DOVER-SHERBORN HIGH SCHOOL

Program of Studies

2023-2024

Dover-Sherborn High School
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John G. Smith, *Principal*
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January 2023

Dear Dover-Sherborn Students,

The full range of courses offered at Dover-Sherborn High School is included in this *Program of Studies*. I recommend that you review options with your teachers, school counselors, and parents or guardians, and make informed decisions that will serve you well. All requests for course placement reviews must be completed in writing by April 28, 2023. All scheduling decisions must be completed by May 1, 2023 for the 2023-2024 school year. The decisions as of May 1, 2023 will prevail in the fall. If you or your parents/caregivers have any questions or concerns, please do not hesitate to ask your teachers, department heads, or your school counselors for assistance and advice. They can help you devise a long-range plan and alleviate any angst related to the course selection process.

When making choices, keep in mind the requirements for graduation that are listed in this publication, and pay close attention to any prerequisites that might exist for courses. Additionally, please consider the homework expectations for each course you select. Information on homework expectations can be reviewed on page 19. Remember to choose alternatives for electives and list those on your course selection sheet in the appropriate section. If you are unable to secure your first choice because of space or other scheduling issues, every effort will be made to enroll you in one of your alternate selections.

During your four years at the high school, I urge you to take advantage of the opportunity to select a variety of courses, to take an online course through the TEC Connections Learning, and to avail yourself of the athletic and extracurricular activities that are offered. You might discover a new interest.

I hope that you find your choice of courses intellectually stimulating. I wish you success in your studies.

Sincerely,

John G. Smith
Principal

DOVER-SHERBORN HIGH SCHOOL MISSION STATEMENT

Dover-Sherborn High School is a community of learners
whose goal is to inspire academic excellence and
a commitment to personal and civic responsibility.
We engage in the learning process with honesty, creativity, dedication, and respect,
and seek to cultivate an atmosphere of freedom and trust
in a safe and nurturing environment.

ENGLISH LANGUAGE LEARNERS

Students and parents who are not able to read or communicate in English are asked to notify the Principal. School staff will make arrangements for all relevant information in this booklet to be available in the family's primary language.

NON-DISCRIMINATION STATEMENT

The Dover Sherborn Public Schools do not discriminate in admission to, access to, treatment in, or employment in its services, programs, activities, on the basis of race, color, or origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972: on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Titles I and II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Furthermore, in accordance with M.G.L. c.76 s.5 Dover, Sherborn, and Dover Sherborn Schools do not exclude or discriminate against students in admission or in obtaining its advantages, privileges, or courses of study on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability or homelessness.

Disclaimer
As counseling services and publications within the Dover Sherborn Public Schools are free from bias and stereotypes on the basis of age, race, color, sex/gender, gender identity, religion, national origin, sexual orientation, disability or homelessness, all counselors encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills.

BULLYING & CYBERBULLYING

The Dover Sherborn Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying. **Cyber-bullying** is bullying through the use of computers, or other technology or electronic devices such as telephones, cell phones, computers, and the Internet. It includes, but is not limited to sending mean/threatening email, instant messages, text messages and mean/threatening Internet postings. See M.G.L.c. 71, § 37O for the legal definition of cyber bullying.

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PARENTS/GUARDIANS AS PARTNERS

Our goal is to work in partnership with parent/guardians. Essential to this effort is effective communication among parent/guardians and the school. Using frequent written communication as a starting point, we wish to convey to parent/guardians our willingness to engage in conversation on a regular basis. Parent/guardians should always feel free to call or e-mail faculty and staff and to be in regular contact with the school about a student's progress or concerns. From our end, we will expect your participation and support. You are your child's most important teachers and role models.

PROGRAM OF STUDIES

Dover-Sherborn High School has a broad curriculum encompassing the following disciplines: English, world language, mathematics, science, social studies, physical education and health, living, fine and technical arts, and educational technologies. Extracurricular activities offer opportunities for involvement in athletics, clubs, student performances, and student government.

The curriculum and program of studies promote independence of thought and action. It is our goal to help students to develop an individual voice and perspective. Students learn how to be effective communicators. In addition, students are exposed to a variety of opportunities that allow for creativity, cooperative learning, and constructive critiquing of fellow students' work.

SCHOOL-WIDE EXPECTATIONS FOR STUDENT LEARNING

ACADEMIC EXPECTATIONS

Dover-Sherborn graduates will demonstrate the ability to:

1. **Read effectively**
2. **Write effectively**
3. **Speak effectively**
4. **Solve problems effectively**
5. **Design and create effectively**
6. **Perform Effectively**

CIVIC EXPECTATIONS

Dover-Sherborn graduates will demonstrate the following:

1. Civic responsibility by:
    - accepting the role of an individual in a democratic society
        a. Students participate during town meetings.

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b. Students participate in election speech assemblies.
c. Students vote in class, school and club elections.

- actively participating in school
  a. Students participate as members of classes, clubs, teams and other organizations.
- adhering to school policies
  a. Students arrive at school on time.
  b. Students do not engage in behavior that leads to disciplinary referrals, detentions and/or suspensions.
  c. Students demonstrate respect for the entire staff.
- serving the community
  a. Students complete ten hours of community service per year enrolled at Dover-Sherborn.
  b. Students organize projects, such as fundraisers, charity drives and tutoring, either individually or as members of a club or organization.

2. A global perspective by:

- identifying links, commonalities, and differences among world cultures
  a. Students organize and participate in American Field Service weekend.
  b. Students organize and participate in the China Exchange.
  c. There is a focus on interdisciplinary study and diversifying the curriculum.
  d. All students are provided with the opportunity to increase their global perspective through a three-year history requirement.
  e. Students are given the opportunity to increase their global perspective through "History Night at the Movies."
  f. All freshmen are given the opportunity to participate in the Arab Banquet that allows them to foster an appreciation of Arab cultures.
- demonstrating the ability to communicate in a language other than English
  a. Student must fulfill a three-year language requirement.
  b. State and national testing are evidence of the rigor of this program.
- recognizing their role as world citizens
  a. Students donate time and money to various global organizations.
  b. Students participate in the World Challenge Program.
  c. Students participate in work camps.
  d. Students participate in American Field Services.

SOCIAL EXPECTATIONS

Dover-Sherborn graduates will demonstrate the following:

1. Respect for individuals, school and community by:

- adhering to school policies
  a. Students follow the policies stated in the *Student Handbook*.
  b. Students do not engage in behavior that leads to infractions and discipline slips.
- practicing common courtesy
  a. Students are respectful of one another in class and during unstructured time.
  b. Students demonstrate respect to visitors to the school.
  c. Student athletes demonstrate good sportsmanship.
- practicing safe behavior
  a. Safe behavior is promoted through school programs such as: Peer Helping, Mindfulness Group, and SADD.
  b. Students appropriately seek out guidance counselors and nurses.
  c. Students demonstrate proper use of school equipment while using school facilities.

- maintaining a clean facility
    a. Students leave the cafeteria clean after break and lunches.
    b. Students maintain a graffiti-free environment.
    c. Students clean up their belongings in classrooms, from locker rooms and athletic fields, and from the grounds and other common areas.

2. Responsibility for their behavior by:

- investing in their education
    a. Students do not engage in behavior that leads to deficiency reports.
    b. Students who have received deficiency reports return the reports signed by parent/guardian(s).
    c. Students who have received deficiency reports regularly attend extra help sessions.
    d. Students have regular attendance and are punctual.
    e. Students participate in co-curricular organizations.
- acting with integrity
    a. Students do not engage in cheating and/or plagiarism.
    b. Students do not violate the school's Internet Use policy**.**
- accepting consequences of their actions
    a. Students attend scheduled detentions.

3. Sensitivity to diversity of opinions, abilities, learning styles, lifestyles, and cultures by:

- fostering supportive relationships
    a. Students do not engage in hate speech.
    b. Students do not engage in bullying and/or harassment.
- practicing respectful disagreement
    a. Students listen respectfully to the views of others and express differences of opinions appropriately.
    b. Students do not engage in fighting on campus and at school events.
    c. Participants and fans demonstrate sportsmanlike conduct during all athletic events.
    d. Fans, student athletes and coaches consistently demonstrate appropriate behavior at all school events.

4. The ability to work collaboratively by:

- assuming productive roles
    a. Students plan class and school events.
    b. Students participate in Student Council.
    c. Students actively participate as members of clubs and athletic teams, and may seek roles of leadership such as class and club officers or athletic captains.
    d. Students are involved in Peer Helping.
    e. Students participate in drama productions.
    f. Students work productively during group activities in class.

- interacting cooperatively
    a. Students work effectively as team members to complete group projects.
    b. Students work collaboratively to organize school-wide initiatives and events.
    c. Students demonstrate cooperation through their behavior during classroom activities, meetings of clubs, and sports events**.**
- achieving shared goals
    a. Students complete short and long-term group projects in classes.
    b. Students contribute to the success of drama productions, activities, fundraisers, and service projects.

SCHOOL WIDE RUBRICS

ACADEMIC:

Reading

Performance Levels for Academic Expectations	Read effectively
4 – Work Consistently Exceeds Expectations	➢Insightfully and consistently summarizes and analyzes literal and inferential meaning ➢Insightfully and consistently makes connections among texts and applies acquired knowledge outside the text ➢Reaches insightful conclusions involving critical elements of the text(s)
3 – Work Meets Expectations	➢Proficiently summarizes and analyzes literal and inferential meaning ➢Generally makes relevant connections among texts and/or to the world outside the text ➢Distinguishes the critical elements of the text(s).
2 – Work Sometimes Meets Expectations	➢Recognizes and summarizes literal meanings ➢Sometimes makes relevant connections among texts and/or to the world outside text ➢Distinguishes some critical elements of the text(s)
1 – Work Rarely or Never Meets Expectations	➢Recognizes literal meanings ➢Rarely or never makes relevant connections among texts and /or to the world outside text ➢Distinguishes almost none of the critical elements of the text(s)

Writing

Performance Levels for Academic Expectations	Write effectively
4 – Work Consistently Exceeds Expectations	➢Displays clear and insightful focus ➢Displays sophisticated and/or original organization ➢Consistently uses specific, relevant and accurate details as well as insightfully develops topic ➢Displays exemplary command of language conventions ➢Uses rich, precise vocabulary and sophisticated syntax
3 – Work Meets Expectations	➢Displays clear and appropriate focus ➢Displays logical and appropriate organization ➢Generally uses relevant and accurate details and thoroughly develops topic ➢Demonstrates fluency in standard conventions of language ➢Makes effective use of vocabulary and displays sentence variety
2 – Work Sometimes Meets Expectations	➢Displays somewhat clear and generally appropriate focus ➢Displays some evidence of organization ➢Uses some relevant and accurate details but has limited development of topic ➢Demonstrates inconsistent grasp of standard conventions of language ➢Sometimes makes effective use of vocabulary and syntax
1 – Work Rarely or Never Meets Expectations	➢Displays somewhat clear and generally appropriate focus ➢Displays some evidence of organization ➢Uses some relevant and accurate details but has limited development of topic ➢Demonstrates inconsistent grasp of standard conventions of language ➢Sometimes makes effective use of vocabulary and syntax

Speaking

Performance Levels for Academic Expectations	Speak effectively
4 – Work Consistently Exceeds Expectations	➢Displays exemplary command of subject ➢Delivers with exemplary confidence, fluency, and poise/presence ➢Masterfully and consistently engages listeners by establishing focus, tone, volume, and style appropriate for audience ➢Displays exemplary articulation/command of language conventions ➢Makes exemplary use of visuals/props/technology to convey meaning
3 – Work Meets Expectations	➢Displays command of subject ➢Delivers confidently and fluently ➢Generally engages listeners by establishing focus, tone, volume, and style appropriate for audience ➢Displays clear articulation/command of language conventions ➢Makes appropriate use of visuals/props/technology to convey meaning
2 – Work Sometimes Meets Expectations	➢Displays limited command of subject ➢Delivers with limited confidence and fluency ➢Occasionally engages listeners by establishing focus, tone, volume, and style appropriate for audience ➢Displays somewhat unclear articulation/command of language conventions ➢Makes limited use of visuals/props/technology to convey meaning
1 – Work Rarely or Never Meets Expectations	➢Displays little or no command of subject ➢Delivers with little or no confidence or fluency ➢Rarely or never engages listeners ➢Displays inadequate articulation/command of language conventions ➢Makes little or no use of visuals/props/technology to convey meaning

Problem Solving

Performance Levels for Academic Expectations	Solve problems effectively
4 – Work Consistently Exceeds Expectations	➢Solution shows a complete understanding of the problem, identifying appropriate concepts and the information necessary for its solution ➢Uses an efficient and sophisticated strategy to reach solution, evaluating any errors made and revising the strategy for future investigation ➢Employs refined and complex reasoning, applying procedures accurately and verifying the results ➢Includes a complete and logical explanation detailing how the problem is solved, including all of the steps involved ➢ Follows standard conventions of writing; uses precise and appropriate terminology and symbols
3 – Work Meets Expectations	➢Solution shows an understanding of the problem, identifying major concepts and the information necessary for its solution ➢Uses a strategy that leads to a solution of the problem, making few or no errors ➢Employs proficient reasoning, applying procedures appropriately ➢Includes a clear explanation of how the problem is solved, detailing most of the steps involved ➢Generally follows standard conventions of writing; generally uses appropriate terminology and Symbols
2 – Work Sometimes Meets Expectations	➢ Solution shows limited understanding. ➢ Uses a strategy that approaches a solution, making some errors that prevent a complete solution ➢ Employs some effective reasoning, sometimes applying procedures appropriately ➢ Includes an incomplete explanation that may not be clearly presented ➢ Inconsistently follows standard conventions of writing; uses terminology and symbols inappropriately or fails to use them
1 – Work Rarely or Never Meets Expectations	➢Solution shows that few or no parts of the problem are understood ➢Uses no strategy or a strategy that does not lead to a solution ➢Employs little or no reasoning, making many procedural errors ➢Includes no explanation or an explanation that is not understandable or related to the problem ➢Rarely follows standard conventions of writing; uses no appropriate terminology or symbols

Designing and Creating

Performance Levels for Academic Expectations	Design and create effectively
4 – Work Consistently Exceeds Expectations	➢Insightfully and consistently uses varied sources of inspiration ➢Accepts or rejects ideas after insightful and consistent analysis or evaluation of them ➢Insightfully and consistently directs a course of action based upon conclusions ➢Insightfully and consistently relates ideas and applies imagination and conscientiousness to presentations/performances/construction ➢Demonstrates insightful perspective in the application and presentation of ideas
3 – Work Meets Expectations	➢Proficiently uses varied sources of inspiration ➢Accepts or rejects ideas after thorough analysis or evaluation of them ➢Proficiently directs a course of action based upon conclusions ➢Proficiently relates ideas and applies imagination and conscientiousness to presentations/performances/construction ➢Demonstrates informed perspective in the application and presentation of ideas
2 – Work Sometimes Meets Expectations	➢Makes limited use of varied sources of inspiration ➢Accepts or rejects ideas after limited analysis and evaluation of them ➢Inconsistently or inappropriately directs a course of action based upon conclusions ➢Usually relates ideas and applies imagination and conscientiousness to presentations/performances/construction ➢Demonstrates somewhat informed perspective in the application and presentation of ideas
1 – Work Rarely or Never Meets Expectations	➢Makes little or no use of varied sources of inspiration ➢Accepts or rejects ideas after little or no analysis or evaluation of them ➢Does not direct a course of action based upon conclusions ➢Needs assistance to relate ideas and apply imagination and conscientiousness to presentations/performances/construction ➢Demonstrates uninformed perspective in the application and presentation of ideas

Performing

Performance Levels for Academic Expectations	Perform effectively
4 – Work Consistently Exceeds Expectations	➢ Consistently demonstrates evidence of thorough preparation/rehearsal ➢ Consistently demonstrates exemplary technical skill, technique, and/or physical prowess ➢ Performs dynamically and confidently ➢ Achieves and sustains unity of role and performer ➢ Uses appropriate props, attire, and/or equipment to full effect ➢ Consistently demonstrates ability to work independently and/or cooperatively/collaboratively, as appropriate to task ➢ Consistently demonstrates ability to analyze and reflect insightfully on performance
3 – Work Meets Expectations	➢ Demonstrates clear evidence of preparation/rehearsal ➢ Generally demonstrates technical skill, technique, and/or physical prowess ➢ Performs confidently ➢ Achieves unity of role and performer ➢ Uses appropriate props, attire, and/or equipment ➢ Generally demonstrates ability to work independently and/or cooperatively/collaboratively, as appropriate to task ➢ Demonstrates ability to analyze and reflect on performance
2 – Work Sometimes Meets Expectations	➢ Demonstrates limited evidence of preparation/rehearsal ➢ Sometimes demonstrates technical skill, technique, and/or physical prowess ➢ Performs perfunctorily—without enthusiasm ➢ Approaches unity of role and performer ➢ Uses some props, attire, and/or equipment ➢ Demonstrates limited ability to work independently and/or cooperatively/collaboratively, as appropriate to task ➢ Demonstrates limited ability to analyze and reflect on performance
1 – Work Rarely or Never Meets Expectations	➢ Demonstrates little or no evidence of preparation/rehearsal ➢ Demonstrates little or no technical skill, technique, and/or physical prowess ➢ Performs inadequately ➢ Displays disunity of role and performer ➢ Uses inappropriate or inadequate props, attire, and/or equipment ➢ Demonstrates little or no ability to work independently and/or cooperatively/collaboratively, as appropriate to task ➢ Demonstrates little or no ability to analyze and reflect on performance

SUMMARY OF GRADUATION REQUIREMENTS

COVID-19 College Statement

2021-2022 & 2022-2023 School Year:
Dover-Sherborn has continued with a semesterized grading schedule this year. We will publish interim grades in late October and first semester grades in early February.

2020-2021 School Year:
For the 2020-2021 school year, Dover Sherborn High School opted to follow a hybrid model of education. Students attended school in-person for two days each week and learned remotely for three days. Standard letter grades were given, though students did not take midyear or final exams. To accommodate a later start of the school year, we adjusted our overall semester grades to reflect a running average of work done each semester. Final grades for the year were calculated by weighting each grade as follows: Semester 1 (50%), Semester 2 (50%).

According to The Massachusetts Educational Reform Act of 1993, students must be engaged in learning throughout the school day. In order to ensure this, students choose a minimum of at least 36 credits but not more than 45 credits per year. All students must earn 140 credits to graduate as well as satisfy all other graduation requirements including state graduation examinations. Monitoring credits and meeting graduation requirements are the responsibility of each student and their parent/guardian.

All students must pass and earn the following credits as part of the 140 credits required for graduation:

•**English**	Four years	24.0 credits
•**Mathematics**	Four years	24.0 credits
•**Science**	Three years	18.0 credits
•**Social Studies**	Three years consisting of World History and U.S. History	18.0 credits
•**World Language**	Three years	18.0 credits
•**Technology Engineering & Computer Science, Fine & Performing Arts**		18.0 credits
•**Wellness**		12.5 credits
9th Grade:	One semester of Phys Ed	*(2.5 credits)*
9th Grade:	One semester of Health	*(2.5 credits)*
10th Grade:	Two semesters of P.E	*(3.0 credits)*
11th Grade:	Two semesters of P.E	*(3.0 credits)*
12th Grade:	One semester of P.E	*(1.5 credits)*

•**Community Service** 40 hours

•**Earn a passing score in all MCAS Graduation/Competency Determination requirements as outlined in order to earn a diploma.**

Please consult the Student Handbook for information about credit requirements as they relate to participation in student activities.

