

Dear Students

Welcome to the Douglas High School Program of Studies. The years you spend here at DHS are very important to your future; it is imperative that you make conscientious choices about your four-year academic program. There are certain goals and competencies that you will want to achieve in your time here in order to be prepared for your future success. The program of studies will provide you with all the information you need to make thoughtful choices about your academic future.

Use this guide to understand the opportunities available to you. Inside you will find pertinent information regarding completion of DHS graduation requirements. There are also helpful materials regarding scheduling and course selection, including narratives of the array of courses offered. Finally, there are sections devoted to special programs and college admission standards. Our goal is for each of you to meet the requirements to get into any school or career of your choice.

Your guidance counselors are available to advise you on your four-year program planning and all aspects of this program of studies. The guidance department consists of two counselors, Mrs. Stack and Mrs. Carpenter. We strongly encourage students to work with counselors on college and career planning, decision-making, selection of the academic program, personal and the developmental issues, and referrals. Contact with counselors may be established via phone, e-mail, or through Mrs. Brosnahan, the guidance secretary, at 508-476-4100 extension 2102.

The courses that we offer are in keeping with our core values as a school. In particular, we ask that you focus on the core value of Achievement. Consider taking honors and Advanced Placement Courses and courses that may interest you in technology, the arts, and music. Set yourself up for future success by following the advice of your teachers and counselors and taking challenging classes.

The foundation for the rest of your life is built in high school and we at Douglas High School are here to help you reach your goals.

Sincerely

Joshua Romano
Principal

Desi Vega
Assistant Principal

DOUGLAS HIGH SCHOOL

Douglas High School Administration

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District Mission Statement

Douglas School District provides diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of our students.

Douglas High School Statement of Beliefs

The Douglas High School community believes in a learning environment that is safe, supportive, and intellectually challenging. We maintain high expectations for all students and emphasize the skills necessary to be college and career ready. We encourage students to be informed citizens and lifelong learners.

21st Century Learning Expectations:

The DHS student will:

- Read critically and write effectively
- Speak confidently and convincingly
- Listen for understanding
- Demonstrate critical thinking; gather and analyze information to solve problems
- Develop skills necessary to lead a healthy and balanced physical and emotional life
- Engage in creative, expressive, and innovative learning through art, music, drama, and/or technology
- Demonstrate personal

The Douglas High School Community Believes:

- That all students have the ability to learn
- In providing a comprehensive, challenging, and engaging curriculum
- Learning is most effective when meaningful connections are made
- Students learn best when they are encouraged to think, work, and communicate effectively
- In exposing students to intellectual and cultural experiences
- In respect for diverse cultural and individual differences
- In equal opportunity to succeed academically and develop socially

Core Values:



2018-2019 COURSE SELECTIONS

Dear Parent/Guardian:

We look forward to working with you and your son/daughter throughout the scheduling process. Our goal is to give each student the best schedule based on the requirements of the school and the student's individual needs. Guidance will be meeting with all students to review the course selection process.

You and your son/daughter should use the IPass online system to view course selections and teacher recommendations along with the Program of Studies which can be found on the Guidance website to plan for courses to be taken next year. Courses need to be selected in the major areas of English, Math, Science, Social Studies and Foreign Language necessary to meet graduation requirements, college admission requirements, or courses that will help them reach their career goals and plans after graduation.

Students have already received teacher recommendations electronically in IPass as to the level that they feel your son/daughter should be in. These are only recommendations and you have the opportunity to agree or disagree with them by checking off the courses that suit your student. However, in the case of Honors and some AP courses, teacher recommendation is strongly encouraged in that specific area to be entered into that class. Also, parents and students can review any comments teachers have made to help with any decisions.

Students are asked to select five elective courses from areas such as music, art, home economics, industrial arts, business, or from the major course areas. **We want to make it clear that elective courses are not guaranteed.** We will do our best to place a student in their top elective choice. However, our main concern is to schedule the required courses necessary for graduation. The Course selections must be completed on IPass as soon as possible. Failure to do so will result in delays in the scheduling process and may result in your student not having a schedule or having one developed for them by guidance with no opportunity for their input or yours.

Schedule changes can be made through first quarter progress reports and will depend on the number in a class and our ability to make changes according to the master schedule. Only extenuating circumstances will be considered for any additional changes. Please feel free to contact us with any questions or problems

The Guidance Staff:

Genie Stack
Director of Guidance
(Counselor for 9th-12th A-K(9), A-G(10), A-I(11), A-K(12))

Jessica Hurley
School Adjustment Counselor/School Psychologist

Jill Carpenter
School to Career Coordinator
Counselor 9th -12th L-Z(9), H-Z(10), J-Z(11), L-Z(12)

GRADUATION REQUIREMENTS

Students are required to accumulate a minimum amount of credits towards graduation. Each core course receives 5 credits. Physical Education and Health combine for 5 credits and are required in 9th and 10th grade. PE is also required for 12th grade for 1 credit and the 11th grade for 2.5 credits. All students are required to complete a computer/technology course before graduation. Senior Project is a required 1 semester course for graduation receiving 1 credits. The following outlines the recent changes in course requirements and credits needed for graduation.

Graduation Credit Requirements:

124.5 Credits

Classes of 2019-2021 needed for graduation:

English - 4 years	20 credits
Math - 4 years	20 credits
History – 4 years	20 credits
Science – 3 years	15 credits
Phys/Health	13.5 credits
Comp/Tech. – 1 year	5 credits
Senior Project	1 credits
Foreign Lang – 2 yrs. recomm.*	
Electives – Must total a min. of 6	30 credits

Pending Approval of School Committee

Starting with Class of 2022

English – 4 years	20 credits
Math – 4 years	20 credits
History – 4 years	20 credits
Science – 3 years	15 credits
Phys. Ed/Health	13.5 credits
Comp/Tech. – 1 year	5 credits
Foreign Lang. – 2 years	10 credits
Senior Project	1 credit
Electives – Must total a min. of 4	20 credits

*The Common Core & MassCore, the Massachusetts High School Program of Studies have formulated guidelines for districts in promoting college and workplace readiness, recommends two years of the same foreign language in order to prepare students to read, write, and converse in at least one language in addition to English. Moreover, Massachusetts state colleges and universities require a **minimum** of two years of the same foreign language for admission. *Therefore, the Douglas High School Foreign Language Department strongly urges all students to complete at least two years of the same foreign language prior to graduation in order to meet this requirement.*

Course Availability

Administration and guidance work together to schedule student's course choices to the best of their ability. However, course availability is subject to change due to staffing changes and/or budgetary issues, etc.

Failure of a Course

Students failing a course or courses will be responsible for making up that course. If the failed course/courses cannot be put into the student's schedule, they will be responsible to make the course up in summer school or in night school. These options will be at the expense of the student. Failure to meet these requirements may result in the student not graduating on time.

Douglas High School Grading Policy

- The passing grade at DHS is 65%
- The minimum grade for first quarter is 45%
- The minimum grade for second quarter is 45%
- The minimum grade for third quarter is 45%
- The minimum grade for fourth quarter is 0%
- **The rationale of this** issue is a failing grade comprises 64 total points; where an A/B/C grade comprise only 10 total points and a D comprises only 5 points for these level of academic success
- **This system may** keep a failing grade at DHS from being academically destructive where the student mathematically has no chance of achieving a passing grade for the year
- The goal of the policy is not to reward poor academic performance, but to minimize the impact of the graduation issue and make the failing grade less destructive and a bit more constructive
- The minimum grade for a student to attend summer school is a 55% - 64%
- If a student receives a teacher issued minimum grade in two of the first three quarters, that student will not be afforded the opportunity to attend summer school
- The building administration and guidance counselors will meet with students who are not meeting with academic success to discuss their academic status and the implication of poor performance at the end of each of the first two academic quarters
- The guidance office will continue to **send** failure notices to parents **after each progress report for the first three quarter grades and after each report card for the first three quarters**
- The principal will also send letters to parents expressing concern for the student's poor performance and enlisting their support in motivating that student to take advantage of support and assistance including extra-help and tutoring programs, etc.
- Senior Project and Senior PE are one semester courses. Therefore the grading for second quarter will be like grading for fourth quarter (see above)
- VHS courses are exempted from the grading policy because the grading is not done through DHS. These courses are one semester long unless they are AP courses

Summer School

Students may take up to two courses at an approved summer school, if such work is to remove a deficiency for work failed. The summer school grade and the student's final grade from DHS will be averaged together and must be a 65 to receive credit.

The minimum grade for a student to attend summer school is a 55-64.

If a student receives a teacher issued minimum grade in two of the first three quarters, that student will not be afforded the opportunity to attend summer school unless the student receives administrative approval. In order to receive credit for any course failed, the course must be made up in the summer immediately following the failure. It is recommended that any student failing English or history make it up in summer school immediately following the course, as scheduling them into the following school year can be difficult and cause a student to not graduate on time.

NOTE: No credit will be given for work undertaken to improve a grade already considered passing. The course and grade will be recorded on the student's transcript.

Other requirements may be established by the school administration in relation to a particular program, otherwise the additional credits needed for graduation may be selected from elective courses.

Early Graduation

A student who has completed the courses required for graduation and who has earned 124.5 or more credits by the end of his/her junior year may be graduated at the discretion of the School Committee.

Credit for Foreign Study

Students who are away for a term or year to participate in a student exchange program or otherwise study abroad, may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the principal and student's guidance counselor will evaluate the work and assign credit according to standards prevailing at Douglas High School.

MCAS

In addition to the graduation requirements established by the Douglas School Committee, as listed above, all students must pass the MCAS competency determination to obtain a Douglas High School diploma.

Community Service Requirement:

15 total hours

(3 hours as a freshman, sophomore and junior, 6 hours as a senior)

Changing Classes

Students are allowed to change classes in their schedule through First Quarter Progress Reports. Changes after this date will only be made with administrative approval

Class Rank

Class Rank is a cumulative computation of a student's academic standing in his/her class. It is a weighted ranking system, in which both the levels and course grades are used to determine **Grade Point Average (GPA)** and class standing. Rank is calculated by multiplying the actual report card grade by the weight given to the level of the course which yields the weighted grade.

Level 1 college courses and electives receive a value of 1.0

Level 2 Honors courses receive a value of 1.05

Level 3 AP courses receive a value of 1.1

Junior class rank is based on six semesters.

Senior final class rank is based on eight semesters.

Student's transcripts display the numeric grade equivalent as well as class rank, names of courses and grades for each completed course.

***Students must have attended Douglas High School their entire junior and senior years to be eligible for Valedictorian, Salutatorian, and Student Achiever status.**

GRADING SYSTEM

Report Card grades are numerical. The literal equivalents are:

A+	96-100	C+	77-79
A	93-95	C	73-76
A-	90-92	C-	70-72
B+	86-89	D+	67-69
B	83-85	D	65-66
B-	80-82	F	0-64

Academic Course Requirements for Entering College Freshmen at Massachusetts State Universities has been updated to include as of fall 2017 and beyond.

Requirements for Entering College Freshmen: English 4 courses, mathematics 4 courses (Algebra I & II and Geometry or Trigonometry, or comparable coursework) Including mathematics during the final year of high school, sciences 3 courses (from Natural Science and/or Physical Science and /or Technology/Engineering including 3 courses with laboratory work, social sciences 2 courses (including 1 course in U.S. History), foreign languages 2 courses (in a single language), electives 2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences).

Note: comparable courses are defined as coursework that is equal to or beyond the content defined in the Massachusetts Curriculum Frameworks

MINIMUM GPA REQUIREMENT AT MASSACHUSETTS STATE UNIVERSITIES

The minimum average GPA for freshman applicants, weighted for accelerated (Honors and Advanced Placement) courses, is 3.0 for both the state universities and the UMass campuses. Calculating the weighted GPA is a process conducted by admissions office and does not reflect policies and practices in place in high schools.

This GPA is based on all academic courses completed and grades received for courses in which the student is currently enrolled (for example, mathematics courses in which the student is enrolled during the senior year of high school).

Massachusetts State Colleges and Universities have established minimum standards for admittance to the State College System. Those minimum requirements include the following college preparatory courses: 4 years of English, 4 years of math, 3 years of science (2 lab sciences), 2 years of the same foreign language, 2 years of social sciences and 2 electives from the arts and humanities or computer sciences.

SAT/ACT SCORE REQUIREMENTS FOR APPLICANTS

All freshman applicants who meet the minimum average weighted GPA requirement of 3.0 and are within three years of their high school graduation must submit their SAT scores (for Critical Reading and Mathematics) or ACT scores.

Note: For Fall 2016 and 2017 Massachusetts State Universities and UMass campuses are participating in a TEST Optional pilot. For further information contact the admissions office at the institution(s) to which the student is interested in applying.

Applicants from a high school outside of the US who meet the minimum average weighted GPA requirement of 3.0, and are within three years of their high school graduation must also submit required SAT or ACT scores, unless it is not possible to take these tests due to extreme hardship.

For freshman applicants who do not meet the minimum weighted GPA requirement, they must earn the following SAT or ACT scores in order to be eligible for admission.

If an applicant from a high school outside of the US does not meet the GPA requirement of 3.0, s/he must submit required SAT or ACT scores unless it is not possible to take these tests due to extreme hardship.

NOTE: AN APPLICANT WITH A HIGH SCHOOL MINIMUM WEIGHTED GPA BELOW 2.0 MAY NOT BE ADMITTED TO A STATE UNIVERSITY OR UMASS UNDERGRADUATE CAMPUS.

COURSES RECOMMENDED FOR FOUR-YEAR COLLEGES

Four-year colleges typically recommend that students take the following **college preparatory courses** in high school in order to be academically prepared for college level work:

<u>Selective Colleges</u>	<u>Highly Selective</u>	<u>Competitive</u>
4 credits English	4 credits English	4 credits English
3 credits Math (<i>including Algebra I, Geometry, Algebra II</i>)	3-4 credits Math	4 credits Math
3 credits History	3 credits History	3 credits History
3 credits Science (<i>2 lab sciences</i>)	3 credits Science	3-4 credits Science (2-4 labs)
2-3 credits Foreign Language	3 credits Foreign Language	3-4 credits Foreign Language
1 credit Arts	1 credit Arts	1-2 credits Arts
SAT I Verbal and Math Range: 910-1230	SAT I Verbal and Math Range: 1100-1350 Possible SAT II's	SAT I Verbal and Math Range: 1350-1580 3 SAT II Subject Tests

It is important to note that highly competitive schools consider the above as minimum requirements. Highly Selective and Competitive colleges also recommend that students take honors and AP courses when available.

Students who do not have all of the above courses may be required to take remedial and/or additional courses once they are in college. Students who have not taken several of these **college preparatory courses** may want to consider attending a community college for their first year or two.

Scholastic Assessment Test (SAT I)

The SAT is required by most institutions of higher learning. It is made up of three sections: critical reading, math and writing. The test is given six times each year in November, December, January, March, May and June at test centers determined by the College Board. Douglas students are now able to take the test at Douglas High School. It is recommended that the SAT I be taken during the spring of junior year and it may be repeated in the early part of the senior year. The highest score of verbal and math are combined for the range of scores with the writing score noted as a separate score.

SAT Subject Tests (SAT II)

The Scholastic Achievement Subject Tests are one-hour tests in a variety of high school subjects. Most highly selective and competitive colleges require students to take both the SAT I and three Achievement tests (SAT II's).

ACT An ACT test is similar to a SAT test, however, it is more classroom based and is comprised of English, Math, and Science section with Writing being optional but recommended. Most colleges accept the ACT's in place of SAT's. Check with the individual colleges and/or your guidance counselor for more information.

