



MAMARONECK HIGH SCHOOL 2017-2018

COURSE CATALOG

March 2017

Dear Students and Parents:

It is hard to believe, but it is time to begin planning for the 2017-2018 school year. This Course Catalog serves as your guide to the many classes that we offer at Mamaroneck High School. While some classes that students take at the High School are state mandated (e.g. Global History) there are other classes where students do have to make choices as to what courses they would like to enroll in. We encourage students to read the catalog in preparation for the scheduling conversation with your counselor that will take place in the spring. The more informed you are about graduation requirements, subject area sequences and expectations for particular courses, the better you will be able to plan accordingly.

While Mamaroneck High School has moved to an open admissions policy for A.P. courses we are asking students and parents to carefully consider whether a college level class is the right placement at this moment in a student's long academic career. A.P. Teachers will be visiting 10th and 11th grade classrooms to make presentations about their classes, and to provide students with an opportunity to understand the level of commitment and interest that will be necessary to be successful in these classes.

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

While we are still very much immersed in our 2016-2017 school year, we are already looking forward to the 2017-2018 school year!

Sincerely,

Elizabeth Clain
Principal Mamaroneck High School

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Isabel Gurwitch

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

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

STATEMENT OF POLICY

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



Sam Mollin

FROM THE COUNSELING OFFICE

Dear Students and Parents,

We are about to begin the process of selecting courses for the 2017-2018 school year. The counseling staff will work closely with you to ensure that our students are placed in the proper courses, and choices are made carefully and thoughtfully.

All scheduling must be completed by April. Students will be asked to indicate a first and second choice for their elective. We will try to honor a student's first choice but cannot guarantee this. When the number of requests exceeds the capacity for a given course, preference will be given based on grade level. The next step is placement on a waiting list.

Students will begin meeting with counselors in the near future. Students are asked to consult with their current teachers to be sure choices are appropriate.

Class-to-class transfers:

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

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

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

Sincerely,
Cathy Quackenbush
Counseling Coordinator

CREDITS & GRADUATION REQUIREMENTS

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

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

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

TOTAL.....22

And the successful performance on the following State Regents examinations:

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

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

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

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

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

ENGLISH

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

NINTH GRADE PROGRAM

What is the power of story? This is the framing question that freshmen explore as they transition to high school. The Ninth Grade English curriculum combines independent reading and a selection of whole class texts to create a rich literary experience. Students will read, discuss, analyze, and write about texts such as *The Odyssey*, *Antigone*, *Romeo and Juliet*, *Enrique's Journey*, *Life of Pi*, *Flowers for Algernon*, and many short stories and poems. Vibrant and up-to-date classroom libraries provide students with hundreds of choices for their independent reading—classics to contemporary, fiction and non-fiction. Students will sharpen their skills in writing through frequent practice and writer's workshop. They will write across multiple genres, including expository, research, creative, and persuasive writing.

TENTH GRADE PROGRAM

Who am I? Through the age-appropriate lens of identity, sophomores will explore the internal and external forces that shape who we are and who we will become. In Forms of Literature and Writing (or Tenth Grade English), students study multiple forms of literature, including short stories, poetry, essays, fiction, non-fiction, film, and drama. All tenth graders read *Night*, along with other Holocaust literature; dystopias, such as *Fahrenheit 451* or *1984*; *Macbeth*; *East of Eden*; and contemporary fiction, such as *The Kite Runner* or *Different Seasons*. Students will engage in deep discussion and writing around these whole class texts as well as a rich selection of independent reading titles. As it did their freshman year, independent reading will complement their whole class reading and increase their volume of reading. They will further hone their writing skills through varied and purposeful assignments: essays, editorials, memoirs, and more.



Mira Goodman

ACADEMIC ENRICHMENT

FULL YEAR – 1/2 CREDIT (OPEN TO 9th, 10th, 11th GRADERS)

Students must be recommended for this course. The primary purpose of Academic Enrichment is to provide support in reading, writing, and study skills so each student will be more successful in content area classes. Work is assigned depending on a student's individual needs. Students learn and practice comprehension strategies designed to enhance understanding in a small group setting. Each student receives a great deal of individual attention. Through on-going communication with classroom teachers, the Academic Enrichment teacher is kept informed of students' progress. Students are scheduled based on their grade levels.

ELEVENTH GRADE PROGRAM

Juniors take a full-year course that focuses primarily on American literature. The vocabulary, reading and writing experiences help to prepare all eleventh graders for the English Regents Exam at the end of the year. Students have three options: Junior Composition and Literature, English 11 Honors and AP English Language and Composition.

JUNIOR COMPOSITION AND LITERATURE

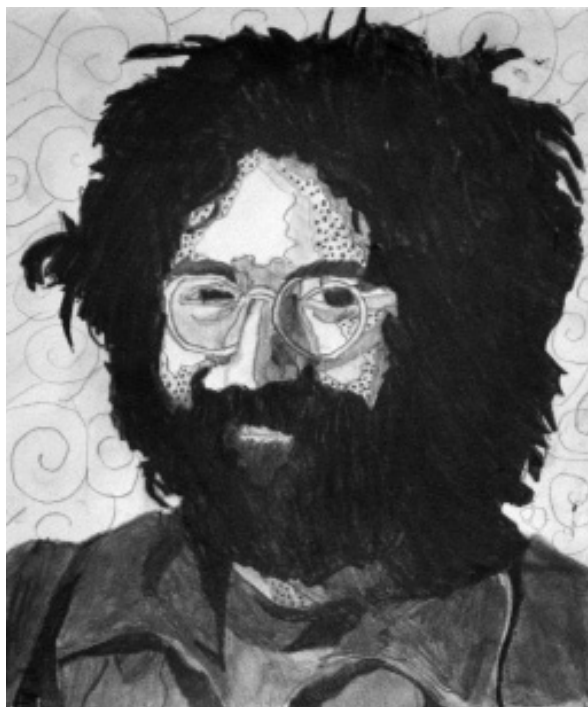
Junior Composition and Literature offers a balanced curriculum of reading and interpreting literature and writing analytical, personal and creative pieces. Studying vocabulary, grammar and usage and learning how to view films critically are also part of the curriculum. In addition, students will prepare a personal essay to use for their college application. Except for *Hamlet*, a junior requirement, the literature we study will be predominantly American and will enhance your understanding of your American history course. Some of the works all juniors study are *Narrative of the Life of Frederick Douglass*, *The Namesake*, and *The Great Gatsby*. Other works read may include *The Crucible*, *Death of a Salesman*, *A Walk in the Woods*, and excerpts of *Walden*, and *Self-Reliance*. Students also study poetry, short fiction and non-fiction articles. The English Regents is given at the end of the year.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

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

ENGLISH 11 HONORS

Over the course of the year, students study how our best writers use their craft to explore and expose the complexity of the American Experience. We analyze how our literary artists have been influenced by and respond to personal experiences, the cultural and political climate of their time, and to other writers and thinkers. Our focus is on learning, thinking and writing about the literature of our great and vastly complex nation. Students read and write widely and engage in rich and extended class discussion. Among the extensive reading list required, students read *The Great Gatsby*, *Hamlet*, *Their Eyes are Watching God*, *The Awakening*, *The Adventures of Huckleberry Finn*, *The Scarlet Letter* and *Death of a Salesman*. Students write across many genres, make frequent class presentations and engage in a close study of craft. This is a course for students who are ready for a challenge, a level of independence in their reading and writing, and are ready to engage daily in deep discussion with their classmates.



Jerónimo Pinto

TWELFTH GRADE PROGRAM

ADVANCED PLACEMENT LITERATURE

FULL YEAR – 1 CREDIT

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

THE ART OF FILM

HALF YEAR – 1/2 CREDIT

In this course students will discover new ways to look at film. Students will learn how to talk about what they see in a way that goes beyond value judgments and emotional responses. Students will be introduced to the language of critics and filmmakers and will analyze films from such directors as Chaplin, Welles, Hitchcock, Lang, Scorsese, and Woody Allen. Readings include film scripts, biographies, and critical commentaries. In addition students will be expected to write several critical and analytical papers on the work of individual filmmakers. This is a course for those who seriously love films!



Robert Cruz

THE MAP “MAMARONECK ASSOCIATED PRESS”

HALF YEAR – 1/2 CREDIT

Facebook. Twitter. NBC Nightly News. CNN. Instagram. Journalism as a medium is changing due to the internet and social media. This course will develop an online “newspaper” and blog for news in real-time, called The MAP: The Mamaroneck Associated Press. The MAP’s focus will be where students will tackle different roles of the 21st century journalist: blogger, online reporter, videographer, radio broadcaster, “tweeter”, etc. While the course will be published through an online site, it will also explore/study and develop the many skills of traditional journalism, both reporting and broadcast. This class will exist separately from the school newspaper, The Globe. Students active in the school newspaper may wish to take the course to develop specific skills, although participation in the school paper will remain an extracurricular activity.



Ellie Lundberg

CLASSIC SCIENCE FICTION & CONTEMPORARY CULTURE

HALF YEAR – 1/2 CREDIT

In this course students will investigate how science fiction often becomes science fact. We will read works such as: *Fahrenheit 451* by Ray Bradbury, *Frankenstein* by Mary Shelley, and *The Handmaid's Tale* by Margaret Atwood. Films such as *Do Androids Dream of Electric Sheep/Blade Runner* and TV shows such as *Lost* will also inspire our discussions. Our study will help us to see that cell phones, Google, American Idol and the ipod were envisioned long ago.