MCAS

Pass ELA, Math, and STE within the following structure:

Classes of 2024 and 2025*		
Subject	**Option 1**	**Option 2**
ELA	Earn a score of **472** or higher	Earn a score of **455–471** and Fulfill the requirements of an Educational Proficiency Plan
Math	Earn a score of **486** or higher	Earn a score of **469–485** and Fulfill the requirements of an Educational Proficiency Plan
STE	Earn a score of **220** or higher on legacy Chemistry or Technology/Engineering, or the interim passing standard for next-generation Biology or Introductory Physics	Not applicable (only one option for STE)

***A note on the passing standard:**
Please note that the passing standards for the classes of 2021–2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests. Some students in the classes of 2021–2025 may score in the Not Meeting Expectations level, but their scaled score is high enough to earn the CD in that subject. Please see the September 22, 2022 edition of the Student Assessment Update for a visual representation of this.

Educational Proficiency Plans (EPPs)

An EPP must be developed for any student who does not meet or exceed the Proficient level (see chart above) or next-generation equivalent on the grade 10 ELA and/or Mathematics tests. STE is not part of the EPP requirement.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

SAMPLE SCHEDULE

Grade 9	Credits
English I	6
Math	6
Science	6
World History I	6
World Language	6
Technology Engineering, & Computer Science, Fine & Performing Arts	3-6
Phys Ed & Health (2 sem)	5

Grade 10	Credits
English II	6
Math	6
Science	6
World History II	6
World Language	6
Technology Engineering, & Computer Science, Fine & Performing Arts, and other Electives	6
Phys Ed & Health (2 sem)	3

Grade 11	Credits
English	6
Math	6
Science	6
US History	6
World Language	6
Technology Engineering, & Computer Science, Fine & Performing Arts and Other Electives	6
Phys Ed & Health (2 sem)	3

Grade 12	Credits
English	6
Math	6
Science	6
Social Studies	6
World Language	6
Technology Engineering, & Computer Science, Fine & Performing Arts and Other Electives	3-6
Phys Ed & Health (1 sem)	1.5

CREDIT ALLOCATIONS

Full year courses that meet six days out of the eight day rotation are worth six credits. One semester courses that meet six days out of the eight day rotation are worth three credits. Yearlong courses that meet three days out of the eight day rotation are worth 3 credits. The credit allocations for each course listed in the *Program of Studies* are noted in the course description.

Please note: In the 2020-2021 school year, credit allocations remained the same but the delivery of instruction moved to a hybrid model. The 8 day rotation moved to a weekly 5 day schedule and courses met for longer periods.

The credit awarded to transfer students for courses completed at an accredited institution prior to their enrollment at Dover-Sherborn High School will be adapted as appropriate to be comparable to the credit system of Dover-Sherborn High School

Course Waiver: The Principal has the authority to waive the completion of graduation course requirements when scheduling difficulties arise. Regardless of any action approved by the Principal, students are still required to complete a minimum of 140 credits to graduate.

TRANSITION FROM FRESHMAN TO SOPHOMORE STATUS

To attain sophomore status by the beginning of the next academic year, freshmen must earn 6 credits in mathematics and 6 credits in English, plus 12 additional credits**.** Credits are earned by passing a course with a numeric grade of 65% (D) or above.

Parent/guardians will be notified by the teachers and Guidance Department if their son or daughter is in danger of not passing which could affect sophomore status for the next academic year.

This policy has been adopted to support Dover-Sherborn's high academic expectations and in response to Massachusetts Education Reform initiatives.

CREDIT RECOVERY

If a student fails a course that is required for graduation with a grade of 55 or above, he or she is eligible for credit recovery through a recommended remedial course taken outside of Dover Sherborn High School. If a student fails a course required for graduation with a grade below a 55, he or she must retake the full course at Dover Sherborn High School or through a pre-approved program.

In keeping with the school's policy, no more than 2 courses in a student's overall high school career may be taken in summer school or earned from another institution while enrolled at DS. Any course taken outside of DS for credit toward graduation requirements must receive the **prior approval of the Principal.** Approval is based upon review of the course curriculum and consultation with the appropriate Department Head. Credit will not be granted until an official transcript with a passing grade is received from the approved program. Additional courses are decided at the Principal's discretion.

COURSE LEVELS OF INSTRUCTION

Levels are classified as Advanced Placement, Honors, and College Preparatory. Although much of the subject matter in different levels is similar, these courses differ in the depth of content and the pace of presentation. The Advanced Placement and Honors level courses are designed for students who have clearly demonstrated significantly high achievement in previous courses within the same or related discipline. Some courses have combined levels of Honors and College Preparatory credit.

Students are assigned to appropriate levels in each subject and may move from one level to another when recommended by their subject teacher. Level assignments are determined after careful consideration is given to the student's performance to date, along with past and present teacher recommendations.

AP COURSES

Dover-Sherborn offers a wide variety of Advanced Placement (AP) courses. These courses are very rigorous and follow a specific College Board based curriculum to prepare students to take the AP examinations or submit portfolio assessments that are given in May. Some colleges consider data from these AP tests/assessments for placement purposes and potential college credits. **In order for AP weight to be factored in to a student's GPA, the student must take the Advanced Placement Examination. If the student does not choose to complete the assessment, the student may remain in the course and take it for Honors weighting.** Because of the nature of Advanced Placement classes and the commitment to a standardized assessment, final examinations for seniors in

AP courses are up to the discretion of the teacher. Students in Advanced Placement courses who are not seniors are expected to sit for a final examination, unless otherwise approved by the Principal.

HONORS COURSES investigate some topics in greater depth than the corresponding College Preparatory courses.

COLLEGE PREPARATORY COURSES, if passed satisfactorily, provide the requirements needed to pursue higher education in the academic and vocational fields.

HOMEWORK POLICY

Many teachers have class notes and homework available on their websites for parent/guardians and students to consult as often as necessary. When selecting courses, parent/guardians and students should be mindful of the amount of homework generally required. Homework will vary according to level and course, but the faculty has agreed to the following as a standard: students should expect, on average, to spend 30-45 minutes each night doing homework for each CP or Honors class, and 45-60 minutes for an AP class and homework will not count more than twenty (20) percent of a term grade.

No homework shall be assigned over Thanksgiving break. Additionally, no homework shall be assigned over winter break, February vacation, or April vacation except in Advanced Placement courses. AP courses may assign limited reading that is essential for course content.

Major projects or papers due the week after vacation will not be due within the first two days following the resumption of school.

ELECTIVE TECHNOLOGY COURSES

Some specified courses, generally designed to complete graduation requirements, may also be selected as electives. When a student requests one of these courses as an elective course, the course is assigned on a space-available basis.

AUDITING A COURSE FOR ENRICHMENT

A student may request to audit additional courses if there is sufficient space. The student will be expected to do all work and to take all tests and examinations. The course will appear on the final transcript marked 'Audit' with no grade or credit toward graduation.

COURSE REGISTRATION PROCESS

In January, the Program of Studies will be available on the high school website for students and families to review and begin planning for the 2023-2024 academic year. Families are encouraged to read course descriptions and requirements carefully and to consult with the school in advance of the school deadlines should any questions or concerns arise.

AVAILABILITY OF COURSES

The *Program of Studies* offers a wide variety of courses. Staffing decisions are made in light of student course requests and available resources. Low enrollment or staffing constraints may result in the cancellation of courses and/or sections of courses. Courses may also be closed due to maximum enrollment capacity. When enrollment has reached a maximum, preference will be given to juniors and seniors. The school reserves the right to consult students' alternate course requests when courses are cancelled, closed or when course conflicts arise.

MINIMUM COURSE LOAD

Students must choose courses generating a total of at least 36 but not more than 45 credits per year. This is a requirement every year, regardless of whether graduation requirements have been satisfied. Seniors must maintain a full academic schedule consisting of five full year academic subjects, PE and 3.0 additional credits.

CURRENT HIGH SCHOOL STUDENTS

In January, students and parents/guardians will receive emails regarding the course request process. Students are encouraged to speak with teachers regarding course choices for the following school year. In March, teachers will make online recommendations regarding student course levels (CP, Honors, AP) for courses in mathematics, English, world language, science and social studies as well as any other courses requiring teacher recommendation as stated in the Program of Studies.

Beginning January 23, 2023 through noon on March 20, 2023, students will select desired courses in the Fine & Performing Arts and/or Technology Engineering & Computer Science as well as select other elected courses and enter these requests into their Aspen Student Account. Access to the Aspen Student Account Course Request window will be closed at noon on March 21, 2023.

A couple of weeks after the student request window has closed, a Course Request form will be generated in Aspen containing student course requests along with teacher recommendations for courses in mathematics, English, world language, science and social studies. **Students will be scheduled for an individual appointment with their school counselor between March 21st and April 5th to review completed course requests and teacher recommendations.** Any necessary additions or adjustments may be discussed during this appointment

Beginning on April 6, 2023, students and parents/guardians will have access to the Course Request form in Aspen. **Parents must sign off electronically in Aspen on the Course Request Form by April 14, 2023 in order for student courses to be scheduled. Forms signed off on after April 14, 2023 may result in delay of scheduling and course availability**. All level changes in mathematics, English, world language, science and social studies must have teacher and parent/guardian approval.

NOTE: Parent/Guardian signature in Aspen on the Course Request Form indicates that parents/guardians have read the Program of Studies document, understand its contents, the requirements of courses recommended and requested, and agree to the course program as listed on this form. Parents/Guardians who wish to discuss a child's recommended course or level, should contact the subject teacher for clarification. All scheduling change requests must be put in writing by April 28, 2023 and decisions must be completed by May 1, 2023. The decisions as of May 1st will be final for the 2023-2024 school year. **Final course offerings are based on teacher recommendations, student requests and on budgetary funding.**

INCOMING FRESHMEN

Eighth grade teachers will recommend the appropriate course level in each subject for incoming ninth grade students. Course level placements are the result of the teachers' best professional judgment after working daily with the student and after reviewing the placement standards agreed to by the middle and high school staff. Parents/guardians may request to meet with the student's subject teacher to better understand the teacher's decision.

Beginning in January and early February, informational emails regarding the course request process for incoming freshmen will be sent to parents/guardians. During this time, incoming freshmen (eighth grade students) will receive a print copy of the 2023-2024 Program of Studies and they will be asked to take the booklet home to share with their parents/guardians.

In early February, eighth grade students will meet with members of the high school counseling team, along with their school counselor, to learn how to access their Aspen Student Account, and receive information on requesting their desired course choices in the Fine & Performing Art and Technology Engineering & Computer Science. They will also be provided with an overview of the transition from middle school to high school. An informational email will also be sent home to parents/guardians on these topics.

Access to Student Course Requests will be available for incoming freshmen from January 23 through noon on March 20, 2023 allowing students (in consultation with their families) to enter their desired elective course requests in the Fine & Performing Art and Technology Engineering & Computer Science into their Aspen Student Accounts. The Aspen Student Account Course Request period will be closed at noon of March 20, 2023.

Beginning on April 6, 2023 through April 14, 2022, students and parents/guardians will have access to the Course Request form online via the Aspen Family Portal to view course recommendations made by their teachers for courses in mathematics, English, world language, science and social studies. Teacher recommendations are the result of the teachers' best professional judgment after working daily with their students and after reviewing the placement standards agreed to by the middle and high school faculty/staff. Students and parents/guardians will also be able to view the student's course requests in Fine & Performing Art and Technology Engineering & Computer Science which were entered during the Aspen Student Account Course Request period.

Parents/Guardians must sign off electronically in Aspen on the Course Request Form by April 14, 2023 in order for student courses to be scheduled. Forms signed off on after April 14 may result in delay of scheduling and course availability. All level changes in mathematics, English, world language, science and social studies must have teacher and parent/guardian approval.

Course programs are designed after the completed course request form is signed off on electronically by a parent/guardian. All scheduling decisions must be completed before May 1, 2023 for the 2023-2024 school year**.**

NOTE: Parent/Guardian signature in Aspen on the Course Request Form indicates that parents have read the Program of Studies document, understand its contents, the requirements of courses recommended and requested, and agree to the course program as listed on this form. Parents/Guardians who wish to discuss a child's recommended course or level, should contact the subject teacher for clarification.

All requests for placement reviews and scheduling change requests must be put in writing by **April 28, 2023** and decisions **must be completed by May 1, 2023.** The decisions as of **May 1st** will be final for the 2023-2024 school year. **Final course offerings are based on teacher recommendations, student requests and on budgetary funding. The school reserves the right to consult alternate course requests when courses are cancelled, closed or when course conflicts arise as necessary.**

PLACEMENT REVIEW PROCESS FOR GRADES 9-12

English Department Placement Review Process

Rising sophomores, juniors and seniors in CP with a B+ average who desire to enter the Honors program may submit a writing portfolio that includes both in- and out-of-class writing for review and consideration by the English Department. The English Department will also seek comments from the student's present and past English teachers. Portfolios must be submitted along with a completed form obtained from their English teacher to the English Department Head no later than April 28, 2023 for consideration. Please see page 35 for more details.

Math Placement Review Process

Students enrolled in a CP math class with a strong quiz and test average (93% or above) who desire to enter a higher level course for the next year may do so by taking a skills test, followed by a combined midyear/final honors exam. Excelling at the CP level does not always guarantee similar success in a higher level math course, so the math department developed a process to collect additional information and make an informed recommendation for placement.

- The skills test must be taken by May 31st, and is an assessment for which a student does not need to prepare. It gives the math department a glimpse of basic algebra skills that a student in an honors class typically demonstrates.

- The combined midyear/final exam is typically taken in June or August, and is given to see if the student has the background knowledge to be successful at a higher level. Higher level courses often cover more material than their lower level counterparts, and thus students wishing to be in a higher level must fill in the gaps that they missed before entering the higher level of the next class. This assessment will help both the math department and the student gauge their preparedness for the higher order thinking and knowledge of concepts needed before entering the higher level course.

If a student goes through this process and achieves at least an 83% on both of the exams (or a 90% if pursuing an AP Class), the math department head will recommend that the student move to the higher level for the following year.

If a student goes through this process and does not achieve the scores needed for the Math Department Head to make a recommendation for a level change, the student can still pursue a level change, but will need to sign (along with a guardian, the Math Department Head and the Principal) the math department override form before a schedule change is made.

All level change requests from course selection recommendations need to be initiated with the Department Head by April 28th. Once initiated, the Department Head will coordinate with the student and parent when the skills test and combined midyear/final exam can take place. All testing must be done and forms signed by August 25th.

Other Academic Department Placement Review Process

If a student does not meet the prerequisite for a given course and the student, and their parent/guardian, wishes to discuss the child's recommended course or level, they are directed to speak with the subject teacher first in accordance with departmental protocols. Parents may then schedule a meeting with the Department Head to discuss the teacher's recommendation before April 29, 2022. At this meeting, the student must submit added evidence requested by the Department Head showing that he or she is capable of Honors/AP level work in this subject and would contribute positively to the success of the course. The decision of the Department Head and Principal will be final.

All scheduling decisions for grades 9-12 must be completed by May 1, 2023 for the 2023-2024 school year. Decisions as of May 1, 2023 will be final in the fall.

ACCELERATING IN A COURSE OF STUDY

A student who wishes to accelerate a course of study must first gain approval from the Department Head of that discipline and then take both the midyear and/or final exam for the preceding course to demonstrate complete mastery of the subject material. Additionally, the student must earn the pre-requisite passing grade(s) on the Dover Sherborn exam(s) as outlined in the Program of Studies for this

course. Acceleration will not reduce the required number of courses that a student must take to fulfill graduation requirements. Any exception must be pre-approved by the Principal.

Middle school students seeking to accelerate or bypass high school course requirements must get prior approval from the Middle School and High School Principals. Courses taken without prior approval will not be considered for placement purposes.

Beginning in February and continuing through May, considerable time and effort is spent by counselors, teachers, parent/guardians and students to develop individualized course programs for the following academic year. After May 1, 2023, **changes to a student's schedule for the 2023-2024 school year will be considered only as a result of highly unusual circumstances.** A student who feels that a course or level change request is warranted is directed to **speak with their subject teacher first**.

COURSE CHANGE PROCEDURES

DURING THE SCHOOL YEAR

When a scheduling change is considered during the school year, the following guidelines apply:

1. Adding a Course:
Courses may only be added within the **first six class meetings** of any course. Students will not be added to new classes after this time without permission of the Department Head or Principal.

2. Class Level Transfers:
Level changes should be informed decisions that happen after a student has discussed this with the Teacher, Department Chair, Guidance Counselor and the student's family. While a level change can be made at any time it may not always be possible due to class size and/or number of sections available.

When a student changes level:

- Any level move from Honors to College Prep students will be given a 6 point grade bump as the starting average in the new level. This point bump also applies to level changes within CP.

- There is no grade bump when a student moves from Advanced Placement to Honors or College Prep.

Even with approval, a change in a course or level can be made only if there is sufficient space in the receiving course at the time that the actual schedule change is completed.

3. Dropping a Course:
A student must carry a minimum of 36 credits each year. A student may not drop a course or fall below the minimum credit requirement without the approval of the Principal. **Any course drop after the first interim grade report is posted will appear as Withdrawal/Pass (WP) or Withdrawal/Fail (WF) on the student's permanent record/transcript. After fifty percent (50%) of a course's class meetings have passed** (for all year courses, this includes the mid-year exam), **a student who withdraws from a course will receive a semesterized grade.**

VIRTUAL HIGH SCHOOL COURSES:
Please see page 122 for Virtual High School information and note that add/drop dates differ from DS course deadlines.

NO COURSE WILL BE CHANGED WITHOUT WRITTEN ACKNOWLEDGMENT FROM THE STUDENT'S PARENT/GUARDIAN, THE APPROVAL FROM TEACHER AND THE DEPARTMENT HEAD, AND A DISCUSSION WITH THE STUDENT'S SCHOOL COUNSELOR. ALL FINAL DECISIONS REST WITH THE PRINCIPAL.

Please be advised that when changes are made to a student's schedule, the school attempts to minimize disruption. However, sometimes the requested change necessitates a total revision of the student's schedule.

DOVER-SHERBORN GRADING

DOVER-SHERBORN GRADING SCALE

Dover-Sherborn operates on a two semester calendar year that includes mid-semester interim reports and semester grading terms, plus mid-year and final exams.
A minimum passing grade is 65. Grades on transcripts and report cards are literal and the numerical equivalents are:

A = 93-100	B+ = 87-89	C+ = 77-79	D = 65-69	P = Pass
A- = 90-92	B = 83-86	C = 73-76	**F = 65 and below (Failing)**	F = Fail
	B- = 80-82	C- = 70-72		

CALCULATING A GRADE POINT AVERAGE

Dover Sherborn bases its GPA on a 4.0 Weighted Scale. Cumulative Grade Point Averages are calculated at the end of each semester of high school. The GPA is calculated by using the grading code below and assigning the correct weight to each letter grade in the following academic subjects taken at Dover-Sherborn High School that meet six or more times in our eight day cycle: English, mathematics, science, world language and social studies and the elective courses listed in the bulleted section below the Quality Point Scale. After determining the weights for each course, a sum is calculated. This sum is then divided by the number of counted courses completed.