Douglas High School

Guidelines for Enrollment in Advanced Placement Classes

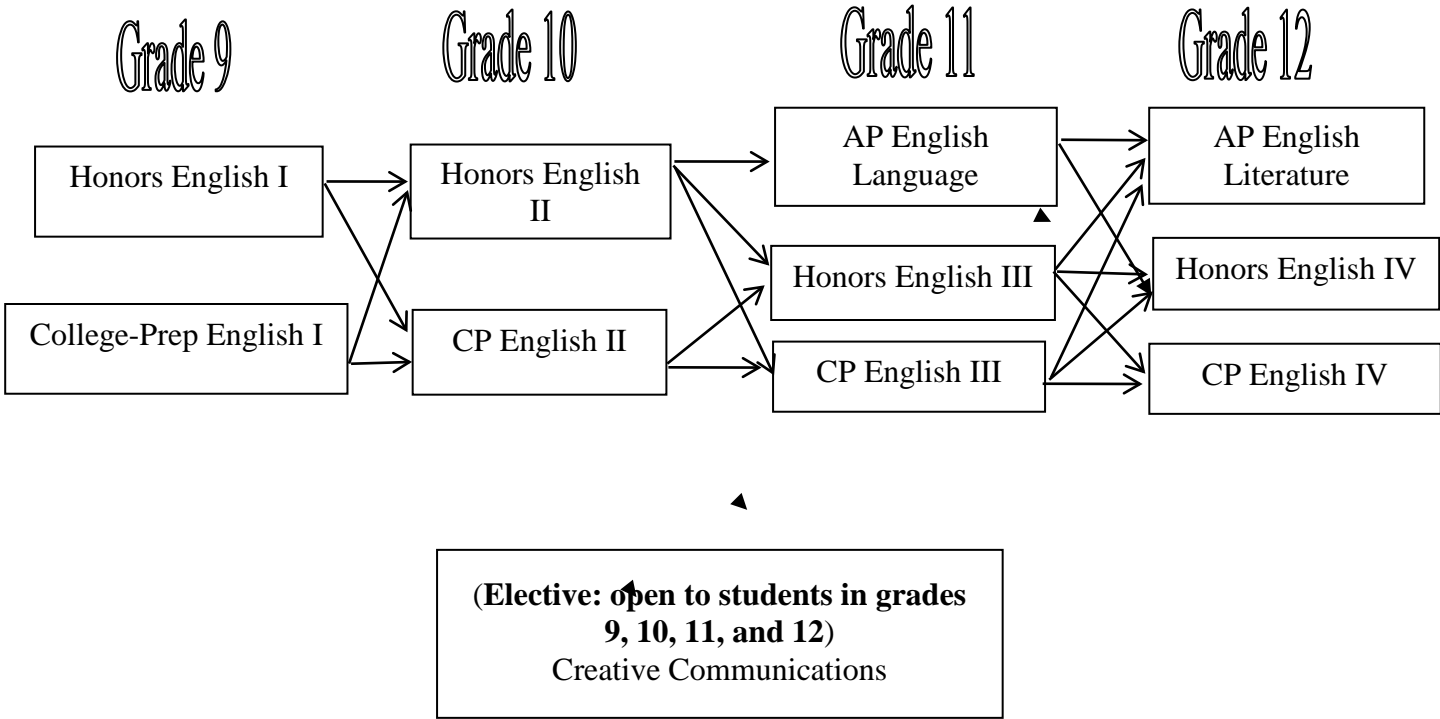
2018-2019

These guidelines are suggested as a way of helping to ensure that all students enroll in course levels that best meet their academic needs. At Douglas High School, we encourage all students to take the most challenging course load possible in order to promote college readiness and show seriousness of purpose regarding academics. Through the AP Program students may earn credit for college. We offer the proposed guidelines below as a way to assist students in recognizing the high level of commitment that an AP course entails. If a student is in doubt as to the academic level he/she wishes to choose, it is suggested that the student confer with his/her current teacher in the pre-requisite course as well as the teacher of the AP course.

- Student should successfully complete the appropriate pre-requisite course.
- Teacher recommendation is *strongly* suggested.
- Student is required to take the AP exam(s) in May at his or her expense. The AP exam serves as the final exam for the course and is required to receive AP credit on his/her final transcript.
- Failure to take the AP exam will result in the student receiving honors credit rather than AP credit on the final transcript and may impact college's determination for final acceptance. Guidance and administration will be obligated to inform colleges of a student's change in their final transcript.
- Student may be required to purchase AP text(s) at his or her expense.(*)
- Student should be able to read, understand, and interpret college-level texts.
- Student should be able to complete college-level work while simultaneously successfully completing other coursework in other subject areas.
- Student should be able to incorporate prior learning, textual analysis, and attention to detail, leading to synthesis of ideas.
- Student should demonstrate exemplary work habits and time management skills.
- Student should take personal responsibility for attendance and work requirements.
- Student should demonstrate a willingness to complete summer assignments and complete required summer work prior to the beginning of the school year.
- Students who wish to take more than 3 AP courses in one school year should discuss this with guidance.

*Students with financial need should speak with the instructor or administration to make arrangements regarding textbook costs/testing fees.

THE ENGLISH PATH ~ 2018-2019



English Department

Education is not the filling of a bucket, but the lighting of a fire. -- W. B. Yeats

The mission of the Douglas High School English department is two-fold: to help students learn to read and listen critically for information, understanding, and enjoyment, and to write and speak clearly, factually, and persuasively. We further seek to help students refine their research skills by using a variety of media, and to evaluate the quality of the information obtained. We expect our students to become critical thinkers and problem solvers, and to be able to distinguish fact from opinion, make reasoned inferences, construct logical arguments, identify stereotypes, and recognize bias. Finally, we seek to help students understand and appreciate the traditions, practices, and perspectives of other cultures in our ever-changing global society.

Douglas High School Expectations for Student Learning Assessed by the English Department include:

- 1. The DHS student writes effectively**
- 2. The DHS student reads critically**
- 3. The DHS student speaks confidently and convincingly**
- 4. The DHS student listens for understanding**

Upon completion of a four year English program, students will be able to:

- attain a passing score on MCAS
- write effectively (personal and analytical writing)
- read for understanding and make connections between literature and life
- speak effectively on given topics for audiences
- listen actively for information
- research using a variety of media

Assessments used in English courses include but are not limited to:

- tests/quizzes
- essays (analytical, expository, descriptive, narrative, persuasive)
- research papers
- projects
- web quests
- open-ended and/or open-response questions
- speeches/oral presentations
- dramatic performances
- oral interpretations

A summer reading assignment(s) is required of all students taking courses at the AP and honors levels.

Course#002 - College English I

This college-prep course is designed to provide freshmen with an intensive study of skills in the following areas: critical reading, writing for different purposes and audiences, public speaking, researching, vocabulary, and grammar/mechanics/usage. The curriculum is genre-based and includes literature such as the epic “The Odyssey,” *Romeo and Juliet*, *The Giver*, classic and contemporary short stories, nonfiction pieces, and poetry. The art of public speaking is practiced as well. Writing for different purposes is also emphasized. The research process is taught and a research paper is required. The art of public speaking is also studied and practiced. Upon completion of this course, students should show competency in:

- making inferences
- writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and Open Response pieces.
- interpreting and analyzing fiction and nonfiction
- identifying and analyzing elements of major genres
- researching topics using a variety of media
- making connections between fiction, nonfiction, other disciplines, and life
- using knowledge of standard grammar to compose writing pieces
- developing and extending vocabulary
- creating presentations using a variety of media/technology

Prerequisite: None

Credit: 5

Course#003 - Honors English I

This course offers a more intensive study of critical thinking, reading, and writing skills needed for higher level Honors courses, Advanced Placement courses, and eventually college. Students taking this course have demonstrated advanced proficiency in reading and writing skills, a strong work ethic, and an ability to work independently. Students are responsible for a heavier reading load and generally more rigorous expectations in terms of reading, writing, and research. The focus will be on the core ninth grade curriculum, but requires a deeper analysis of more challenging fiction and nonfiction. The curriculum is genre-based and may include literature such as the epic “The Odyssey,” *Romeo and Juliet*, *The Giver*, *The House on Mango Street*, *Fahrenheit 451*, classic and contemporary short stories, nonfiction pieces, and poetry. The art of public speaking is also studied and practiced. This course is discussion-based and requires outside reading and assignments, frequent analytical essays, a research paper, and two summer reading assignments. In order to ensure success in the course, it is suggested that students have a 90 or higher in eighth grade language arts and teacher recommendation. Upon completion of this course, ninth graders should show competency in:

- making inferences
- writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and Open Response pieces
- interpreting and analyzing fiction and nonfiction
- identifying and analyzing elements of major genres
- researching topics using a variety of media
- making connections between fiction, nonfiction, other disciplines, and life
- using knowledge of standard grammar to compose writing pieces

- developing and using a more sophisticated vocabulary
- creating presentations using a variety of media/technology

Prerequisites: Teacher recommendation and a 90 or higher in 8th grade language arts

Credit: 5

Course#005 - College English II

This college-prep course is designed to continue building students' skills in the areas of critical reading, writing for different purposes and audiences, public speaking, researching, vocabulary, and grammar/mechanics/usage that students began in College English I. The curriculum focuses heavily on the elements of literature, using both classic and contemporary works in various genres such as *Of Mice and Men*, *To Kill a Mockingbird*, *Night*, *Oedipus the King*, and *The Pearl*. In addition, students will become more familiar with the elements of poetry. Students in College English II will continue to learn to write effectively. They will write Open Response essays, long compositions, and narrative/expository/persuasive essays to further develop their writing skills. The research process is reviewed and a research paper is required. Upon completion of this course, students should show competency in:

- making inferences
- writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and Open Response pieces.
- interpreting and analyzing fiction and nonfiction
- identifying and analyzing elements of major genres
- researching topics using a variety of media
- making connections between fiction, nonfiction, other disciplines, and life
- using knowledge of standard grammar to compose writing pieces
- developing and extending vocabulary
- creating presentations using a variety of media/technology

Prerequisite: College English I

Credit: 5

Course#006 – Honors English II

This honors level course encompasses all of the curriculum requirements of tenth grade College English as described above, but students will have the opportunity to continue a more challenging and rigorous analysis of literature while improving their critical reading and writing skills. This course offers a more intensive study of critical thinking, reading, and writing skills needed for higher level Honors courses, Advanced Placement courses, and eventually college. Students will be required to complete a research project, frequent analytical/narrative/persuasive/expository essays, and two summer reading assignments. In order to ensure success in the course, it is suggested that students have a teacher recommendation and a 90 or higher in College/Honors English I and an 85 or higher in Honors English I. Upon completion of this course, students should show competency in:

- use of sophisticated vocabulary
- making inferences
- writing for different purposes, including narrative, persuasive, expository, creative, literary analysis, and Open Response pieces
- interpreting and analyzing fiction and nonfiction

- identifying and analyzing elements of major genres
- researching topics using a variety of media
- making thematic comparisons and connections between a variety of works
- using knowledge of standard grammar, both in writing and speech
- developing and using a more sophisticated vocabulary
- creating presentations using a variety of media/technology- creating presentations using a variety of media

Prerequisite: Teacher recommendation and an 85 or higher in Honors English I or a 90 or higher in C. English I

Credit: 5

Course#008 - College English III

This college-prep course is designed to engage students in both supervised and independent reading and writing assignments through the study of both contemporary and classic American literature. Some of the major works may include *A Raisin in the Sun*, *Our Town*, and *Death of a Salesman*. In addition, time is spent analyzing various poems, essays, and short stories written by American authors by building on the various literary devices learned in their previous courses. Students may complete oral presentations and will do vocabulary exercises. Students will also spend time preparing for the SAT reading comprehension, essay, and writing sections. This course differs from Honors English III in its pace and outside reading and writing requirements. Upon completion of this course, students should show competency in:

- writing analytical and personal essays
- analyzing and comprehending literature and poetry through reading, writing, and discussion
- making connections between the literature and history
- researching and citing sources
- using junior level vocabulary in writing and speech

Prerequisite: C. English II

Credit: 5

Course#009 – Honors English III

This honors level course encompasses all of the curriculum requirements of eleventh grade College English as described above. The curriculum focuses on American literature, both classic and contemporary, with emphasis on ideas regarding the American Dream, the individual versus society, and diversity. Choices may include *The Great Gatsby*, *The Adventures of Huckleberry Finn*, and *The Scarlet Letter*. Students will analyze literature, drama, and poetry developing a better understanding of style, literary and poetic devices, and critical analysis. Students who enroll in this course must be highly motivated, independent, and responsible. Students need to demonstrate a willingness to work cooperatively and to consistently strive toward their personal best. Writing will require revision and polishing as we work towards college level writing. Vocabulary, oral presentation, SAT practice, and two summer reading assignments will be included. In order to ensure success in the course, it is suggested that students have a 90 or higher in College English II or an 85 or higher in Honors English II and teacher recommendation. Upon completion of this course, students should show competency in:

- writing analytical and personal essays, poetry, and speeches
- analyzing and comprehending challenging literature and poetry through reading, writing, and discussion
- connecting America's past and present through the study of literature
- researching and writing formal papers with cited sources
- creating presentations using a variety of media
- usage of sophisticated vocabulary and literary and poetic devices

Prerequisite: Teacher Recommendation and an 85 or higher in Honors English II or a 90 or higher in College English II

Credit: 5

Course#010 – AP English Language

This course is an introductory college level course that satisfies the district graduation requirements for English III. In this rigorous course, students are required to complete extensive outside reading and writing. Students must be highly motivated, independent, and responsible. Students need to demonstrate a willingness to work cooperatively and to consistently strive toward their personal best. Daily participation is required. The curriculum focuses largely upon nonfiction short essays, both classic and contemporary. Choices of longer works may include American classics such as *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, and *The Great Gatsby*. Students will analyze fiction and nonfiction to develop a better understanding of style, rhetorical strategies, and critical analysis. Expository, analytical, creative, and persuasive writing will require revision, development of tone and style, and critical analysis. Research papers and projects, formal and informal presentations, and debating will be required. Vocabulary, AP exam preparation, frequent timed writing, and two to three summer reading assignments will be included. In order to ensure success in the course, it is suggested that students have a 90 or higher in College English II or III or an 85 or higher in Honors English II or III and teacher recommendation. Upon completion of this course, students should show competency in:

- writing expository, analytical, persuasive, and personal essays, poetry, and speeches
- analyzing and comprehending challenging literature and poetry through reading, writing, and discussion
- researching and writing literature based formal papers with cited sources
- creating presentations using a variety of media
- usage of sophisticated vocabulary and literary and poetic devices

Prerequisite: It is recommended that a student have an 85 or higher in Honors English II or III or a 90 or higher in College English II or III

Credit: 5

Course#012 - College English IV

This college prep course is designed to engage students in both supervised and independent reading and writing assignments through the study of both contemporary and classic literature, argumentative and narrative writing, novels, and poetry. Some of the major works may include *Beowulf*, *Animal Farm*, *Lord of the Flies*, and a Shakespearean drama. Students will be asked to conduct research, study vocabulary, deliver oral presentations, and complete analytical, persuasive, and personal writing assignments to prepare them for studies at the college level. This course differs from the Honors level in its pace and number of outside reading and writing assignments. Upon completion of this course, students should show competency in:

- writing analytical and personal essays
- analyzing and comprehending literature and poetry through reading, writing, and discussion
- making connections between the literature and history
- understanding the origins of the English language
- researching and writing formal papers with cited sources
- presenting information to the class in both formal and informal settings
- the usage of senior level vocabulary and literary terms

Prerequisite: College English III

Credit: 5

Course#013 - Honors English IV

This honors level course encompasses all of the curriculum requirements of twelfth grade College English as described above and also builds on the skills learned in eleventh grade Honors English. It is open to seniors who desire a rigorous course of study and are motivated and willing to complete various assignments in and out of the classroom to prepare them for a college setting. The focus is on British literature, satire, a Shakespeare play, narrative and argumentative writing. Some of the major works may include *Beowulf*, *1984*, and a Shakespearean drama. The course requires outside reading and writing assignments, a research paper, frequent analytical essays, and a minimum of two summer reading assignments. In order to ensure success in the course, it is suggested that students have a teacher recommendation and a 90 or higher in College English III or an 85 or higher in Honors English III or its equivalent.