PSYCHOLOGY AND LITERATURE

HALF YEAR – 1/2 CREDIT

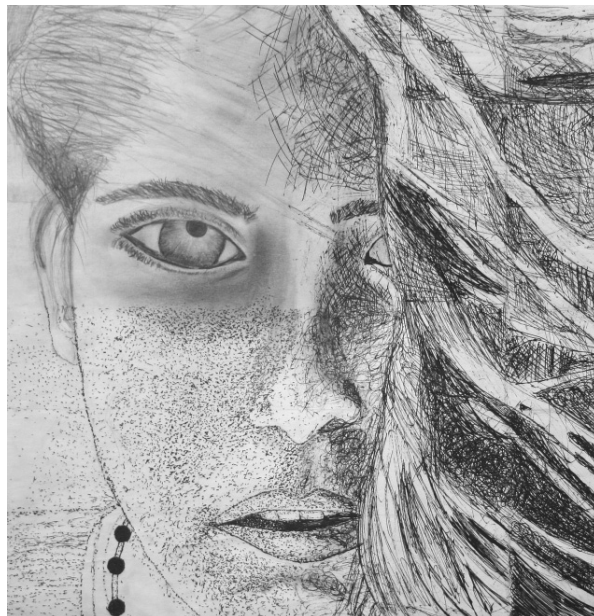
Beginning with Sigmund Freud, the field of psychology has had an enormous impact on our lives. In this class, we will explore the impact of Freud's ideas on recent literature. As background, we will discuss basic concepts such as the id, ego and superego, as well as the Oedipal Complex. We will also keep dream journals and read from Freud's *Interpretation of Dreams*. Novels such as Yehoshua's *The Lover* and films such as *Girl, Interrupted* reflect a growing interest in the dreamlike stream of consciousness. The course will conclude with Salinger's *Franny and Zooey*, which compares psychology and religion, asking if psychology can possibly answer all of the questions it poses. This is a course for those who love recent – 20th and 21st century—literature and are interested in psychology.

COLLEGE WRITING

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

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

Those who desire three credits from Iona must pay a \$225 registration fee to Iona and successfully complete the course. You do not have to register for the college credit; your aims can be high school credit and an outstanding preparation for college writing demands.



Ella Collin-Daugelli

COLLEGE CREATIVE WRITING

HALF YEAR – ½ CREDIT 3 COLLEGE CREDITS-SUNY ALBANY

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

Students wishing to receive college credit for the course must pay a \$150 registration fee to SUNY Albany.



Katie Rasor

ENGLISH LANGUAGE LEARNERS

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

ENGLISH LANGUAGE LEARNERS BEGINNING

FULL YEAR – 1 CREDIT

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

ENGLISH LANGUAGE LEARNERS INTERMEDIATE

FULL YEAR – 1 CREDIT

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

ENGLISH LANGUAGE LEARNERS ADVANCED

FULL YEAR – 1 CREDIT

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



Cindy Castro

MATHEMATICS

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

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



Eliana Safer

ALGEBRA I.

FULL YEAR – 1 CREDIT

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

GEOMETRY

FULL YEAR – 1 CREDIT

PREREQUISITE: ALGEBRA I.

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

GEOMETRY X

FULL YEAR – 1 CREDIT

PREREQUISITE: ALGEBRA I.

This course is designed for students who need reinforcement in the analytical processes and algebraic manipulations involved in the study of geometry. Students in this course will apply and adapt a variety of strategies and algorithms to solve problems. The course content includes the study of logic; properties of triangles and polygons; right triangle trigonometry; coordinate geometry; and loci.

GEOMETRY HONORS

FULL YEAR – 1 CREDIT

PREREQUISITE: ALGEBRA I.

The course follows the New York State Common Core Curriculum for Geometry, however, it is enriched by the Geometry Plus Standards and select topics from the Algebra 2 Curriculum, such as the Law of Sines and Cosines. This course emphasizes the study of formal proofs and theoretical aspects and applications of geometry.

INTERMEDIATE ALGEBRA

FULL YEAR – 1 CREDIT

PREREQUISITE: GEOMETRY X OR GEOMETRY COURSES

This course is designed for students who need reinforcement in the analytical processes and algebraic manipulations involved in the study of advanced algebra. Students in this course will apply and adapt a variety of strategies and algorithms to solve problems. The course content includes the study of the real and complex number system; graphical and algebraic investigations of rational, radical, exponential and absolute value functions; polynomial arithmetic; composition and transformation of functions; and the properties of exponents and logarithms.

TRIGONOMETRY

FULL YEAR – 1 CREDIT

PREREQUISITE: INTERMEDIATE ALGEBRA

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

ALGEBRA II. HONORS

FULL YEAR – 1 CREDIT

PREREQUISITE: GEOMETRY HONORS OR GEOMETRY* COURSE

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



Mallory Warner

ALGEBRA II.

FULL YEAR – 1 CREDIT

PREREQUISITE: GEOMETRY OR GEOMETRY HONORS

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

INTRODUCTION TO COLLEGE MATHEMATICS

FULL YEAR – 1 CREDIT

PREREQUISITE: INTERMEDIATE ALGEBRA & TRIGONOMETRY OR ALGEBRA 2

This course is designed for students who need reinforcement in the analytical process and the concepts necessary for success in college-level mathematics. Students in this course will apply and adapt a variety of strategies and algorithms to solve problems. The course content includes the study of advanced algebra; matrices; topics in discrete math such as fractals; linear programming and election theory.

PRE-CALCULUS

FULL YEAR – 1 CREDIT

PREREQUISITE: ALGEBRA 2, ALGEBRA 2 HONORS OR TRIGONOMETRY* COURSES.

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

CALCULUS

FULL YEAR – 1 CREDIT

PREREQUISITE: PRE-CALCULUS OR PRE-CALCULUS HONORS

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

PRE-CALCULUS HONORS

FULL YEAR – 1 CREDIT

PREREQUISITE: ALGEBRA 2 HONORS OR ALGEBRA 2*

This course is designed for students who are highly motivated and wish to take AP Calculus BC. The course follows the curriculum for Pre-Calculus, however, it is enriched by study of sequences and series; proof through mathematical induction; parametric equations; partial fractions; in addition to a comprehensive study of limits and differentiation. This course emphasizes critical thinking and theoretical approaches to mathematics.



Elizabeth Herbst

ADVANCED PLACEMENT CALCULUS AB

FULL YEAR – 1 CREDIT

PREREQUISITE: PRE-CALCULUS OR PRE-CALCULUS HONORS

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

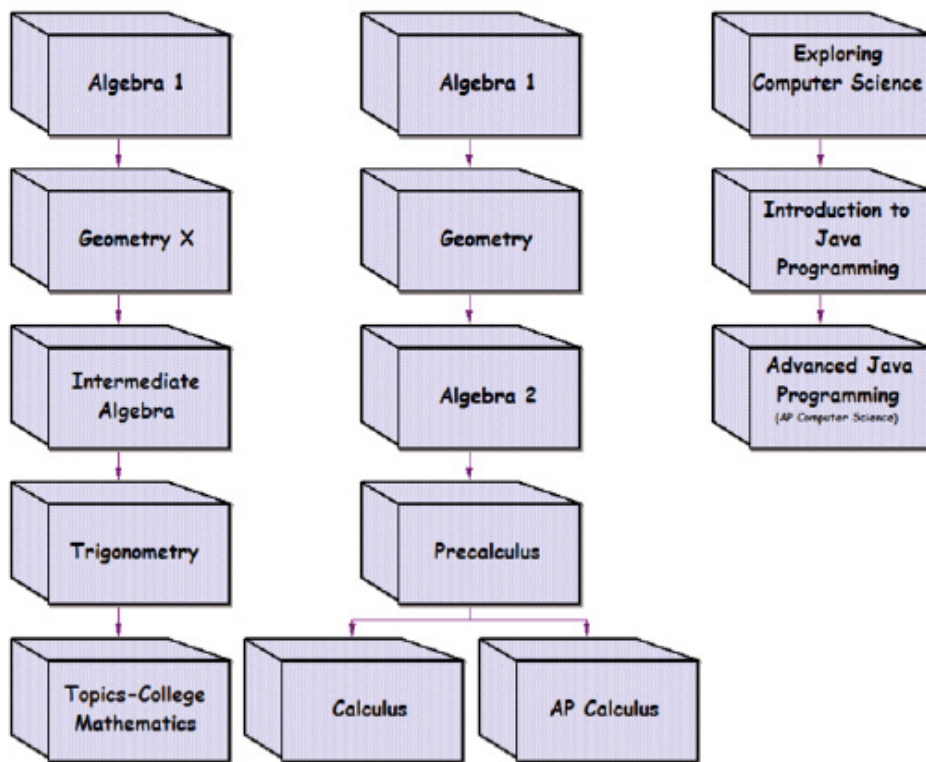
ADVANCED PLACEMENT BC CALCULUS

FULL YEAR – 1 CREDIT

PREREQUISITE: PRE-CALCULUS HONORS OR PRE-CALCULUS*

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

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



Computer Science

EXPLORING COMPUTER SCIENCE

FULL YEAR – 1 CREDIT

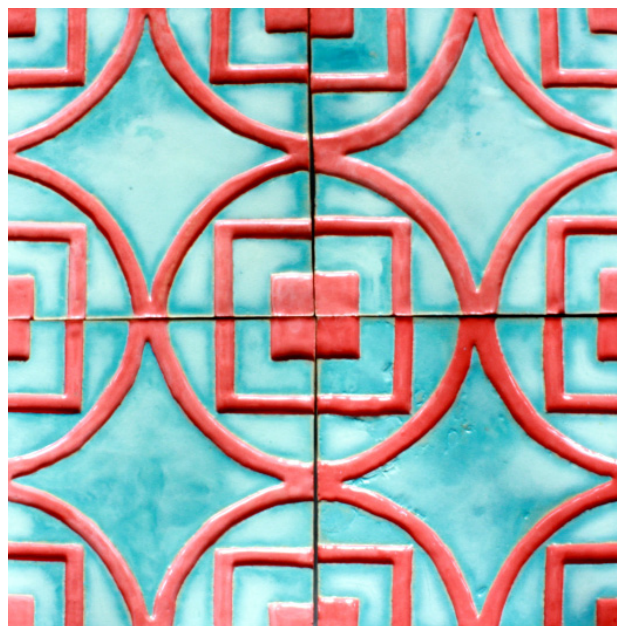
Exploring computer science is designed to introduce students to the breadth of the field of computer science. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing. The goal of this course is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant in their day-to-day life. The course content includes an overview of computer hardware, as well as an introduction to computer programming, web development, and physical computing.

