which students can participate with ease and confidence in conversations on familiar topics using the three major time frames; past, present and future. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate high.

PRE-AP SPANISH 4

5 Credits Full Year Honors

Prerequisite: A grade of B or above in Honors Spanish 3 or recommendation of the department chair, which is usually based on extensive study abroad/language immersion experience. A summer assignment must be completed before entering this course in the fall. Juniors only.

This is a rigorous course taught almost exclusively in Spanish that prepares students for the AP Spanish Language and Culture course. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency. The course is divided into six thematic units, which are further based on recommended contexts and guided by essential questions. Discussion of the topics in Spanish is an expectation of this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to this course; however, an extensive grammatical review will be completed during the first quarter before moving into the thematic units. In order to succeed in this class, students must study and prepare themselves extensively inside the classroom and at home. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate high.

AP SPANISH LANGUAGE AND CULTURE

5 Credits Full Year Advanced Placement

Prerequisite: A grade of 80% or above in Spanish 4 Advanced or recommendation of the department chair, which is usually based on extensive study abroad/language immersion experience. A summer assignment must be completed before entering this course in the fall. Students are required to take the Advanced Placement exam in May. Payment for the exam is due to the principal at the end of the first quarter. .

The AP Spanish Language and Culture course is a rigorous course taught almost exclusively in Spanish. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. The course is divided into six thematic units, which are further based on recommended contexts and guided by essential questions. Discussion of the topics completely in Spanish is an expectation of this course. It is assumed the students have previously been exposed to advanced language structures in the courses leading up to this course; however, review of the mechanics is done within the contextual framework of each unit as needed. In order to succeed in this class, students must study and prepare

themselves extensively inside the classroom and at home. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate high.

SPANISH FOR PORTUGUESE SPEAKERS

5 Credits Semester CA

Prerequisite: Heritage Portuguese Speakers

This course is for Heritage and Native speakers of Portuguese that are interested in learning Spanish. The course will make connections between Portuguese and Spanish, focusing on patterns, pronunciation, and the transfer of skills from one language to the other. This course sets students up for the potential to earn the Seal of Biliteracy for Spanish, Portuguese, and English. Successful completion of this course will prepare students to enter Spanish 3 College 1 or PreAP Spanish. The course will be taught 90% or more in the target language and the ACTFL proficiency level target for this course is intermediate low.

PROJECT VINE

Mission Statement: Because the classic model of school is not the best fit for all students, Project Vine provides a community-based approach for learners to experiment with new and different strategies for learning about and engaging with your world. By consciously fostering peer and larger community relationships in the classroom and in non-academic contexts, Project Vine strives to provide education for your life up to and beyond graduation which enriches intellect, creativity, curiosity, wellness and joy.

PROGRAM DETAILS

- Offered beginning the second semester of freshman year through graduation
- Smaller class sizes (capped at 14 students)
- Core academic teachers (history, English, math & science) and a dedicated adjustment/guidance counselor who meet regularly to address student needs and who stay with you throughout your time in high school
- Same curriculum as offered in mainstream classes, many offered at CA level (*except certain offerings...see full descriptions below)
- Greater student voice through care of communal space (the Project Vine Suite), student-teacher evaluations and input into trips, events and activities
- Mentor Meetings and Vine Fridays provide weekly community meeting time to reflect on and share concerns, strengths and needs with both staff and peers
- Allows for optional enrollment in electives and Career and Technical Education classes, as well as participation in other programs in the school, such as after school clubs, musical groups, sports and mentorships/internships.
- Minimum course load within the program required for membership (3 classes for freshmen, 2 for upperclassmen)

STUDENT ADMISSION

The program is voluntary and a student, along with his/her parent or guardian, makes the choice to enter. Students are identified based upon their own requests, parent requests and/or school staff recommendations. Many students self-identify with a desire for a smaller community and closer, longer-term relationships with their teachers and peers. Other reasons for enrollment may include student desire for more of a self-directed, hands-on learning experience or that a student is not meeting their potential in mainstream classes and needs to try something different in order to stay engaged with their education. Once a potential student has been identified the student, along with their parent/guardian, attends an entry meeting with the department chair and their school counselor. For more information, check out www.mvrhs.org/project-vine/.