Upon completion of this course, students should show competency in:

- writing analytical and personal essays
- analyzing and comprehending literature and poetry through reading, writing, and discussion
- making connections between the literature and history
- understanding the origins of the English language
- researching and writing formal papers with cited sources
- presenting information to the class in both a formal and informal setting
- the usage of senior level vocabulary and literary terms

Prerequisite: Teacher recommendation and an 85 or higher in Honors English III or a 90 or higher in College English III

Credit: 5

Course#014 – AP English Literature

AP English is designed for seniors desiring a challenging class organized in a freshman college-level format. The content includes, British, multicultural, contemporary, and American fiction, poetry, and drama. A solid academic commitment is required. Students must be highly motivated, independent, and responsible. Requirements include daily reading and writing, and composing analytical essays, discussion, and formal and informal presentations. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Literature and Composition Examination, which students are required to take. In order to ensure success in the course, it is suggested that students have a 90 or higher in College English III or an 85 or higher in Honors English III and teacher recommendation. Upon completion of this course, students should show competency in:

- reading, analyzing, discussing, and critiquing challenging literature, poetry, and drama
- writing formal critical analyses
- usage of sophisticated vocabulary and literary and poetic devices
- creating presentations using a variety of media

Prerequisite: It is recommended that a student have an 85 or higher in Honors English III or a 90 or higher in College English III

Credit: 5

Course#016 – Creative Communications

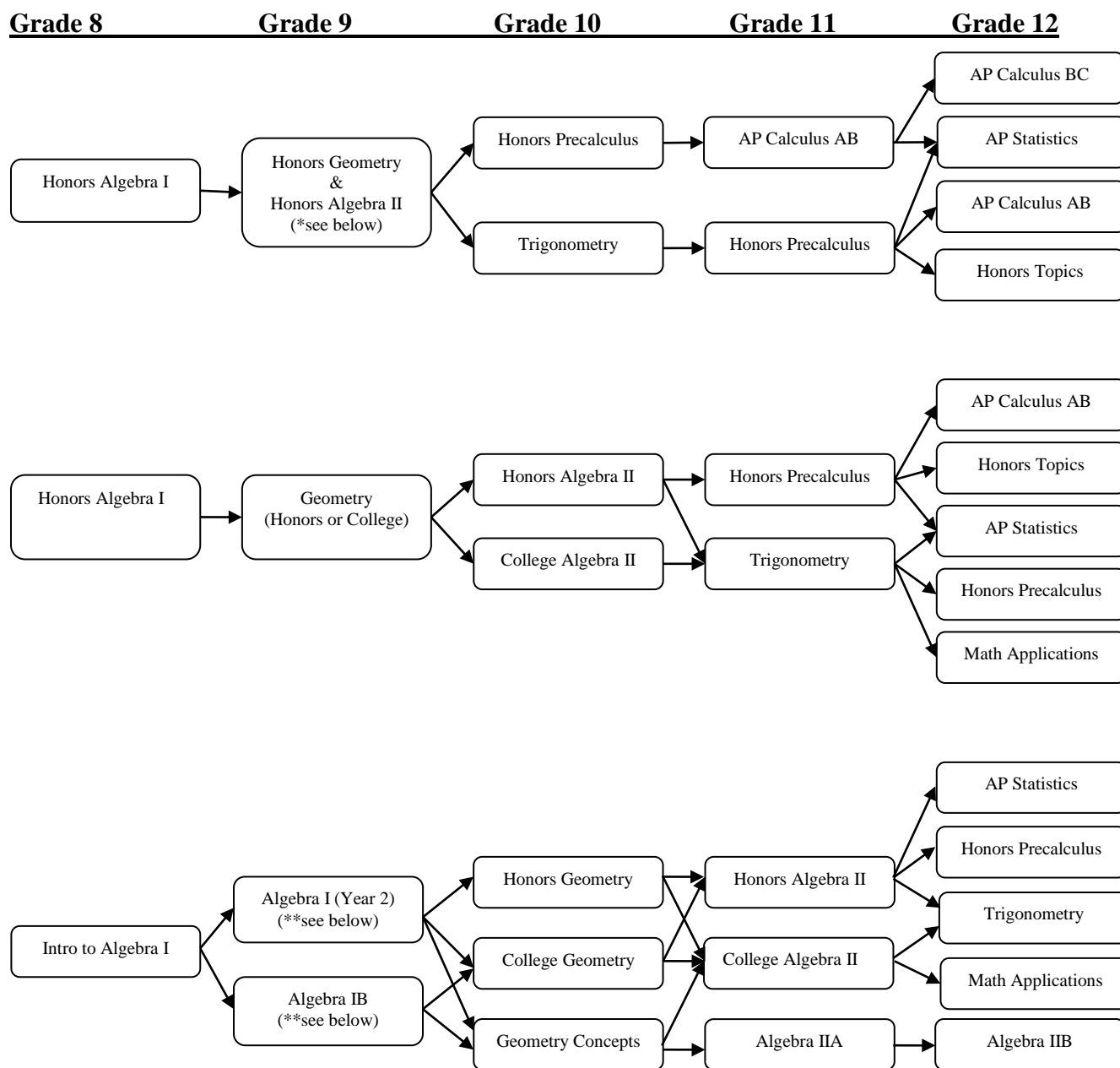
This project-based course is designed for those students who wish to explore journalism, news-writing and creative writing. It will provide students with the opportunity to write outside of the structure of a typical English classroom. Students collaborate to produce a monthly school newspaper while practicing interviewing techniques, using Google Sites, writing non-fiction articles for a public audience, publishing to the Douglas High School website and editing. This course will also provide creative writing opportunities for students interested in exploring the elements of fiction and style in order to develop original works of fiction in multiple genres. Students will have the opportunity to publish these original works in the school newspaper.

Prerequisite: Open to students in grades 9-12

Credit: 5

2018 – 2019 MATH PATH

All course recommendations are made assuming successful completion of the current courses and are based on past performance on mastering concepts and student effort.



* Students who elect to take **Geometry and Algebra II in the same year** should be doing so only if they intend to take both AP Calculus and AP Statistics before graduation. Therefore, if students elect to double up, **both classes must be at the Honors level.**

****NO STUDENTS** will be allowed to take an Algebra I course and a Geometry course concurrently.

Recommended Calculators

All students going into Algebra I, Geometry, and Algebra II-A or B, classes are required to have a scientific calculator. We strongly recommend students choose one of those listed below:

Texas Instruments (strongly recommended)

TI - 30XS Multi-View

TI – 30xa

TI – 30x II

TI – 34 II

TI – 36x

All students taking Honors or College Algebra II, Honors Statistics, Trigonometry, Precalculus, AP Statistics, or AP Calculus will need a graphing calculator. We strongly recommend the following: the **TI 83-Plus** or **TI 84-Plus**.

Please Note: Other graphing calculators contain features that are different from the Texas Instruments calculators listed above. It will be your responsibility to be familiar with your calculator if you choose one not listed above.

Mathematics Department Philosophy

*Tell me and I will forget,
Show me and I will remember,
Involve me and I will understand.”
-Confucius*

It is the primary goal of the mathematics department, through its curriculum, to provide a strong mathematics program that emphasizes problem solving, communicating, reasoning, making connections, and using representations. In addition, we seek to provide opportunities for the student to develop an appreciation for the power of mathematics to solve real-life problems.

The program of studies will provide direct instruction, guided practice, student-directed learning activities, and applications to current technology. All courses are aligned with the Massachusetts Mathematics Curriculum Frameworks.

The Douglas High School Expectation for Student Learning Assessed by the Mathematics Department is: The DHS student will demonstrate critical thinking and gather and analyze information to solve problems.

The major goals of the mathematics curriculum are to develop within the students:

- Preparedness for higher mathematics through a sequential mathematics program.
- Concepts and/or computational skills used in daily life, both in and out of the classroom.
- An awareness of the interconnectedness of mathematics and its applications across the curriculum
- Clear analytical thinking as an approach to problem solving
- The ability to utilize mathematical terminology

Assessment:

Student assessment is based on tests, quizzes, homework, mathematical notebooks, class work and demonstrations, oral explanations, and projects. By observing students as they work, teachers can gain insight into students' abilities to apply appropriate mathematical concepts and

skills, make conjectures, and draw conclusions. Taken together, the results of those different forms of assessment provide rich profiles of students' achievements in mathematics and serve as the basis for identifying curricula and instructional approaches.

Course #101 – Algebra I, Part B

This course is a continuation of Intro to Algebra I. Students will begin with a review of linear equations, linear inequalities, and linear functions. Students will then continue to study algebraic concepts such as: solving systems of linear equations, graphing absolute value and quadratic functions, solving absolute value equations and inequalities, solving quadratic equations, properties of exponents, multiplying and factoring polynomials, operations on radical expressions, and solving radical expressions. This course is designed to help students strengthen their skills and will include multiple opportunities for extra practice and review.

Prerequisite: Algebra IA
Credit: 5
Elective: Grade 9

Course #102 – Algebra I (Year II)

This course is a continuation of Intro to Algebra I. Students will begin with a brief review of equations, inequalities, and polynomials. Students will then continue to study algebraic concepts such as: factoring polynomials, quadratic functions and equations, radical functions and equations, and data analysis. Students will be encouraged to think critically and solve problems.

Prerequisite: Intro to Algebra I
Credit: 5
Elective: Grade 9

Course #105 – Geometry Concepts

This course is a study of the principles of plane and solid geometry. Topics include: angles, relationships of lines and planes, triangles, polygons, circles, similarity, congruence, planar and space measurements. This course is designed to help students become proficient and confident with geometric concepts.

Prerequisite: Algebra IB or Algebra I
Credit: 5
Elective: Grade 10

Course #106 – College Geometry

This course is a study of the principles of plane and solid geometry. Topics include: angles, logic, relationships of lines and planes, triangles, polygons, circles, similarity, congruence, planar and space measurements, and proofs. This course emphasizes critical thinking and problem solving and is intended for students with solid algebra skills.

Prerequisite: Algebra IB, Algebra I, or Honors Algebra I

Credit: 5

Elective: Grades 9-10

Course #107 – Honors Geometry

This course is an in-depth study of the principles of plane and solid geometry. Topics include: segment and angle properties and relationships, transformations, algebraic and geometric proof, parallel and perpendicular lines, triangle congruence, special segments in triangles, polygons, similarity, right triangle trigonometry, perimeter and area, surface area and volume, and circles. This is a fast-paced course that requires solid algebra, critical thinking, and problem solving skills.

Prerequisite: Algebra I or Honors Algebra I; Teacher Recommendation strongly encouraged

Credit: 5

Elective: Grades 9-10

Course #118 – Algebra II, Part A

This course is designed to further develop skills and knowledge in Algebra over a two year period. Concepts from Algebra I will be reviewed and built upon. Topics include: square roots, exponents, function notation, transformations, linear functions, equations, and inequalities, absolute value equations and inequalities, linear systems of equations and inequalities, matrices, polynomial functions and factoring, quadratic functions and equations, rational expressions and equations, and radical expressions and equations. This course is designed to help students strengthen their skills and will include multiple opportunities for extra practice and review.

Prerequisite: Geometry Concepts or Geometry

Credit: 5

Elective: Grade 11

Course #156 – Algebra II, Part B

This course is a continuation of Algebra II Part A. Topics include a review of factoring polynomials, simplifying rational and radical expressions, solving rational and radical equations and inequalities, writing and using properties of inverse functions, and using properties of logarithmic and exponential functions. This course is designed to help students strengthen their skills and will include multiple opportunities for extra practice and review.

Prerequisite: Algebra II Part A

Credit: 5

Elective: Grade 12

Course #108 – College Algebra II

This course is designed to further develop skills algebraic concept knowledge. Topics include: properties of real numbers, radicals, exponents, relations and functions, linear equations and inequalities, graphing linear functions, absolute value equations and inequalities, solving linear systems of equations and inequalities, factoring, polynomial functions, and quadratic functions and equations, and complex numbers. Students will be encouraged to think critically and solve problems.

Prerequisite: Geometry or Honors Geometry
Credit: 5
Elective: Grades 10-12

Course #109 – Honors Algebra II

This is an accelerated course designed for students who are proficient in Algebra I and Geometry. Topics include: solving linear systems in two variables, functions, solve quadratic equations by completing the square, exponents, polynomials and factoring, rational expressions and equations, radicals, complex numbers, exponential and logarithmic functions, and sequences and series. This is a fast-paced course that requires solid algebra, critical thinking, and problem solving skills.

Prerequisite: Geometry or Honors Geometry; Teacher recommendation strongly encouraged
Credit: 5
Elective: Grades 9-11

Course #149 – College Trigonometry

This course is the study of right triangle measurements and ratios, useful for calculating indirect measurements. Trigonometry is often considered a “gateway” course because its content is necessary for further study in upper level mathematics and the sciences. Topics covered in Trigonometry include: nonlinear functions, right triangle properties, trigonometric functions, the unit circle, radian measure, trigonometric identities, trigonometric graphs, and advanced algebra. Students will be encouraged to think critically and solve problems.

Prerequisite: Algebra II or Honors Algebra II
Credit: 5
Elective: Grades 11-12

Course #125 – Math Applications

The purpose of this course is to provide an opportunity for students to become college and career ready. This college level course is for those seniors who have completed Algebra II, but may lack the skills necessary for success in Trigonometry or Precalculus. This course will focus on interesting applications from previous math courses supported by up-to-date, real-world data. Students get to see how mathematics can be used to help them in the future. The first half of the year focuses on topics that will help students find success on standardized and college placement tests. The second half of the year focuses on personal finance and career planning. Topics covered include: set theory, number systems, order of operations, probability, personal finance, sales tax and discounts, income tax, simple and compound interest, investing, reading stock tables, retirement savings, purchasing vs renting/leasing, insurance, and credit cards.

Prerequisite: College Algebra II or Algebra IIB

Credit: 5

Elective: Grade 12

Course #160 – Honors Precalculus

This course is designed to prepare students for Calculus and other college mathematics classes. It provides an in-depth study of topics from Geometry and Algebra II, and Trigonometry. Topics include: functions and inverses, graphs, equations, logarithms, and trigonometry using both right triangles and the unit circle approach. Applications to “real-life” situations are presented to enhance student comprehension. This is a fast-paced course that requires solid algebra, critical thinking, and problem solving skills.

Prerequisite: Algebra II or Honors Algebra II; Teacher Recommendation strongly encouraged

Credit: 5

Elective: Grades 11-12

Course #157- Honors Topics in Math

This course is designed for the Honors-level senior who does not want to take an AP math course. Topics will include descriptive statistics, data analysis, permutations and combinations, variance and standard deviation, normal probability distribution, z-scores, continuity, limits, derivatives, and more.

Prerequisite: Honors Precalculus

Credit: 5

Elective: Grade 12

Course #136 – AP Statistics

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring Data: Describing patterns and departures from patterns, (2) Sampling and Experimentation: Planning and conducting a study, (3) Anticipating Patterns: Exploring random phenomena using probability and simulation, (4) Statistical Inference: Estimating population parameters and testing hypotheses. Students who choose to take this course should have a solid background in algebra along with excellent critical thinking and problem solving skills. The curriculum is aligned with the objectives set forth by the College Board Statistics Examination, which students are expected to take. This course is for advanced students who are able to work at an accelerated pace.

Prerequisite: Honors Algebra II; Teacher Recommendation strongly encouraged
Credit: 5
Elective: Grades 11-12

Course #135 – AP Calculus AB

This course is designed to provide an in-depth study of the concepts of Calculus and their applications. Topics include detailed study of limits, derivatives, and integrals. This is a fast-paced course that requires students to have strong critical thinking and problem solving skills and a solid background in algebra and precalculus. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Calculus AB Examination, which students are expected to take. This course is for advanced students who are able to work at an accelerated pace.