INTRODUCTION TO JAVA PROGRAMMING

FULL YEAR – 1 CREDIT

PREREQUISITE: EXPLORING COMPUTER SCIENCE, OR
INSTRUCTOR APPROVAL

This full-year course provides a foundation in Object-Oriented Programming (OOP) using Java. This course is primarily a programming course, but the focus is on the problem solving techniques common in computer science. Students are expected to know the foundations of computing taught in Exploring Computer Science (ECS). It is recommended that students take ECS prior to taking this course to build solid foundations in computational thinking. This course is no different than learning a new language (ex. Spanish, Italian, French, etc.) and in order to “speak” it fluently, students must practice it every day on the online student portal. This course covers half of the AP computer science curriculum.



Erin Cotter

ADVANCED JAVA PROGRAMMING -AP COMPUTER SCIENCE

FULL YEAR – 1 CREDIT

PREREQUISITE: INTRO TO JAVA PROGRAMMING

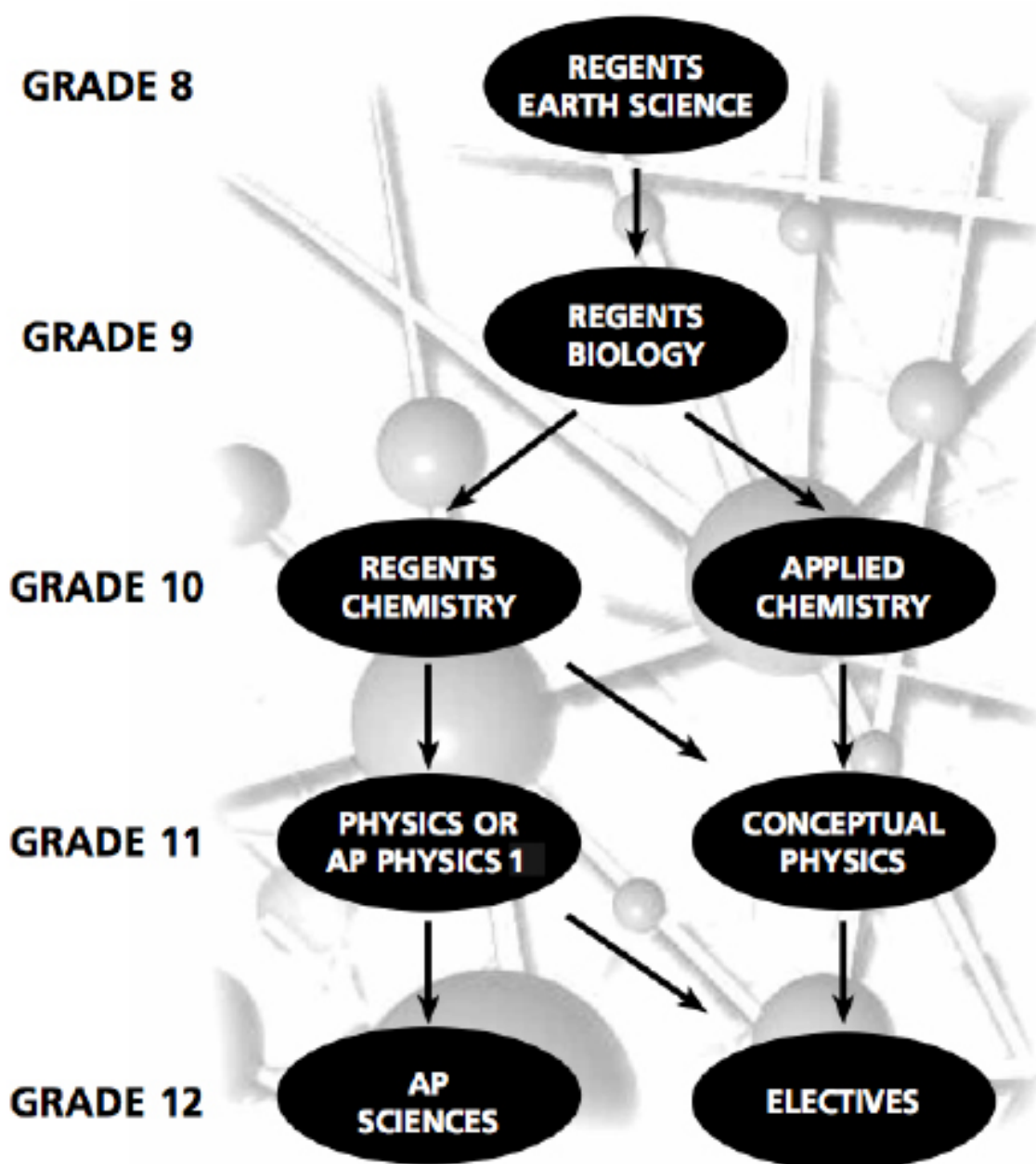
This is not an introductory course in programming. This is a fast paced college level course in computer science. Students must demonstrate understanding of the fundamentals of Java programming covered in Introduction to Java Programming in order to be successful in this course. This course continues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



Erin Reda

SCIENCE

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



REGENTS LIVING ENVIRONMENT

FULL YEAR – 1 CREDIT

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

APPLIED CHEMISTRY

FULL YEAR – 1 CREDIT

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

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

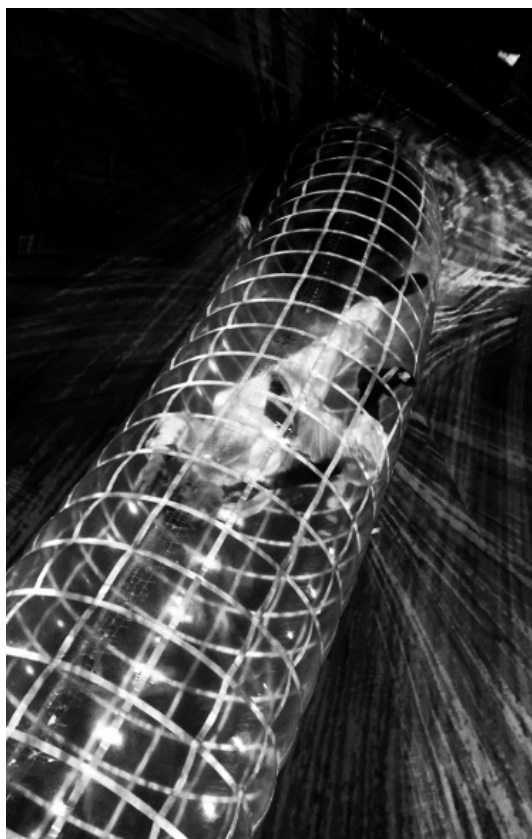
REGENTS CHEMISTRY

FULL YEAR – 1 CREDIT

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



Daisy Devore



Claudia Paz

CONCEPTUAL PHYSICS

FULL YEAR – 1 CREDIT

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

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

PHYSICS

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE ON BIOLOGY & CHEMISTRY REGENTS EXAM

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

ADVANCED PLACEMENT PHYSICS 1

FULL YEAR – 1 CREDIT

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

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

FULL YEAR – 1 CREDIT

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

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



Emma Brammer



Katelyn Glick

ADVANCED PLACEMENT BIOLOGY

FULL YEAR – 1 CREDIT

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.