ENGLISH

VINE LANGUAGE ARTS 9: SEEDS & ROOTS

2.5 Credits Sem 2 College A

Prerequisite: Any first-semester 9th-grade English

This course serves as a foundation for the study and enjoyment of all things language. Texts from multiple genres and various media forms are used to capture student interest and enhance skills necessary for getting the most out of what we read, see, hear, watch or otherwise consume both in school and in the world beyond. With a focus on finding what interests you as well as kindling curiosity through reading, writing, discussion, visual arts, performance and film, students will put down the “roots” of language-arts skills to help you progress in school and in life. Possible Texts include *The Absolutely True Diary of a Part-Time Indian*, *Persepolis*, *Feed*, *Catcher in the Rye* and *the Wizard of Oz*, as well as many classic short stories and poems.

VINE LANGUAGE ARTS 10: BRANCHES & LEAVES

5 Credits Full Year College A

Prerequisite: Project Vine Students, Any English 9

The Branches & Leaves English class focuses on the literature and art that defines the “American” voice. Students explore the concepts of what it means to be American from the point of view of both America and the rest of the watching world. Exploration of texts includes early Puritan writings, American Romanticism, the Transcendentalists, texts about US involvement in war, the American Immigrant Experience, Hip Hop as American Literature, Video Games as literature, and contemporary pieces that examine what America has grown to be. Emphasis is on connecting the themes of American literature to students’ lived experiences. Writing in the class takes the form of journaling, reporting, crafting arguments and analyzing others’ work. Where possible, students will design and partake of relevant field trips to explore literature studied first-hand, such as traveling to New York City to see Holden Caulfield’s world from *Catcher in the Rye*, or to Nantucket to experience the start of the Pequod’s journey in *Moby-Dick*.

VINE LANGUAGE ARTS 11: PRUNE & HARVEST

5 Credits Full Year College A

Prerequisite: Project Vine Students, Any English 10

The Prune & Harvest course looks at the English language as the unique mixture of words, phrases, expressions and accents that it really is. By learning the history of the language and hearing the sounds of spoken English around the globe, you can contextualize your own place in the language and gain exposure to worlds far away in terms of both distance and time. Students will learn about differences among accents, slang and regionalisms of language, as well as how cultural differences are inherent in language through the study of texts written in “other Englishes” such as archaic (i.e.

Shakespeare), modern British, Irish, Australian, non-standard American dialects and patois. Possible texts include Harry Potter and the Philosopher's Stone, MacBeth, Beowulf, The Curious Incident of the Dog in the Nighttime and Me Talk Pretty One Day, as well as movies such as Slumdog Millionaire, Disney's The Sword in the Stone and The Secret of Roan Inish.

VINE LANGUAGE ARTS 12: VINTAGE

5 Credits Full Year College A

Prerequisite: Project Vine Students, Any English 11

Project Vine's "Vintage" course explores seniors' own journey up to this point in their education and asks them to read and write about both the legacy they leave to the Project Vine program and the future they want to have. This course focuses on students' individual needs in terms of relevant, engaging text and project selection meant to strengthen literary skills specific to student hopes for life beyond high school. Students are encouraged to develop their own, independent reading life and contribute their voices to the class, the program and their own larger communities through projects which require the acquisition and exhibition of new skills but also communication with audiences beyond the classroom, such as community members, potential employers, school administration and their own family. Past projects have included the making of a documentary, research and writing of haunted history stories of the Vineyard for public, spoken-word style performance, orchestrating fundraisers for charity and for the program, and the dedication of student-chosen books left as a legacy to future Project Vine students.

MATH

PV ALGEBRA I

2.5 Credits Sem 2 CA Prerequisite: Algebra I, semester 1

Open to Project Vine freshmen when they enter at the start of the second semester, Algebra I CA provides for comfortable, extensive development of the algebraic skills, critical thinking, and concepts necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, and technology. The instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. Hands-on activities and projects are used throughout to reinforce topics. Topics covered include operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

PV GEOMETRY

5 Credits Full Year College A

Prerequisite: Project Vine Students, Successful Completion of Algebra I

This course will teach the concepts of geometric thinking and spatial reasoning, geometric figures, and their properties. The instructional program in this course provides for the use of geometric and algebraic skills in a wide range of problem-solving situations. Hands on activities and projects are used throughout to reinforce topics. Topics covered include introduction to proof, logic, parallels, polygons, congruence, perimeter, area, volume, similarity, circles, trigonometry and applications.