QUALITY POINT SCALE

	AP	Honors	CP
A	5.00	4.80	4.00
A-	4.58	4.40	3.67
B+	4.17	4.00	3.33
B	3.75	3.60	3.00
B-	3.33	3.20	2.67
C+	2.92	2.80	2.33
C	2.50	2.40	2.00
C-	2.08	2.00	1.67
D	1.25	1.20	1.00
F	0.00	0.00	0.00

Dover-Sherborn does not provide any rank-in-class distinctions.

Please note:

- The weight for an all year course is calculated at 50% at Semester 1 of a given class. It is calculated at 100% at the end of the full year.
- The weight for a one semester course is half the weight of an all year course.
- If a course taken at Dover-Sherborn High School is repeated at Dover-Sherborn High School due to a failure then both final grades count in the GPA.
- The following Arts & Technology elective courses taken at the Honors level will count as Honors weighting towards the GPA: Astronomy H, Engineering H, Industrial Tech III-General Contracting H and Pre-AP Art H. Engineering and Astronomy at the CP level will also be included in the GPA.
- Students who successfully complete AP Art will receive Advanced Placement Quality Point weighting toward their GPA.

GPA's are only calculated for courses taken at Dover-Sherborn High School. The one exception to this is that advanced mathematics courses taken at SOHS and/or Johns Hopkins CTY (as detailed in the Mathematics section of this Program of Studies) will be included in a student's GPA. The SOHS/Johns Hopkins CTY courses will be calculated according to the Advanced Placement Quality Point Weighting.

- Courses taken by students participating in elected alternative programs will not be included in a Dover-Sherborn GPA.
- Independent Study grades are not included in GPA calculations without permission of the Principal.
- Courses taken for "pass/fail" grade will not be factored into a student's GPA.
- Students must sit for the AP exam in order to retain AP quality point weighting on their final transcript.
- SOHS and/or Johns Hopkins CTY advanced mathematics courses will only be included in a student's GPA after Dover Sherborn High School has received an official transcript indicating a student's grade.

RESOLUTION OF INCOMPLETES

All incompletes must be resolved by the student and the grade submitted by the teacher within the first week after issuance of grades at the posting intervals. A last term or final exam incomplete must be resolved within two weeks of the opening of the following school year. Any exceptions must be approved by the Principal.

MEDICAL GRADE "M"

A student who misses class for a majority of a term as a result of a significant and documented medical or emotional circumstance may receive an "M" for the term or semester. The request of an "M" should be initiated by the guidance counselor.

The grade and number of credit(s) reduction will be determined through consultation with the teacher, department chair and administration.

The course requirement will be met.

Administration will determine whether or not the "M" is appropriate for which classes.

An "M" may not be awarded as a final grade

REPEATING A COURSE AT DOVER-SHERBORN

A student may request to repeat a course taken at Dover-Sherborn where credit has been earned. The following guidelines are used:

- The course is a foundation for subsequent courses
- No credit is earned when the course is repeated and the original grade stands.

FIFTH YEAR STUDENTS

A fifth year student must re-enroll with permission of the Principal before he/she will be given a schedule by the school counselor.

Some students may need only one or two courses to fulfill graduation requirements. If this is the case, a student's courses will be scheduled as early in the day as the master schedule allows and the student will be dismissed from school following the end of the student's last class. Each day the student is scheduled to be in attendance, he or she is required to sign-in to campus at the main office upon arrival to school and must sign out of campus following the end of the student's last class each day. Fifth year students are required to leave the school grounds following the end of the student's last class each day unless they receive permission from the Principal.

ORIGINAL CREDIT COURSES TAKEN OUTSIDE OF DOVER-SHERBORN

The following criteria shall apply to courses taken for original credit:

- A student must obtain written permission from the Principal to enroll in and receive original credit for courses taken outside Dover-Sherborn High School. The only exception to this rule is if a student qualifies to take an advanced mathematics course and/or a technology course via SOHS and/or Johns Hopkins CTY as indicated in the Mathematics or Technology, Engineering and Computer Science sections of this Program of Studies. The Principal must sign off and give permission.
- In general, students will be allowed to accrue up to twelve (12) Dover-Sherborn credits for courses taken off campus. These courses will **NOT fulfill** graduation requirements or be included in the Dover-Sherborn High School GPA unless approved by the Principal.

    1. Six credits will be granted for a full semester college level course that is pre-approved by the Principal. These courses will not be included in a Dover Sherborn High School GPA unless approved by the Principal.

    2. Three or six credits will be granted for semester online courses through the TEC-sponsored online course initiative. All TEC online course registrations must be pre-approved through the Principal. These courses will not be included in a Dover Sherborn High School GPA unless approved by the Principal.

Credits will be assigned for SOHS and Johns Hopkins CTY courses as indicated in the Mathematics and Technology, Engineering and Computer Science sections of this Program of Studies. In addition, these courses **will fulfill** graduation requirements and do not count towards the 12 credit maximum.

NATIONAL HONOR SOCIETY

Students inducted into the National Honor Society exemplify high standards of scholarship, service, leadership, and character. Students who have earned a cumulative GPA of 3.80 or higher during the first four semesters of high school are invited to submit an application for consideration by the NHS Faculty Council. The faculty council considers each applicant's dedication to service, leadership, scholarship and character -considering discipline history and input from the faculty. After the evaluation, the faculty advisors for National Honor Society notify applicants of the committee's decision. Inducted members of NHS give back to the local community by providing tutoring services to peers and younger students in the district and by completing group service project-volunteering at the Greater Boston Food Bank. Information about membership requirements and the application for NHS can be found on the school's webpage.

WORLD LANGUAGE HONOR SOCIETY

The World Language Department at Dover-Sherborn High School recognizes seniors who are exemplary language students (Chinese, French, Latin and Spanish) and who have achieved the highest academic level in their respective languages by inviting them to become members of the Dover-Sherborn World Language Honor Society. In order for a student to be eligible for membership in the World Language Honor Society, he/she must meet the following criteria within one language:

- The student must have completed three years of language at the high school level.
- The student must have achieved a final grade of A- or better in the world language in **each** of the three years of study.
- The student must demonstrate sincere interest in the study of languages by current enrollment in the highest possible world language course offered senior year: (Online courses do not fulfill this requirement.)

  Chinese: Chinese Intermediate 1 Honors
  French: AP French Language and Culture
  Latin: AP Latin or Advanced Topics in Latin
  Spanish: AP Spanish Language and Culture

MASSACHUSETTS STATE SEAL OF BILITERACY

As established through the Act Relative to Language Opportunity for Our Kids, the LOOK Act, the State Seal of Biliteracy is a means to recognize students who "attain high functional and academic levels of proficiency in English and a world language, meaning that those students can function in those languages in authentic, real-life situations." Beginning with the graduating class of 2021, qualifying Dover Sherborn seniors will receive official recognition on their transcripts. Criteria for the award is outlined below.

State Seal of Biliteracy With Distinction

- Score of Exceeding Expectations on the grade 10 ELA MCAS exam
- Minimum score of Advanced-Low on the 4 communication modes of an approved proficiency test (i.e. AAPPL, ALIRA)

State Seal of Biliteracy

- Score of Meeting Expectations on the grade 10 ELA MCAS exam or Level 5 on the ACCESS test
- Minimum Score of Intermediate-High on the 4 communication modes of an approved proficiency test (i.e. AAPPL, ALIRA)

GLOBAL CITIZENSHIP PROGRAM

The Global Citizenship Program at Dover-Sherborn High School affords all students the opportunity to graduate with a **Global Citizenship Certificate**, tangible proof that they have acquired the skills and perspectives that allow them to become successful in today's global society. Students completing this program are expected to have the following: knowledge of the world they live in; empathy for the perspectives of other people and cultures; the ability to act on global issues; good communication skills.

Enrollment into the program is done by application process and interested students should submit a Letter of Intent to the Global Citizenship Advisory Board for review by the end of their sophomore year. Upon acceptance, students will be responsible for completing all of the requirements stated within the program guidelines in order to receive the **Global Citizenship Certificate**.

More information about the Dover Sherborn Global Citizenship Program as well as all necessary forms can be found on the Dover-Sherborn High School Website:
https://sites.google.com/a/doversherborn.org/ds-global-citizenship-program/

ELIGIBILITY FOR EXTRA CURRICULAR ACTIVITIES

To be academically eligible to participate in athletics, clubs, and drama/musical performances during the first and second semesters, a student cannot fail more than one major academic course (English, Math, Science, Social Studies, World Language) for the semester immediately preceding. Academic eligibility for each semester is determined whenever report cards are posted and published.

To be academically eligible to participate for the first semester, a student is required to have passed 30 credits (the equivalent of five traditional year-long courses) in the previous academic year and to have not failed more than one course the previous semester. Eligibility for first semester is determined by a student's final grades from the previous school year.

Students failing one or more courses at the interim mark will be monitored by guidance and administration in order to develop a plan for academic success.

Student-athletes may not participate in games or scrimmages until they have met these eligibility requirements and been granted clearance by the Athletic Director.

A student entering Grade 9 from a middle or junior high school is eligible at the start of the ninth grade school year.

NCAA CLEARING HOUSE

College-bound student-athletes who want to compete in NCAA sports at a Division I or II school need to meet certain division-wide academic and amateurism standards. Students who plan to attend a Division III school need to meet the admission standards of the school they plan to attend.
Dover-Sherborn must submit a course catalog to the NCAA Eligibility Center for approval. Not all courses at Dover-Sherborn are approved by the NCAA so student athletes who register with the NCAA Eligibility Center must inform their counselor, and together, review their transcript against the approved course listing. For more information on how to register go to:
http://www.ncaa.org/student-athletes/future

GUIDANCE

Services: The guidance department curriculum is listed on the department's webpage. The following list includes a number of activities and services provided by the school counseling office:

- New student registration
- Schedule development for new students
- Course selection and course registration
- Resolve scheduling conflicts
- Manage student schedule changes
- Monitoring student academic progress
- Facilitate Instructional Support Team and Section 504 Plan meetings
- Attend parent/guardian/teacher conferences
- Participate in IEP meetings
- Consult with teachers, administrators, parent/guardians and students
- Provide mediations for students to help resolve conflicts
- Assist with freshmen year transition
- Development of Four Year Plans
- Curriculum development aligned with National and State Standards
- Individual counseling and small group counseling
- Academic counseling
- Personal counseling
- Provide crisis intervention
- Post-secondary counseling
- Process applications to independent schools and post-secondary programs
- Coordination of referrals to outside resources
- Arrange home tutoring for students with extended illness
- Military Liaison
- Communications between school and home
- Peer Helping
- Orientation programs
- Parent/guardian information programs
- College Board Testing
- PSAT and SAT Test administration
- AP Exam administration
- Scholarship programs
- Stanley Z. Koplik Certificate of Mastery and the John and Abigail Adams Scholarship Program

NAVIANCE

Naviance is a web based program used in conjunction with the high school guidance curriculum. Students are introduced to Naviance in middle school through career exploration lessons. Sophomore year, students use Naviance to explore various careers and post-secondary opportunities. Junior students use Naviance for college searches and seniors use Naviance to assist with the college application process. The Naviance program allows counselors and teachers to submit requested college-related materials (transcripts, school forms, and letters of recommendation) electronically to colleges.

JOHN AND ABIGAIL ADAMS SCHOLARSHIP

The John and Abigail Adams Scholarship is a state sponsored scholarship with a tuition ONLY credit of up to eight semesters of undergraduate education for students entering Massachusetts state colleges and universities (excluding Mass College of Art). Students qualify by: (1) scoring at the qualifying levels on grade 9 & 10 MCAS assessments, and (2) having a combined MCAS score that places them in the top 25% of the students in the district.

The Department of Elementary and Secondary Education determines eligibility. Students will be mailed acceptance letters if they are found eligible.

STANLEY Z. KOPLIK CERTIFICATE OF MASTERY with DISTINCTION

The Stanley Z. Koplik Certificate of Mastery with Distinction: Currently, students initially qualify by meeting specific minimum scoring standards in English Language Arts, Math and/or Science & Technology/Engineering.

In order for eligible students to receive the Koplik certificate, they must also demonstrate additional academic achievement such as high scores on Advanced Placement exams and/or other academic achievement. **Seniors must apply through the Koplik Coordinator (school counselor – Ms. Beth Hecker) between mid-December 2023 and May 2024.**

Awarded students will receive a tuition waiver to Massachusetts state colleges and universities.

Both Koplik and Adams Scholarship recipients must file the Free Application for Federal Student Aid (FAFSA) each year to receive a tuition waiver.

For updated information regarding either scholarship program, please speak with the Koplik Coordinator or the Massachusetts Department of Elementary and Secondary Education at Tel: 781-338-3000 or visit the following website for more specific scoring information: www.doe.mass.edu/scholarships

STANDARDIZED TESTING INFORMATION

Students should **always find out exactly which scores each college requires** and how they will use those scores. To determine this information, students should review individual college websites. Additionally, students are encouraged to consult with their school counselors for more detailed information.

PSAT/NMSQT is offered annually by the College Board and the National Merit Scholarship Corporation. This test consists of primarily multiple-choice reasoning questions in reading, math, writing and language skills, with a few grid-in math questions. The test is administered in October each year. In the Fall of 2023, the PSAT will move to a fully digital format.

The PSAT, modeled after the SAT, is a practice test for sophomores and juniors who may consider attending college after graduating from high school.

If students elect to take the PSAT for practice as sophomores, it is recommended that they **still consider taking the test as juniors.** Consideration for recognition and perhaps scholarship opportunities, as administered by the National Merit Scholarship Corporation, are based upon performance on the junior year PSAT. Scores from sophomore year are not considered.

SAT tests are offered multiple times per year. They are organized into 3 major sections: Reading, Writing & Language, and Math. The multiple choice options will be out of four answer choices. Scoring will be on a 400–1600 scale. In the Spring of 2024 the SAT will move to a digital format. The current test takes 3 hours and 50 minutes to complete; the new format is shorter and will take 2 hours and 15 minutes.

Juniors generally take the SAT test during the winter or spring of junior year and often repeat the exam during senior year choosing from test administrations in August, October, November or December. Students who plan to apply to colleges early (early action or early decision) should complete all testing by the November test dates.

For additional information on the PSAT and SAT tests, please visit the College Board's website at www.collegeboard.org.

ACT - is a three hour standardized test. The ACT is specifically designed to measure academic **achievement** in the areas of English, math, reading and science reasoning. The ACT also provides students with an "optional" Writing Test. The Writing Test is scored separately and the results do not affect the student's ACT composite scores. **However, some colleges recommend that students always take the ACT with Writing.** For more information, visit the ACT website, www.act.org.

Please note: Colleges accept ACT or SAT scores for admission.

STANDARDIZED TESTING ACCOMMODATIONS

You must apply for ALL standardized testing accommodations. Being on an IEP or 504 Plan does not automatically qualify you.

Please contact your school counselor or special education liaison for information on registering and requesting accommodations for the PSAT, SAT, AP and ACT. The College Board (PSAT, SAT & AP) and the ACT have separate registration processes. Accommodations with one organization does not guarantee accommodations with the other, you must apply to both organizations for accommodations. The guidance department recommends applying in your freshmen year for SAT accommodations and junior year for ACT accommodations.

Please note: The College Board and the ACT will approve and assign testing accommodations for individual students; Dover-Sherborn has no involvement or influence in the approval process.

PLEASE NOTE: ACCOMMODATIONS ARE NOT AUTOMATIC. YOU MUST APPLY AND BE MINDFUL OF ALL APPLICATION DEADLINES

SUGGESTED COURSE OF STUDY FOR POST SECONDARY EDUCATION

The information included in the section below is designed to assist the student in determining what courses are generally required for admission to post secondary institutions. Specific schools sometimes have slightly different requirements. Therefore, it is advisable for students to consult with their school counselors and/or specific colleges for more detailed information. Dover-Sherborn graduation requirements are higher in certain subject areas.

Admission to a Two and Four Year College or University

College Preparatory or Honors Level courses are recommended.
4 years of English
3-4 years of math
3-4 years of science
3-4 years of social studies
* 3-4 years of world language

*Please Note: There are some colleges that will waive the student's world language requirement if

during high school the student successfully completed four years of world language study in a single language.

Massachusetts State Universities Minimum Admission Standards

The admissions standards for MA state colleges and universities emphasize a strong academic high school background so that students possess competencies needed to succeed in a college setting. These standards represent minimum requirements; meeting them does not guarantee admission, since a wide range of factors are considered in admissions decisions. Students must have fulfilled all requirements for the high school diploma or its equivalent upon enrollment. It is important to note that admissions standards for the state's community colleges differ. Community colleges may admit any high school graduate or GED recipient.

Freshmen Admissions – updated 2019

The new admissions standards have three parts:
- 16 required academic courses
- A minimum grade point average (GPA) earned in College preparatory courses completed at the time of application
- SAT or ACT score (Test optional in 2020-2021)

Academic Course Requirement

Seventeen college preparatory courses distributed as follows (A course is equivalent to one full school year of study. Courses count toward the distribution only if passed.)

• **English**	4 courses
• **Mathematics**	4 courses (Algebra I & II and Geometry or Trigonometry or comparable course work)
• **Sciences**	3 courses with laboratory work
• **Social Sciences**	2 courses (including 1 course in U.S. History)
• **World Languages**	2 courses (in a single language)
• **Electives**	2 courses (from the above subjects or from the Arts & Humanities or Computer Sciences)

MA State Universities Admissions Minimum Grade Point Average (GPA)

Massachusetts state universities use a minimum GPA of 3.00 as one of their entrance criteria. Students falling below a 3.0 should review the sliding scale requirement. NO applicant with a High School GPA below 2.00 may be admitted to a state college or university campus. Students with a GPA below 2.00 are encouraged to begin their post secondary education at a community college.