ADVANCED PLACEMENT CHEMISTRY

FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

FULL YEAR – 1 CREDIT

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

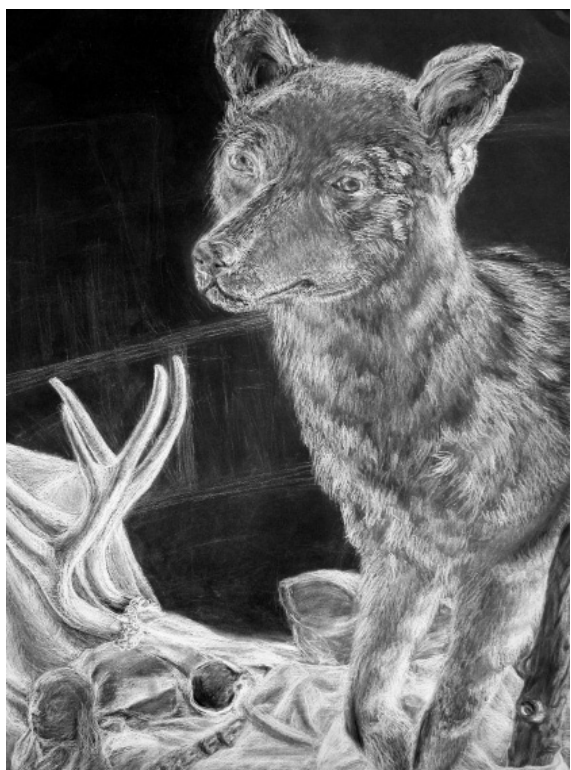
Science Electives

VERTEBRATE ANATOMY & PHYSIOLOGY

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE ON BIOLOGY REGENTS EXAM

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



Emily Ma

CRIMINALISTICS

FULL YEAR – 1 CREDIT

PREREQUISITE: PASSING GRADE ON BIOLOGY, CHEMISTRY & PHYSICS **OPEN TO SENIORS ONLY

Criminalistics is a class designed to familiarize students with the uses of the sciences of biology, chemistry, and physics in crime solving. Students must have passed Biology, Regents or Applied Chemistry, and Regents-Level or Conceptual Physics and be prepared to build on their prior knowledge. Class time will be utilized for lectures, labs, and occasionally guest speakers.

INTRODUCTION TO SCIENCE RESEARCH

EXTRACURRICULAR - NO CREDIT

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

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

ORIGINAL SCIENCE RESEARCH 1, 2, 3

THREE YEAR PROGRAM - 1 CREDIT EACH YEAR

PREREQUISITE: INTRO TO SCIENCE RESEARCH

In this course students will participate in the community of scientific research and scholarship as they engage in original research. In addition to class meetings, students will have an individual conference every two weeks. Students will conduct online bibliographic searches using the Internet and DIALOG information retrieval systems, and they will communicate with professional scientists. During the first year, students will identify a project and are required to find a mentor. Over the next two years, they will produce completed research papers describing their experiments. Students are expected to participate in our annual symposium and to enter competitions. All aspects of the work are portfolio.

Following the completion of the first year in this program, students may earn a total of 12 college credits through the University in the High School program of the University at Albany, SUNY. Two credits may be earned for work during each summer, and 4 credits may be awarded at the end of the junior and senior years. A greatly reduced fee must be paid to earn the college credits.

Depending on an individual student's program, participation in science research may require the deferment of fulfilling the New York State Health requirement.

SOCIAL STUDIES

9TH GRADE - GLOBAL HISTORY 9

FULL YEAR – 1 CREDIT

In the first year of the Global History sequence, students will study major themes and events throughout World History from Early Humans to the European Encounter with the Americas. Through a variety of assignments, activities, and projects, students will develop analytical skills in order to comprehend complex historical events with the overall goal of creating greater awareness of world cultures, politics, and history. Students will also develop the necessary research and writing skills to produce clear, thoughtful, historical essays guided by a solid thesis.

10TH GRADE - GLOBAL HISTORY 10

FULL YEAR – 1 CREDIT

In the second year of the Global History sequence, students will study Global History from 1750 to the recent past. Through simulations, research projects, debates, group work and other activities students will study how these cultures developed over time, how they changed and were changed by contact with other cultures around the world and how they are dealing with current global problems. Students take the Global History Regents exam at the end of this course.



Gabe Delasa



Audrey Maneker

11TH GRADE - U.S. HISTORY & GOVERNMENT

FULL YEAR – 1 CREDIT

In United States History and Government, students will study American History from colonial times through the present day. They will study the development of American democracy, the American economic system and the relationship among groups of people in this “nation of immigrants.” The increasingly important role of the United States in world affairs will also be examined. The government component of this course will focus on the growth of federal government, the rights and responsibilities of citizenship and the role of the courts in our society.

ADVANCED PLACEMENT U.S. HISTORY & GOVERNMENT

FULL YEAR – 1 CREDIT

Students may opt to enroll in this course designed to be a college level learning experience in preparation for the AP exam taken in May. The course focuses on developing analytical skills necessary to interpret primary and secondary source material, write critical essays, prepare for debates and engage in historical simulations. Students will also complete a detailed research project. Topics of study include society and culture in Colonial America, the Constitution and New Republic, the Jeffersonian and Jacksonian Eras and Antebellum Culture and Reform. In addition, students study the Civil War and Reconstruction, the Gilded Age, the Progressive Era, American Foreign Policy from 1865-1919, the Roaring Twenties, the Great Depression and New Deal, World War II and the Cold War.

Twelfth Grade Full Year Courses - 1 Credit

ADVANCED PLACEMENT EUROPEAN HISTORY

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

ADVANCED PLACEMENT U.S. GOVERNMENT & POLITICS

Students may opt to enroll in this course, a full-year college level course designed to prepare students for the AP exam in May. Through the use of group work, simulations, lectures, debates and other activities, students will study in detail the inner workings of the U.S. Government. Units will include the constitutional underpinnings of American democracy, federalism, separation of powers, Congress, the Presidency, the federal judiciary, political parties, political beliefs, mass media, interest groups, civil rights and civil liberties. Students will be required to complete a research project.

ADVANCED PLACEMENT MACROECONOMICS

Students may opt to enroll in AP Macroeconomics, a full-year college level course designed to prepare students for the AP Macro exam in May. Through problem solving, simulations, group work, instruction, competitions, case studies, and various other activities, students will complete a survey course in macroeconomic theory. AP Macroeconomics gives students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places emphasis on measurements of the economy, fiscal and monetary stabilization policies, and the financial sector. Recognizing the global nature of economics, students will also examine the impact of international trade and finance and will debate various macroeconomic schools of thought on how to best stimulate economic growth. Students will be required to complete a detailed research project.



Sam Mollin

Twelfth Grade - Half Year Courses - 1/2 Credit

SYRACUSE UNIVERSITY PROJECT ADVANCED SOCIOLOGY

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

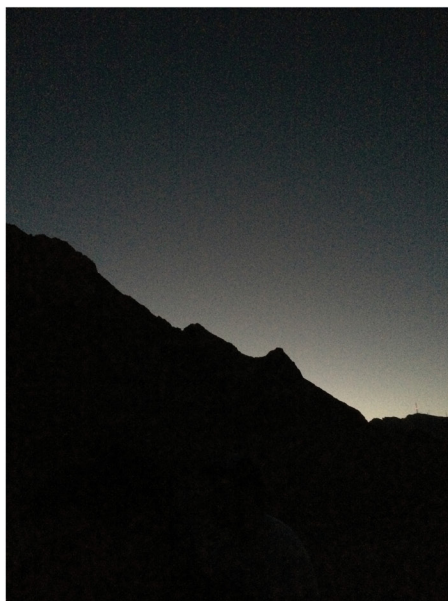
This course introduces students to the discipline of Sociology. It is a skills-based course that utilizes primary and secondary source materials drawn from recent professional social science journals and books. Students will examine the Sociological perspective and Social Research methods; Culture, Groups,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

CURRENT ISSUES IN GOVERNMENT & LAW

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

ECONOMICS AND PERSONAL FINANCE

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



Rebecca Novick

WORLD LANGUAGES

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

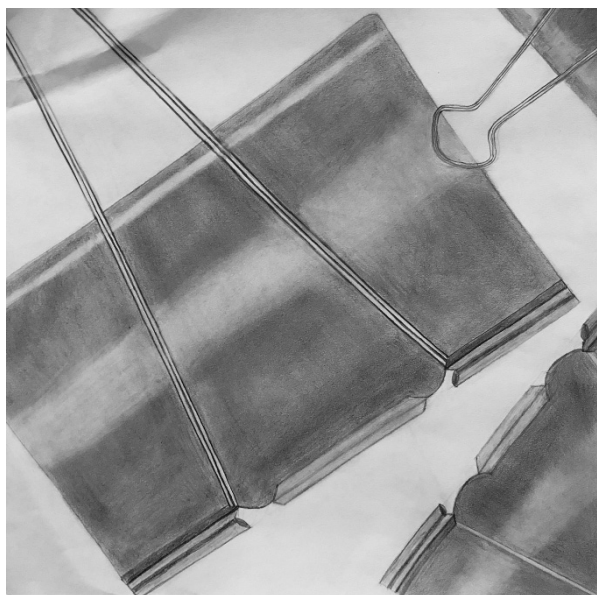
In anticipation of the New York State Second Language graduation requirement, students should complete the mandatory one-year of a world language by the end of the ninth grade.