Prerequisite: Honors Precalculus; Teacher Recommendation strongly encouraged
Credit: 5
Elective: Grades 11-12

Course #158 - AP Calculus BC

This course is an extension of AP Calculus AB. Completion of Calculus AB and BC is approximately equivalent to Calculus I and II for colleges. Content from Calculus AB will be revisited and extended to different types of equations. New topics will include parametric, polar, and vector functions as well as sequences and series. Students will continue to work with problems presented in multiple representations and learn to make connections between them. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Calculus BC Examination, which students are expected to take. This course is for advanced students who are able to work at an accelerated pace.

Prerequisite: AP Calculus AB; Teacher Recommendation strongly encouraged
Credit: 5
Elective: Grade 12

Course#116 – MCAS Skills

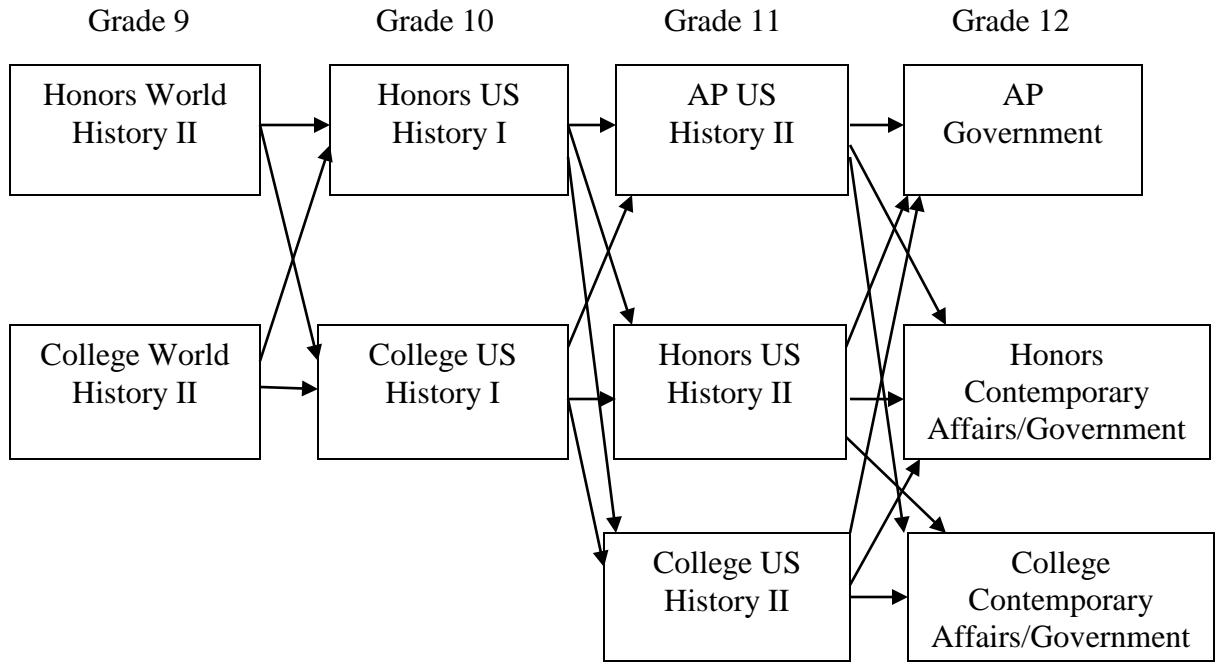
This course is designed to assist students in strengthening basic skills and problem solving techniques. The curriculum is based on MCAS topics and questions, which include multiple-choice, short answer, and open response. Students are assigned to the class by the school administration based upon previous MCAS results. ****NOTE:** Students will take this course as a second math course in grade 9 or 10 based on MCAS scores but it does not count as one of the 4 required math courses necessary to graduate.

Prerequisite: None

Credit: 5

Elective: Grades 9-10

THE HISTORY PATH 2018-19



Electives:
Psychology/Sociology,
Advanced Placement Microeconomics

HISTORY DEPARTMENT

“We need history, not to tell us what happened or to explain the past, but to make the past alive so that it can explain us and make a future possible.” Allan Bloom

The purpose of the Douglas High School Social Studies department is to increase student competency in reading, writing, understanding, and listening for information from a variety of sources. We expect our students to use this knowledge to analyze our own society and others from both the past and the present. We seek to foster an appreciation of the practices, traditions, and viewpoints of both our own culture, and those of others. As citizens of the United States and members of the larger global society, we want our students to be engaged with current events and be able to find solutions to problems faced by others who came before.

Douglas High School Expectations for Student Learning Assessed by the Social Studies Department are:

- 1. The DHS student writes effectively.**
- 2. The DHS student reads critically.**
- 3. The DHS student speaks confidently and convincingly.**

At the end of four years at Douglas High School, the student will be able to understand the common links between people today and people in the past. They will listen actively to others around them, including the media, to gain information about their place in history, how it developed and what can be done to solve problems facing us today. They will have covered the following areas:

- A. United States History 1600-Present
- B. World History 1700-Present
- C. American Government – United States, Massachusetts, Douglas.

Assessment tool used in Social Studies courses:

1. Tests
2. Quizzes
3. Essays
4. Projects
5. Open-ended questions
6. Skits
7. Posters
8. Oral Presentations
9. Class Participation
10. Notebooks

11. Document Based Questions
12. Primary/Secondary source evaluations
13. Research Papers
14. Power Point Presentations
15. Summer Reading required in Advanced Placement courses

Social Studies requirements for graduation: 4 (four) years of social studies. (20 credits)

Grade 9	World History II (1700 – present)
Grade 10	U.S. History I (1600 – 1877)
Grade 11	U.S. History II (1877 – present)
Grade 12	Modern History/American Government

Each student is required to pass these courses in order to graduate.

Additionally, Social Studies department offers the following electives:

- | | | |
|----|---------------------------------------|-----------------|
| 1. | Advanced Placement in U.S. History II | Grade 11 |
| 2. | Advanced Placement in U.S. Government | Grade 12 |
| 3. | Advanced Placement in Microeconomics | Grade 11 and 12 |
| 4. | Introduction to Psychology/Sociology | Grade 11 and 12 |

Course#301 – College World History II – (1700 C.E. – Present)

This course emphasizes topics listed in the Massachusetts History – Social Science Frameworks. It focuses on the Age of Revolutionary change (1700-1914). Topics such as the French Revolution and Napoleon’s Empire are studied. The World in the Era of Great Wars (1900-1945) is discussed. The role of Nationalism, Imperialism, and Democracy and their effects of the world are analyzed. The World from 1945 to present looks at the world of the 20th and 21st century. The impact of the Korean War, the Cold War, and the Vietnam War are researched and students are asked to analyze how these events have affected the world we live in. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Students will participate in oral presentations, debates, and discussions to aid in their study of history. Supplemental readings and the use of primary documents will also be incorporated into this course.

Prerequisite: World History I
 Credit: 5
 Required: Grade 9

Course#302 – Honors World History II – (1700 C.E. – Present)

This course emphasizes topics listed in the Massachusetts History – Social Science Frameworks. It focuses on the Age of Revolutionary change (1700-1914). Topics such as the French Revolution and Napoleon’s Empire are studied. The World in the Era of the Great Wars (1900-1945) is discussed. The role of Nationalism, Imperialism, and Democracy and their effects of the world are analyzed. The World from 1945 to present looks at the world of the 20th and 21st century. The impact of the Korean War, the Cold War, and the Vietnam War are researched and students are asked to analyze how these events have affected the world we live in. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development of our world. Research papers, independent readings, oral presentations, PowerPoint presentations and summer reading are requirements for this course. Supplemental readings and the use of primary documents will also be incorporated into this course.

Prerequisite: Teacher recommendation and a 90 or higher in College World History I
Credit: 5
Required: Grade 9

Course#304 – College United States History I (1500-1877)

This course covers events that took place in America from 1500 to 1877. The topics covered are aligned with the Massachusetts History-Social Frameworks. European explorers, colonization, and colonial governments are major topics studied and discussed throughout the year. Great emphasis is placed on the contribution of the Founding Fathers, The Declaration of Independence, the Constitution and the Amendments. The causes of the Revolutionary War and major battles and people are also studied, along with the federal system of government and how it works. Other topics include the Northern, Southern, and Western economy and way of life, Jacksonian democracy, Westward expansion, and the Civil War and Reconstruction. The course ends with a general overview of the labor movement and industrialization. Students are required to complete a research paper, projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Supplemental readings and the use of primary documents will also be incorporated into this course.

Prerequisite: World History II
Credit: 5
Required: Grade 10

Course#305 – Honors United States History I (1500 – 1877)

This course covers events that took place in America from 1500 to 1877. The topics covered are aligned with the Massachusetts History-Social Frameworks. European explorers, colonization, and colonial governments are major topics studied and discussed throughout the year. Great emphasis is placed on the contribution of the Founding Fathers, The Declaration of Independence, the Constitution and the Amendments. The causes of the Revolutionary War and major battles and people are also studied, along with the federal system of government and how it works. Other topics include the Northern, Southern, and Western economy and way of life, Jacksonian democracy, Westward expansion, and the Civil War and Reconstruction. The course ends with a general overview of the labor movement and industrialization. Students are required to complete a research paper, projects, and quarterly book reviews. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Supplemental readings and the use of primary documents will also be incorporated into this course. Research papers, independent readings, oral presentations and summer reading are requirements for this course. It is suggested that students have a teacher recommendation and a 90 or higher in College World History II to take this course.

Prerequisite: Teacher recommendation and a 90 or higher in College World History II
Credit: 5
Required: Grade 10

Course#307 – College United States History II (1877-Present)

The course is required for all juniors and provides intense study of U.S. History from 1600 to present day with an emphasis on 20th century events. The World Wars as well as Korea, Cold War, and Vietnam will be discussed. The Roaring 20's, the Great Depression, and United States Imperialism will be studied. Students are required to complete a research paper, projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Critical reading skills will be used to critique primary and secondary sources.

Prerequisite: College U.S. History I
Credit: 5
Required: Grade 11

Course#308 – Honors United States History II (1877-Present)

This course emphasizes topics listed in the Massachusetts History-Social Science Frameworks. The course is recommended for students who are interested in an intensive study of the second half of United States history, from 1865 to present day. There is an emphasis placed on 20th century events – the World Wars as well as Korea, Cold War, and Vietnam. The Roaring 20's, the Great Depression, and United States Imperialism will be studied. Students are required to complete projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, analyzing document based questions, and the analysis of how these events have impacted political, economic, and social development. Critical reading skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course. It is suggested that students have a teacher recommendation and a 90 or higher in College U.S. History I to take the course.

Prerequisite: Grade of 90 or higher in College U.S. History I, and teacher recommendation
Credit: 5
Required: Grade 11

Course#309 – A.P. U.S. History

Advanced Placement History is a one year survey course commencing with Colonialism and ending in the present century. This course requires students to complete additional supplemental readings, as well as using critical reading skills to critique of primary and secondary sources. It provides the opportunity for students to learn key trends and concepts in U.S. History. Summer reading and reports are required for all students. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination. Students are expected to take the AP U.S. History exam. It is suggested that students should achieve a 90 or higher in Honors U.S. History I and have the recommendation of a previous History teacher.

Prerequisite: Completion of College or Honors World History II and College U.S. History I
Credit: 5
Elective: Grade 11

Course#311 – College Contemporary Affairs/College American Government

*This course will be broken down into two half year courses. See below for specific breakdown

College Contemporary American Affairs

This course is required for all seniors and provides a study of U.S. History from WWII to the present day. The first half of the year will include an in-depth analysis of Post WWII events. Subjects will include but will not be limited to the Cold War, the Korean War, the Vietnam War, the Reagan Era, Desert Storm and 9/11. Students are required to complete projects and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students will continue to develop critical skills through the writing of essays and papers, the reading of supplemental historical documents, and the use of document based questions as they analyze how events have impacted political, economic, and social developments. Critical reading skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course.

College American Government

This course emphasizes topics listed in the Massachusetts History-Social Science Frameworks. There will be five standards covered in the study of American Government: Authority, Responsibility and Power; The Founding Documents; Principles and Practices of American Government; Citizenship; and Forms of Government. Students are required to complete a research paper, projects, and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Supplemental readings and the use of primary documents will also be incorporated into this course. Students will continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, the use of document based questions, and the analysis of how these events have impacted political, economic, and social developments. Critical reading skills will be used to critique primary and secondary sources.

Prerequisite: College U.S. History II

Credit: 5

Required: Grade 12

Course#312 – Honors Contemporary American Affairs/Honors American Government

*This course will be broken down into two half year courses. See below for specific breakdown

Honors Contemporary American Affairs

This course is required for all seniors and provides an intense study of U.S. History from WWII to the present day. The first half of the year will include an in-depth analysis of Post WWII events. Subjects will include but will not be limited to the Cold War, the Korean War, the Vietnam War, the Reagan Era, Desert Storm and 9/11. Students are required to complete projects and quarterly book reviews. Students will participate in discussion, debates, and presentations to aid in their study of history. Students will continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, the analysis of document based questions, and the analysis of how these events have impacted political, economic, and social developments. Critical reading skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course.

Honors American Government

This course emphasizes topics listed in the Massachusetts History-Social Science Frameworks. There will be five standards covered in the study of American Government: Authority, Responsibility and Power, The Founding Documents, Principles and Practices of American Government, Citizenship, and Forms of Government. Students will participate in discussion, debates, and presentations to aid in their study of American Government. Students will continue to develop their skills through the writing of essays and papers, the reading of supplemental historical documents, the analysis of document based questions, and the analysis of how these events have impacted political, economic, and social developments. Critical readings skills will be used to critique primary and secondary sources. Research papers, independent readings, oral presentations and summer reading are requirements for this course. It is suggested that students have a teacher recommendation and a 90 or higher in College American History II to take this

Prerequisite: Grade 12, grade of 90 or higher in College U.S. History II, and teacher recommendation

Credit: 5

Required: Grade 12

Course#313 – Advanced Placement American Government

Advanced Placement U.S. Government is a one year survey course commencing with the formation of the American government and ending in the present century. This course requires students to complete additional supplemental readings, as well as using critical reading skills to critique of primary and secondary sources. It provides the opportunity for students to learn key ideas and concepts concerning U.S. Government. Summer reading and reports are required for all students. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination. Students are expected to take the AP U.S. Government exam. It is suggested that students achieve a 90 or higher in Honors U.S. History II and have the recommendation of a previous History teacher.

Prerequisite: Completion of College or Honors World History II, College/Honors U.S. History I, and College/Honors U.S. History II.
Credit: 5
Elective: Grade 12

Course#314 – Advanced Placement Microeconomics

The purpose of an Advanced Placement course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The curriculum is aligned with the objectives set forth by the College Board to challenge students and to prepare them for the Advanced Placement Examination. Students are expected to take the AP U.S. Microeconomic exam.

Prerequisite: U.S. History
Credit: 5
Elective: Grade 11-12

Course#315 – Introduction to Psychology/Sociology

This course studies the reasons and causes of human behavior. Topics covered, among others, include patterns of behavior, perceptions, motivation, learning, and memory. The goal of this course is to increase the students' understanding of some of the elements of behavior. Sociology focuses on the study of humans and their lives in both informal and formal groups. This course emphasizes awareness of the rules, structures, and institutions that enable people to live together and deal with problems.

Prerequisite: None
Credit: 5
Elective: Grades 11-12

THE SCIENCE DEPARTMENT ~ 2018-2019

*Science is built up with facts, as a house is with stones.
But a collection of facts is no more a science than a heap of stones is a house.*
– Henri Poincaré

Students demonstrate their knowledge of scientific facts and concepts through various types of assessment found throughout the different courses of the science curriculum. Students are required to participate in cooperative learning activities, hands-on exercises, interactive online activities, oral presentations, and projects. Students write laboratory reports, term/research papers, and other forms of essays. Exams and quizzes are also used to assess knowledge in all scientific disciplines. Assessments vary for each course and their contribution to the final grade is specified by the course instructor at the start of the school year.