Sliding scale for Freshman Applicants to a Massachusetts State University

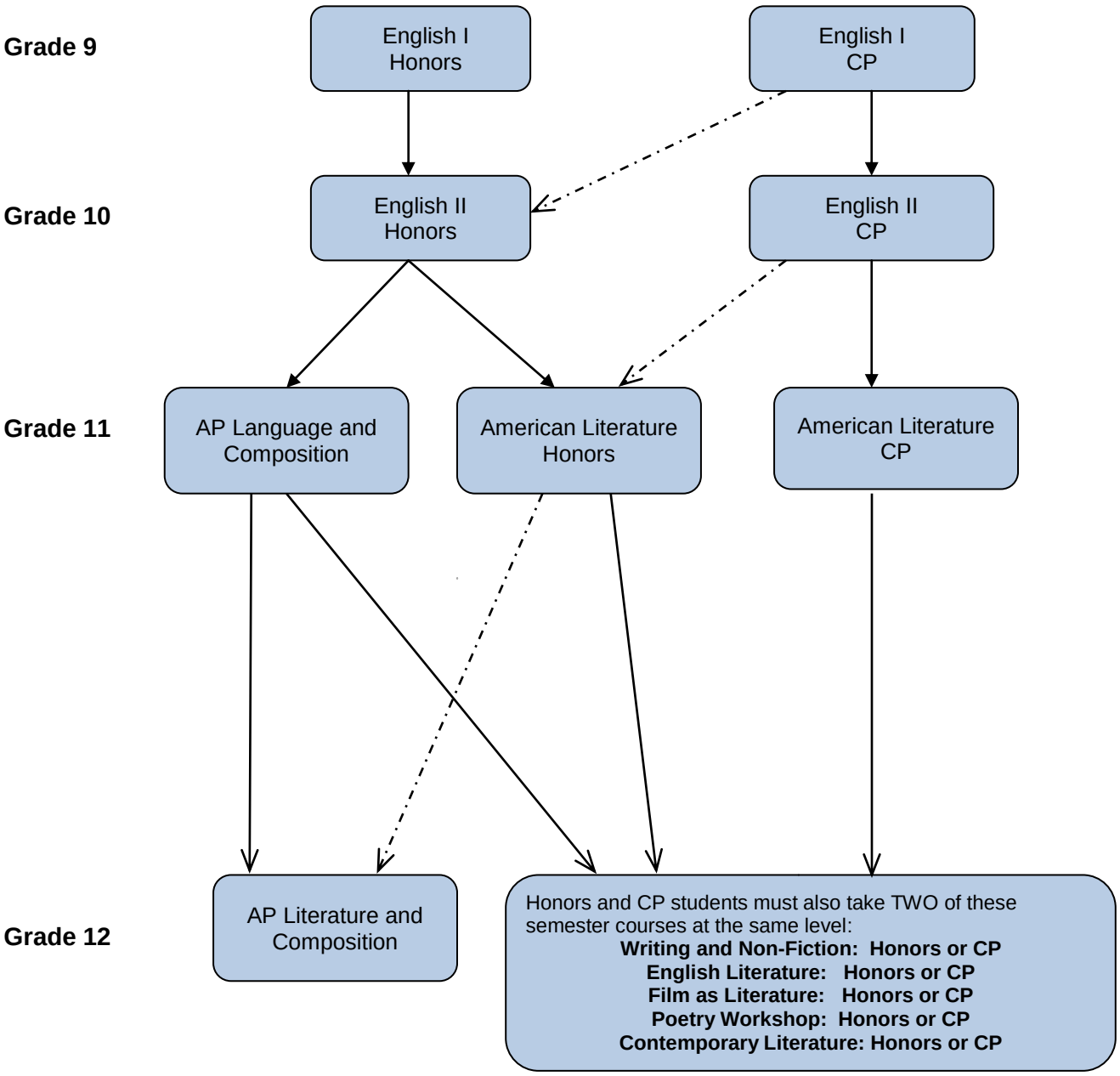
GPA	COMBINED SAT	COMPOSITE ACT
2.51-2.99	990	19
2.41-2.50	1030	20
2.31-2.40	1070	21
2.21-2.30	1110	22
2.11-2.20	1140	23
2.00-2.10	1180	24

Sliding scale for Freshman Applicants to the University of Massachusetts

GPA	COMBINED SAT	COMPOSITE ACT
2.51-2.99	1030	20
2.41-2.50	1070	21
2.31-2.40	1110	22
2.21-2.30	1140	23
2.11-2.20	1180	24
2.00-2.10	1220	25

Students who meet the minimum GPA requirement do not have to use the sliding scale for admission, but still must submit SAT or ACT test scores for consideration if they are applying to a State College or University within three years of high school graduation. The complete guide is available on the Department of Elementary and Secondary Education's website:
http://www.mass.edu.

English



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ENGLISH

Courses in English are offered at two levels for freshmen and sophomores, (College Preparatory and Honors) and three levels for juniors and seniors (College Preparatory, Honors, and Advanced Placement).

COURSE PREREQUISITES

Incoming Freshmen

Incoming freshmen who desire to enter the Honors program must have earned at least an A- average at the end of the first semester and the recommendation of their Grade 8 English teacher. Honors candidates must have a history of superior performance in their English classes, a demonstrated ability to independently read at both the literal and inferential levels, and their writing must demonstrate their ability to write clear, imaginative, and coherent prose in both in-class and out-of-class writing. Students must maintain the A- (or better) average during the second semester in order to secure their placement.

Incoming freshmen earning a B+ who wish to be considered for the Honors English program may request a writing portfolio review by the High School English Department. The portfolio must be submitted no later than April 28, 2023 to the Middle School Curriculum Leader with a form obtained from their English teacher. Parent/guardians and students will be informed of the decisions by the end of May.

Rising Sophomores, Juniors, and Seniors

Rising sophomores, juniors and seniors desiring to elect an Honors English section must have a minimum A- average in their CP course at the end of the first semester and the recommendation of their current English teacher. Students must maintain the A- average (or better) during the second semester in order to secure their placement.

Rising sophomores, juniors and seniors in CP with a B+ average who desire to enter the Honors program may submit a writing portfolio for review by the English Department. The portfolio must include both in and out-of-class writing; the English Department will also seek comments from the student's present and past English teachers. Portfolios must be submitted along with a completed form obtained from their English teacher to the English Department Head no later than April 28, 2023 for consideration. Students will be informed of the decisions by the end of May.

Rising sophomores, juniors and seniors who wish to remain in the Honors level for the following year must maintain an average of a B- by the end of semester 1 and have the recommendation of their current English teacher. Students must maintain the B- (or better) average during the second semester in order to secure their placement for the following year. Students in the AP Language class are expected to maintain a B- average and the recommendation of their current English teacher to be placed in the AP Literature class the next year.

Students who wish to move from American Literature Honors to the senior AP Literature class must have at least an A- average by the end of semester 1 and the recommendation of their teacher; they must maintain at least a A- average to secure their placement. Students in the American Literature CP class who wish to move to the AP Literature class must have an A average by the end of semester 1 and the recommendation of their current English teacher. They must maintain this A average during semester 2 to secure their placement.

Students should be aware that some courses may not run due to insufficient enrollment, so it is important to choose alternate courses carefully.

A student cannot advance to a higher grade-level course without first receiving a passing grade in their present class.

SUMMER READING AND WRITING REQUIREMENTS FOR ADVANCED PLACEMENT COURSES:

Incoming juniors who have signed up to take Advanced Placement Language and Composition are required to read two texts; the texts and writing requirements will be announced in the spring.

Incoming seniors who have signed up to take Advanced Placement Literature and Composition are required to read two texts; the texts and writing requirements will be announced in the spring

Small Group English and MCAS English Preparation are supplementary support classes that count toward graduation credits, but do not count toward the 24 English credits required for graduation. Small Group English and MCAS English Preparation require teacher recommendation. Note that, due to staffing constraints and variations in student performance, these classes may not be offered all four years

Small Group English* **All Year** **3 credits***
Prerequisite: Recommendation of English teacher

Small Group English is a small group skills class offered to freshmen, sophomores and juniors in need of additional support in English.

Freshman Small Group English
(1130) *Open to recommended English I CP students.*

Sophomore Small Group English
(1340) *Open to recommended English II CP students.*

Junior Small Group English
(1680) *Open to recommended American Literature CP students.*

MCAS English Preparation* **All year** **3 credits***
(1350) College Prep
Open to recommended sophomores

This course familiarizes students with the format of the Language Arts section of the MCAS test. Students will examine and respond to former test questions; their responses will be assessed to provide them with feedback on the strength and weaknesses of their answers. Effective responses to all prompts will be presented to illustrate proper form, organization, and thought.

Upon successful completion of this course, students will be able to:
- understand the composition of the language arts test: multiple choice, open-ended response, and long composition
- define and recognize examples of the terms of poetry
- define and analyze in a literary piece common literary terms: e.g., setting, character, mood, image, figurative language
- recognize tone, and the way it is conveyed, in a piece of literature

- read, comprehend, and respond to a short excerpt of a literary piece
- identify the use and meaning of a word in context
- write effectively on MCAS questions
- understand and apply the standards of conventional English: sentence integrity, proper punctuation, paragraph organization

***Note: The credit received for Small Group English Prep does not count towards the graduation requirement of 24 credits in English.**

FRESHMAN COURSES

English I **All Year** **6 credits**
(1101) Honors
(1110) College Prep

The English I course focuses on the themes of identity, self-discovery, and thinking independently and for oneself. It is designed to generate deeper thinking about the critical elements of the short story, novel, drama, poetry and non- fiction, and to broaden students' understanding of themselves and the world around them. The freshman year is an opportunity for students to work on their executive functioning skills, to strengthen close and analytical reading and writing skills, to expand their vocabulary, and to become proficient in grammar. Students will share ideas and perceptions based on their reading through writing, small and large group discussions (including Socratic seminars) and through speaking and presentations. Students will practice generating probing questions, taking notes, developing research skills, learning and applying literary terms, and sharpening reading comprehension and writing skills. Students taking English I at the Honors level should have a willingness to grapple with challenging and complex concepts and mature themes within course texts.

Upon successful completion of this course, the student will be able to:
- ask relevant, probing questions about literature
- draw inferences from literature
- read, comprehend, and analyze passages from fiction and non-fiction
- identify and analyze the elements of fiction, poetry and drama
- take effective reading notes
- write effectively
- develop and support a thesis statement
- support assertions with textual evidence
- smoothly integrate quotations into an essay
- map out thinking using an outline, chart or other planning organizer
- communicate ideas effectively in a logical and organized way using standard grammar and writing conventions
- proofread, edit and revise writing
- define and apply literary terms
- deliver an effective oral presentation
- locate online and print sources in the library
- practice Open Response type questions
- document sources for literary research using the MLA format
- use the Internet as a research tool
- complete a final assessment that demonstrate the ability to analyze and synthesize texts
- think critically and independently

Major texts for English I Honors and CP may include: *Romeo and Juliet*, *Much Ado About Nothing*, *Speak, I Know Why the Caged Bird Sings, Long Way Down, The Odyssey*, *Great Expectations, The Piano Lesson*, *A Separate Peace*, *The Bean Trees, The Lord of the Flies, All the Light We Cannot See,* as well as selections from classic and contemporary novels, short stories, poetry and non-fiction.

English I **All Year** **6 credits**
(1159) College Prep
Prerequisite: Recommendation of the Middle School English Department

This English I course focuses on the themes of identity and self-discovery and is designed to meet the needs of students whose abilities require more emphasis on developing reading and writing skills. Through the use of materials that are appropriate for students' skill levels and at a pace that allows for the use of multiple approaches, students will develop an understanding of literature and writing. Students study the genres of literature - short story, novel, drama, and poetry - through a thematic study of adolescent self-discovery. In addition to reading literature focused on the passage from adolescence to adulthood, students will work on the strands of the English framework to develop effective study skills, enrich their vocabulary, ask probing questions, develop research skills, learn and apply literary terms, and improve their reading and writing.

Major texts for English I CP may include selections from the following: : *Romeo and Juliet, Much Ado About Nothing*, *Speak, Long Way Down, The Piano Lesson*, *A Separate Peace*, *The Bean Trees, The Lord of the Flies,* selections from classic and contemporary novels, short stories, poetry and non-fiction.

Upon successful completion of this course, the student will be able to:
- ask relevant questions about literature
- draw inferences from literature
- identify and analyze the elements of fiction, poetry and drama
- read, comprehend, and analyze passages of fiction and non-fiction
- take effective reading notes
- write effectively
- develop and support a thesis statement
- support assertions with textual evidence
- map out thinking using an outline, chart or other organizer
- communicate ideas effectively in a logical and organized way using standard grammar and writing conventions
- proofread, edit and revise writing
- define and apply literary terms
- deliver an effective oral presentation
- locate online and print sources in the library
- document sources for literary research using the MLA format
- use the Internet as a research tool
- define and apply literary terms
- deliver an effective oral presentation

SOPHOMORE COURSES

English II **All Year** **6 credits**
(1311) Honors
(1300) College Prep

English II is a course that focuses on continuing to develop students' reading and writing skills. As they study literature, students will explore such questions as: What is the nature of truth? What is the relationship between fate and free will? What is the relationship between the roles we play and the moral codes we live by –and what happens when moral codes collide? What do we as humans seek? Are we predetermined by our culture and its values? What do human beings learn through direct experience and through the vicarious experience of the text? Students are challenged to consider perspectives other than their own, and to recognize that there are many types of truth.

As they focus on writing, students will develop an individual style and voice in the areas of narrative, analytical, expository and descriptive prose. In addition, students will expand their research skills, incorporating outside sources and proper documentation as they look closely at a particular issue about which they generate an original thesis. This course inherently addresses the vocabulary, critical thinking, and writing skills tested by the MCAS, PSAT, and SAT exams.

Major texts for the course may include: *Oedipus Rex, Antigone, Siddhartha, Night, Macbeth, Everything I Never Told You, Clap When You Land, The Kite Runner, The Glass Castle, The Life of Pi* and excerpts from *This Boy's Life* and other contemporary texts.

Students will write in a variety of modes which may include: Classification and/or Definition; Compare/Contrast; Close textual analysis; Description; Memoir/Narrative and Persuasion/Argument

Upon successful completion of this course, the student will be able to:

- work with elements of fiction to move from literal to interpretive levels of meaning
- write analytical essays on the literature discussed, using appropriate conventions, e.g. present tense, introductory thesis statement, supporting details, reasoning textual evidence and conclusion
- support assertions in writing and discussion with specific references to the text
- organize and structure paragraphs so that form complements content and purpose
- generate, organize, and present ideas in several different essay forms
- engage in a writing process that includes multiple drafts, as well as teacher, peer and self –review
- analyze and use a variety of sentence structures
- recognize and use standard grammar
- punctuate properly
- write a coherent and complete essay within a limited time period as preparation for standardized assessments

English II **All Year** **6 credits**
(1329) College Prep
Prerequisite: Recommendation of English I teacher.

This course is designed to meet the needs of students whose abilities require more emphasis on developing both reading and writing skills. Through the use of materials appropriate for students' skill levels and at a pace that allows for the use of multiple approaches to learning, students will address some of the great themes in literature—fate vs. free will, the nature of truth, the search for identity, good vs. evil—and the paradigms which guide us. The instructor will use specific techniques and tools such as repetition, scaffolding, and graphic organizers to ensure comprehension of the material. The course will challenge students to see lives from a point of view other than their own. Students will work on the strands of the English Curriculum framework to develop effective study skills, enrich their vocabulary, ask probing questions, develop research skills, learn and apply literary terms and improve their reading and writing.

Major texts are selected from the following: *Macbeth, The House on Mango Street, Oedipus Rex, Antigone, Siddhartha, and The Kite Runner.* Students will also read selected short stories.

As writers, students will work to develop an individual style and voice in the areas of narrative, expository, and descriptive prose as well as poetry. Through the use of materials that are appropriate for students' skill levels and at a pace that allows for the use of multiple approaches, students will work on the strands of the English Curriculum Framework to develop effective study skills, enrich their vocabulary, and address critical thinking and writing skills tested by the MCAS exam. The instructor will emphasize the use of graphic organizers and outlines, and will work with students drafting essays, showing them how to maximize the quality of their work.

Upon completion of this course, the student will be able to:

- work with elements of fiction to move from literal to interpretive levels of meaning
- write analytical essays on the literature discussed using appropriate conventions, including writing in the present tense, introductory thesis statement, reasoning supporting evidence, topic development, and conclusion
- support assertions in writing and discussion with specific references to the text
- use the ideas and characters of several books to formulate one extended essay in support of a thesis statement
- organize and structure paragraphs to ensure that form complements content and purpose
- generate, organize and present ideas in several different essay forms
- engage in a writing process that includes multiple drafts, as well as teacher and peer review
- analyze and use a variety of sentence structures and patterns
- recognize and use standard grammar and writing conventions and apply punctuation appropriately

JUNIOR COURSES

American Literature is required of all juniors, except those students enrolled in AP Language and Composition.

AP English Language and Composition All Year 6 credits
(1662) Advanced Placement

This course assumes that the student is already a sophisticated writer with a clear sense of the conventions of English grammar and syntax. Its aim is to engage the student in becoming a skilled reader of prose (mostly American non-fiction) and in becoming a skilled writer who composes for a variety of purposes (mostly rhetorical analysis, argumentation, and synthesis). Class discussions focus on the major topics or ideas about issues such as education, knowledge, truth and social justice. In the process of studying how effective essays are written by others, students become more effective in writing their own essays.

In order to receive AP credit, all AP students are required to take the AP exam in May.

Upon successful completion of this course, the student will be able to:

- analyze prose written in a variety of periods, disciplines, and rhetorical contexts
- recognize the main idea and purpose of a work, reasoning and evidence, focusing on structure
- identify devices that control tone and structure and show how they serve rhetorical purposes
- compose in different modes and for different purposes, while maintaining a clear sense of individual style and voice
- identify the rhetorical situation and circumstances of texts (including speeches, letters, eulogies)
- observe and analyze the words, patterns, and structures that create subtle effects of language
- describe/explain/analyze an author’s tone, attitude, assumptions and point of view

- write a documented essay that incorporates primary and secondary sources
- understand how to approach AP multiple choice questions
- write effective AP rhetorical analysis essays
- write effective AP arguments
- write effective AP synthesis essays

American Literature **All Year** **6 credits**
(1411) Honors
(1440) College Prep
Required of all juniors except those enrolled in AP English Language and Composition.

This course suggests that American literature is steeped in its own traditions, yet inextricably linked to the mythic patterns of all cultures and times, particularly with respect to the American Dream and the forces that betray it. The course examines the grail of freedom, equality and self-fulfillment in a world that is not so much defined by final goals as by change and process. American literature insists that the dream can be realized nonetheless, but warns that rarely does it take the form originally intended. Central to the course is the examination of the individual's relationship to the society.

Major texts for the course may include: *Walden, The Great Gatsby, The Adventures of Huckleberry Finn, The Crucible, Death of A Salesman, The Scarlet Letter, Fences, Their Eyes Were Watching God, One Flew Over the Cuckoo's Nest*, *The Narrative of the Life of Frederick Douglass, A Streetcar Named Desire, The Things They Carried*, *The Roundhouse, The Grapes of Wrath* as well as selected poetry and short stories.

Upon successful completion of this course, students will be able to:
- define and analyze the origins and interpretations of the American Dream
- identify what is fundamentally "American" about the literature they read
- analyze the evolution of the American "dream" and articulate an individual definition of essential American "myths"
- identify a sense of the development of American literature and be familiar with some of its most enduring characters and themes
- identify some of the complex forces that shape American society and begin to see how the individual can make a difference in determining what direction the future takes
- analyze the relationship between freedom and responsibility, individual and society, power and control
- define the importance of values, the beauty of differences, and the need for common goals
- write analytical essays involving close textual analysis of point of view, tone, imagery, and purpose

American Literature **All Year** **6 credits**
(1439) College Prep
Prerequisite: Recommendation from current English Teacher

This class will focus on the concept of the American Dream, and will introduce students to some of the classic pieces of American poetry, short stories, and novels. Students will continue to develop both reading and writing skills in the course, and will also have the opportunity for self-expression through journaling, open-response, and creative writing.