Spanish

SPANISH 1

FULL YEAR – 1 CREDIT

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



Sophie Leighton



Emma Gottsegen

SPANISH 2 / SPANISH 2 HONORS

FULL YEAR – 1 CREDIT

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

SPANISH 3 / SPANISH 3 HONORS

FULL YEAR – 1 CREDIT

PREREQUISITES: 2 LANGUAGE CREDITS

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

SPANISH 4 / SPANISH 4 HONORS

FULL YEAR – 1 CREDIT

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

COLLEGE SPANISH / SPANISH 5

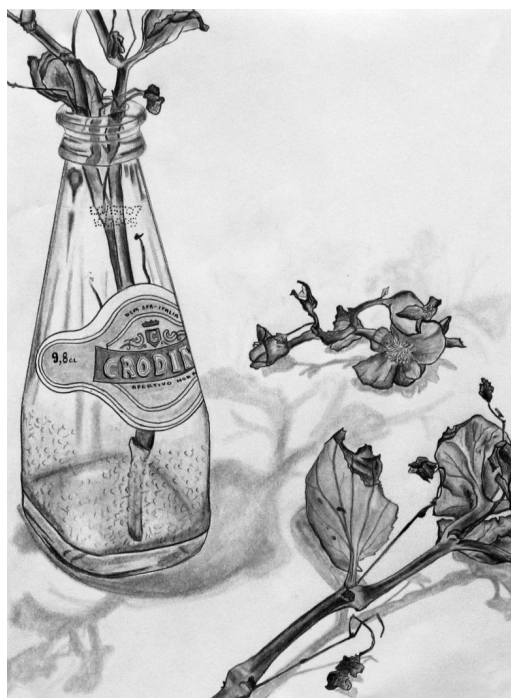
FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT SPANISH

FULL YEAR – 1 CREDIT

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



Tricia Ballard

NATIVE SPANISH - LEVELS 1, 2, 3

FULL YEAR – 1 CREDIT

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

French

FRENCH 1

FULL YEAR – 1 CREDIT

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

FRENCH 2 / FRENCH 2 HONORS

FULL YEAR – 1 CREDIT

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

FRENCH 3 / FRENCH 3 HONORS

FULL YEAR – 1 CREDIT

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

FRENCH 4 / FRENCH 4 HONORS

FULL YEAR – 1 CREDIT

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



Zoe Dunford

COLLEGE FRENCH / FRENCH 5

FULL YEAR – 1 CREDIT

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

ADVANCED PLACEMENT FRENCH

FULL YEAR – 1 CREDIT

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

Chinese

CHINESE 2

FULL YEAR – 1 CREDIT

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

CHINESE 4

FULL YEAR – 1 CREDIT

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

CHINESE 3

FULL YEAR – 1 CREDIT

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

CHINESE 5

FULL YEAR – 1 CREDIT

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



Caitlyn Chapey

A.P.P.L.E.

A PLACE PEOPLE LEARN EXCELLENCE

ESTABLISHED IN 1977

THE APPLE PHILOSOPHY

It is our belief that students will learn best and grow personally and intellectually in a small learning community that embodies mutual respect, community, self reflection, discipline, close student-teacher relationships, and continual parent-teacher communication.

Grace Axelrod



APPLE is a program that is unique within Mamaroneck High School. All students applying to the APPLE program may do so after a recommendation is made by a committee comprised of administrators, counselors, “main school” teachers, a social worker and the APPLE coordinator.

The criteria used to evaluate the appropriateness of the student for consideration will be gathered from, but not limited to, parent input, attendance reports, transcripts, interviews and teacher/counselor and administrator recommendations. The committee will also base its decision on the student’s previous performance in “main school” or the program he or she is currently enrolled in.

Students who are successful in APPLE willingly participate in a program that imposes demands that are unlike those in “main school.” A strong desire to achieve and a willingness to adhere to our philosophy are necessary components for all APPLE students. Honesty, respect, community participation and improvement are fundamental pillars of our program.

LEARNING COMPONENTS

- Staff to student ratio 10:1
- Personal relationships between staff and students
- Frequent one-on-one tutorials
- Extensive Regents Exam review process
- Mandatory parent-teacher conferences
- Exposure to cultural, environmental, and team building experiences through frequent field trips
- English, Mathematics, Science, Social Studies, and AIS in APPLE
- A connection to “main school” through electives, PE and Foreign Language

AUTHENTIC LEARNING EXPERIENCES

To encourage students to make real world connections to school and to increase their interest in class work, we participate in many trips and APPLE activities. Some examples of places APPLE students might visit are: The Metropolitan Museum of Art, The Museum of Natural History, an outdoor center in Cold Spring, a Broadway Show, Hommocks ice skating rink, Sheldrake Nature Center, The Museum of Modern Art and the Botanical Gardens. Students are also involved in fund raising activities, food drives, and they are exposed to an array of guest speakers. APPLE Seniors will participate in a professional internship during the fourth quarter.

“Looking back on my four years in APPLE, I have changed tremendously and know that if it weren’t for joining this program, I would not be where I am today. Having such good relationships with the teachers and my classmates has allowed me to achieve my goals of working harder and being able to attend a competitive college.”

- A.P.P.L.E. graduating senior

TECHNOLOGY

Architecture

INTRODUCTION TO ARCHITECTURAL DESIGN

FULL YEAR – 1 CREDIT

Future engineers, architects, interior designers, graphic artists, and technical illustrators can begin to explore drawing and design techniques through class activities. Students will engage in model building, sketching, computer aided design and conventional drafting. Students will explore the world of the architect and the engineer as they design buildings and products. This class is taught in a computer lab and the Architectural Drawing room.

ARCHITECTURAL DRAWING 1 & 2

FULL YEAR – 1 CREDIT

PREREQUISITE: INTRO TO ARCHITECTURAL DESIGN

The field of architecture will be studied through designing, sketching, model-making, formal drawings, and computer aided design. Examinations of classical and contemporary architecture will provide students with information to launch designs using conventional and computerized media. In-depth studies in architectural styles, complex models and drawings will be the focus of this experience.

Engineering

ENGINEERING 1

FULL YEAR – 1 CREDIT

Would you like to design your own toys, structures, machines and vehicles? Are you curious to see how everyday devices work? Does working in teams to develop and test your own prototypes interest you? This hands-on course allows students to use creativity along with math and science fundamentals to generate realistic solutions for existing problems. Engineers are responsible for the development of all the electronic gadgets we use, the buildings and structures we live within, the machines we rely on and the products we consume.

ENGINEERING 2 - DESIGN AND MODELING

FULL YEAR – 1 CREDIT

PREREQUISITE: ENGINEERING 1

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

Robotics

ROBOTICS ENGINEERING 1

FULL YEAR – 1 CREDIT

Have you ever seen two sumo robots duke it out in a ring? How about a robot that can find its way out of a maze? Got other great ideas of creating your own robots? You can create a robot to do just about anything you want - from vacuuming your floor to watering your plants. You can also create robots to sort items or create an assembly line. Learn principles of engineering and programming through exploring the LEGO Mindstorms EV3 platform. This is a hands on course that will allow you to explore your creativity in building a robot to perform specific tasks.

ROBOTICS ENGINEERING 2 FTC COMPETITION TEAM

FULL YEAR – 1 CREDIT

PREREQUISITE: ROBOTICS 1, ENGINEERING 1 or CS 2

This second year robotics engineering course builds on the techniques and skills learned in Robotics 1. During the course of the year, the students will have the opportunity to compete in the First Tech Challenge robotic design competition. Classwork will be geared towards the elements necessary to be competitive in the tournament. Topics include the engineering design process, CAD, iterative design, coding, project documentation using an engineering notebook, community outreach and presentation of work.

CULINARY ARTS

CULINARY ARTS 1

FULL YEAR – 1 CREDIT

This is the first course in a four year sequence. This introductory course will cover the areas of safety and sanitation. Through integrated classroom and hands-on kitchen experiences, the student will learn the basic elements of functioning in a kitchen this will include: knife skills, sautéing, grilling, the chemistry of baking and basic sauces etc.

CULINARY ARTS 2 - INTERNATIONAL CUISINE

FULL YEAR – 1 CREDIT - PREREQUISITE: CULINARY ARTS 1

International Cuisine is the second course in the four year sequence of Culinary Arts. Do you have a passion for international foods or just simply want to learn about different cultures? Are you interested in impressing friends and relatives with tasty treats? Then International Cuisine is for you! Building on the fundamentals learned in Culinary 1, you will be taken on a journey through the lands of French, Mediterranean, Asian and Traditional American cuisines and culture. If you love food and love to work with your hands this class is absolutely for you!



Helene Graham

ART

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

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

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

Drawing & Painting

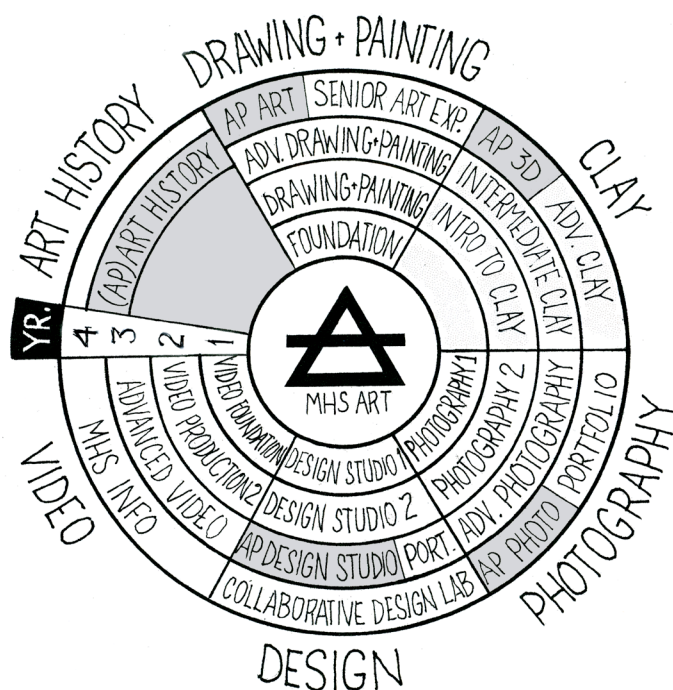
ART FOUNDATION

FULL YEAR – 1 CREDIT

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



Jake Mancuso



COMICS AND ANIMATION

FULL YEAR – 1 CREDIT

Do you want to take a class where you create your own 'text' rather than analyze someone else's? Do you want to learn to tell stories in a clear and powerful way by combining drawing and writing? Then Comics & Animation may be the class for you! Students will study the work of contemporary and historical comic artists and animators from the U.S., Europe and Asia (Manga) as they write and draw their own original 1 and 4 panel comics, political cartoons, graphic novels and digital animations. Students will work both in traditional drawing media and on the computer (with Adobe Illustrator, Photoshop and Wacom tablets) to create their artwork.

