

*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.



Georgia Williams

I teach World History 2 and Economics/Personal Finance. I'm new to Mount Vernon and Fairfax schools but previously lived in the Washington area. I'm looking forward to an exciting and productive year!

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Curriculum Overview: World History and Geography 2

- In World History & Geography 2, students study the world from 1500 CE through the present. The course weaves together the skills and content of both history and geography so that students may learn how both affect the world around them.
- Regions of study include North and South America, Europe, Asia, and Africa.
- Students continue to refine and expand critical thinking skills, practice decision making and problem solving, and formulate questions to guide research. Additionally, students will apply social science skills – historical thinking, geographic analysis, economic decision making, and responsible citizenship – to course content.
- The course includes cooperative learning, independent reading and writing assignments, the use of technology (school provided computers) as an educational tool, as well as quizzes, tests and projects to assess learning. The lessons are designed to engage each student in a variety of ways which considers the diverse learning styles and needs of all students.

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Curriculum Overview: Economics and Personal Finance

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In this course, students will learn how to navigate financial decisions and to make informed decisions related to career exploration, budgeting, banking, credit, insurance, spending, taxes, saving, investing, buying/leasing a vehicle, living independently, and inheritance.

The development of financial literacy skills and an understanding of economic principles will provide the basis for responsible citizenship and future career success.

In addition to developing personal finance skills, students in this course will study basic workplace readiness skills and concepts in preparation for entry-level employment in any field of interest. This course satisfies the graduation requirement for a virtual course and students take the W!SE Financial Literacy Certification to meet industry certification.



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Class Materials

- 3 Ring Binder (If you are unable to obtain a binder please see me and we will get you a binder)
- Pen/Pencil/Highlighters
- Corded headphones or ear buds (compatible with school-issued laptop)
- Bring your charged laptop, with charger **every class**
- Reading Material (book, magazine, newspaper, other approved);
No ebooks or other technology allowed.

Textbook:

Our class will use *World History and Geography 2018* (McGraw-Hill), an online textbook and students have login credentials to access it. Login information can be found on the World History Textbook document in Schoology. Supplemental readings will be provided in class throughout each unit of study.

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Procedures and Routines for the Classroom

Our school-wide expectations that we follow are represented in our PRIDE (Preparation, Respect, Integrity, Determination, and Excellence) grid. All teachers and students will engage in the MVHS Squad (Positive Behavior) System in which students receive points for positive behaviors aligned with our PRIDE grid. In addition, Social and Emotional Learning will be embedded in the curriculum, with an emphasis on the following five core values: Self -Awareness, Self -Management, Social Awareness, Relationship Skills, & Responsible Decision Making.

Below are my expectations for this class. **AT ALL TIMES** students are expected to:

- Arrive on class on time and be 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.

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Grading and Assessments

Grades will be determined by a student's proficiency level on common standards-based assessments, benchmarking, and rubrics based on the type of learning each essential standard requires to support student engagement. 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.

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.

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Attendance

Students should be in the classroom by the time the bell rings. Attendance will be taken at the beginning of each class. Students arriving late will be marked as tardy. Repeated tardiness could result in disciplinary action to be determined.

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