Major texts may include: *Narrative of the Life of Frederick Douglass, an American Slave, Fences, The Crucible, The Great Gatsby, The Things They Carried* as well as excerpts from contemporary and classic novels, poems, short stories, and short essays.

Upon successful completion of this course, students will be able to:

- identify what is fundamentally "American" about the literature they read
- analyze the evolution of the American "dream" and articulate an individual definition of essential American "myths"
- identify a sense of the development of American literature and be familiar with some of its most enduring characters and themes
- identify some of the complex forces that shape American society and begin to see how the individual can make a difference in determining what direction the future takes
- analyze the relationship between freedom and responsibility, individual and society, power and control
- define the importance of values, the beauty of differences, and the need for common goals
- write analytical essays involving close textual analysis of point of view, tone, imagery, and purpose

SENIOR COURSES

Important note: Students may not earn credit for an English class they have passed in a prior semester.

Seniors not taking AP Literature and Composition must enroll in two (2) semester length senior class offerings. These semester long classes must be taken at the same level (CP or Honors) and the recommendation for both semester-level classes is made by the prior English teacher after Semester 1 of junior year.

AP English Literature and Composition All Year 6 credits
(1712) Advanced Placement

There are few easy answers in life or literature. AP offers students the opportunity to grapple with fundamental questions about a variety of topics, such as: the nature of existence, the role of the individual in society, the nature of morality, the complexity of identity, the elusiveness of truth, and the construct of time. The essential question—What are the ties that bind us and what can literature teach us about shared human experience and responsibility—will form the foundation for the course. Students will read challenging literature and will demonstrate a command of the content principally through their writing, but also through varied forms of assessment. The AP English course is a rigorous, college level course that encourages the critical examination of ideas within five genres: novels, drama, poetry, short fiction, and essays; moreover, students are encouraged to formulate their own questions as a means of exploring more deeply the complexity of human thought and existence. Students will work toward becoming independent makers of meaning.

In order to receive AP credit, all AP students are required to take the AP exam in May.

Major texts may include: *Hamlet, Twelfth Night, The Rape of Lucrece, Mrs. Dalloway, Heart of Darkness, Beloved, Disgrace, In the Lake of the Woods, Let the Great World Spin, The Importance of Being Earnest, A Prayer for Owen Meany, Never Let Me Go, The Namesake, Dubliners, Falling Man, Frankenstein, 1984, a*s well as classical and contemporary short stories and poems.

Upon successful completion of this course, the student will be able to:

- analyze sophisticated and complex poetry, fiction and drama
- move from literal to inferential meaning through the language of a work
- identify and understand the historical and cultural context of important literary works
- identify and understand the style, structure, tone, and other literary techniques that contribute to the meaning of a work

- compare and contrast pieces of literature
- participate in discussions of literature in a college seminar environment
- write analytical essays in response to literature, using precise language
- answer the multiple choice questions from the AP Exam
- write the three types of essays on the AP Exam
- identify and use different types of critical approaches in literary analysis

Contemporary Literature **Semester** **3 credits**
(1611) Honors
(1580) College Prep

In this course, students will read literature dealing with current social issues that affect us all. The role of women, the nature of prejudice, the effects of war, the future of our planet, and the delightful complexity of human relationships are among the topics examined. With each text, students will forge real-life connections among their own lives, the characters' experiences and those of people in contemporary society. Reading and discussing these texts will help students recognize their responsibility to address these and other issues, and encourage empathy with those who confront these and similar challenges.

Major texts may include: *House of Sand and Fog*, *In the Lake of the Woods*, *Snow Falling on Cedars*, *Like Water for Chocolate*, *Never Let Me Go*, *Doubt*, *Let the Great World Spin*, *Olive Kitteridge,* selected short stories, selected poems, selections from contemporary novels, and selected non-fiction essays.

Upon successful completion of the course, students will be able to:
- define the attributes of significant characters from the literature
- determine from the characters and issues presented in the texts the significant issues prevalent in contemporary society
- identify and analyze the author's use of the elements of fiction
- identify the author's perspective on the issues implicitly or explicitly presented in the text
- identify and understand the significance of the literary conventions evident in the text
- write effective analytical essays

Honors students will be required to write more sophisticated essays, respond to additional questions on tests and quizzes, and may be asked to read additional texts beyond the CP requirements. The work of Honors students will be held to a higher grading standard throughout the course.

Writing and Non-Fiction **Semester** **3 credits**
(1601) Honors
(1590) College Prep

In Senior Writing and Non-Fiction students will explore the craft of nonfiction writing while developing their own writing skills. Students will read a variety of articles, essays, memoirs, and nonfiction books in order to examine the ways that writers question and draw conclusions about themselves and the world around them. The nonfiction sources discussed in class will serve as springboards to writing explorations about life and the ways in which students see and understand the world. A general goal of the course is for students to develop an authentic voice and a facility in writing. Students will be expected to plan, revise, and rewrite in the class. Major texts may include: *Into the Wild*, *Geography of Bliss*, *Outliers*, *In Cold Blood*, *The Perfect Storm* and articles from major publications such as *The New York Times* and *The New Yorker.*

Honors students will be required to write longer and more detailed essays, respond to additional questions on tests and quizzes, and read additional texts. The work of Honors students will be held to a higher grading standard throughout the course.

Upon successful completion of the course, students will be able to:
- analyze the arguments of a variety of nonfiction writers
- write with an authentic, persuasive voice
- write a persuasive, analytical essay
- write a memoir
- write about information gained from research
- write creative pieces
- present their work orally to an audience
- share work with peers for feedback

English Literature **Semester** **3 credits**
(1741) Honors
(1720) College Prep

Starting with early medieval literature and ending in the twentieth century, students will trace a few of the major themes of the English Literary tradition through various centuries. Students will read, respond to, and analyze selections from the vast English literary tradition with a primary focus on famous novels, poetry, and dramas. Students will study famous English authors as well as the social, historical, philosophical, and political contexts of the literature. This course offers students the opportunity to become familiar with our common cultural and literary past as students will be encouraged to draw parallels and connections from the English literature studied to American literature, beliefs, and values, both old and new.

Texts for the course may include: *Beowulf, The Picture of Dorian Gray, selections from The Canterbury Tales, Gulliver's Travels, Doctor Faustus, Pride and Prejudice, Frankenstein, Hard Times, The Importance of Being Earnest, Brave New World, 1984* and *Grendel*. Students may also read additional English poems, short stories, and non-fiction.

Upon successful completion of this course, students will be able to:
- analyze the literary elements of a selection of major English writers and their works
- analyze the contexts that influenced the writers and their works and times
- identify and trace the development of some of the major themes of English literature, and connect those themes to our own American history, literature, beliefs and values
- demonstrate proficiency in both creative and formal writing assignments
- integrate clear textual support to support thesis-based arguments
- appreciate different literary forms, with emphasis on the novel, poetry, drama, and essay

Honors students will be required to complete additional assignments and answer additional questions on assessments and be held to a higher grading standard throughout the course. The work of Honors students will be held to a higher grading standard throughout the course.

Poetry Workshop **Semester** **3 credits**
(1491) Honors
(1460) College Prep

The course is designed for students who have a serious interest in experimenting, experiences and practicing the reading and writing of poetry. Students will read a wide variety of poetry from traditional and contemporary poets in order to observe the array of styles and forms available to the poets. Students will compose original poems in open and closed forms. Time will be devoted to providing each writer with feedback through peer, teacher and class critiques.

All students may be required to read additional books of poetry outside of class and compose analytical essays that focus on poetic style and technique.

Upon successful completion of this course, the student will be able to:
- understand the aesthetics of a poem
- identify a poet's message, and analyze how the use of major poetic devices develop the message
- write analytical essays on the work of published poets
- practice the writing process – brainstorming, drafting, conferencing, revising, and editing – creating several multi-draft poems
- write a series of poems in free verse and patterned structures using the figurative, sound, and rhythmic tools of poetry
- read their work to an audience
- create a portfolio of their work

All Poetry Workshop students will be encouraged to attend local poetry readings and events.

Honors students will be required to complete additional assignments, compose work that is lengthier, more complex in structure and more sophisticated in form. The work of Honors students will be held to a higher grading standard throughout the course.

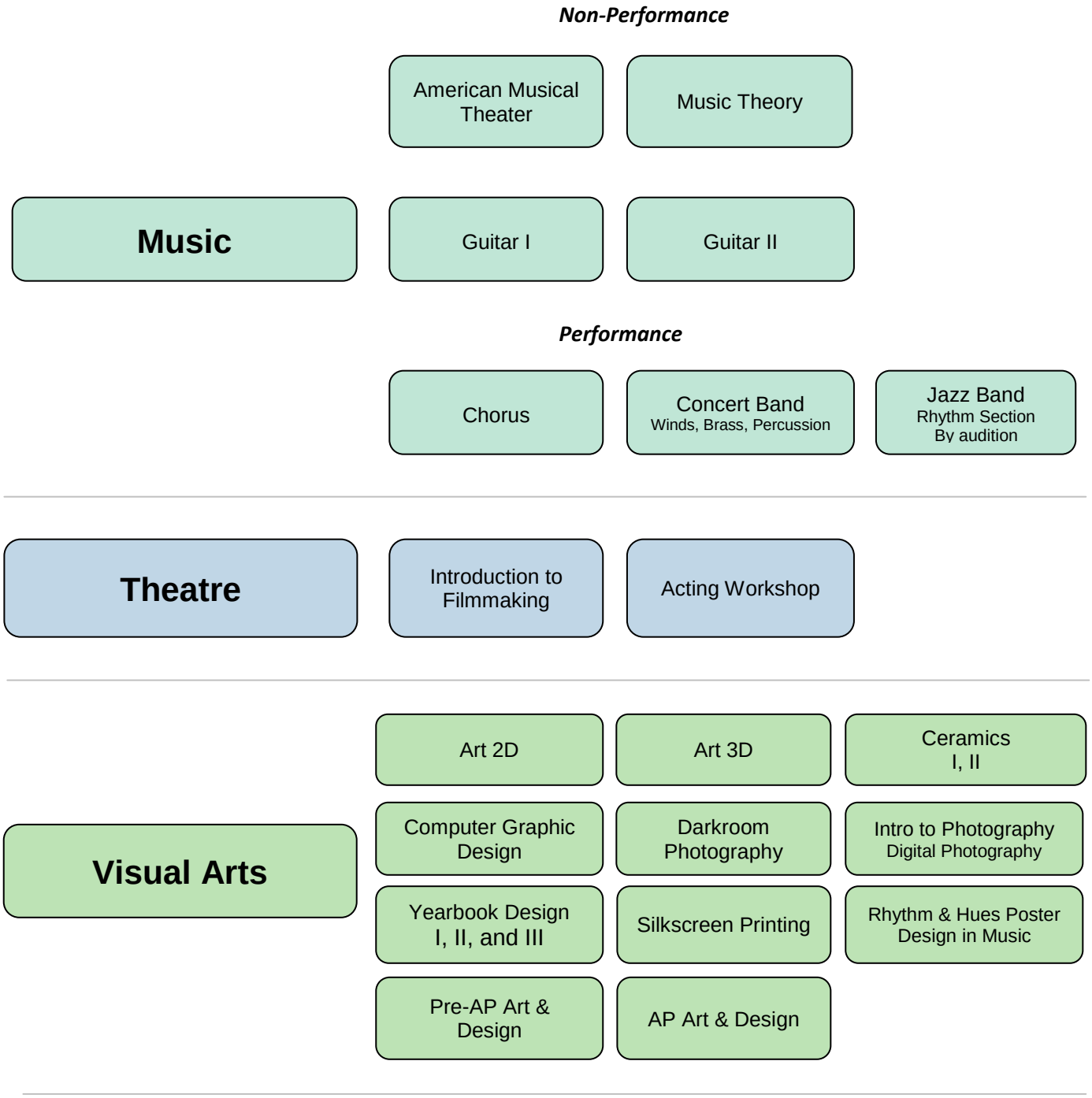
Film as Literature **Semester** **3 credits**
(1481) Honors
(1420) College Prep

Most people watch movies as a form of entertainment, escape, or vicarious experience, but this course will teach students how to see and understand the films they watch in a more sophisticated, insightful way. Similar to literature, most films tell stories that can be analyzed for imagery, foreshadowing, metaphor, symbolism, and theme—but films have the distinct advantage of bringing the actual sights to viewers' eyes and sounds to their ears. After learning a variety of film terms and language, students will learn that directors, like authors, make thoughtful decisions in how they choose to bring their stories to film. With an emphasis on analysis, the course helps students become insightful viewers, thinkers, and writers. Students will watch, discuss, and analyze both classical and contemporary films that focus on important issues of class, race, gender, politics, and technology. *Honors students will be required to view additional films outside of class, write longer and more detailed essays, respond to additional questions on tests and quizzes, and study additional vocabulary words throughout the course.*

Upon successful completion of this course, the student will be able to:
- identify and analyze narrative (story) structure and its application to film in terms of scenes
- identify and understand the various elements (and specialized language) of cinematography, mise en scene, editing, and sound, and how they work together to create an effect and reinforce meaning in a film
- identify the historical and cultural context and importance of both classical and contemporary films
- write precise shot descriptions that accurately describe a shot into words
- understand how and why film scholars write about and analyze film
- write analytical / interpretive essays on film using a variety of film language and devices
- compare and contrast how important social issues of class, race, gender, politics, and technology are reflected in classical as well as contemporary films

Fine & Performing Arts

(All courses listed below can be used towards 18 credit elective graduation requirement)



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FINE AND PERFORMING ARTS

The successful completion of 18 credits in Technology Engineering & Computer Science and/or Fine & Performing Arts at the high school is required for graduation.

Dover-Sherborn High School's Fine and Performing Arts Department is committed to a program of excellence. The arts experience is a "whole brain, whole body" experience that demands both verbal and non-verbal thought processes. It has the power to stir change because it touches all people without regard to age, gender, religion, race, politics, or culture. The arts not only provide a learning experience, they provide it with meaning, excitement, and style. It is our mission as a department to teach the arts with imagination and rigor.

MUSIC

American Musical Theater **Semester** **3 credits**
(7500) *Open to all grades*

Do you love West Side Story, Rent, Fiddler on the Roof, My Fair Lady and other musicals? Have you ever wondered what goes into the creation of a musical and why some shows are better than others? If so, this course is for you. Musical theater is an important genre in American pop culture. This course examines the collaborative nature of music, drama, dance and the visual arts in the creation of a musical. Students will learn how shows are created and study the development of the art form in a historical context from its European roots to the present day.

Upon successful completion of this course, students will be able to:
- understand the collaborative nature of music, drama, dance and the visual arts in musical theater
- understand the history of American musical theater in relation to American history and culture
- demonstrate an understanding of pivotal shows in the development of musical theater

Guitar I – Foundational Playing Skills **Semester** **3 credits**
(7510) *Open to all grades*

This class is a skills-based (as opposed to a styles-based) course in guitar playing. The course will provide a solid technical and musical foundation from which students can further explore various musical and guitar-playing styles. The class will focus on basic knowledge of the instrument, left hand technique, right hand flat-picking and finger-picking techniques, music literacy skills, melodic playing, chord knowledge, and accompaniment skills through solo and ensemble playing. Students successfully completing the course will acquire foundational skills that will prepare them for a lifetime of musical performance and exploration. The course is geared towards students who have either a rudimentary knowledge of the instrument (such as that gained in middle school music classes) or no prior guitar knowledge. *Please note: this class is not a jam session for experienced guitarists.*

Upon successful completion of this course, students will be able to:
- demonstrate through performance a working knowledge of music literacy skills
- demonstrate through performance proper left-hand guitar playing technique
- demonstrate through performance various right-hand flat-picking and finger-picking techniques
- apply technical knowledge to the performance of solo and ensemble pieces
- evaluate their own performance as well as that of others

Guitar II **Semester** **3 credits**
(7520) *Open to all grades*
Prerequisite: Completion of Guitar I or consent of the instructor.

"Guitar II" is a skills-based course in guitar playing. The goal of the course is to extend the technical and musical foundation obtained in "Guitar I". The course will broaden the base from which a student can further their exploration of various musical and guitar-playing styles. As with "Guitar I", "Guitar II" will focus on left and right hand techniques, music literacy skills, chord knowledge, and accompaniment skills, all of which will be accomplished through solo and ensemble playing. The course is designed to accommodate students who have successfully completed "Guitar I". Students completing the course will extend their skills set, providing the basis for a lifetime of musical learning and performance.

Upon successful completion of this course, students will be able to:
- demonstrate through performances a working knowledge of music literacy in both standard notation and guitar tablature
- demonstrate knowledge of the guitar fretboard in fifth and higher positions
- demonstrate through performance a working knowledge of barre chords/movable chord forms
- demonstrate a working knowledge of basic scales
- apply technical knowledge to the performance of solo and ensemble pieces, as well as accompaniments with complex strumming and finger picking patterns
- demonstrate the ability to improvise

Music Theory **Semester** **3 credits**
(7530) *Open to all grades*

This course covers the fundamentals of music literacy, ear training and harmony. The common elements of music will be studied through work that includes listening to, reading, writing, analyzing, and performing music. Students will study counterpoint, four-part harmony and voice leading technique from the common practice period (1700-1900). Previous musical experience (instrumental or vocal) is recommended, but not required, for this course.

Upon successful completion of this course, students will be able to:
- demonstrate a working knowledge of music literacy skills
- demonstrate a working knowledge of basic traditional western music theory
- apply theoretical knowledge to the understanding of music composed by others and by themselves

Chorus **All Year** **3 credits**
(7590) *No prerequisite*

Chorus is a *performing* ensemble rehearsing daily to produce a rich musical experience for students who wish to sing. Vocal pieces, chosen to fit the ensemble, may include classical, early music, and/or contemporary pieces, popular music, and show tunes. Individual vocal techniques will be learned to insure and enhance healthy vocal production. Group vocal techniques will be explored for the purpose of creating a collective choral sound. Ear-training will be an integral part of the class. Musical language will be studied, including notation and dynamics. Students will help to determine the musical path the ensemble takes.

Upon successful completion of this course, students will be able to:
- sing in an ensemble of choral music in several parts
- work cooperatively toward a balanced and musical ensemble
- recognize intervals and simple chord structure

- sing with an understanding of good vocal production
- interpret and execute basic music notation

Concert Band **All Year** **3 credits**
(7579) *Open to all grades*
Prerequisite: 2 years of instrumental performance experience on a woodwind, brass or percussion instrument and/or consent of the Director

This ensemble studies, rehearses, and performs a wide variety of musical styles. For the winter sports season, this group takes the role of Pep Band and performs at a limited number of school and home sporting events. For the remainder of the school year, the group takes the role of Concert Band and performs at two evening concerts and graduation. Additional Concert Band performances may be scheduled.