The DHS Expectations for Student Learning assessed by the Science Department are:

- 2. The DHS student reads critically.**
- 5. The DHS student demonstrates critical thinking.**

In order to better accommodate the needs of all students, we offer multiple options for progress through the science courses. This ordering of courses better prepares students for the MCAS Science tests and also allows more students to take advantage of newly offered Advanced Placement courses.

SCIENCE GRADUATION REQUIREMENTS

Students must take a minimum of three high school science courses and pass an MCAS Science Subject Test in order to meet graduation requirements. In 9th grade, students and their families can choose different orders of the courses to take, based on the student's preferences and abilities. (For the most common options, please see the "Science Pathways" chart in the following pages.)

To meet this need, most of our students take either the **Biology** or **Technology / Engineering** MCAS subject tests. The Science / Technology course is offered as a one-year course for the Technology / Engineering test. Honors & College Biology will cover the material for the Biology MCAS Test in one year.

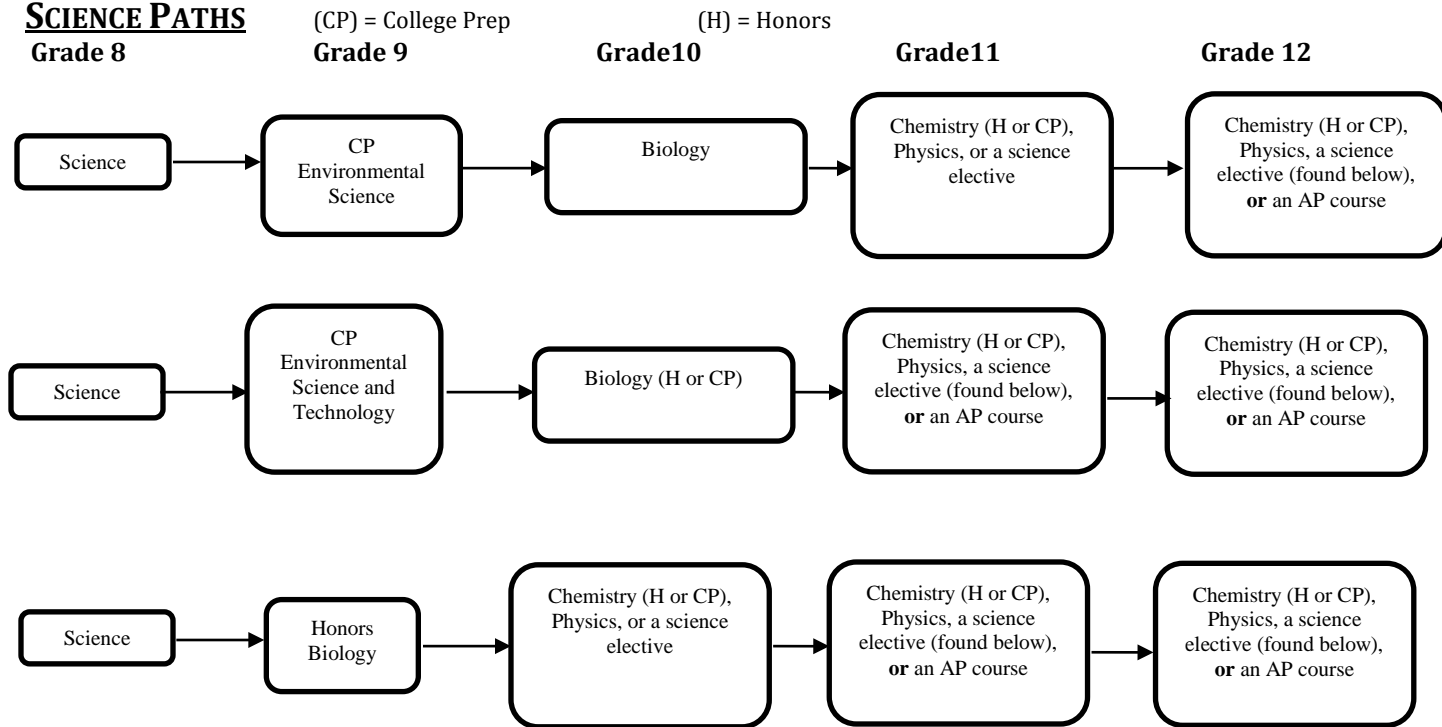
Students taking the Honors Algebra I course as 8th graders will be on course to take Algebra II in their sophomore year; this would also enable these students to take Chemistry I as a sophomore. Any student who is in either of the two-year Algebra I programs would be able to take Chemistry as a junior, assuming they meet all requirements. It would be possible for a student to take Geometry, Algebra II, and Chemistry in the same year, but this is an extremely ambitious course of studies.

2018-2019 Science Pathways

SCIENCE GRADUATION REQUIREMENTS

- Take and pass three High School Science Courses
- Take and pass an MCAS Science Subject Test

SCIENCE PATHS



SCIENCE ELECTIVES

- METEOROLOGY/ASTRONOMY (H OR CP)
- BIOLOGY II (CP)
- PHYSICS (CP OR H)
- ANATOMY & PHYSIOLOGY (H)

ADVANCED PLACEMENT (AP) OPTIONS

- ENVIRONMENTAL SCIENCE
- CHEMISTRY
- PHYSICS
- BIOLOGY

AP SCIENCE COURSES AT DOUGLAS HIGH SCHOOL

DHS offers four different Advanced Placement science courses. We do this in the hopes of offering all students an option that will help prepare them for their goals post high school. The guide should help students determine which course(s) are the right choice.

AP BIOLOGY II is comparable to the second semester course a student might take in college. As such, both Biology I & Chemistry I are prerequisites. Many colleges offer two semester credits for a passing score on the AP Biology Exam.*

AP CHEMISTRY II is comparable to the second semester course a student might take in college. As such, both Chemistry I & Algebra II are prerequisites. Many colleges offer two semester credits for a passing score on the AP Chemistry Exam.*

AP ENVIRONMENTAL SCIENCE is comparable to a one semester college course; it is an interdisciplinary program of studies. As such, both Biology I & Chemistry I are prerequisites. (Exceptions where students take Chemistry and APES concurrently may be made on an individual basis.) Many colleges offer one semester credit for a passing score on the AP Environmental Science Exam.*

AP PHYSICS (1) is comparable to the first semester course a student might take in college as a non-engineering student. Honors Physics I is a prerequisite; students should have taken Honors Pre-calculus or Trigonometry. Many colleges offer one semester credit for a passing score on the AP Exam.*

*Colleges set their own policy regarding acceptable passing scores and credits offered. The only way to know is to contact them; many have a page on their websites detailing their AP Policy.

WHO SHOULD TAKE WHAT COURSE OFFERINGS

If a student wants to study	...they should take	... because ...
Astronomy	AP Physics (1) AP Calculus	An astronomer will use physics and calculus to describe the motion of celestial bodies. Chemistry is used to understand their compositions.
Biology	AP Biology AP Chemistry AP Statistics AP Environmental	A biologist will need to understand Biology and Chemistry; Environmental Science is nice, but the least important of the three. Statistics is used during biological studies.
Chemistry	AP Chemistry AP Biology, AP Physics (1) AP Environmental	It depends on what kind of Chemistry the student wants to take. Chemistry is called the “Central Science” because it touches on Biology, Physics, Engineering, and Medicine.
Engineering	AP Physics AP Calculus AP Chemistry	High-level engineering will use calculus and will require a background in physics. Chemistry is used in many branches of engineering (Mechanical, Chemical, Biomedical, etc.)
Environmental Science	AP Environmental AP Biology AP Chemistry AP Statistics	An environmental scientist will need to understand Biology, Chemistry, and how they fit together. Take what you can without overloading yourself. Statistics is used during studies.
Forensics	AP Chemistry	A forensics expert will routinely use aspects of both

	AP Biology AP Physics (1)	Chemistry and Biology in their work. Physics is useful for understanding bullet trajectories, etc.
Physics	AP Physics AP Calculus	Once a physics student is past introductory levels, physics relies heavily on Calculus. AP Chemistry is not a bad idea, if the student wants to add depth.

Course#201 – College Prep Environmental Science

This course will investigate the interconnectedness of humans and their environment, including many different aspects of biology and earth science. The course will study ecology, populations, water, air, land, mineral and energy resources, and our planet’s health and future. It will examine natural and manmade hazards, and will then look at possible solutions to those hazards. It will give students an understanding of our role in the delicate balancing acts that take place on earth.

Required: Successful completion of grade 8 Science
 Credit: 5
 Grade: 9

Course#212 – Science Technology

This engineering class will focus on the strands of technology: construction, communication, manufacturing, transportation and power and energy. The student will get a basic introduction to drafting techniques and principle’s. The students will then be able to draw and identify the different drawings and their applications. The students will learn safe and proper tool and machine use in the shop and be required to pass a safety test for all machines. The student will learn basic electronic design theory using ohm’s law. They will build simple circuits using prototype boards, resistors, and power supplies for series and parallel circuits. The class will break down the components of a computer and learn basic block programming. The class will use the engineering design process to research, sketch, complete scaled drawing, construct, test and evaluate different projects through the year like a: 3-dimensional block, trebuchet, construction of a scaled model house, concrete casting and molding, and a flashlight.

It is recommended that students who take Science Technology be concurrently enrolled in College-Prep Earth Science. This is an MCAS science course.

Prerequisite: None
 Credit: 5
 Elective: Grade 9-12 (Ninth graders are given priority in taking this course.)

Course#203 – College-Prep Biology I

The objective of this college-prep course is to acquaint students with the mysteries of life. An in-depth study of various biological concepts in cellular biology is undertaken, including life activities, cell structures and function, DNA molecules and their role in genetics, and updates of current findings. Representative organisms of the kingdoms are studied for an understanding of their morphology, physiology, taxonomy, life cycles, and interaction with man and his environment. Laboratory activities are conducted regularly and will emphasize lab procedure, safety, and reporting. The use of technology is incorporated in this class to enhance information gathering for research papers, projects, and review. This is an MCAS science course.

Prerequisite: Successful completion of Environmental Science

Credit: 5

Grade: 10

Course#204 – Honors Biology I

This course will cover the same subjects as described for college biology at an accelerated pace with a more in depth study of some of the topics as well as some of the topics from Earth Science. In addition the students will be expected to work independently on laboratory exercises, be asked to design some of their own laboratory investigations, and complete some assigned reading of scientific articles and books. Honors Biology will cover in one year all of the MCAS biology topics that are otherwise covered in two years in Earth Science and College Prep Biology.

Prerequisite: Successful completion of grade 8 science as well as recommendation of the teacher or completion of grade 9 Earth Science, with a 90 average or higher, and recommendation of the teacher.

Credit: 5

Grade: 9-10

Course#205 - Biology II (College-Prep) - Elective

This course will have an emphasis on the animal kingdom, plant kingdom, and environmental themes in biology. Relationships between the biotic and abiotic factors of ecosystems will be explored in the world around us. This course will continue where the 10th grade Biology curriculum ended. It will include laboratory exercises, hand-on activities and research projects to complement the text as well continuing with the integration of technology into the curriculum. Dissection of selected organs and organisms will be required.

Prerequisite: Successful completion of Earth Science and Biology.

Credit: 5

Elective: Grade 10-12

Course#206 – Anatomy and Physiology (Honors)

This is a full year course designed to prepare students interested in pursuing a medical career or those seeking to learn more about anatomy and physiology. In this course we will survey the remarkable array of body systems that comprise the human body and explore topics such as the relationship between structure and function, homeostasis, anatomical, and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, cytology, and histology. This course will include hands-on-activities, group work, projects, lectures, written reports and independent assignments as well as laboratory activities designed to reinforce concepts and principles presented in the course.

Prerequisite: Successful completion of Biology

Grade: 11-12 (10, if the student completed Honors Biology in grade 9)

Course#208 –Chemistry I (College-Prep)

This is a traditional approach to introductory chemistry. It includes a description of matter and energy relationships, basic nuclear chemistry, atomic structure, chemical bonding, properties of matter, chemical reactions, solutions, acids & bases, and gas laws. Mathematical applications are an integral part of this course. Laboratory exercises are performed to coincide with the course material. This course is designed to prepare the student who will take chemistry courses in college. This is a pre-requisite to AP Chemistry II, AP Biology II, or AP Environmental Science.

Prerequisite: Algebra 1 and Geometry (either prior or concurrent enrollment). It would be beneficial for students to previously have taken, or currently be enrolled in, Algebra II.

Credit: 5

Elective: Grade 10- 12

Course#209 –Chemistry I (Honors)

This is a traditional approach to introductory chemistry, but at an accelerated pace. It includes a description of matter and energy relationships, basic nuclear chemistry, atomic structure, chemical bonding, properties of matter, chemical reactions, solutions and acids & bases. Mathematical applications are an integral part of this course, and are heavily stressed. Laboratory exercises are regularly performed to coincide with the course material. This course is designed to challenge the student who plans on obtaining a major or a minor in science or engineering in college. This is the recommended pre-requisite to AP Chemistry II, AP Biology II, or AP Environmental Science.

Prerequisite: An 85 or higher in College-Prep or Honors level Biology and approval of instructor. It would be beneficial for students to previously have taken, or currently be enrolled in, Algebra II. As Honors Chemistry is a math-intensive science, students must be comfortable and competent with manipulating and solving equations.

Credit: 5

Elective: Grade 10-12

Successful completion of Chemistry I (either College-Prep or Honors) is a pre-requisite for enrollment in either AP Chemistry II, AP Biology II, and AP Environmental Science. (or taking it concurrently)

Course#210 - College Prep Physics I

College Prep Physics is a qualitative look at the scientific study of energy, matter, space, time, and of the relationships between them. The course is designed for students who are adept at applying algebra to word problems. The major focus is on Newtonian Mechanics topics: Motion (position, velocity, and acceleration), Forces (friction, normal, and gravitation), Momentum (collisions), Energy (kinetic and potential), and Modern Physics topics: Thermodynamics (heat and temperature), Electricity (charge, current, and circuits) Waves (properties and types). Students will develop a conceptual and mathematical understanding of these physics concepts, improve their ability to solve real world problems, and discover how Physics affects our daily lives. Use of technology and digital simulations is commonplace in College Prep Physics. As a result of this course, students will be able to understand and communicate about a variety of real world topics, and identify occurrences of Physics in the world around them.

Prerequisite: A background in Algebra I with a B average recommended. Students must either be concurrently enrolled in or have completed Algebra II.

Credit: 5

Elective: Grade 10-12

Course#211 – Honors Physics I

Honors Physics is an intensive look at the scientific study of energy, matter, space, time, and of the relationships between them. The course was designed for students who are adept at applying algebra and trigonometry skills to word problems. The major focus is on Newtonian Mechanics topics: Motion (position, velocity, and acceleration), Forces (friction, normal, propulsion, and gravitation), Momentum (collisions), Energy (kinetic and potential), and Modern Physics topics: Thermodynamics (heat and temperature), Electricity (charge, current, and circuits) Waves (properties and types). Students will develop workable algorithms for solving real world problems, improve their abilities to prove Physics concepts empirically, and will discover how Physics affects our daily lives. Significant use of technology and digital simulations is commonplace in Honors Physics. As a result of this course, students will be able to solve complex, multi-step problems covering a variety of real world topics, realistically identify sources of error in laboratory calculations, support their hypotheses by application of graphical representations of acquired data, and quantitatively identify occurrences of Physics in the world around them.

Successful completion of Honors Physics I is a pre-requisite for enrollment in Advanced Placement Physics (1).

Prerequisite: A strong background in Algebra II with a B average recommended. Students must either be concurrently enrolled in or have completed Trigonometry or Pre-Calculus.