DRAWING & PAINTING

FULL YEAR – 1 CREDIT

PREREQUISITE: ART FOUNDATION

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

ADVANCED DRAWING & PAINTING

FULL YEAR – 1 CREDIT

PREREQUISITE: DRAWING & PAINTING

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



Darcy Tyler



Jacklyn Poniro



Emily Shen

**ADVANCED PLACEMENT STUDIO ART
(AP DRAWING, 2 OR 3D DESIGN PORTFOLIOS)**

FULL YEAR – 1 CREDIT

PREREQUISITE: PORTFOLIO REVIEW

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

Clay

INTRODUCTION TO CLAY

FULL YEAR – 1 CREDIT

PREREQUISITE: ART FOUNDATION

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

INTERMEDIATE CLAY

FULL YEAR – 1 CREDIT

PREREQUISITE: INTRODUCTION TO CLAY

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

ADVANCED TO CLAY

FULL YEAR – 1 CREDIT

PREREQUISITES: INTERMEDIATE CLAY AND APPROVAL OF THE INSTRUCTOR

In this course students will design their own projects under the guidance of the instructor. This course is designed for those students who are preparing a portfolio for A. P. Studio Art or for others who want to further their exploration of the medium. The first quarter will be used to refine techniques and develop ideas for individualized projects. Each quarter students will be required to submit in writing a description and defined amount of time that their project(s) will take to complete. Students will continue to explore techniques (wheel-throwing) and concepts (sculptural) learned in prior classes with a more in-depth and personal approach.



Annika Ng



Irvin Reyes

Photography

PHOTOGRAPHY ONE

FULL YEAR – 1 CREDIT

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

PHOTOGRAPHY TWO

FULL YEAR – 1 CREDIT

PREREQUISITE: PHOTOGRAPHY ONE

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

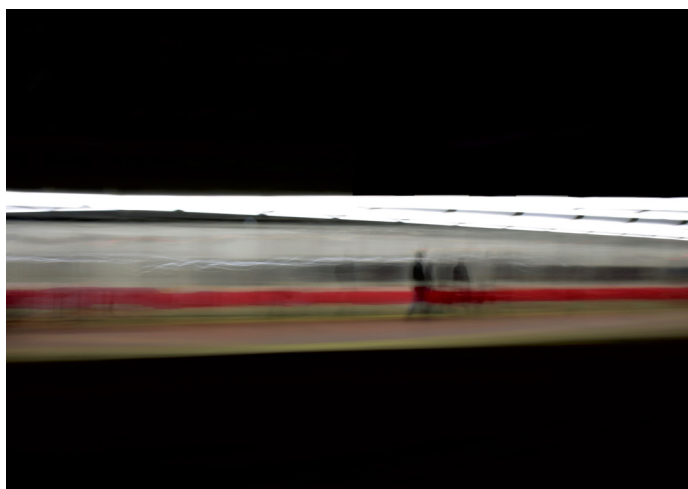
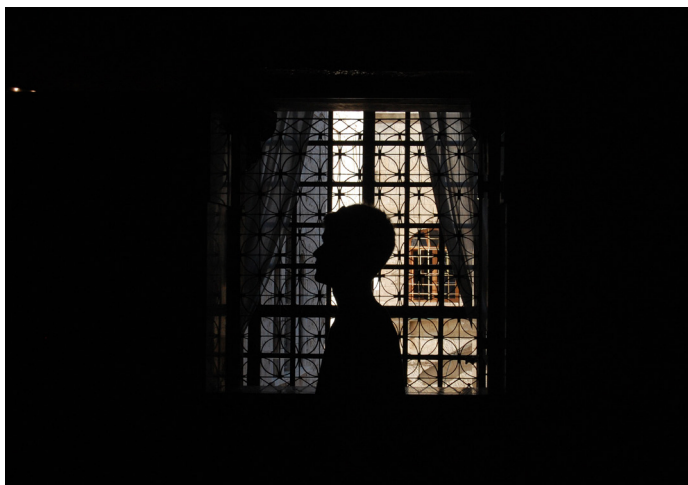
ADVANCED PHOTOGRAPHY

FULL YEAR – 1 CREDIT

PREREQUISITE: PHOTOGRAPHY TWO

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

Top to Bottom: Sam Mollin, Sophie Brill, Ari Jacobson



AP PHOTOGRAPHY/PORTFOLIO DEVELOPMENT

FULL YEAR - 1 CREDIT

PREREQUISITE: PHOTOGRAPHY TWO OR ADVANCED PHOTOGRAPHY

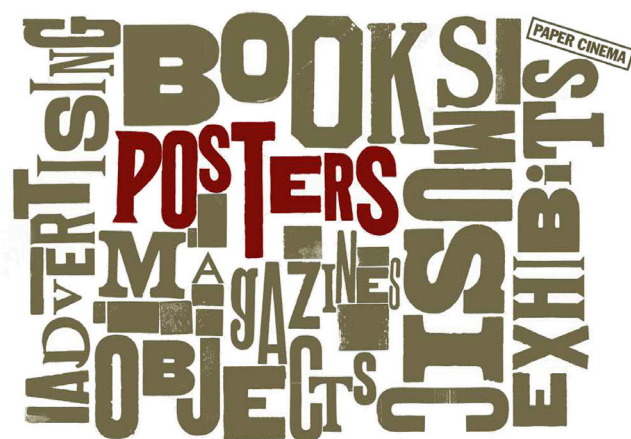
This is a portfolio development course for serious photography students that will enable them to build upon the technical and conceptual skills introduced in previous photography courses. Students will develop a range of art/photography concepts and are required to work within a variety of two-dimensional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

Design

DESIGN STUDIO ONE

FULL YEAR – 1 CREDIT

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



DESIGN STUDIO TWO

FULL YEAR - 1 CREDIT

PREREQUISITE: DESIGN STUDIO ONE

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

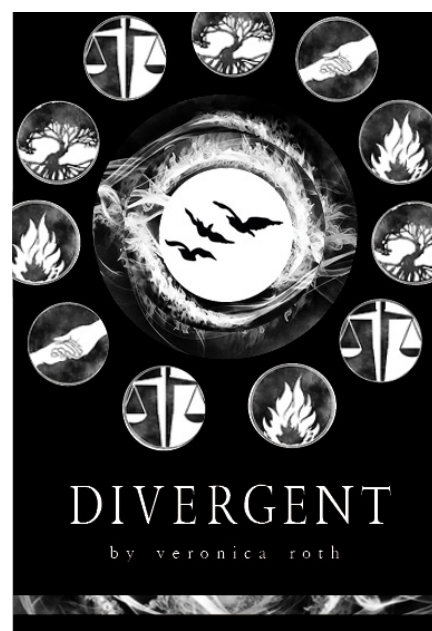


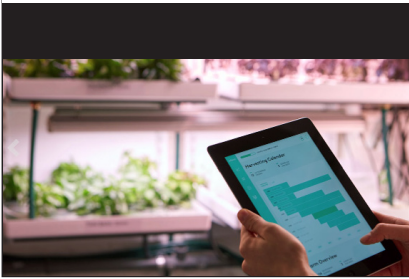
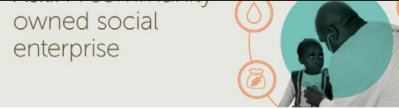
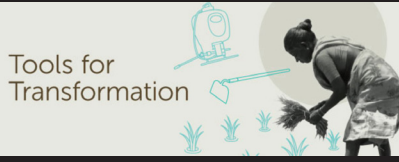
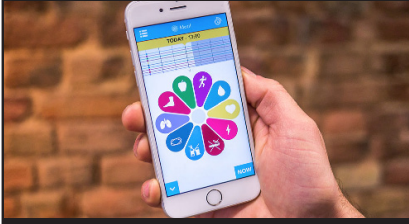
AP DESIGN STUDIO / PORTFOLIO DEVELOPMENT

