

Mount Vernon High School Home of the Majors

"Majors achieve and thrive together with purpose and pride."



#ProudMajors

Admin and Counselors

(Shift to the Alpha Model)

Admin <i>Administrador</i>	Alpha <i>Asignación por Apellido</i>
Karen Boyd	A-Der
John Shaffer	Des-Lay
Lashonda Reed	Laz-Ram
Gina Brooks	Ran-Z
Adrian Williams	CSS & STEP

New Alpha <i>Nueva Alfa</i>	School Counselor <i>Consejero/a Escolar</i>
A-B	Bryce Green
C - Ev	Niasharee Frater
Ew-Hop	Ericka Jeter
Hoq-Mc	Mary McAlevy
Md-Pie	Camille Moore
Pif-Sli	Melissa Mentzel
Slj-Z	Paul Guillion
CSS & STEP	Karen Mazzocoli
ESOL Level 1 and 2	Catherine Samper

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P.R.I.D.E.	IB Learner Profile	WITHIN OUR SCHOOL
Preparation	<ul style="list-style-type: none"> • Communicators • Inquirers • Knowledgeable • Reflective • Thinkers 	<ul style="list-style-type: none"> • Majors walk with a purpose and; with the goal of arriving to class on-time. • Majors aim to • Majors are available to engage in all aspects of the learning process. • Majors advocate appropriately when they need assistance (academic, behavior, social/emotional). • Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.
Respect	<ul style="list-style-type: none"> • Balanced • Caring • Communicators • Principled • Reflective 	<ul style="list-style-type: none"> • Majors use appropriate tone of voice, word choice/language and body language. • Majors are mindful of their environments and conversations. • Majors respect the boundaries and personal space of others. • Majors greet each other and return greetings to others. • Majors follow the expectations set forth by teachers in their classrooms & the SR&R.
Integrity	<ul style="list-style-type: none"> • Balanced • Communicators • Open mindedness • Principled 	<ul style="list-style-type: none"> • Majors are truthful and courageous enough to communicate with staff/peers. • Majors are responsible and accountable for their actions and success. • Majors are mindful of others and respect diverse perspectives. • Majors are aware of their behaviors and how their behaviors can impact others.
Determination	<ul style="list-style-type: none"> • Communicators • Inquirers • Knowledgeable • Risk-Takers 	<ul style="list-style-type: none"> • Majors are committed and present in the moment. • Majors follow through with assigned tasks. • Majors complete tasks to the best of their abilities. • Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.
Excellence	<ul style="list-style-type: none"> • Balanced • Inquirers • Communicators • Knowledgeable • Reflective • Risk-Takers 	<ul style="list-style-type: none"> • Majors show maximum effort in all that they do. • Majors strive to create balance between school and home and minimize distractions. • Majors self-reflect as they grow and develop into life-long learners. • Majors are able to self-regulate their actions in order to accomplish goals. • Majors are team players and are always willing to lend a hand.



Hello! My name is Melissa Griego

Experience in Education: 10 years as a classroom teacher.

Bachelors of Arts: History with an emphasis in Military and United States History and a Minor in Physical and Cultural Anthropology.

Masters of Arts in Secondary Education Social Studies.

I have been at MVHS and FCPS for 5 years.

Currently teaching 3 sections of US VA History and 2 sections of Psychology (first semester) and Philosophy (2nd semester).

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Curriculum Overview

USVA History (2nd, 5th and 8th Periods):

US/VA History is a course which gives the student an opportunity to continue to build on the information that they have studied in previous courses. In this course we will learn about the political, economic, social and cultural history of the United States and Virginia by examining various themes and how these issues affect all of us in the ever changing, present day modern world.

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Curriculum Overview

Psychology and Philosophy (4th and 7th Periods):

In the first semester we will be analyzing Psychology, students examine patterns and variations of human behavior and the process of individual human development. They identify and examine the emotional, cognitive, and physical factors which influence the development of the individual human being. Students distinguish among the major schools and systems of psychology and methods of investigation.

In the second semester we will change our focus on different perspectives of Philosophy. This course offers students an opportunity to investigate classical philosophical issues from both secular and religious sources. A study of philosophy will help students respect the difference between systematic philosophical investigation and personal belief; develop critical skill in the analysis of the writings of the philosophers and a comprehensive understanding of similarities and differences in philosophical discussion, both religious and secular, throughout the ages; value the rich diversity of ideas and points of view on many issues; and transfer philosophical knowledge and method to the study of other disciplines and to problem solving.

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Recommended Supplies for Class

- **Charged Laptop for class for blended learning**
- **Laptop Charger in case battery runs low**
- **Pencil/Pen for writing**
- **Paper**

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Procedures and Routines for the Classroom

Expectations for this class:

AT ALL TIMES students are expected to:

- Arrive on class on-time and prepared to work.
- Have homework assignments completed and any assigned material read.
- Participate in daily classroom learning activities.
- Be courteous and **respectful** toward teachers and classmates.
- Use **appropriate language** at all times.
- Conduct yourself in an orderly manner.

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Grading and Assessments

- The grade earned at the end of the school year will indicate the level of achievement in accordance with the POS or other designated curriculum.
- Mt. Vernon High School has a consistent, school-wide policy stating that homework shall be no more than 10% of a student's grade.
- Mt. Vernon High School supports extra credit that is content-based only.
- Class participation may be included in a student's grade if it is based on the quality of a student response and not the quantity of responses.
- Assignments will be graded and grades will be posted within 7 school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback.

Grade Weighting

Formative Assessments 40% (Class writings, Quizzes, Practice, Binders/Notebooks)

Summative Assessments 60% Tests/Unit Assessments, and projects)

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Attendance

Attendance will be taken in class within the first 10 minutes of class. If a student comes in after the tardy bell rings, they will need to get a pass from their sub school and the tardy will be entered into SIS by me upon their arrival. Attendance will be checked again the last ten minutes of the to ensure that all tardies have been accounted for in SIS.

Attendance in this class is important due to the subject matters being discussed and the activities that will be done in class.

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