Upon successful completion of this course, students will be able to:
- demonstrate reasonable progress on their instrument
- perform their part and demonstrate well-developed ensemble skills
- analyze and interpret music notation
- perform musical selections with stylistic accuracy
- evaluate their own performance as well as that of the ensemble

Concert Band & Chorus SPLIT OPTION **All Year** **3 credits**
(7589) *Open to all grades*

Concert Band & Chorus SPLIT OPTION allows students to participate in both ensembles by alternating rehearsal days. See Concert Band and Chorus descriptions for more information about each ensemble.

Jazz Band **All Year** **6 credits**
(7580) *Open to all grades*
Prerequisites: Rhythm Section – consent of the Director (by audition)
Front Line: 1 year of Concert Band and consent of the Director (by audition)

This ensemble studies, rehearses and performs music in a wide variety of jazz styles. Emphasis is placed on the collaborative development of musical arrangements by members of the band. The Jazz Band performs for multiple required performances throughout the school year.

Upon successful completion of this course, students will be able to:
- demonstrate reasonable progress on their instrument
- perform their part and demonstrate well-developed ensemble skills
- demonstrate progress in improvising in a stylistically appropriate manner
- analyze and interpret music notation
- evaluate their own performance as well as that of the ensemble

Concert Band - audit (7599)

The audit option is available only with Department approval and is intended for students who have a scheduling conflict that precludes full-time participation in the bands.

Jazz Band - audit (7609)

The audit option is available only with Department approval and is intended for students who have a scheduling conflict that precludes full-time participation in the bands.

Chorus – audit (7619)

The audit option is available only with Department approval and is intended for students who have a scheduling conflict that precludes full-time participation in the bands.

THEATRE

Introduction to Filmmaking **Semester** **3 credits**
(7850) *Open to Juniors and Seniors*

Students will be introduced to the various stages of film production, which will take them from an original concept through to a final product suitable for public screening. After studying the short film as an art form, students will write their own short scripts, which they will then cast, direct, shoot on digital video, and edit on digital editing software. Students will then present their films for class discussion and analysis, after which they may choose to submit their work to various film festivals throughout the world. Students will produce films together during class while they shoot their own exercises and films outside of class. Access to a digital video camera would be helpful, though equipment will be available for students to borrow. When students use department equipment, they are responsible for replacing any lost, damaged, or stolen equipment. Although not a prerequisite, students would benefit from taking Film As Literature before taking Introduction to Filmmaking.

Upon successful completion of this course, students will be able to:
- make a good short film after viewing and discussing the work of both established and novice filmmakers
- understand how to be critical viewers of film
- write and revise at least two short scripts of between 5-10 pages
- understand how the various elements of pre-production work, including scheduling, casting, location scouting, and coverage, as well as some legal issues related to film production (copyright and clearances)
- operate a digital video camera to get a variety of different shots
- understand how different shot types are used to achieve a certain effect on an audience
- use other film-related equipment, including a tripod and lights
- direct effectively to get the performances they want from their actors
- use digital editing software
- produce at least four short films based on original scripts

Acting Workshop **Semester** **3 credits**
(7790) *Open to all students*

Note: This course requires no prior experience or expertise in acting. All skill and grade levels are welcome.

This course explores how an actor prepares for a performance by carefully thinking (and making clear, specific decisions) about character, motivation, relationships, situation, and conflict; thus, acting essentially becomes *reacting* to these "given circumstances" of a specific scene. In fact, if an actor spends enough time and thought building a scene with this necessary mental preparation, acting becomes easier work because the actor *believes* and *lives* within a scene. Most of this course is spent building believable scenes through such thoughtful and careful preparation. We will discuss how to use the voice, body, and props to bring a character, and thus a scene, to dramatic life. We will present scenes to the class for critique and discussion, with a constant focus on how to improve our acting skills. In addition to the scene study component of the course, students will also participate in improvisations and various other acting exercises.

Upon successful completion of this course, students will:

- understand how acting is truly re-acting to the specific choices you, as an actor, make given the details of a scene
- understand the importance of acting preparation, which includes building the "given circumstances" of a scene before and during the rehearsal process
- understand the concepts of internal and external action as they apply to character building and action within a scene
- understand how the voice, body, movement, and props contribute to the building of a scene
- understand scene pacing and the concept of "beats" within a scene
- be able to present a believable scene that demonstrates strong preparation and specific choices the actor made during the rehearsal process
- be able to provide insightful and helpful feedback to fellow actors

VISUAL ARTS

Art 2D **3 Classes per Cycle All Year** **3 credits**
(7700) *Open to all grades*

Art 2D is designed for students who wish to pursue the skills, techniques, and media used in the construction of two-dimensional artwork. This class will explore the fundamental requirement for art-making – perception. Students will learn to *see* and to assemble artwork by using the five basic components of drawing: the perception of edges, spaces, relationships, lights/shadows, and the perception of the whole as well as harnessing the elements of art and principles of design to achieve meaningful and expressive work. Students will also enhance their ability to manipulate a 2D surface with a variety of media and to manage color across its attributes: hue, value, and intensity. Future AP Studio Art Students are urged to take this course!

Upon successful completion of this course, students will be able to:

- display drawing skills enhanced by greater perceptual understanding
- display individual style by focusing on personal technique
- perceive and illustrate edges, spaces, lights and shadows from observation
- make informed decisions on composition, color, shape, and content relationships across a variety of mediums

Art 3D **3 Classes per Cycle All Year** **3 credits**
(7710) *Open to all grades*

Art I Three Dimension is designed for students who wish to pursue the skills, techniques, and media used in the construction of three-dimensional artwork. Areas that may be explored are functional

process-driven techniques and tools used to design, implement, and construct a variety of three-dimensional artwork, the use of the elements of art and principles of design to achieve meaningful and expressive work, and a variety of media unique to the specific process being explored. Learning activities may include paper mache, plaster, wire, cardboard, and found object assemblage.

Upon successful completion of this course, students will be able to:
- display proficient understanding of a variety of processes used in the construction of three-dimensional art
- translate personal vision into a three-dimensional art piece
- use the elements of art and principles of design to reflect their artistic intent in their art work

Ceramics I **Semester** **3 credits**
(7720) *Open to grades 9, 10, 11, 12*

Ceramics is designed for students who wish to pursue the skills and techniques required to produce fired and glazed ceramic pieces. Construction techniques may include: pinch, coil, slab, and the use of ceramic tools, as well as the potter's wheel. Glaze applications may include: low-fire glazes including underglaze and majolica painting. Learning activities will include the construction of both functional and sculptural forms. Students will also be introduced to the firing process as they learn to work with clay in its different stages.

Upon successful completion of this course, students will be able to:
- demonstrate acquired skills in the use of pottery equipment: potter's wheel, pug mill, and hand built techniques
- demonstrate spatial intelligence as it applies to creating 3D art work
- transform a 2D concept into a 3D form
- display a comfortable understanding and safe use of a variety of ceramic tools, equipment, and glazes

Ceramics II **Semester** **3 credits**
(7721) *Open to grades 10, 11, 12*
Prerequisite: Ceramics I
Teacher Recommendation

Ceramics II is designed for students who wish to build upon the skills and knowledge obtained in Ceramics I. Students are expected to have a strong work ethic and a high level of autonomy. Construction techniques may include figure sculpting and developed wheel throwing. Glaze applications may include sgraffito, image transfer, designing with surface slip/engobe, and application of color theory. Learning activities may include the creation of realistic and abstract pieces, a research project on a Ceramic artist, and collaborative group work. Students will also assist in the kiln firing process. Emphasis will be placed on the development of a personal style.

Upon successful completion of the course, students will be able to:
- Realistically portray objects and aspects of the human figure in 3-dimensions
- Use clay as a method of realistic and abstract representation
- Apply hand-building techniques in advanced methods of 3-dimensional construction
- Apply the elements of art and principles of design in the creation of a Ceramic piece
- Understand and apply principles of color theory in the glazing process
- Propose, develop, and complete independent projects
- Successfully verbalize and perform the required steps in the kiln firing process

Computer Graphic Design **Semester** **3 credits**
(7730) *Open to all grades*

Computer Graphic Design provides students with a hands-on introduction to the Adobe Photoshop software. Photoshop's tools and features are explored using a curriculum designed specifically for Dover-Sherborn students. Each class member is encouraged to put their very own spin on each project, and a scanner is available to import artwork and/or photos into their designs. Special emphasis is placed on the importance of type legibility and resolution of images.

Upon successful completion of this course, students will be able to:
- demonstrate facility working with Photoshop's tools and features such as layer opacity, the clone stamp, the transform command, layers masks, and filters
- demonstrate the ability to create dynamic multi-color designs for a variety of applications, including brochures, product packaging, and posters

Photography: Film & Darkroom Printing **Semester** **3 credits**
(7740) *Open to grades 11, 12*

This course explores visual communication with the use of camera, film and printmaking techniques. The course is taught by lecture, demonstration, field work, darkroom and laboratory work.

Upon successful completion of this course, students will be able to:
- demonstrate the proper use and care of a camera
- understand the principles of composition
- demonstrate a variety of photographic techniques
- understand the use of photographic images as a medium of creative expression and communication

Introduction to Photography **Semester** **3 credits**
Digital Photography
(7750) *Open to Grades 11, 12*

This course investigates the digital medium of photography. Emphasis is placed on composition and techniques that make our photographs more appealing. Students will learn the basics of manipulating photographic images using Adobe Photoshop. Prior knowledge of this program is not required. Student access to a digital camera is helpful but not required.

Upon successful completion of this course, students will be able to:
- understand the primary functions/modes of a digital camera
- apply the principles of composition
- demonstrate effective use of natural and artificial light
- demonstrate techniques that give dimension to an image
- improve quality of photographs from snapshots to creative expression

Yearbook Design I **3 Classes per Cycle All Year** **3 credits**
(7760) *Open to grades 10, 11, 12*

Yearbook Design I is a year-long course focused on the production of the Dover-Sherborn yearbook. Staff members use state-of-the-art digital imaging software, such as Adobe Photoshop, Adobe Illustrator, and Adobe InDesign, to create a dynamic visual document of our school community. Existing knowledge of the Photoshop software is strongly recommended.

Upon successful completion of this course, students will be able to:
- design single and double-page layouts
- manipulate all elements of a layout through effective use of software tools and features
- collaborate with other staff members to produce a 176-page publication

Yearbook Design II **3 Classes per Cycle All Year** **3 credits**
(7770) *Open to grades 11, 12*
Prerequisite: Yearbook Design I and teacher approval

Yearbook Design II is a year-long course focused on the production of the Dover-Sherborn yearbook, and is open to juniors and seniors in leadership or editorial positions.

Upon successful completion of this course, students will be able to:
- design single and double-page layouts
- manipulate all elements of a layout through effective use of software tools and features.
- collaborate with other staff members to produce a 176-page publication
- prepare digital files for submission to the publisher

Yearbook Design III **3 Classes per Cycle All Year** **3 credits**
(7780) Open to grade 12 only
Prerequisite: Yearbook Design II and teacher approval

Yearbook Design III is a year-long course focused on the production of the Dover-Sherborn yearbook, and is open only to seniors in leadership or editorial positions. Seniors in leadership or editorial positions must be enrolled in the course during all scheduled meeting blocks. Yearbook Design III will not be offered as an Independent Study.

Upon successful completion of this course, students will be able to:
- Conceptualize, revise, and implement a unique visual theme for the yearbook
- design single and double-page layouts
- manipulate all elements of a layout through effective use of software tools and features
- collaborate with other staff members to produce a 176-page publication

Silkscreen Printing **3 Classes per Cycle All Year** **3 credits**
(7830) *Open to all grades*

This course introduces students to the art of Silkscreen Printing. Using the Photo Emulsion method, participants will learn how to transform their black and white artwork into brilliant single and multi-color artwork. Students will be encouraged to create original posters, greeting cards, t-shirts, etc... Printable fabrics will NOT be supplied.

Upon successful completion of this course, students will be able to:
- prepare black and white artwork for exposure to an emulsion-coated silkscreen
- align silkscreens for accurate, "registered" color application
- devise effective color combinations in order to create eye-catching designs

Rhythm and Hues: 3 Classes per Cycle All Year 3 credits
Poster Design in American Popular Music
(7840) *Open to all grades*
Prerequisite: Silkscreen Printing

Weaving its way across decades, styles, and disciplines, this course will examine the creative parallels between music and art in the 20th & 21st Centuries. A broad scope of musical genres will serve as the inspiration for art projects in a variety of media. Students with eclectically curious eyes and ears are encouraged to enroll! Some sample projects include:

- An exploration of Jazz's Bebop era, with an emphasis on the Blue Note album covers of the 50s and 60s
- Psychedelic muse Peter Max and the music that fed his Technicolor creations
- Posters from the golden age of The Grand Ole Opry; the power of "down home" design

Upon successful completion of this course, students will be able to:
- identify the visual tools employed by graphic artists and designers to promote music
- create original art pieces utilizing these elements
- recognize the "sight and sound parallels" between visual and musical styles

ADVANCED PLACEMENT ART COURSES

Advanced Placement Studio Art

The College Board offers three performance-based exams that require the completion of a portfolio in one of the following categories: Drawing, 2D Art and Design, or 3D Art and Design. Students submit 20 original works of artto College Board via their digital submission process. The *Selected Works* section (5 pieces) requires students to demonstrate skillful synthesis of materials, processes, and ideas. The *Sustained Investigation* section (15 pieces) requires students to conduct a sustained investigation based on an inquiry of the student's choosing. The work in this section should reflect ongoing practice, experimentation, and revision. Both sections of the portfolios require students to articulate information about their work. **Students will only receive Advanced Placement quality point weighting toward their GPA average upon submitting a portfolio to the College Board.**

Pre-AP Art & Design All Year 6 credits
(7881) *Open to grades 11, 12*
Prerequisite(s):
- *Departmental recommendation*
- *Completion of one Studio Art class*
- *Completion of one Digital Art Class*

OR
- *Organized portfolio displaying proficiency in a variety of media; pending department review*

This course is intended for highly-motivated art students wishing to begin building a portfolio of artwork which meets both the portfolio requirements of specific art colleges and the AP Art and Design College Board scoring criteria. Emphasis will be placed on exploratory work with a variety of materials and

techniques. Students will develop their own creative voice through engagement in a rigorous contemporary art curriculum. Students will receive Honors credit weighting toward their GPA upon completion of the course.

Note: Pre-AP Art & Design is not offered as an Independent Study.

Upon successful completion of this course, students will be able to:
- make reasonable choices of 2D and/or 3D media, tools, and techniques to achieve desired effects in specific projects
- develop creative investigation of formal and conceptual issues
- engage in art making as an ongoing process that involves informed and critical decision-making

Summer Assignment: Each student entering pre-AP or AP Studio Art is required to complete at least one summer assignment, which will be provided by course instructor(s).

AP Art & Design **All Year** **6 credits**
(7862) *Open to grades 11, 12*
Prerequisite:
- *Departmental recommendation*
- *Average of B or higher in Pre-AP Art & Design*

This course is intended for highly-motivated art students wishing to continue preparation of a collection of artwork that is developed to meet the portfolio requirements of specific art colleges, to be used to distinguish themselves in general college applications or to present to the College Board as an AP Art and Design portfolio. Focus will be on developing an inquiry-based sustained portfolio. Students will continue to develop their own creative voice through engagement in a rigorous contemporary art curriculum.

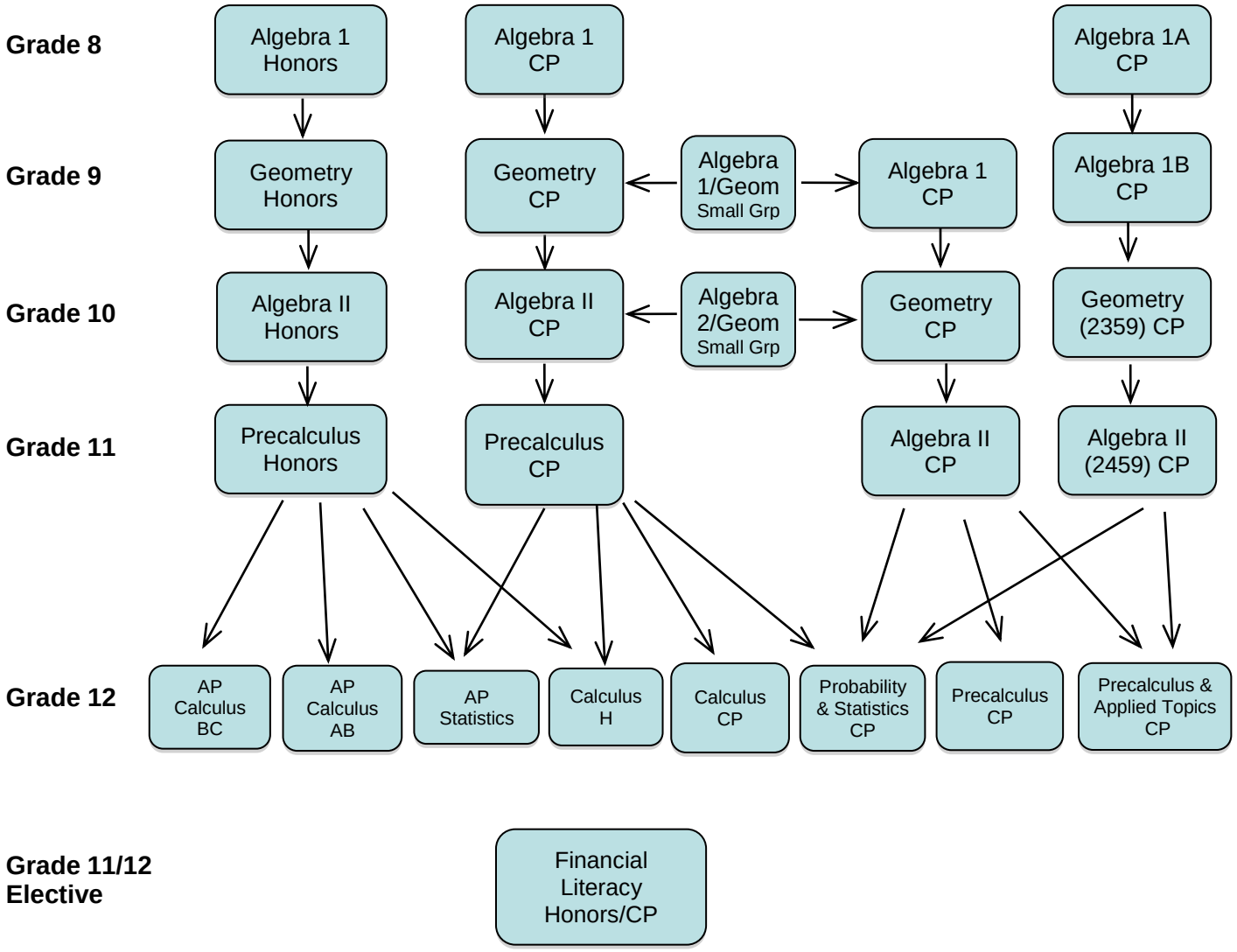
Students will only receive Advanced Placement quality point weighting toward their GPA average upon submission of a portfolio to the College Board. Student/teacher conference will determine AP qualification prior to end of term I.