Credit: 5

Elective: Grade 11-12

Course#277 – CP Meteorology/Astronomy

For the meteorology portion of the course, students will analyze the structure, functions, dynamics and threats to the Earth's atmosphere. Topics covered will include the makeup and structure of the atmosphere, factors affecting weather, weather patterns, and seasonal effects on weather, climate types/distribution, and natural and manmade climate change. The course will consist of lectures, labs, projects, presentations, and daily analysis of the weather. For the astronomy portion of the course, students in this course will learn about the origins of the universe, how it is formed, and the objects it contains with an emphasis on our own solar system. A history of the science of discovering these topics-how we know what we know-will be studied.

Prerequisite: None

Credit: 5

Elective: Grade 11-12

Course#278 – Honors Meteorology/Astronomy

For the meteorology portion of the course, students will analyze the structure, functions, dynamics and threats to the Earth's atmosphere. Topics covered will include the makeup and structure of the atmosphere, factors affecting weather, weather patterns, and seasonal effects on weather, climate types/distribution, and natural and manmade climate change. The course will consist of lectures, labs, projects, presentations, and daily analysis of the weather. For the astronomy portion of the course, students in this course will learn about the origins of the universe, how it is formed, and the objects it contains with an emphasis on our own solar system. A history of the science of discovering these topics-how we know what we know-will be studied. The honors students will have a more demanding workload.

Prerequisite: None

Credit: 5

Elective: Grade 11-12

AP Science Courses at DHS:

AP science courses are different from other AP courses. One difference is that successful scores on AP Biology or Chemistry may result in two semester credits (depending on individual college AP policies). Another is the amount of additional lab time that is required. Courses are offered based on the availability of instructors. All AP Science courses have required summer work.

Course#249 – Advanced Placement Biology II

Advanced Placement Biology II is a second year course in Biology. Placement in AP Bio II is limited to students who have taken both a year in Biology and a year in Chemistry I. Students who take AP Bio II will have a summer work packet to review topics from both Bio I and Chemistry I. At the end of AP Bio II, students are required to take the AP Biology Exam.

AP Bio II is designed to be the equivalent of the general Biology course taken during the first year in college. This course focuses on eight major themes: Science as a Process, Evolution, Energy Transfer, Continuity and Change, Relationship of Structure to Function, Regulation, Interdependence in Nature and Science, Technology, and Society. The major topics that will be intertwined with these themes will be Molecules and Cells, Heredity and Evolution, and Organisms and Populations. AP Bio II is designed as an intensive lab course. The course will strengthen a student's scientific background through lab work, discussion, scientific literature appraisal, and the use of technology. The course is taught at an accelerated pace; to keep students on topic and on track, the instructor will be available one day after school each week for extra help.

Prerequisite: Biology I and Chemistry I

Credit: 5

Elective: Grade 12

Course#227 – Advanced Placement Physics (1)

AP Physics (1) will challenge students. It will provide a solid level of introduction to both classical as well as modern physics concepts. The goals of this course will be two-fold. Students will be able to apply physics concepts to the world around them to problem-solve and the course will prepare them for the AP Physics 1 exam. This non-calculus, college-level physics course will review and delve much deeper into the physics concepts previously learned in Honors Physics I, with an emphasis on laboratory experimentation and complex problem solving not seen in an honors level physics course. In addition, new topics such as Rotational Motion, Torque, and Compound Circuits will be covered. Students will be asked to build on what they've already learned in everyday life as well as other classes. This non-calculus, college-level physics course will briefly review Newtonian mechanics from Honors Physics I, and then cover mechanical waves, sound, and an introduction to electrical circuits. Students will be asked to build on what they've already learned in everyday life as well as other classes. As a direct result, the DHS AP Physics 1 student will gain a deeper appreciation of the concepts of Physics and learn advanced algorithms for problem-solving. Numerous labs will help the student understand the concepts covered in the course, strengthen the student's academic independence, fortify their ability to write a college-caliber lab report, and deepen the student's comprehension of the scientific method. The course focuses on developing intangible understanding and problem-solving abilities using Advanced Algebra II and Trigonometry concepts. Significant use of technology is commonplace in AP Physics, and students should be comfortable using or learning google docs/sheets/slides and working collaboratively on various projects throughout the year. At the completion of the course, students are required to take the AP Physics (1) exam.

Prerequisite: Completion of Honors Physics I and either Honors Pre-Calculus or Trigonometry with a B+ or Higher

Credit: 5

Elective: Grade 11-12

Course# 228 –Advanced Placement Chemistry II

Advanced Placement Chemistry is a second year course. Placement in AP Chemistry is limited to students who have taken Chemistry I (Honors) or (College Prep). Students who take AP Chemistry will have a summer work packet to review topics covered in Chemistry I. At the end of the year, students are required to take the AP Exam in Chemistry.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. A successful score on the AP exam could earn a student up to two semester credits at college, depending on the college's AP acceptance policy. The course will be fast-paced; to help the students keep up, the instructor will be available one afternoon a week for extra help; the day will be picked at the start of the year. Typical help sessions will last one hour.

Students will be required to attend additional lab sessions as set up by the instructor (with collaboration from guidance, and the students). This is a requirement of the College Board.

Prerequisite: Successful completion of both a Chemistry I course and Algebra II.
Credit: 5
Elective: Grade 11

Course# 269 –Advanced Placement Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

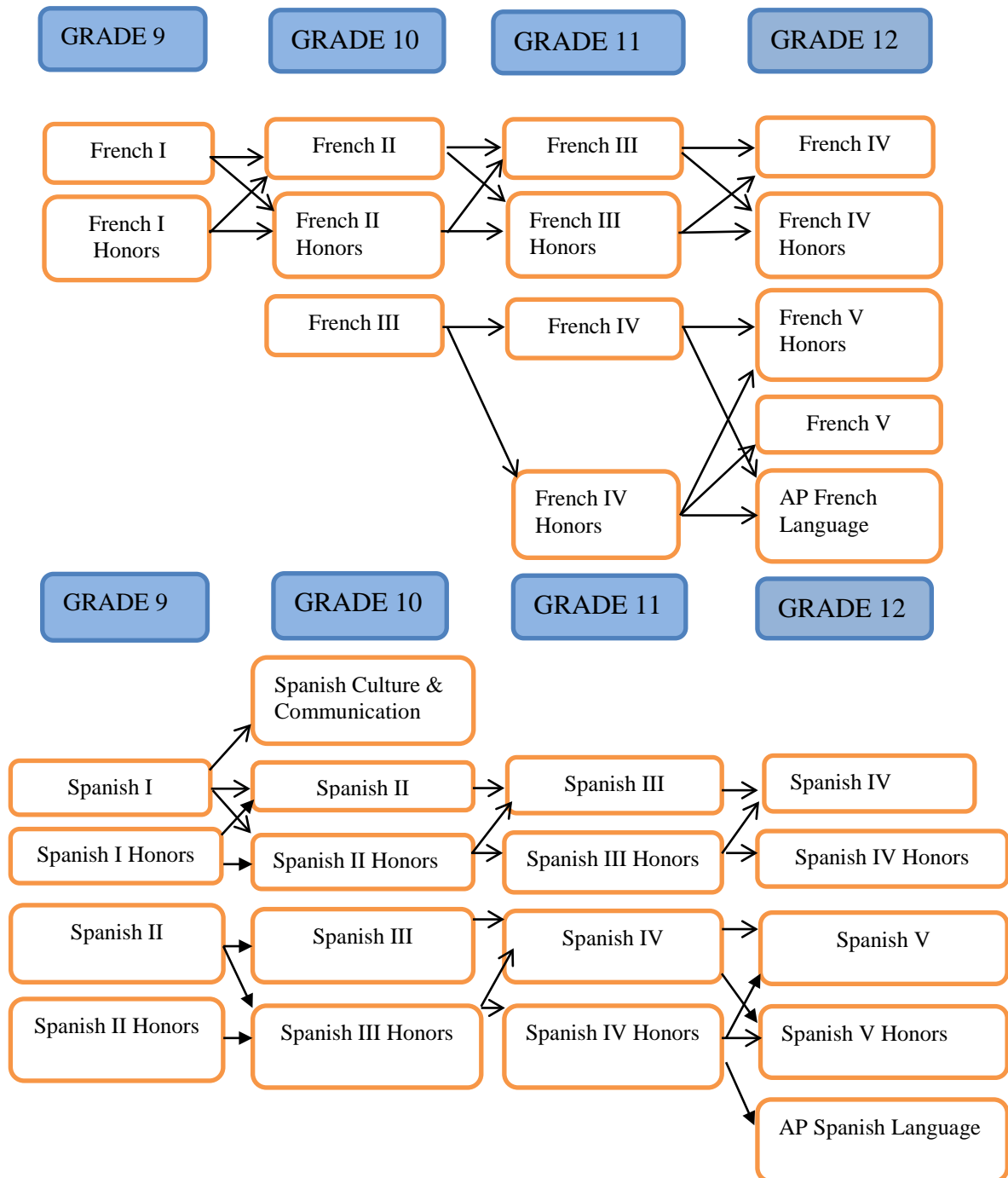
Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. These include the facts that Science is a process, Science is a method of learning more about the world, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, and human survival depends on developing practices that will achieve sustainable systems. Students are required to take the A.P. Environmental Exam at the end of the year.

This is an AP level course; students taking this course can expect a significant amount of homework each night. In addition, work will be assigned during the summer that must be completed prior to the start of the upcoming school year.

Prerequisite: Successful completion of Biology I, Chemistry I (or currently enrolled), & Algebra II.
Credit: 5
Elective: Grade 11-12

THE WORLD LANGUAGE PATH ~ 2018-2019

Courses are based on successful completion of the courses, grades earned and teacher recommendation. Students wishing to move from the CP track to the Honors track should consult with the World Language Department as gaps in the curriculum might warrant the need for independent study over the summer.



FOREIGN LANGUAGE

*“The limits of my language means the limits of my world.”
--- Ludwig Wittgenstein*

The foreign language department offers a sequential curriculum in French and Spanish from level I to V and AP. By fostering cross-cultural awareness, we offer students a very practical skill in today’s highly competitive job market. In today’s society, the ability to speak a foreign language has numerous advantages. The government, business world, travel industry, medical, and engineering fields all actively seek workers who are bilingual.

The Massachusetts Foreign Languages Curriculum Framework is based on these four guiding principles:

- I. All students should become proficient in at least one language in addition to English by the time they graduate from high school. Students who select modern languages should be able to speak, read, write, and understand the foreign language they study; students who select a classical language should be able to read and understand the foreign language they study.
- II. Language acquisition is a lifelong process. Foreign language programs should begin in elementary school, since language acquisition is more easily accomplished at a young age, and continue beyond grade twelve.
- III. Effective foreign language programs integrate the study of language with the study of culture, which includes daily life, history, literature, visual and performing arts, mathematics, and science. In this way, foreign language programs create natural links to all other disciplines.
- IV. Assessment of student learning is an integral component of effective foreign language instruction.

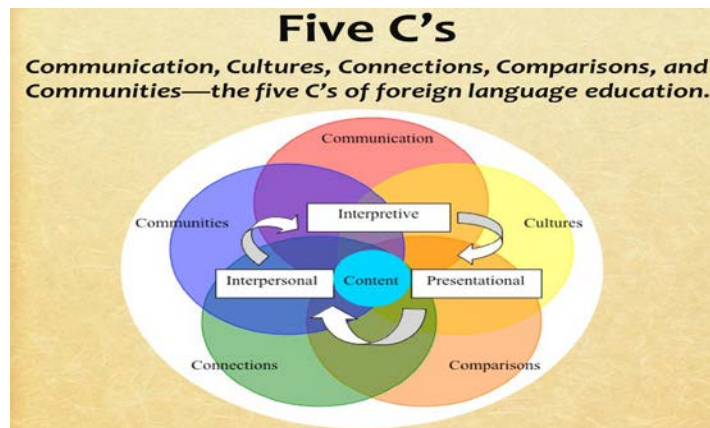
MassCore, the Massachusetts High School Program of Studies formulated as a guideline for districts in promoting college and workplace readiness, requires two years of the same foreign language in order to prepare students to read, write, and converse in at least one language in addition to English. Moreover, Massachusetts state colleges and universities require a **minimum** of two years of the same foreign language for admission. *Therefore, the Douglas High School Foreign Language Department strongly urges all students to complete at least two years of the same foreign language prior to graduation in order to meet this requirement and to verify the expectations of their desired colleges or universities. Furthermore, doing so will enable students to better communicate with others, to work more effectively in an increasingly competitive worldwide economy, and to better understand cultural diversity.*

As a department, we strive to expand student knowledge of diverse cultures and peoples while promoting a greater understanding of others and ourselves through the study of language. Emphasis at all levels is on reading, writing, speaking and listening in the target language.

The Douglas High School Student listens for understanding. *

* Students will be assessed based on the expected level of proficiency for a foreign language student at his/her particular stage of development.

The World Language Department expectations are as follows:



The learner:

- Communicates in a second language
- Reads and comprehends a second language
- Listens to and understands a second language
- Writes effectively in a second language
- Understands social and cultural aspects of the countries where the second language is spoken

Course#402 – French II

This course is a continuation of French I, with a complete review of the grammar taught during the first year as well as further introduction of the new grammatical structures and tenses. Activities are designed in order to apply grammatical concepts and new vocabulary, which attempts to increase their oral and written proficiency of French. Emphasis will be placed on the basic language skills of reading, writing, listening, and speaking. This course will also broaden the student's knowledge of the French-speaking countries and their cultures. Use of the language lab, the Internet, and technology are integrated into the program.

Prerequisite: French I
Credit: 5
Elective: Grades 9-12

Course#403 – French II Honors

This course is for students who have successfully completed Grade 8 French Honors or French I. This course will emphasize conversation as well as written work and will focus on the acquisition of vocabulary and grammar topics not yet covered. The reading of short stories and the application of the spoken language will be emphasized. Activities are designed in order to apply grammatical concepts and new vocabulary and will help students to further develop their skills in the area of communicative proficiency (oral and written). Course content will target the many aspects of French civilization. Through the reading of more complex texts and through extended classroom discussions, students will continue to develop their vocabulary and reading comprehension skills, and begin to apply these skills to their writing in the form of directed compositions and creative pieces. One goal of the course is to increase the student's level of language proficiency.

Prerequisite: **An “90” or better in Grade 8 French or “85” or better in Grade 8 French I Honors and/or teacher recommendation is suggested.**
Credit: 5
Elective: Grades 9-12

Course#404 – French III

This course is open to those who have successfully completed the first two levels of French and is designed to advance and refine the students' ability to communicate the language. All four language skills are emphasized: understanding the spoken word, speaking, reading, and writing. Following a review of basic grammar, students are presented with vocabulary, reading, grammar, speaking, and listening exercises that are suitable for this level. Some literature is introduced and compositions are assigned. The language will continue to be studied within the context of the contemporary Francophone world and its culture.

Prerequisite: French II
Credit: 5
Elective: Grade 10-12

Course# 408 – French IV

This course is for those students who wish to increase their proficiency in French after having successfully completing the first three levels. It includes a review of basic concepts as well as an introduction to more complex grammatical structures, vocabulary and idiomatic expressions. Emphasis is placed on expression, both in writing and in oral presentations as well as on comprehension of both printed and auditory sources. Students will learn about French history and culture through readings by various authors.

Prerequisite: French III
Credit: 5
Elective: 11-12

Course#406 – French IV Honors

This course is for those students who wish to reach a higher proficiency level. It includes a brief review of basic concepts as well as the study of more complex grammatical structures, vocabulary and idiomatic expressions. Emphasis is placed on expression, both in writing and in oral presentations as well as on comprehension of both printed and auditory sources. Students will learn about French history and culture through authentic readings by various Francophone authors. Students will also challenge themselves by completing authentic communicative activities.