FULL YEAR – 1 CREDIT

PREREQUISITE: DESIGN STUDIO TWO

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





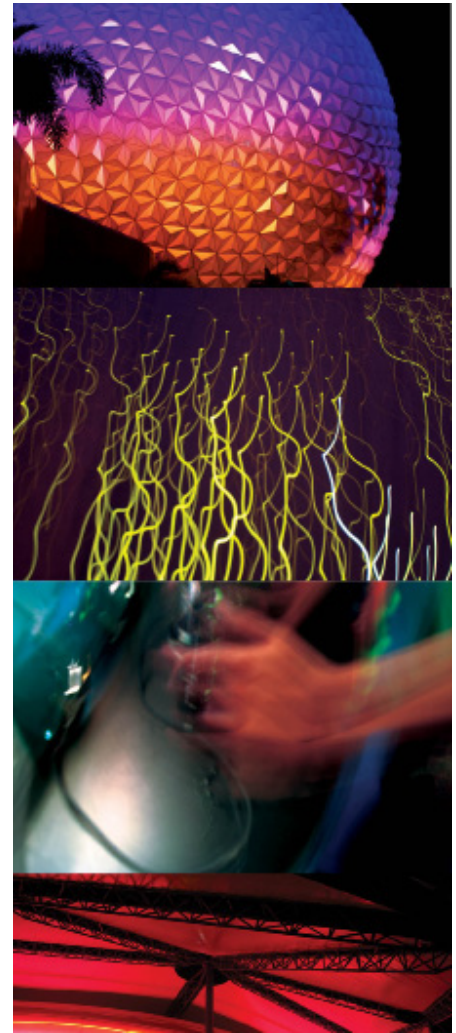
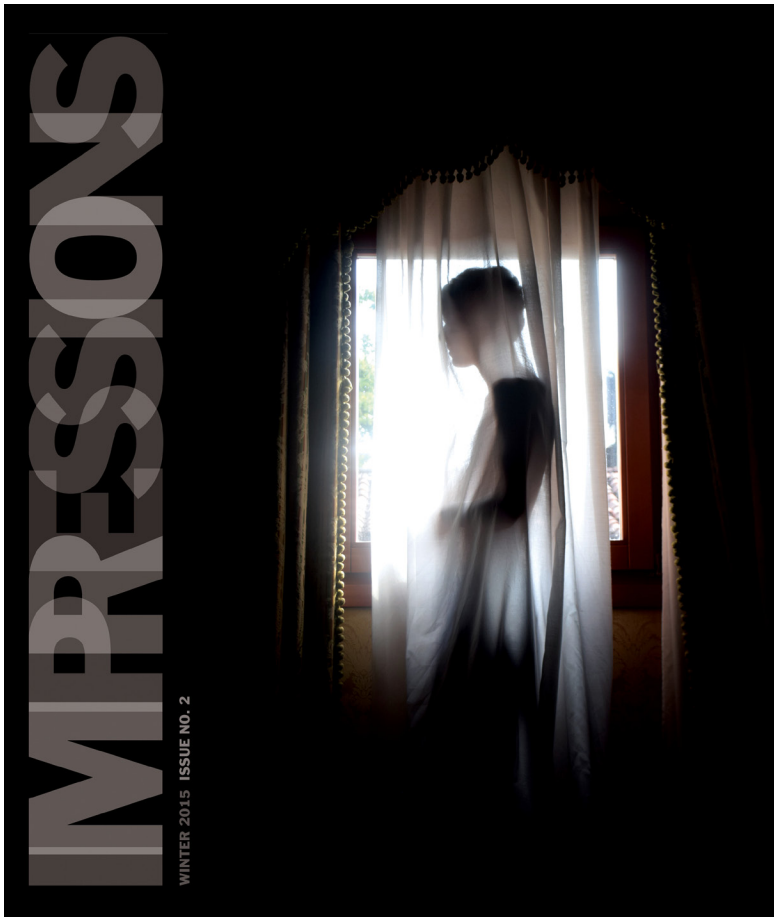
COLLABORATIVE DESIGN LAB

FULL YEAR – 1 CREDIT

PREREQUISITE: AP DESIGN STUDIO / PORTFOLIO DEVELOPMENT

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

Clockwise, top left: Cuomo Studio, IDEO, Olivia Rodrigues, Ari Jacobson, Jackie Devore, Dori Jacobson



VIDEO PRODUCTION

VIDEO FOUNDATION

FULL YEAR – 1 CREDIT

In this foundation course students will explore the different elements of digital video production as they produce various projects throughout the year. Students will learn the process of single-camera production starting with pre-production and ending with non-linear editing using *Final Cut Pro*, Apple's professional grade software. Projects will be filmed outside of class. Class critiques, written reflections, homework, quizzes, practical assessments and a midterm exam are also requirements of the course. Video Foundation is the prerequisite for all other Video courses.

VIDEO PRODUCTION 2

FULL YEAR – 1 CREDIT

PREREQUISITE: VIDEO FOUNDATION

This class is designed for students who are serious about raising the caliber of their video production skills and want to create a more sophisticated body of work. Students at this level will study the elements of effective storytelling and explore more conceptual approaches to filmmaking. Pre-production, script writing, shot composition and sound design will be explored in more depth. Students will also be introduced to the television studio and working in a multi-camera environment. Students should expect to put in more work outside of class in order to complete more the projects at this level.

TV JOURNALISM (MHS INFORMATION)

FULL YEAR – 1 CREDIT

PREREQUISITE: VIDEO 1, JUNIOR AND SENIORS ONLY

In this course, students will create a magazine style news show, working within the television studio and shooting in the field, in order to design and deliver MHS's news show to the entire school. In addition to studio participation, students will also write weekly news stories and produce video segments for broadcast on MHS INFO. Written self-reflections will be required each marking period.

**Students must apply for this course with an application and complete a portfolio of video submissions.*

ADVANCED VIDEO

FULL YEAR – 1 CREDIT

PREREQUISITE: VIDEO 2

Advanced Video is designed for students who wish to pursue single-camera production in a more professional manner and perhaps after high school. Students will propose original self-directed projects and focus on honing their specific strengths throughout the year. Students will spend a good deal of time outside of class working collaboratively to complete longer and more sophisticated projects. The second semester will focus on work in preparation for a professional reel.



Choral Studies

CONCERT CHOIR

FULL YEAR – 1 CREDIT

PREREQUISITE

-Students must be able to match pitch, must pass a short sight singing exam and must perform at required concerts and other occasions.

**Approval of Music Faculty -Girls grades 11 & 12 and Boys grades 9-12.

Students will study a variety of choral literature including Broadway, gospel, world music, classical, and contemporary music. Students are challenged to sing songs with up to eight part harmonies and arrangements for men's, women's and mixed choruses. The Concert Choir performs at school concerts, community functions, the Met Life Holiday Performance in New York City, and other festivals and competitions. Students receive basic vocal/ choral training and continue to study the reading of music notation. Concert Choir members have an opportunity to audition for the Swing Choir and "In Treble" groups. In addition, Concert Choir singers may have an opportunity to attend the NYSSMA Solo Festival. This course may be taken as a second elective.

SWING CHOIR

FULL YEAR – 1/2 CREDIT

PREREQUISITE: MEMBER OF CONCERT CHOIR & AUDITION

Swing Choir is open to all students in grades 9-12. In this small group, students will study and perform jazz standards and other contemporary works. During rehearsals, singers will focus on sight reading, improvisation, vocal and microphone technique, and working with a rhythm section. The singers focus on blend, balance, intonation, interpretation and diction. Swing Choir performs at special concerts, the MHS Ensemble Concert, The Met Life Holiday Performance in New York City, the A Cappella Festival, and many outside activities and competitions. This class rehearses on Wednesday and Friday from 7:00am-7:50am and Mondays during lunch.

M.A.C. - MALE A CAPPELLA

FULL YEAR – 1/2 CREDIT

PREREQUISITE: ALL STUDENTS MUST AUDITION

M.A.C is open to all male students in grades 9-12. In this group, students will study, perform and arrange a cappella music. During rehearsals, singers will focus on sight reading, improvisation, and vocal technique. M.A.C. performs at special concerts, the MHS Ensemble Concert, The Met Life Holiday Performance in New York City, the A Cappella Festival, and many outside activities. This class rehearses on Wednesday and Friday from during lunch.

MUSIC DEPARTMENT

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

WOMEN'S CHOIR

FULL YEAR – 1 CREDIT

PREREQUISITE:

-All students must be able to match pitch and perform at required at concerts and other occasions.

-Grades 9 & 10. Exception for 11th or 12th grader who may not yet have passed their sight singing exam for Chorale or who cannot fit Chorale into their schedule. **Approval of Music Faculty

Students will study a variety of genres of choral literature specifically for women's voices and with the focus on expanding the range and ability of the female voice. These genres will include Broadway, gospel, world music, classical, and contemporary music. Students are challenged to sing repertoire in up to 6 voice parts. Students in the women's choir will develop their abilities to read music, understand the basics of music theory and ear training and be able to sight read music at a NYSSMA level 4. The Women's Choir performs at school concerts, community functions, the Met Life Holiday Performance in New York City, other festivals and competitions and with the Chorale on joint repertoire. Women's Choir members have an opportunity to audition for the Swing Choir, MAC and "In Treble" groups. In addition, Women's Choir singers may have an opportunity to attend the NYSSMA Solo Festival. This course may be taken as a second elective.

"IN TREBLE"

FULL YEAR – 1/2 CREDIT

PREREQUISITE: FEMALE MEMBER OF CONCERT CHOIR OR WOMEN'S CHOIR & AUDITION

Students in "In Treble" focus on the fundamentals of singing female repertoire including Broadway, pop, standards, and contemporary literature. During rehearsals, singers will study sight reading skills, improvisation, vocal and microphone technique, breathing, diction, expression intonation, and vowel unification. "In Treble" performs at special concerts, the MHS Ensemble Concerts, the Met Life Holiday Performance in New York City, the A Cappella Festival, and many outside activities. This class rehearses on Mondays from 7:00am – 7:50am and on Tuesday & Thursday during lunch.