PV ALGEBRA II

5 Credits Full Year College A

Prerequisite: Project Vine Students, Successful Completion of Algebra I, Geometry

This course will strengthen students' understanding and use of Algebra I and Geometry. Students in this course will use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems. Students will use mathematical methods to model and solve real-life problems involving money, data, chance, patterns, design, and science, and use mathematical models from algebra, geometry, probability, and statistics; and connections among these to solve problems in both mathematical and non-mathematical situations. Students will use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology for authentic games, projects and activities.

FINANCIAL LITERACY

2.5 Credits Sem College I

Though open to all students, Project Vine Seniors are given preference in scheduling for this class. This course is THE need-to-know about how to handle your money after high school. The semester long course provides individualized instruction in developing and applying basic math skills for use in college prep, vocational, and financial situations. The Financial Planning Curriculum based on the NEFE (National Endowment for Financial Education) is used throughout the course. Topics covered include percent, probability, compound interest, loans, credit cards, mortgage, cost of living index, budgeting, financial services, income, investing, and taxes.

HISTORY

PROJECT VINE GLOBAL 9

2.5 Credits Sem 2 ONLY College A Prerequisite: Global 9, semester 1

This course is a survey course of global history from 600 ce -1800 ce and focuses on the transition from the medieval world to the modern world. Emphasis is placed on exploring the historical roots of contemporary issues, which is guided by the direct instruction of current events. Some of the regions of the world being covered are the Middle East, Southeast Asia, East Africa, West Africa, the Atlantic world, Europe, and East Asia. As always, history focuses around the social, political, economic and ideological forces that have driven the past into the present.

PROJECT VINE AMERICAN STUDIES

5 Credits Full Year College A

Prerequisite: Project Vine Students, Required of all Sophomores

American Studies is a survey course with an emphasis on the multicultural fabric which makes up American society. Students are encouraged to understand and appreciate the value of diversity while gaining a strong sense of US history. Discussion of current events is an integral part of the course encouraging students to remain open to continued learning. This course presents a broad view of the American experience. A variety of political, social, and economic topics and themes are covered including nation building, lead up to the Civil War, Reconstruction, growth of American industry, America as a world power, civil rights, globalization, and the modern age. A variety of activities will be employed to develop concepts relevant to American history reinforced through skill development. Readings from primary sources and supplementary materials will be required as will essays and tests. Writing and research are integral to the course.

PROJECT VINE MODERN GLOBAL HISTORY

5 Credits Full Year College A

Prerequisites: Project Vine Students, Required Course for all Juniors

Modern Global History is a required year long course focusing on the world from 1914 to the present. This class completes the two year program of global history required for graduation. Beginning with a study of WW1 and focusing on the impact of the Great Depression on Europe, the struggle for independence of European colonies throughout Africa, Asia, Ireland and the disintegration of the Ottoman and Austro Hungarian empires, the Nazi Holocaust during WW2, the creation of the state of Israel, the Israeli-Palestinian conflict, genocide in Rwanda, Bosnia and the Sudan and the role of the United Nations and the European Union in the modern world.

PROJECT VINE CIVICS AND CURRENT ISSUES (CCI)

5 Credits Full Year College A Prerequisite: Required of all Seniors

Civics and Current Issues is a senior level required course designed to develop a working knowledge of our democracy and national, state and local government and politics. CCI's mission is to foster appreciation and accountability for civic participation and civic responsibility.

This section is exclusive to Project Vine senior members.

This course is broken into 2 uniquely different semesters:

Semester 1 is a history-based curriculum that focuses on understanding the foundational principles of the US Constitution, citizenry, the structures of the United States government, and the role of media.

Semester 2 the topics explored in this course will be based on student interest and designed in collaboration with senior class members.

PROJECT VINE SCIENCE

While Project Vine does not offer specific science courses, the MVRHS Science Department offers a series of courses which were designed with our philosophy and student population very much in mind. We encourage enrollment in the following sciences (full descriptions are available in the science portion of this course catalog).

Island Natural History

Environmental Science: Biosphere

Environmental Science: Physical and Chemical Dynamics

Astronomy