Prerequisite: **A “90” or better in French III or “85” or better in French III Honors and/or teacher recommendation is suggested.**
Credit: 5
Elective: Grade 11-12

Course#423 – French V

This course is for those students who wish to increase their proficiency and knowledge in French after having completed the first four levels. It includes a review of the basic concepts of grammar as well as a continuation of the more complex grammatical structures, vocabulary and idiomatic expressions. Emphasis is placed on expression, both in writing and in oral presentations. Students will increase their knowledge of French literature, history and culture through various readings by French authors.

Prerequisite: French IV
Credit: 5
Elective: 11-12

Course#407 – French V Honors

This course is for those students who wish to reach a higher level of proficiency and knowledge in French after having completed the first four levels. The curriculum closely follows that on an AP class in French language. It includes a review of the basic concepts of grammar as well as a continuation of the more complex grammatical structures, vocabulary and idiomatic expressions. Emphasis is placed on expression, both in writing and in oral presentations. Students will increase their knowledge of French literature, history and culture through various readings by French authors. Projects are designed with an emphasis on improvement and enhancement of spoken and written French.

Prerequisite: **A “90” or better in French IV or “85” or better in French IV Honors and/or teacher recommendation is suggested.**

Credit: 5
Elective: Grade 12

Course#428 - AP French Language

The AP language course will cycle through sections of culture, history, speaking, grammar and writing – united by a common theme – for the length of the school year. These sections will demand focus on specific tasks, such as composition, writing or story-telling. Students will be listening and speaking, and reading primarily in French on a daily basis. Themes and assessments are supported by material from AP preparation guides, sample released AP Exams, authentic material, and grammar texts. The AP French language course provides students with a learning experience equivalent to that of a third-year college course in French language. This course should develop students’ reading, writing, listening, and speaking skills at this level. Students enrolling in AP French language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

Prerequisite: A “90” or better in French IV or “85” or better in French IV Honors and/or teacher recommendation.

Credit: 5
Grade: 12

Course#409 – Spanish I

Spanish I introduces students to the Spanish language with the emphasis on listening and speaking skills. Vocabulary acquisition, reading and writing skill are also developed. Strategies for learning a second language are taught. Basic grammar patterns are stressed in the written component of the language study. An introduction to Spanish civilization, geography and culture are also studied in this course. Use of the language lab, Internet, and technology are integrated into the program.

Prerequisite: **A “90” or better in grade 8 Spanish. Teacher recommendation is required.**

Credit: 5
Elective: Grade 9-12

Course#411 – Spanish II

This course is a continuation of Spanish I or Grade 8 Spanish with a complete review of the grammar taught during the first year, as well as further introduction of new grammatical structures and tenses. Activities will be designed to help students apply grammatical concepts and new vocabulary to increase their oral and written proficiency of Spanish. Spanish culture will be incorporated into the course throughout the year. Use of the language lab, the Internet, and technology are integrated into the program.

Prerequisite: Spanish I
Credit: 5
Elective: Grade 9-12

Course#412 – Spanish II Honors

This course is for students who have successfully completed Grade 8 Spanish Honors or Spanish I. The course will emphasize conversation as well as written work and will focus on the acquisition of vocabulary and grammar topics not yet covered. The reading of short stories and the application of the spoken language will be emphasized. Activities will be designed to increase verbal, reading, writing and listening comprehension skills. This course will continue to broaden the student's knowledge of Spanish-speaking countries and their cultures. Spanish will be the language of choice and the use of English will be held to a minimum. Use of the language lab, Internet, and technology are integrated into the program.

Prerequisite: **A “90” or better in Grade 8 Spanish or “85” or better in Spanish I Honors and/ teacher recommendation is required along with an entrance exam with a passing grade of an “85” or better. Summer work is also a requirement.**
Credit: 5
Elective: Grade 9-12

Course#413 – Spanish III

This course is open to those students who have successfully completed Spanish II. It is designed to advance and refine the students' ability to communicate in the target language. All four language skills are emphasized: understanding the spoken word, speaking, reading, and writing. Following a review of basic grammar, students are presented with vocabulary, reading, grammar, speaking, and listening exercises that are suitable for this level. Some literature is introduced and compositions are assigned. The language will continue to be studied within the context of the contemporary Hispanic world and its culture.

Prerequisite: Spanish II
Credit: 5
Elective: Grades 10-12

Course#414 –Spanish III Honors

This course is for students who have successfully completed Spanish II. The course will advance and refine the students' ability to communicate in the target language. All four language skills are emphasized: understanding the spoken word, speaking, reading and writing. Following a review of grammar from the previous year, students are presented with vocabulary, grammar, reading, listening and speaking exercises that are suitable for this level. Some literature is introduced and compositions are assigned. Projects that incorporate the cultural and grammatical aspects of the language can be anticipated. The language will be studied within the context of the contemporary Hispanic world and its culture.

Prerequisite: **A “90” or better in Spanish II or “85” or better in Spanish II Honors and/ teacher recommendation is required along with an entrance exam with a passing grade of an “85” or better. Summer work is also a requirement.**

Credit: 5
Grades: 10-12

Course#416 – Spanish IV Honors

This course is for those students who wish to reach the proficiency level adequate for placement in the AP Spanish Language course. It includes a brief review of basic concepts as well as the study of more complex grammatical structures, vocabulary, and idiomatic expressions. Emphasis is placed on expression (both in writing and in oral presentations) and on comprehension (both of printed and auditory sources). Students will also challenge themselves by completing authentic communicative activities in preparation for the AP Spanish Language course. Students will learn about Spanish history and culture through readings by various Hispanic authors.

Prerequisite: **A “90” or better in Spanish III or “85” or better in Spanish III Honors and/ teacher recommendation is required along with an entrance exam of an “85” or better. Summer work is also a requirement.**

Credit: 5
Elective: Grades 11-12

Course#427 – Spanish V

This course emphasizes the fundamentals of Spanish structure applied in both written and oral communication. Activities will be designed to practice, refine, and consolidate all language skills: listening, speaking, reading, and writing. Curriculum will expand vocabulary, stimulate discussion, and broaden students' understanding of the Hispanic world while increasing their ease in communication in Spanish.

Prerequisite: Spanish IV
Credit: 5
Elective: Grades 11-12

Course#417 – AP Spanish Language

AP Spanish language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. AP Spanish will be conducted almost entirely in Spanish. The AP Spanish language course provides students with a learning experience equivalent to that of a third-year college course in Spanish language. This course should develop students' reading, writing, listening, and speaking skills at this level. Students enrolling in AP Spanish language are typically in their fourth or fifth year of language study, or have had equivalent experience with the language.

Prerequisite: **A “90” or better in Spanish IV or “85” or better in Spanish IV Honors and/ teacher recommendation is required along with an entrance exam of an “85” or better. Summer work is also a requirement.**

Credit: 5
Elective: Grades 12

Course#431 – Spanish Culture and Communication I

This course provides practice in basic communication (listening, speaking, reading, and writing) in everyday situations, such as may occur at banks, post offices, airports, immigration offices, through role-playing, skits, and “real-life” writing assignments. The goal is to develop very basic communication skills in Spanish and to understand the customs and life of the modern Hispanic world. Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning.

Prerequisite: 8th Grade Spanish, Spanish I or II
Credit: 5
Elective: Grades 9-12

PHYSICAL EDUCATION/HEALTH

The Douglas High School Expectations for Student Learning Assessed by the Health/P.E. Department are:

6. **The DHS student develops skills necessary to lead a healthy and balanced physical and emotional life.**

7. The main focus of the Physical Education/Health courses is to teach students the information and skills they need to become health literate, maintain and improve health, prevent disease, and reduce health-related risk behaviors. The six categories of risk behaviors addressed are:

1. Behaviors that result in injuries
2. Tobacco use
3. Alcohol and other drug use
4. Sexual behaviors that result in HIV/STD infections and unintended pregnancies
5. Dietary patterns
6. Insufficient physical activity

Course#500 - Physical Education I

All students are required by state law to participate in a physical education program each year. The physical education curriculum is designed to develop physical fitness and neuro-muscular skills, as well as to provide opportunities for social, emotional and intellectual growth. Classes generally meet three periods per week with two and one-half credits per year awarded. The physical education program includes, but is not limited to, basketball, touch football, indoor hockey, soccer, softball, team handball, volleyball, lacrosse, badminton, deck tennis, and golf.

Required: Grades 9
Credit: 2.5

Course# 501 – Physical Education II

All students are required by state law to participate in a physical education program each year. The physical education curriculum is designed to develop physical fitness and neuro-muscular skills, as well as to provide opportunities for social, emotional and intellectual growth. Classes generally meet three periods per week with two and one-half credits per year awarded. The physical education program includes, but is not limited to, basketball, touch football, indoor hockey, soccer, softball, team handball, volleyball, lacrosse, badminton, deck tennis, and golf.

Required: Grade 10
Credit: 2.5

Course#504 – Health I

The Health program is a two-year program associated with the physical education department that is student-centered and concept-oriented and stresses principles of thought and behavior that underlie zestful living throughout life, such as acceptance of self, harmonious association with others, and awareness of social responsibilities. It recognizes the individual personality as a complex interrelationship of physical, emotional, mental, social, and spiritual components.

Required: Grade 9
Credit: 2.5

Course#505 – Health II

Health II is a continuation of the course topics covered in Health I.

The Health program is a two-year program associated with the physical education department. It is student-centered and concept-oriented, and stresses principles of thought and behavior that underlie zestful living throughout life, such as acceptance of self, harmonious association with others, and awareness of social responsibilities. It recognizes the individual personality as a complex interrelationship of physical, emotional, mental, social, and spiritual components.

Required: Grade 10
Credit: 2.5

Course#502 – 11th PE

Physical Education for the juniors and seniors will be geared toward Lifetime Fitness and Lifetime Sport activities. Students will have the opportunity to engage in a variety of Lifetime Sport activities, traditional sport activities, as well as Fitness opportunities.

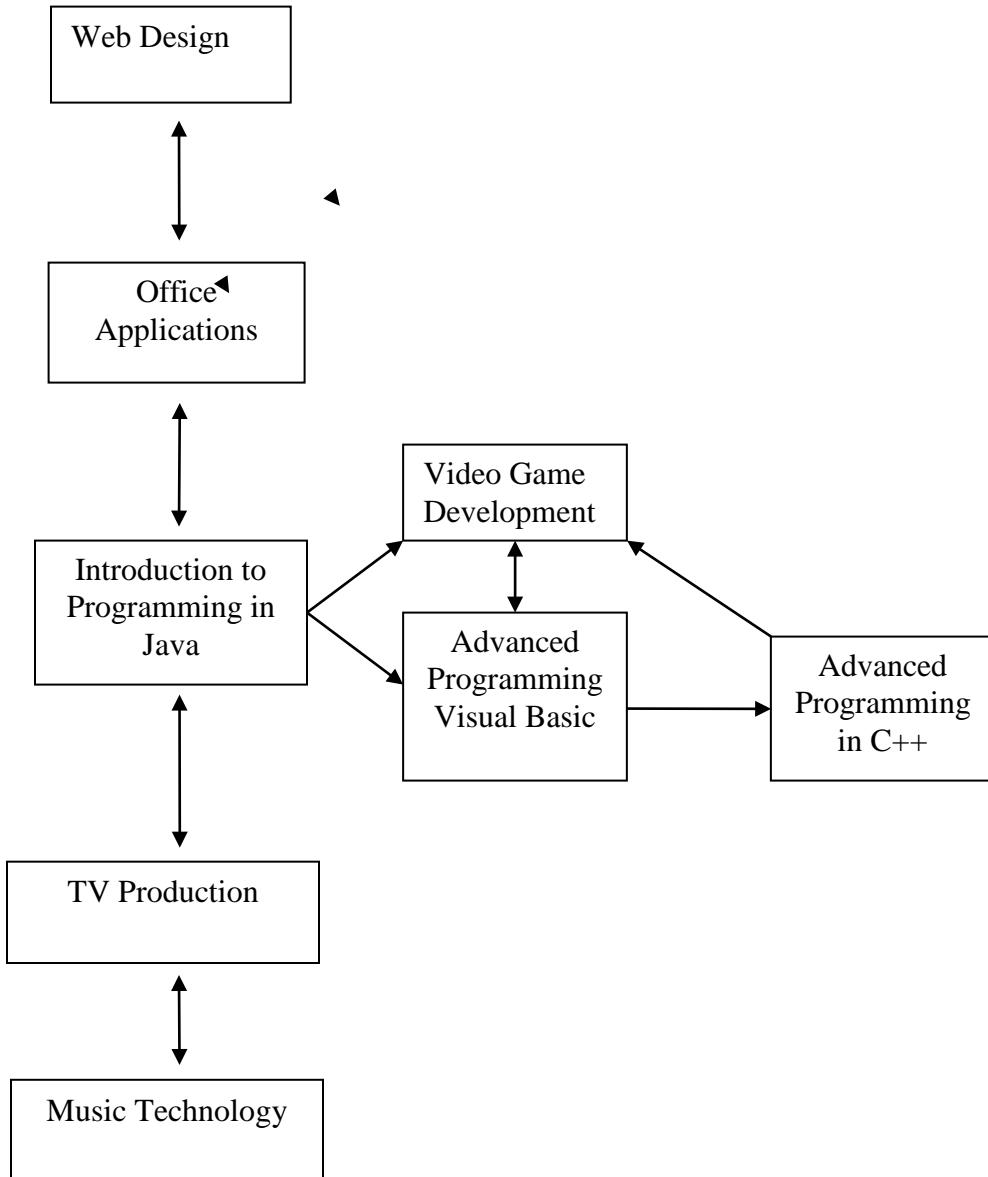
Required: Grade 11
Credit: 2.5

Course# 503 – 12th PE

Physical Education for the juniors and seniors will be geared toward Lifetime Fitness and Lifetime Sport activities. Students will have the opportunity to engage in a variety of Lifetime Sport activities, traditional sport activities, as well as Fitness opportunities. ***Seniors only will have the opportunity to become certified in CPR/ADULT/CHILD/AED (fee for certification).

Required: Gr. 12 **Required for graduation**
Credit: 1

Information Technology Path ~ 2018-2019



Course#701 – Office Applications

Office Applications introduces students to three major components of Microsoft Office software, including Microsoft Word, Microsoft Excel and Microsoft Power-point. These applications benefit all students, including those who are college bound, as well as those who plan on entering the workforce.

Credit: 5
Elective: Grades 9-12

Course#703 – Intro. to Computer Programming in Java

This course is designed to teach students to program computers using the Java programming language. Students will learn the basics of computer architecture and the binary numbering system leading into programming topics. This course will cover the use of the java compiler, java syntax, object-oriented programming concepts, and other topics intended to give students a broad background in the field of computer programming.

Prerequisite: Successful completion of Algebra I (A & B)
Credit: 5
Elective: Grades 9-12

Course#704 – Advanced Programming in Visual Basic – (Honors)

This course will cover advanced programming techniques in Visual Basic. Topics will include object oriented programming, event-driven concepts, and team project development. Assessment in this course will be based on completion of a variety of programming projects.

Prerequisite: Computer Programming
Credit: 5
Elective: Grades 10-12

Course#705 – Advanced Programming in C++ - (Honors)

This course will expand upon students' knowledge of advanced programming topics. The course will be administered using the Microsoft Visual C++ development environment. Topics covered in this class will include the use of built-in and user-defined functions, string manipulation, data structures, file handling, user-written classes, and single and multi-dimensional arrays.

Prerequisite: Advanced Computer Programming in Visual Basic
Credit: 5
Elective: Grades 11-12

Course#706 – Video Game Development – (Honors)

This course will simulate an internship at a video game development company as a basis for teaching students the concepts of developing computer-based games. As part of this course, students will be exposed to all phases of the development process including, problem definition, analysis, graphic design, programming, testing, and implementation. This course will require students to develop an understanding of three-dimensional graphics, basic physics concepts (collisions, angle of incidence and reflection, etc.), and advanced programming techniques.