Band Studies

SYMPHONIC BAND

FULL YEAR – 1 CREDIT

PREREQUISITE: PRIOR MUSICAL INSTRUCTION & BE ABLE TO READ MUSIC ON HIGH SCHOOL LEVEL IV. - VI. APPROVAL OF MUSIC FACULTY - *NEW STUDENTS MUST AUDITION

Symphonic Band meets period 5, four days per week, and is open to all students in grades 9 -12. Students will receive sectional instruction one period a week. Extra help is available during a student's "free" period or after school. The Symphonic Band performs at school concerts, community functions, intra-school concerts and State and Regional festivals/competitions.

MHS JAZZ BAND

FULL YEAR – 1 CREDIT

PREREQUISITE: ALL STUDENTS MUST AUDITION EACH FALL. WIND PLAYERS AND PERCUSSIONISTS MUST BE MEMBERS OF SYMPHONIC BAND OR PERCUSSION ENSEMBLE.

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

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

MHS "LAB" BAND

FULL YEAR – 1/2 CREDIT

PREREQUISITE: ALL STUDENTS MUST AUDITION EACH FALL. WIND PLAYERS AND PERCUSSIONISTS MUST BE MEMBERS OF SYMPHONIC BAND OR PERCUSSION ENSEMBLE.

MHS Lab Band is a beginner ensemble that focuses on fundamentals of many styles of music: swing, ballads, blues, Latin, funk, contemporary and jazz. The instructor will provide listening examples of various music styles throughout the year. Heavy emphasis is placed on "feel," rhythmic accuracy, syncopation, beginning improvisation, ensemble work and what role each instrument plays in each section. Students will work on Level III music. This group meets Monday and Friday from 7:00am–7:50am. Performances include the High School Ensemble Concerts, and 1 – 2 festivals throughout the year.

PERCUSSION ENSEMBLE

FULL YEAR – 1 CREDIT

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

This group meets period 4, four days a week. All students in Percussion Ensemble will take this class in place of Symphonic Band. Percussionists will perform with the Symphonic Band. The conductor will arrange special "combined" rehearsals prior to the performances. Usually 6 – 7 combined rehearsals per concert.. Percussionist curriculum will cover Contemporary Music, 20th century music, core and battery drumming and classical percussion ensemble repertoire. This group will also perform as "The Force" – a self-contained unit – at home football games, pep rallies, high school ensemble concerts and intra-school events, festivals and competitions.

Orchestral Studies

SYMPHONY ORCHESTRA

FULL YEAR – 1 CREDIT

PREREQUISITE: APPROVAL OF MUSIC FACULTY

The MHS Symphony Orchestra is a 10th - 12th grade ensemble that rehearses 4 days a week and studies a variety of string and symphonic repertoire. The Symphony performs repertoire spanning from the Baroque to Modern Music era and is featured at the Winter and Spring Concerts. Symphony students get a chance to work with guest artists and conductors and combine with the wind, brass and percussion students.

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

CHAMBER ORCHESTRA

FULL YEAR – 1/2 CREDIT

PREREQUISITE: - MUST BE A MEMBER OF THE SYMPHONY ORCHESTRA & AUDITION

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

SMALL STRING ENSEMBLES

FULL YEAR – 1/2 CREDIT

PREREQUISITE: - MUST BE A MEMBER OF THE SYMPHONY ORCHESTRA OR CONCERT ORCHESTRA

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

CONCERT ORCHESTRA

FULL YEAR – 1 CREDIT

PREREQUISITE: 9th GRADE ONLY OR 10th-12th NEEDING ORCHESTRA PERIOD

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

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

SINFONIA / POPS

FULL YEAR – 1/2 CREDIT

PREREQUISITE: - MUST BE A MEMBER OF THE SYMPHONY ORCHESTRA OR CONCERT ORCHESTRA

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

APPLIED MUSIC

FULL YEAR – 1/2 CREDIT

OPEN TO ALL STUDENTS TAKING PRIVATE LESSONS

Students should sign up in September with their counselors. The student's private teacher will sign a form at the end of the school year acknowledging that the student was taking private lessons on a weekly basis during the school year. All interested students should contact Mr. Hooker for necessary registration forms. Credit is only awarded in June of the year in which the lessons are taken. No credit will be awarded retroactively for past lessons.

PACE - PERFORMING ARTS CURRICULUM EXPERIENCE

PACE, the Performing Arts Curriculum Experience at Mamaroneck High School, is a curricular elective program which offers students four progressive years of study in dance, music, and theatre. It also offers students the opportunity to learn through extra-curricular performance and production projects. Although it is possible to only take PACE 1, most students commit to the full four years of PACE.

Most students go on to the upper levels of PACE culminating their four-year study with a year of specialization in Dance, Music or Theatre. The PACE philosophy is that the performing arts are for all students as they make people more focused, more confident, and more responsible. In addition, there is also the belief that doing work in several performing arts areas accelerates this progress. Thus, the PACE program is designed for everyone—those with no previous experience in performing, those aspiring to careers in the performing arts, and those who are considering any career that requires problem solving, teamwork, clear thinking, and effective speaking.

These courses satisfy the New York State Regents requirement for art.

PERFORMING ARTS (PACE 1)

FULL YEAR – 1 CREDIT

This course provides basic skills in the three performing arts: Theatre, Dance, and Music. Through learning the building blocks of each art form, and through improvising (in Theatre and Dance), through voice, lyrics, and musicianship (in Music), you will increase your powers of concentration, focus, energy, and sharpen your perceptions, learn how to take initiative, and work cooperatively with others.

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



Shoshana Lieberman

PERFORMING ARTS 2 (PACE 2)

FULL YEAR – 1 CREDIT - GRADES 10-12

PREREQUISITE: PACE 1 OR SPECIAL AUDITION

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

ADVANCED PERFORMING ARTS (PACE 3)

FULL YEAR – 1 CREDIT - GRADES 11-12

PREREQUISITE: PACE 1 & 2 OR SPECIAL AUDITION

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



Tricia Ballard

PACE EXTRA-CURRICULAR ACTIVITIES

PACE offers its students many extra-curricular activities, which take place after school and in the evening. A typical performance season includes a full-length play, a concert of student-choreographed dances, an all music show, a musical revue featuring dances, songs, and scenes from Broadway musicals, a festival of one-act plays, dances, and musical performances directed and choreographed by students, and an evening showcase performed by each grade level including a farewell recital by the seniors.



Bruna Viera

PERFORMING ARTS 4 (PACE 4)

GRADES 12 ONLY - PREREQUISITE: PACE 3

Offers a choice of the following full year courses:

ADVANCED DANCE

FULL YEAR – 1 CREDIT

The curriculum includes study of contact improvisation, technique, and modern dance history including the works of David Parsons and Paul Taylor. Students will participate in a senior dance for Kinesthesia as well as in a showing of their own choreography in an evening performance entitled Senior Dance Night.

ADVANCED THEATRE

FULL YEAR – 1 CREDIT

The curriculum focuses on advanced acting techniques, playwriting, directing, and theatre history. Students will participate in an evening one-act play performance.

ADVANCED MUSIC

FULL YEAR – 1 CREDIT

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

PHYSICAL EDUCATION

MISSION STATEMENT

Helping students become physically literate and gain the knowledge necessary to lead a healthy lifestyle.

CURRICULUM OUTCOMES

- Building Relationships
- Creating healthy and safe communities
- Embracing the priority lifestyles of physical activity, nutrition, and stress management
- Preventing disease and seeking care



Mary McMillan

COURSE OFFERINGS

- Ballroom Dance
- Fitness
 - Exercise Prescription
 - Cardio Concepts
 - Core Concepts
 - Goal setting
 - Stress Management
- Cardiovascular Team Games
- Martial Arts
- Outdoor Education
- Recreational Games
- Net Sports
- Stunts & Tumbling

HEALTH EDUCATION



GRADES 10, 11, 12

ONE SEMESTER COURSE REQUIRED FOR GRADUATION

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

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

INTERSCHOLASTIC ATHLETICS

The Mamaroneck School District believes that student participation in interscholastic athletics and sports are a vital part of a total educational program. We have developed a broad, diversified program of interscholastic athletic activities. The goal of each activity shall be to complement the educational philosophy and goals of the Mamaroneck School district.

Interscholastic Athletics are team-based organized sports activities sponsored by the district which occur outside the school day. During the fall season we offer: cheerleading, boys & girls cross country, field hockey, football, boys & girls soccer, girls swimming and diving, girls tennis and volleyball. The winter season offers: boys & girls basketball, boys & girls bowling, cheerleading, boys & girls fencing, ice hockey, boys & girls indoor track, boys & girls skiing and wrestling. The spring season offers: baseball, boys & girls track and field, golf, boys & girls lacrosse, softball and boys tennis. The district also has a Special Olympics team in which area schools compete in various sport during both the winter and spring season.

The purposes of participating in interscholastic athletics are three-fold:

1. To promote physical fitness
2. To teach athletic skills and maneuvers unique to each designated sport
3. To teach team-based skills, good sportsmanship, game rules, and the rules of competitive play

Student involvement in interscholastic athletic activities is considered to be a privilege, with accompanying responsibilities and expectations.

MAMARONECK UNION FREE SCHOOL DISTRICT 1000 WEST BOSTON POST ROAD MAMARONECK, NEW YORK 10543