Note: AP Art & Design is not offered as an Independent Study.

Upon successful completion of this course, students will be able to:
- make reasonable choices of 2D and/or 3D media, tools, and techniques to achieve desired effects in specific projects
- develop creative investigation of formal and conceptual issues
- engage in art making as an ongoing process that involves informed and critical decision-making

Summer Assignment: Each student entering pre-AP or AP Studio Art is required to complete at least one summer assignment, which will be provided by course instructor(s).

Mathematics



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MATHEMATICS

The successful completion of four years of mathematics at the high school is required for graduation.

Where prerequisites are listed, it is implied that the student has successfully completed the course. All placements are done by the Mathematics Department.

Small Group Algebra **All Year** **3 credits**
(2160) *Open to recommended students*

Small Group Geometry **All Year** **3 credits**
(2170) *Open to recommended students*

Small Group Algebra II **All Year** **3 credits**
(2180) *Open to recommended grade students*

These courses are designed to help students improve their algebra, geometry and/or precalculus skills. These courses should be taken concurrently with another course in the traditional mathematics course sequence.

Note: The credit received for the above listed courses does not count toward the graduation requirement of 24 credits in mathematics.

Upon successful completion of this course, students will be able to:
- demonstrate improved math skills in those areas studied
- improve performance on standardized tests

Pre-Algebra **All Year** **6 credits**
(2150) College Prep
Open to all students in Grade 9
Prerequisite: Recommendation of the Mathematics Department

This course extensively covers the concepts of pre-algebra. The course is designed to prepare students for Algebra 1.

Upon successful completion of this course, students will be able to:
- have a strong understanding of the positive, negative and rational numbers be able to solve simple equations
- have a basic understanding of geometric figures and principles
- be able to appropriately manipulate ratios, proportions, and percentages
- have an understanding of the rules and principles of inequalities
- have a basic understanding of graphing linear equations in a coordinate plane
- have knowledge and understanding of the basic equations for area and volume
- perform basic statistical analysis and simple probability

Algebra I **All Year** **6 credits**
(2101) Honors
(2110) College Prep
Open to Grade 9
Prerequisite: Recommendation of the Mathematics Department

Algebra I Honors/CP is an accelerated, course designed to develop a very thorough understanding of the framework of algebra.

Upon successful completion of the course, students will be able to:
- manipulate real numbers and algebraic expressions and equations using the rules of numeric and algebraic operations
- solve problems algebraically and graphically, with and without the assistance of a graphing calculator
- solve linear inequalities; linear, quadratic and absolute value equations; and systems of equations using a variety of methods
- calculate probability from both theoretical and empirical situations
- communicate their ideas accurately both orally and in writing.

Algebra IA **All Year** **6 credits**
(2240) College Prep
Open to students in Grade 9
Prerequisite: passing Pre-Algebra or recommendation of the Mathematics Department

This course is the first year of a two-year Algebra I sequence. It provides the students with a solid foundation in the frameworks of Algebra. At the end of this course, the students will have completed one-half the Algebra I curriculum and will move on to Algebra IB.

Upon successful completion of this course, students will be able to:
- use percents and fractions to solve problems
- manipulate real numbers using the rules of numeric and algebraic operations
- solve linear inequalities and linear equations using a variety of methods
- solve word problems
- effectively employ functions to model real-world data relationships
- communicate their ideas accurately both orally and in writing

Algebra IB **All Year** **6 credits**
(2250) College Prep
Open to students in Grade 9
Prerequisite: passing Algebra 1A Level 2 (in 8th grade) or recommendation of the Mathematics Department

This course is the second year in the sequence begun in Algebra IA Level 2. It provides the students with an extension of their algebra skills, and focuses on concepts such as linear and non-linear functions. The students will be expected to apply these skills to problem solving situations. At the end of this course, the students will have completed the Algebra I curriculum.

Upon successful completion of this course, students will be able to:
- manipulate real numbers using the rules of numeric and algebraic operations
- solve linear inequalities; linear, quadratic and absolute value equations; and systems of equations using a variety of methods
- solve application problems
- calculate probability from both theoretical and empirical situations
- communicate their ideas accurately both orally and in writing

Geometry Honors **All Year** **6 credits**
(2201) Honors
Open to Grades 9, 10
Prerequisite: B or better in Algebra 1 Honors or recommendation of the Mathematics Department

In this course, we take an accelerated, rigorous approach to the topics of the traditional geometry course. Enrichment is achieved through individual projects and student presentations, the study of symbolic logic, the study of probability and statistics, and the use of calculators and computers.

Upon successful completion of this course, students will be able to:
- organize work in order to make effective oral and written presentations
- develop logical thinking skills using proofs as a vehicle
- use symbols, geometric shorthand, calculators, and computers to solve and present problems concisely and thoroughly
- understand the relationships among definitions, postulates and theorems as they relate to proofs
- apply theorems in plane, solid, and analytic
- geometry to the solution of problems
- perform constructions and prove related theorems
- visualize and work with spatial relationships

Geometry **All Year** **6 credits**
(2210) College Prep
Open to Grades 9, 10
Prerequisite: Passing Algebra 1H/Level 1 or recommendation of the Mathematics Department

Students in this course will study traditional and advanced topics in plane and solid geometry. Emphasis will be placed on the student's understanding of the geometric concepts using inductive reasoning. The following topics are studied: definitions and properties of plane and solid geometric figures, geometric constructions, perpendicular and parallel lines, polygons, circles, congruence, similarity, areas, volumes, transformations, and geometric proof.

Upon completion of this course, students will be able to:
- apply postulates, properties and theorems to the solution of non-routine problems
- apply the principles of logical (inductive and deductive) reasoning
- identify, measure, and construct a variety of geometric figures
- apply learned geometric properties in solving problems
- calculate areas and volumes of two-dimensional and three-dimensional figures
- use calculators and computer programs to solve problems and produce constructions

Geometry **All Year** **6 credits**
(2359) College Prep
Open to: Grades 9, 10, 11
Prerequisite: passing Algebra I or recommendation of the Mathematics Department

This college preparatory course covers all the topics of a traditional geometry course with a more numerical approach and a constant review of algebraic methods. The topics covered in this course include definitions, postulates, theorems, problem solving, perpendicular and parallel lines, polygons, circles, congruence, similarity, constructions, areas, and volumes. Emphasis is placed on applications of geometric concepts.

Upon successful completion of this course, students will be able to:
- identify, measure and construct different two-dimensional shapes
- calculate areas and volumes of two-dimensional and three-dimensional figures
- think critically and logically in problem solving
- apply learned geometric properties in solving problems
- use calculators and computers appropriately for problem solving and for developing constructions

Algebra II Honors **All Year** **6 credits**
(2301) Honors
Open to Grades 10, 11
Prerequisite: B or better test & quiz average in Geometry Honors and B or better in Algebra I Honors or recommendation of the Mathematics Department

This course begins with a comprehensive review and extension of Algebra I topics. It is an accelerated course to the topics of Algebra II with an emphasis on problem solving and applications. Extensive use of the TI 84+ graphing calculator is made as students refine their skills at problem solving, reasoning, representing and communicating mathematical solutions in preparation for Precalculus.

Upon successful completion of this course, students will be able to:
- manipulate algebraic expressions
- solve problems, including application problems, algebraically and graphically, with and without the assistance of a graphing calculator
- solve linear, quadratic, high-order polynomials, exponential, logarithmic, rational, absolute value and trigonometric equations and systems of equations with multiple variables as well as systems of inequalities
- use functions to analyze real-life data and scenarios
- communicate their ideas accurately both orally and in writing
- understand real and complex number systems (including sequences, series, permutations and combinations), compute fluently and make reasonable estimates

Algebra II **All Year** **6 credits**
(2310) College Prep
Open to: Grades 10, 11
Prerequisite: Passing Algebra 1H / Level 1 and passing Geometry H/Level 1 or recommendation of the Mathematics Department

This course begins with an extensive review and extension of the topics of Algebra I. New material is clustered in the areas of number sense and operations; patterns, relations and algebraic representations; spatial visualization and geometry, and units of measurement in applications. Extensive use of the TI 84+ graphing calculator is made as students refine their skills at problem solving, reasoning, representing and communicating mathematical solutions in preparation for Precalculus.

Upon successful completion of this course, students will be able to:
- understand real and complex number systems (including sequences, series, permutations and combinations), compute fluently and make reasonable estimates
- use mathematical models to represent and quantify relationships (linear, quadratic, polynomial, exponential, logarithmic) between objects in the real world
- use numerical, graphical and algebraic methods to represent and solve problems
- analyze rates of change in various contexts through linear, power, exponential, or logarithmic examples
- solve application problems
- use a graphical calculator appropriately
- communicate ideas accurately both orally and in writing

Algebra II **All Year** **6 credits**
(2459) College Prep
Open to Grades 10, 11, 12
Prerequisite: passing Algebra I and Geometry or recommendation of the Mathematics Department

This college preparatory course begins with a comprehensive review and extension of the topics of Algebra I with emphasis on problem solving and applications, and covers all of the topics in the traditional Algebra II curriculum. Extensive use of the TI-84+ graphing calculator is made as students refine their skills at problem solving, reasoning, representing and communicating mathematical solutions in preparation for Precalculus.

Upon successful completion of this course, students will be able to:
- manipulate algebraic expressions, equations and inequalities
- solve problems algebraically and graphically, with and without the assistance of a graphing calculator
- solve linear, quadratic, and absolute value equations, inequalities and systems
- use functions to analyze real-life data
- solve application problems
- use technology appropriately
- communicate their ideas accurately both orally and in writing

Precalculus Honors **All Year** **6 credits**
(2401) Honors
Open to: Grades 11, 12
Prerequisite: B or better test & quiz average in Algebra II Honors or recommendation of the Mathematics Department

Precalculus Honors is an accelerated course that prepares the student for calculus. Topics covered include algebraic functions, exponential and logarithmic functions, trigonometry, equations in polar form including conic sections, parametric equations, vectors, sequences and series, data analysis, limits and derivatives. In addition, the students are responsible for derivations and proofs.

Upon successful completion of this course, students will be able to:
- solve problems that demonstrate their mastery of trigonometry
- identify and graph equations in both polar and rectangular form
- solve problems, including application problems, involving sequences and series
- solve problems involving conic sections
- solve problems involving parametric equations
- solve problems/application problems using vectors
- use a graphical calculator appropriately

Optional topics may include:
- find the limit of a function using various techniques studied
- take the derivatives of implicit and explicit functions and solve problems involving differentiation of functions such as max/min, related rates, velocity and acceleration problems

Precalculus **All Year** **6 credits**
(2430) College Prep
Open to: Grades 11, 12
Prerequisite: Passing Algebra II H/Level 1 or recommendation of the Mathematics Department

Precalculus is a full year course that prepares the student for a standard calculus program. Topics include algebraic functions, exponential and logarithmic functions, polynomial functions, trigonometry, equations in polar form, vectors, and data analysis.

Upon successful completion of this course, students will be able to:
- solve problems that demonstrate their mastery of trigonometry and other topics studied
- identify and graph trigonometric functions and their inverses
- solve and graph exponential and logarithmic equations
- solve and graph polynomial functions
- use a graphing calculator appropriately

Precalculus and Applied Topics **All Year** **6 credits**
(2480) College Prep
Open to Grades 11, 12
Prerequisite: Passing Algebra 2 and recommendation of the Mathematics Department

This course covers many of the standard precalculus topics, but also focuses on a variety of other topics that will be useful for students to know as they enter college. Topics covered include a review of linear and quadratic functions, trigonometry, rational functions, logarithmic and exponential functions, probability and statistics, finance, logic/problem solving, and game theory.

Projects and applications (such as building a clinometer and the Biorhythm project) will be included in both semesters of this course. While the first semester's material is typical of a precalculus course, the second semester is designed to provide students with the opportunity to explore unique topics in math that they might not otherwise encounter. The focus will be on preparing the students for math topics that will be encountered after high school.

Upon successful completion of this course, students will be able to:
- solve application problems (such as solving for an unknown in a right/oblique triangle to demonstrate a mastery of the topics studied)
- identify and graph equations
- analyze data
- understand investment options, credit card finance, mortgages, etc.
- use a graphical calculator appropriately

Probability and Statistics **All Year** **6 credits**
(2470) College Prep
Open to grades 11, 12
Prerequisite: Passing Algebra II or recommendation of the Mathematics Department

In this course students will collect and analyze raw data and reach conclusions based on statistical analysis. Topics include mean, median, mode, standard deviation, normal curve, correlation, distributions, sampling, hypothesis testing and applications. Extensive use will be made of the TI-83 Plus graphing calculator and other computer programs.

Upon successful completion of this course, students will be able to:
- observe patterns and departures from patterns in explored data
- decide how and what to measure when planning a study
- produce models and anticipate patterns using probability theory and simulation
- use the statistical capabilities of the TI-83 Plus calculator

Financial Literacy **Semester** **3 credits**
(2610) CP
(2620) Honors
Open to: Grades 11, 12
Prerequisite: Passing Algebra II or recommendation of the Mathematics Department

Financial Literacy is meant to help all students better understand the financial world and be able to become more stable adults. Students in this course will study a variety of topics to increase their financial literacy. Emphasis will be placed on student understanding of a combination of the following topics: Checking, Saving, Types of Credit, Managing Credit, Paying for College, Budgeting, Investing, Financial Pitfalls, Taxes, Insurance, Financial Psychology.

Upon successful completion of this course, students will be able to:
- Choose and prepare for careers and colleges
- Budget and manage spending
- Manage features of a bank account
- Invest for retirement
- Navigate credit, including student loans, credit cards, mortgages, and more…
- Avoid common financial pitfalls

AP Statistics **All Year** **6 credits**
(2552) Advanced Placement
Open to: Grades 11, 12
Prerequisite: Passing Precalculus Honors or B or better test & quiz average in Pre-calculus Level 1 or recommendation of the Mathematics Department

The course content in AP Statistics will conform to the guidelines established by the AP Commission. This course is equivalent to a first-year college level course. Extensive use will be made of the TI-83 plus graphing calculator and other computer programs such as MiniTab. Students who take this course will be expected to take the Advanced Placement examination in May.

Upon successful completion of this course, students will be able to:
- observe and interpret patterns and departures from patterns in explored data and distributions
- decide how and what to measure when planning a study
- produce models and anticipate patterns using probability theory and simulation
- use statistical inference to form models
- use the TI 83+ calculator
- use rules of probability to predict chance behavior

Summer Assignment: None

AP Calculus BC **All Year** **6 credits**
(2502) Advanced Placement
Open to Grade 12
Prerequisite: B+ or better test & quiz average in Pre-calculus H or recommendation of the Math Department

This course provides a rigorous introduction to single variable integral and differential calculus. Emphasis is placed on application of mathematical techniques to a broad range of problem solving. The syllabus adheres to the BC AP curriculum and students are expected to take the Advanced Placement Calculus Examination in May.

Upon successful completion of this course, students will be able to:

- integrate and differentiate polynomial, algebraic and transcendental functions
- apply differentiation and integration to a wide assortment of problems (optimization, related rates, volumes, accumulation, arc length, etc.)
- solve simple differential equations both analytically and numerically
- use Taylor's Theorem and convergence tests to investigate infinite series
- apply calculus techniques to parametric, polar, and vector valued functions
- utilize a graphing calculator as a necessary tool for problem solving

Summer Assignment: None

AP Calculus AB **All Year** **6 credits**
(2512) Advanced Placement
Open to: Grade 12
Prerequisite: B- or better test & quiz average in Pre-calculus H or recommendation of the Mathematics Department

This course will prepare students to take the AB level AP Calculus examination. The syllabus adheres to the AB AP Calculus curriculum. Students taking this course will be expected to take the Advanced Placement Calculus Examination in May.

Upon successful completion of this course, students will be able to:

- analyze the fundamental planar curves and their transformations, represented both graphically and algebraically
- analyze limits of functions and continuity numerically, graphically, verbally, and algebraically
- analyze the derivative as instantaneous rate of change and as the limit of the difference quotient, both at a point and as a function, to solve application problems
- compute derivatives of basic functions via Chain Rule and implicit differentiation
- use the integral as an accumulator of area to solve application problems
- evaluate definite integrals using the Fundamental Theorem of Calculus and by numerical approximation and solve application problems involving integrals and anti-derivatives
- solve simple differential equation problems analytically
- utilize a graphing calculator as an integral tool for problem solving

Summer Assignment: None

Calculus Honors **All Year** **6 credits**
(2491) Honors
Open to: Grade 12
Prerequisite: B+ or better in Precalculus Level 1 or recommendation of the Mathematics Department

This course provides a survey of the fundamental principles of calculus. In the context of real scientific and mathematical questions, the collaborative experiences of this class will allow for the "discovery" of calculus through a series of student investigations and projects. Numerical methods and geometric visualizations using graphing calculators will have central roles. Due to the exploratory focus of this class, it will not cover the entire AB Calculus curriculum.

Upon successful completion of this course, students will be able to:

- analyze the fundamental planar curves (linear, quadratic, absolute value, cubic, exponential, logarithmic, trigonometric, and logistic) and their transformations represented both graphically and algebraically
- analyze limits of functions and continuity numerically, graphically and algebraically
- analyze the derivative as instantaneous rate of change and as limit of the difference quotient, both at a point and as a function, to solve application problems
- compute derivatives of basic functions (power, exponential, logarithmic, inverse trigonometric), via Chain Rule and implicit differentiation
- use derivatives in context with problems involving particle motion, optimization, related rates and linearization
- evaluate definite integrals using the Fundamental Theorem of Calculus and by numerical approximation, and use anti-derivatives to solve problems involving integrals
- use the integral as an accumulator of area
- utilize appropriate technology

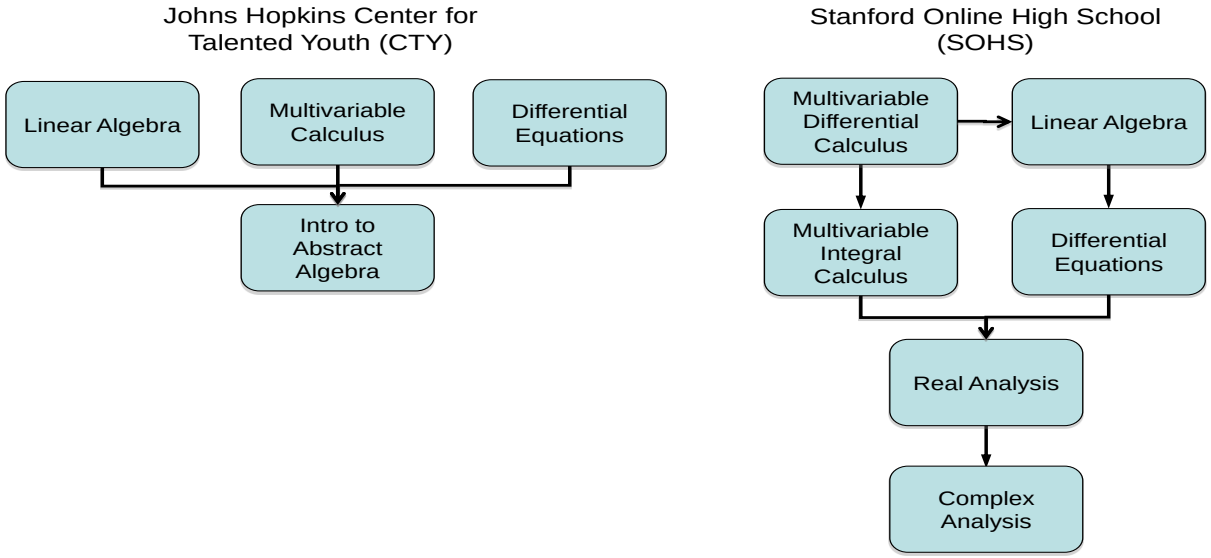
Calculus **All Year** **6 credits**
(2520) College Prep
Open to: Grade 12
Prerequisite: A- or better in Precalculus & Applied Topics CP or B- or better in Precalculus CP or recommendation of the Mathematics Department

This course provides a survey of the fundamental principles of calculus with a focus on pacing that can be altered based on student achievement and understanding. In the context of real scientific and mathematical questions, the collaborative experiences of this class will allow for the "discovery" of calculus through a series of student investigations and projects. Numerical methods and geometric visualizations using graphing calculators will have central roles; differential equations that model dynamical systems will be scrutinized. Due to the exploratory focus of this class and to a slowed pace to accommodate the enrolled students, it will not cover the entire Calculus Honors curriculum.