Prerequisite: Computer Programming in Java
Credit: 5
Elective: Grades 10-12

Course#708 - Web Design

This course is designed to give students a fundamental working knowledge of the concepts of designing and developing effective websites. Students will be working with Adobe Dreamweaver CS6 and Microsoft Expression Web 4 to develop the HTML for their websites. Students will also be introduced to working with graphic images using Adobe Fireworks CS6 and Microsoft Expression Design 4.

Prerequisite: None
Credit: 5
Elective: Grades 09-12

RELATED ARTS

The Related Arts department consists of course offerings in Business, Information Technology, Industrial Arts, Family and Consumer Science, Art, and Music.

Douglas High School Expectations for Student Learning Assessed by the Related Arts Department include:

- 5. The DHS student demonstrates critical thinking.**
- 7. The DHS student engages in creative, expressive, and innovative learning through art, music, drama and/or technology**
- 4. The DHS student listens for Understanding**
- 6. The DHS student develops skills necessary to lead a healthy and balanced physical and emotional life**

BUSINESS

Course#668 - Entrepreneurship

Entrepreneurship education prepares students to carry out the business process and experience the entrepreneurial spirit. The course develops the innovative ideas of starting and maintaining a successful business. The students will learn about the seven functions of a profitable business: selling, financing, pricing, promotion, product and service management, distribution and marketing research. They will also gain an understanding of production, human resources, global competition, and social, environmental, and legal issues.

Prerequisite: None

Credit: 5

Elective: Grades 9-12

COURSE#679 - Marketing I

This class introduces the student to the world of marketing. Through a variety of activities, the student gets an in-depth look at marketing within a business and how it works. Students will discover global marketing and develop marketing plans. They learn basic economics, free enterprise, and legal and ethical issues of business. Also, communication, interpersonal skills and management skills are introduced. This class is a prerequisite for Marketing II.

Prerequisite: None

Credit: 5

Elective: Grades 9-12

Course#115 – Personal Finance

Personal Finance presents a solid foundation for students on topics such as career selections, employee rights and responsibilities, savings and investments, credit, housing, automobiles, risk management, and consumer rights and responsibilities. While focusing on the student's role as a citizen, student, family member, consumer, and active participant in the business world, this course informs students of their various financial responsibilities, discovering new ways to maximize their earning potential, develop strategies for managing their resources, explore skills for the wise use of credit, and gain insight into the different ways of investing money.

Prerequisite: None

Credit: 5

Grade: Grades 9-12

INDUSTRIAL TECHNOLOGY EDUCATION

Course#214 – Manufacturing

The student will use drafting, blue print reading, and shop tools to design and build four wood projects. These projects consist of a night stand, magazine rack, tray, and step stool. The student will need to research and/or produce drawing plans for the tray and step stool. After completion of the four initial projects the student will then be able to research plans and manufacture projects of their choosing.

Level One Applied Manufacturing Technology Pathway Certification is available (pilot program working with BVEF and MEP). This certification would provide credentials (industry recognized) to a student after graduation that would assist them in employment in a manufacturing career or with continued education with a partnered college or university in a manufacturing program. Certification in these five categories: shop math, blueprint reading, metrology & quality inspection, safety and work readiness with a qualifying score of 80% better on a standard state test. There is a job skills shortage in Massachusetts and students will be taught hard and soft skills to apply to their training.

Prerequisite: Science Technology or Drafting I
Credit: 5
Elective: Grades 10-12

Course#235 – Manufacturing II

The student will use drafting, blue print reading, and shop tools to design and build wood projects. The student will need to research and/or produce drawing plans for the manufactured projects of their choosing.

Prerequisite: Science Technology or Drafting I
Credit: 5
Elective: Grades 10-12

Course#215 – Drafting I

Drafting I is a full year course that will cover board drawing and AutoCAD 2013. You will cover the basic techniques of drafting like the alphabet of lines, lettering, drawing layout, drafting geometry, and dimensioning. You will use these techniques for sketching, orthographic drawing (multi-view), cabinet and cavalier oblique drawings, axonometric (isometric) drawings, and perspective drawings. All this will be used in accordance with American National Standards Institute (ANSI). If time permits we will explore the basics of 3-D modeling using AutoCAD Inventor software.

Prerequisite: None
Credit: 5
Elective: Grade 9-12

Course#216 – Drafting II

Drafting II is a full year course that will be divided into two halves. The first half will consist of architecture drawings of site planning and layout, foundations, elevation drawings, floor plan drawings, section drawings, wall construction, stairs, and roof and truss drawings. The project will consist of a presentation of a completed set of working architectural drawings of a lake front vacation property. The second half we will be using AutoCAD to create section drawings, auxiliary drawings, working drawings, fasteners, and electronic drawings.

Prerequisite: Drafting I
Credit: 5
Elective: Grade 10-12

FAMILY AND CONSUMER SCIENCE

Course#506 – Food & Nutrition I

This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, food preparation, current consumer, and nutritional information with creativity and originality in preparing a variety of foods to meet individual and family nutrition needs. Students will gain the basic knowledge and skills for healthy and safe food preparation through readings, lectures, demonstrations, research, videos, guest speakers and hands-on teamwork in preparing food. Skills in science and mathematics are reinforced.

Prerequisite: None
Credit: 5
Elective: Grades 9-12

Course#507 – Food & Nutrition II

This course focuses on advanced food preparation techniques while applying nutrition, food science, and test kitchen concepts using new technology. Food safety and sanitation are emphasized following the ServSafe curriculum from the National Restaurant Association. Students develop skills in preparing a variety food under Baking and Pastry, Cold and Hot Foods Production. Emphasis is on developing skills in the selection, preparation, storing, and serving of food, and meal management. Skills in science, math, management, and communication are reinforced in this course. Work-based learning strategies appropriate for this course include school-based enterprises, field trips, job shadowing, and service learning.

Prerequisite: Food & Nutrition I
Credit: 5
Elective: Grades 10-12

Course#509 – Family Life

Through this course, students gain knowledge about the significance of the family on individuals and society. They learn skills to help them support their family, balance work and family life, be an effective parent, and nurture the development of children. Topics covered include: family & society, family economics, decision making, personal development, approaching parenting, prenatal development and the birth process, child care, child development, and career opportunities.

Prerequisite: None
Credit: 5
Elective: Grades 9-12

Course#510 – Child Development Internship

This is a class in which the high school student is immersed in the environment of an Early Childhood classroom. The student takes on the responsibility of helping to run the classroom on a daily basis, including organizing and implementing activities and doing the upkeep of the room itself, among many other duties. In addition, the student is asked to keep a daily journal, along with a box of children's literature cards summarizing three children's books a week. Students are also assigned quarterly multi-step assignments.

Prerequisite: Child Development/Family Life
Approval of the Instructor
Credit: 5
Elective: Grades 11-12

ART

Course#603 – Art I

The Art I curriculum introduces students to basic elements and principles of design, and uses a variety of 2 dimensional and 3 dimensional media including (but not limited to): pencil, charcoal, paint, colored pencil, oil and/or chalk pastel, printmaking, plaster, clay, and recycled materials. Art history and appreciation is also introduced and occasional written work is assigned. A sketchbook is required for this course.

Prerequisite: None
Credit: 5
Elective: Grades 9-12

Course#604 – Art II

The Art II curriculum builds on skills acquired in Art I and emphasizes both technical and conceptual themes. Students are expected to problem-solve and think creatively through a variety of 2D and 3D media, including (but not limited to): pencil, charcoal, paint, colored pencil, oil and/or chalk pastel, printmaking, plaster, clay, and recycled materials. Art history is continued, and occasional written work is assigned. A sketchbook is required for this course.

Prerequisite: Art I
Credit: 5
Elective: Grades 10-12

Course#605 – Art III

The Art III curriculum builds on skills acquired in Art II and further explores conceptual themes, developing personal style, and point of view through visual expression. Art history is continued, and portfolio work begins with students interested in pursuing art after graduation. Written work is assigned. A sketchbook is required for this course.

Prerequisite: Art I and II and approval of the instructor
Credit: 5
Elective: Grades 11-12

Course#606 – Art IV Honors

The Art IV curriculum is exploratory in nature, balancing both independent and directed projects that use a wide range of media. Portfolio work is continued with students interested in furthering their art education after graduation. A portfolio is required in addition to regular course work. Written work is also assigned.

Prerequisite: Art I, II, III, and approval of the instructor.
Credit: 5
Elective: Grade 12

Course#607 – Portfolio Prep Honors

The Portfolio Preparation curriculum is designed for students interested in pursuing their art education after graduation, which necessitates an extensive portfolio. The course is exploratory in nature, emphasizing independent projects using a wide range of mediums. Enrollment requires teacher consent and a portfolio. Written work is also assigned throughout the year. A sketchbook is required for this course.

Prerequisite: Art I, II, III, and approval of the instructor.
Credit: 5
Elective: Grade 12

Course#691 – Drawing & Painting I

This course challenges students to explore the elements and principles of design through the use of two-dimensional media and techniques. Materials include (but are not limited to) graphite, charcoal, ink, pastels, mixed media, printmaking, watercolor and acrylic. Emphasis will be placed on developing technical skills as well as creative expression; in each artwork, students will be expected to solve design problems while communicating their own creative voice. A sketchbook is required for this course.

Prerequisite: Art I
Credit: 5
Elective: Grade 9-12

Course# 692 – Sculpture I

This course explores the elements and principles of design in three-dimensional forms. A variety of mediums will be used, which may include textiles, clay, wood, found objects, plaster, paper mache, wire, and stone. Additive, subtractive, and manipulation techniques will be used to explore the sculptural form. Students will be acquainted with the history of sculpture and view work by various cultures as well as contemporary artists while developing their own creative point of view. A sketchbook is required for this course.

Prerequisite: Art I
Credit: 5
Elective: Grade 9-12

MUSIC

Chorus is offered as two options:

Course#608 – Chorus

1. **Full Credit Option** - Chorus meets five days per week as a regularly scheduled class. The curriculum includes individual and group musical performance, vocal pedagogy, and music theory. There is also a mandatory rehearsal on Tuesday evenings in order to prepare for performances. Extra rehearsals are scheduled as necessary. Students are required to attend all performances and festival. Students selecting this option receive **five** credits. **We strongly encourage students to select this option.**

Prerequisite: None
Credit: 5
Elective: Grades 9-12

Course#609 – Chorus

2. **Reduced Credit Option** – This option is designed for students who are unable to fit the full credit option into their schedule. Students attend all evening rehearsals and performances. They are responsible for all assigned music literature but do not attend rehearsals during the school day. Students successfully completing this option receive **two** credits.

Prerequisite: None
Credit: 2
Elective: Grades 9-12

Course#610 - Band

1. **Full Credit Option** - Band meets five days per week as a regularly scheduled class. The curriculum includes individual and group musical performance, instrumental pedagogy, and music theory. A mandatory rehearsal on Thursday evenings is also held in order to prepare for marching band and concert band performances. Extra rehearsals are scheduled as necessary. Students are also required to attend all scheduled performances. Students selecting this option receive five credits. We strongly encourage students to select this option. Prerequisite: None
Credit: 5 Elective: Grades 9-12

Course#611 - Band

2. **Reduced Credit Option** -This option is designed for students who are unable to fit the full credit option into their schedule. Students attend all evening rehearsals and performances. They are responsible for all assigned music literature but do not attend rehearsals during the school day. Students successfully completing this option receive **two** credits.

Prerequisite: None
Credit: 2
Elective: Grades 9-12

Course#613 – Music Theory(H)

Learn the fundamentals of music while learning to play guitar, piano and sing. Topics of study include all aspects of reading music, composition, and listening skills. The level of study varies according to the skill level of each student. A background in reading music is recommended, but not required. “Students enrolled in music theory are required to participate in either high school chorus or high school band (as an instrumentalist).”

Prerequisite: Approval of the Music Theory instructor

Credit: 5

Elective: Grades 9-12

Course#614 – Music Technology & Audio Production

The audio production component of this class will teach students about introductory and intermediate level audio production. Students will learn about analogue and digital studio recording, live sound reinforcement, microphones and acoustic theory, mixing consoles and digital recording devices. Students in this class will serve as audio technicians for school events, and will be required to attend several evening performances each semester. In the music technology portion of the class students will learn about MIDI and a variety of music software packages used to compose, notate and arrange music. Projects include sequencing, commercial production and creating sound movie sound tracks. **Student limit: due to equipment and space restrictions enrollment in this class is limited to 12 students.** These courses satisfy the technology graduation requirement.

Prerequisite: None

Credit: 5

Elective: Grades 10-12

ADDITIONAL ELECTIVES

Course#617 – TV Production I

This course is designed for students who have a strong interest in learning about the video production process. Topics covered include camcorder operation, videography, and video project planning and production (including script writing, storyboard creation, and digital video editing). Students will work individually and as part of a production team to produce various class projects and our monthly news program Tiger TV. These courses satisfy the technology graduation requirement.

Prerequisite: None

Credit: 5

Elective: Grades 9-12

Course#730 – TV Production II

This course is a continuation of the skills learned in TV Production I and has an emphasis on filming, editing and producing larger products. Students will work to video various school events, edit the footage and produce professional quality videos for use on our school's local cable channel. These courses satisfy the technology graduation requirement.

Prerequisite: Successful completion of TV Production I

Credit: 5

Elective: Grades 10-12

Virtual High School

VHS (Virtual High School) offers an extensive selection of unique, *on-line* courses available to students with specialized areas of interest and/or unusual scheduling conflicts. The on-line learning environment helps students master course content as well as develop communication, collaboration and creative problem solving skills. To be successful at VHS, students should be capable of demonstrating strong independent work habits. Students interested in a VHS course should speak to the VHS Site Coordinator and their guidance counselor. Additional information, including a list of offerings as well as detailed course descriptions, can be found at www.govhs.org. Note: Internet access at home is helpful, but not required. ***Cannot be taken in lieu of a required course offering.**

Course#618 A & B– Senior Project

This 1 semester course guides students in completing their senior project, allowing them to explore in depth a particular area of interest. The senior project is a **graduation requirement** that encompasses communication, problem solving, and research skills while teaching the importance of personal growth and responsibility. During this yearlong project, students are required to choose an area of interest, and work with a mentor in their chosen field. Students first propose their selected topic for study, conduct research on their subject matter, and keep a journal/portfolio based on their experiences. Then, near the end of senior year, students are required to share their experiences in a formal presentation. Upon completion of this course, students should have:

- Explored an area of their interest in-depth through research and fieldwork
- Improved the ability to communicate better with peers and/or the public
- Analyzed their own learning and experiences through a journal or portfolio
- Learned how to make formal presentations to better equip them for either the work force or college

Prerequisite: Grade 12

Credit: 1

Grade: Grade 12 (**This is a graduation requirement**)

Course#216 – Sr. Proj./Yearbook

This project based course culminates with the production of the senior class yearbook and counts as senior project (the student must take his/her Gym/CPR credit the first half of the year in conjunction with this class). Students in this course will learn how to operate under deadlines and to communicate formally both verbally and in writing to staff and students. Students will also hone their skills as editors and learn how to write captions, copy, and headlines while demonstrating purposeful design principles. Students will overview some basic photography lessons on angles, placement, lighting, etc. and engage in some limited post production editing using various software such as Lightroom or Photoshop. Students must be self-motivated and willing to work together as a team. Final admission to this course lies with the administration and teacher.

Prerequisite: None

Credit: 4

Elective: 12

Course#619 – School to Career: Work Experience

This program will provide 12th grade students with the opportunity to explore a possible career interest by participating in a field-based work experience. Students begin with classroom instruction investigating career options, professional behavior, and employer/employee responsibilities. Students will be required to submit weekly timecards and journals, meet with the school to career coordinator on a regular basis, and complete four quarterly projects related to their experience. **Note:** Students are required to provide their own transportation to and from the work site.

Prerequisite: Students must complete an application and obtain pre-approval from the guidance department, school to career coordinator, parent, and administration. Students must also be in good academic standing.

Credit: 5
Grade: 12