Upon successful completion of this course, students will be able to:

- analyze the fundamental planar curves (linear, quadratic, absolute value, cubic, exponential, logarithmic, trigonometric, and logistic) and their transformations represented both graphically and algebraically
- analyze limits of functions and continuity numerically, graphically and algebraically
- analyze the derivative as instantaneous rate of change and as limit of the difference quotient, both at a point and as a function, to solve application problems
- compute derivatives of basic functions (power, exponential, logarithmic, inverse trigonometric), via Chain Rule and implicit differentiation
- use the integral as an accumulator of the area
- utilize appropriate technology

CTY & SOHS Advanced Math Courses**



** Student must have scored a 4 or 5 on the AP Calculus BC exam to qualify for these courses

Advanced Mathematics Courses offered via Johns Hopkins Center for Talented Youth (CTY) and Stanford Online High School (SOHS)

We have researched potential alternatives and have found courses at The Johns Hopkins Center for Talented Youth (CTY http://cty.jhu.edu/ctyonline) and The Stanford University Online High School (SOHS - http://ohs.stanford.edu/) to be academically rigorous and well managed. The table below details the courses we would pre-approve from each of these schools.

School	Course	Pre-requisites	DS Credit
CTY	Linear Algebra	Qualifying math score & a score of 4 or 5 on the AP Calculus BC exam	6 DS Mathematics credits
	Multivariable Calculus	Qualifying math score & a score of 4 or 5 on the AP Calculus BC exam	6 DS Mathematics credits
	Differential Equations	Qualifying math score & a score of 4 or 5 on the AP Calculus BC exam	6 DS Mathematics credits
	Introduction to Abstract Mathematics	Qualifying math score & successful completion of Linear Algebra, Multivariable Calculus, and Differential Equations	6 DS Mathematics credits
SOHS	Multivariable Differential Calculus (Fall only)	A score of 4 or 5 on the AP Calculus BC exam	6 DS Mathematics credits
	Multivariable Integral Calculus (Spring only)	Multivariable Differential Calculus & consent of instructor	6 DS Mathematics credits
	Linear Algebra (Fall only)	A score of 4 or 5 on the AP Calculus BC exam or Multivariable Differential Calculus & consent of instructor	6 DS Mathematics credits
	Differential Equations (Spring only)	Successful completion of Linear Algebra & consent of instructor	6 DS Mathematics credits
	Real Analysis	Successful completion of Multivariable Integral Calculus & Linear Algebra	6 DS Mathematics credits
	Complex Analysis	Successful completion of Real Analysis	6 DS Mathematics credits

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It should be noted that these courses are not for the light-hearted! These are advanced mathematics courses that are extremely challenging. Only our best Calculus BC students should be considering these alternatives.

Considerations

1. Qualifications – Students considering this option must have completed AP Calculus BC and earned a 4 or 5 on the AP Calculus BC exam.

2. Admissions – each school has its own admissions process that includes, among other things, standardized test scores. Students considering these options will need to manage this admissions process independently (including making sure to meet the admissions process timeline set by the online school). CTY has a rolling admissions process that can be completed at any time. However, DSHS recommends that a student apply for admission to the *following* academic year by April of the *current* academic year. SOHS has a rolling admissions process, but admission for the *following* academic year should be completed by February 15th of the *current* academic year.

3. Cost – since these courses are all above and beyond those offered at DSHS, the individual student must cover all costs. Costs as currently listed for each school are shown below

School	Cost by course	Additional Costs
CTY	Courses are Individually Paced, but typically take 6 months to complete. Current costs are formulated by the number of months a student chooses: • 3 months - $860 • 6 months - $1,665 • 9 months - $2,385	Costs of any book(s) used is additional
SOHS	Courses are to be completed according to the academic calendar found at http://ohs.stanford.edu/academics Current cost is $5,130 per course.	Costs of any book(s) used is additional

4. Work load
   - CTY quotes at least 1 hour per day, 5 days per week not including weekly email communication with the course instructor.
   - SOHS quotes 8-10 hours per week including online discussions (two 1-1.5 hour discussions required per week), viewing lectures, and completing assignments outside of class time.

5. Supervision - While we want to allow for flexibility in terms of scheduling (if the student does not take another DSHS class, he or she will be assigned to a DR for this period), we want to have some oversight of the progress a student is/is not making.

6. Students choosing one of these courses will report to the Mathematics department head on a quarterly basis. This communication will allow us a view into the student progress as he or she moves through the course.

Math Placement Review Process

Students enrolled in a CP math class with a strong quiz and test average (93% or above) who desire to enter a higher level course for the next year may do so by taking a skills test, followed by a combined midyear/final honors exam. Excelling at the CP level does not always guarantee similar success in a higher level math course, so the math department developed a process to collect additional information and make an informed recommendation for placement.

- The skills test must be taken by May 31st, and is an assessment for which a student does not need to prepare. It gives the math department a glimpse of basic algebra skills that a student in an honors class typically demonstrates.

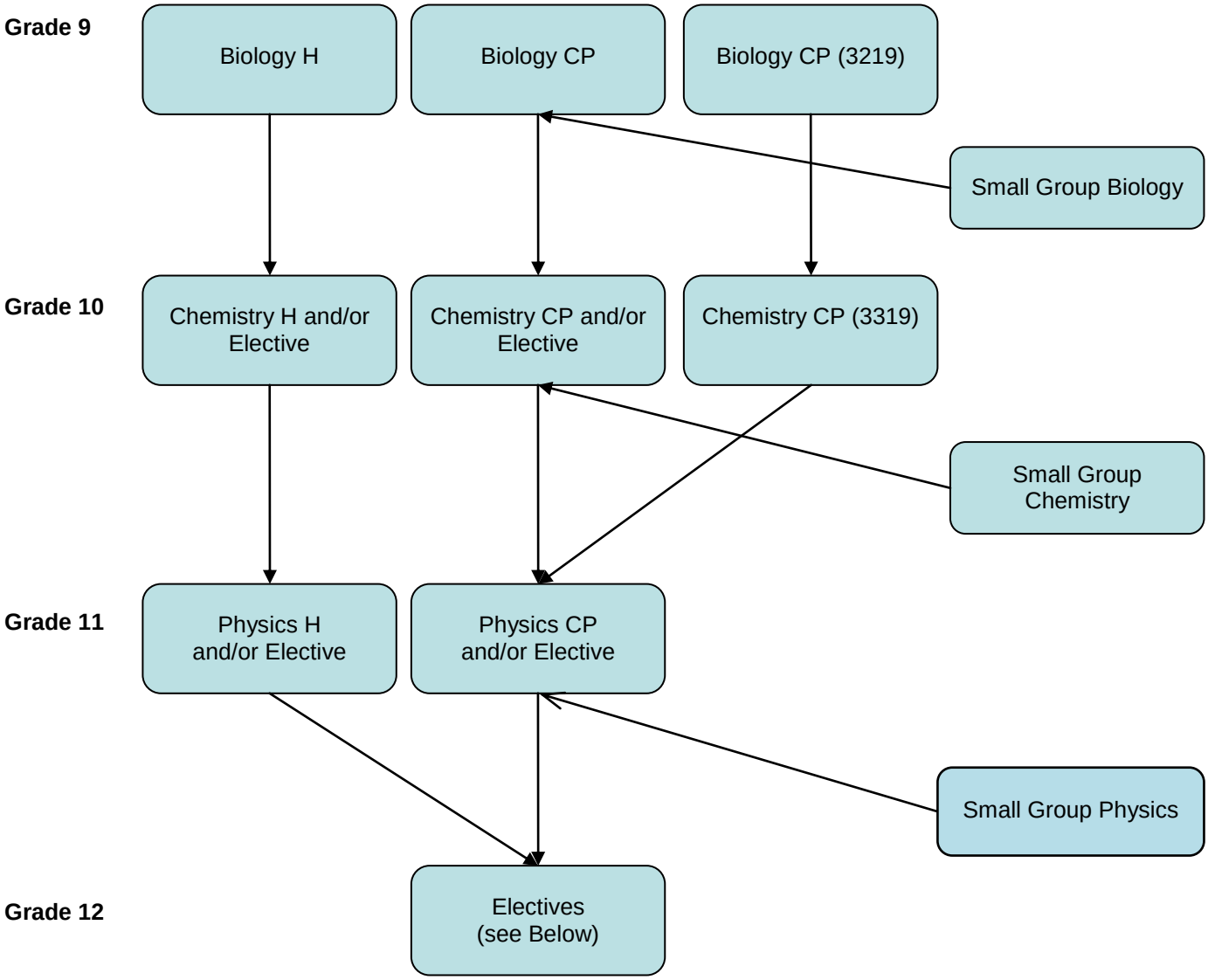
- The combined midyear/final exam is typically taken in June or August, and is given to see if the student has the background knowledge to be successful at a higher level. Higher level courses often cover more material than their lower level counterparts, and thus students wishing to be in a higher level must fill in the gaps that they missed before entering the higher level of the next class. This assessment will help both the math department and the student gauge their preparedness for the higher order thinking and knowledge of concepts needed before entering the higher level course.

If a student goes through this process and achieves at least an 83% on both of the exams (or a 90% if pursuing an AP Class), the math department head will recommend that the student move to the higher level for the following year.

If a student goes through this process and does not achieve the scores needed for the Math Department Head to make a recommendation for a level change, the student can still pursue a level change, but will need to sign (along with a guardian, the Math Department Head and the Principal) the math department override form before a schedule change is made.

All level change requests from course selection recommendations need to be initiated with the Department Head by April 28th. Once initiated, the Department Head will coordinate with the student and parent when the skills test and combined midyear/final exam can take place. All testing must be done and forms signed by August 25th.

Science



Junior / Senior Electives

- AP Biology
- AP Chemistry
- AP Physics
- Astronomy
- Marine Science
- Forensic Science
- Advanced Topics in Biology
- Environmental Research
- Engineering (see Technology Engineering & Computer Science)
- Anatomy & Physiology (10-12)

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SCIENCE

The successful completion of three years of Science at the high school is required for graduation.

The courses in Science are designed to provide a strong foundation for the future scientist or engineer as well as a basic understanding and appreciation of science for the future citizen in our highly technological society. All courses are highly laboratory-oriented.

While three years (18 credits) of science are required for graduation, students planning careers in science, medicine, or technology should take a course each year. The recommended sequence is Biology, Chemistry, and Physics with electives typically taken during junior and/or senior year.

The Science Department adheres to the Massachusetts Science and Technology/ Engineering Frameworks Policy on Dissection and Dissection Alternative Activities which states the following:

"Courses that offer dissection as a learning activity should, upon written request by a student's parent/guardian, permit a student who chooses not to participate in dissection to demonstrate competency through an alternative method."

Small Group Biology (3220) **All Year** **3 credits**

Small Group Biology is a small group skills class offered to students in CP Biology in need of additional support in CP Biology and in preparation for the MCAS test in Biology.

Note: The credit for this course does not count towards the graduation requirement of 18 credits in Science.

Biology (3201) Honors **All Year** **6 credits**

Open to all grades with recommendation of the Science Department
Prerequisite: A- in 8th Grade Science and B+ in Algebra I Honors and recommendation of the 8th grade Science Teacher

This course is designed for the student who has demonstrated high academic achievement and is interested in the biological sciences. The emphasis in this course is on the following topics: The study of Evolution and Genetics, an introduction to cell
biology, ecology, diversity, structure and function and the biological basis of behavior.

Upon successful completion of this course, students will be able to:

- demonstrate the ability to design and solve problems of a biological nature in both individual and group settings
- apply knowledge of biological concepts to make informed decisions about health and environmental issues
- draw conclusions from analysis of biological systems
- communicate their thoughts via formal laboratory write-ups

Biology **All Year** **6 credits**
(3210) College Prep
Open to all grades with recommendation of the Science Department

This course is designed to provide the student with a diverse background in biological science. Laboratory experience with major biological phenomena is designed to support an understanding of the important concepts, principles, and theories of modern biology. Emphasis will be placed on the following topics: characteristics of living things, chemistry, cell biology, genetics, evolution, ecology and principles of anatomy and physiology.

Upon successful completion of this course, students will be able to:
- understand the characteristics of living organisms and how things interact
- make intelligent decisions regarding issues in the community and environment
- demonstrate a proficiency in the application of the scientific method
- demonstrate proper usage of scientific equipment
- obtain and evaluate the validity of scientific information through currently available resources

Biology **All Year** **6 credits**
(3219) College Prep
By recommendation of the Science Department

This course provides students with a basic overview of fundamental biological concepts. Through structured teacher support, class discussions, collaborative group work, and lab activities, students will study the basic biological concepts. These concepts will align with the MA State Frameworks for high school biology. The main concepts will be focused on cellular biology, genetics, anatomy and physiology, ecology, evolution, and the chemistry of life.
This course is designed for students who require additional support and benefit from learning at a pace that is suitable to their learning style.

Upon successful completion of this course, students will be able to:
- understand the characteristics of living organisms and how things interact
- make intelligent decisions regarding issues in the community and environment
- demonstrate a proficiency in the application of the scientific method
- demonstrate proper usage of scientific equipment
- obtain and evaluate the validity of scientific information through currently available resources

AP Biology **All Year** **6 credits**
(3552) Advanced Placement
Open to Grades 11 &12
Prerequisite: Grade of B or better in both Biology Honors and Chemistry Honors and recommendation of the Science Department.

This course is designed for students who intend to specialize in biological sciences or for those who want to obtain a thorough knowledge of biology as part of their general education. Advanced Placement Biology is the equivalent of a first year college biology course. Six general areas are intensively studied: molecules, cells, genetics, evolution, organisms, and populations. Students must be willing to work at a fast pace and be capable of working independently during the school year as well as during the summer prior to the course. The course will encourage the development of skills such as detailed observation, experimental design, data interpretation, statistical analysis and techniques of research. Students who take this course will be expected to take the Advanced Placement examination in May. Most colleges, in turn, grant credit or advanced placement to those who have done well on the examination.

Upon successful completion of this course, students will be able to:
- demonstrate an understanding of current techniques in scientific investigations
- demonstrate an understanding of the process of scientific research
- demonstrate an understanding of the nature of science
- appreciate the hierarchical organization of the inter-relationships of living organisms
- obtain and evaluate the validity of scientific information through currently available resources

Summer Assignment:
This course requires that a summer assignment be completed prior to starting class in the fall. The summer assignment and textbooks will be provided for students in June.

Advanced Topics in Biology **All Year** **6 credits**
(3501) Honors
Open to Grades 11, 12
Prerequisite: Grade of B or better in both Biology and Chemistry and recommendation of the Science Department

This is a rigorous course in Biology designed for students who have the ability to undertake in-depth investigations. Laboratory experience with major biological phenomena is designed to support an understanding of important concepts in modern Biology. Such in-depth topics may include: enzymes, transfer of energy, molecular genetics, and/or dissection.

Upon successful completion of this course students will be able to:
- demonstrate proficiency in the application of the scientific method through experimental design
- demonstrate an understanding of current techniques in scientific investigations
- demonstrate an understanding of the process of scientific research
- understand the genetics of living organisms on a molecular level
- understand the general biochemistry of living organisms
- obtain and evaluate the validity of scientific information through currently available resources

Anatomy and Physiology **Semester** **3 credits**
(3751) Honors
(3760) College Prep
Open to Grades 10, 11, 12
Prerequisite: Biology, concurrent enrollment in Chemistry and recommendation of the Science Department

This course is designed as a one semester study of the form and function of animal and human life. The premise of the course is to provide the student interested in nursing, physical therapy, or medical careers an opportunity to study how cells, tissues, organs, and organ systems are coordinated to function as an organism. The class includes laboratory studies and dissection.

Upon successful completion of this course, students will be able to:
- demonstrate an understanding of the structure and function of all of the systems of the human body
- apply knowledge gained to make informed decisions that impact their health
- apply knowledge learned to clinical situations
- understand the concept of homeostasis in body systems and how it relates to the stable chemical and physical conditions of the internal fluid environment that bathes the body's cells

Chemistry **All Year** **6 credits**
(3301) Honors
Open to Grades 10, 11, 12
Prerequisite: Grade of B- or better in Biology Honors and Geometry Honors and recommendation of Biology teacher

Chemistry Honors is designed for the college bound student seeking an understanding of introductory chemical principles. This is an accelerated course with a strong emphasis on mathematics and laboratory investigations. The course will develop the modern atomic and kinetic theories of matter. Special emphasis will be placed on the role of chemistry in the real world. Selected topics to be studied are the mole concept, atomic theory and structure, chemical bonding, principles of chemical reactions, molecular structure and organic chemistry. A rigorous laboratory program involving theoretical and practical applications is an integral part of the course.

Upon successful completion of this course, students will be able to:
- demonstrate a conceptual understanding of basic chemical concepts
- use mathematical and scientific skills in problem solving
- gather scientific information from laboratory work
- use various technologies for measurement, data analysis and approximation

Chemistry **All Year** **6 credits**
(3310) College Prep
Open to Grades 10, 11, 12
Prerequisite: Completion of Biology and Completion of Geometry, or B or better in Algebra 1 (2259) and recommendation of Biology teacher

College Preparatory Chemistry is designed for the college bound student who is seeking an understanding of chemistry as a pure science, and in its applications to the world. The course develops the modern atomic theory to explain the relationship between the properties of elements and how they chemically combine. Selected topics to be studied are: bonding, the principles of chemical reactions, the periodicity of elements, acids and bases and organic chemistry.

Upon successful completion of this course, students will be able to:
- demonstrate an understanding of basic chemical concepts
- use scientific tools in carrying out experiments
- develop problem solving and critical thinking skills
- gain an understanding of the impact of chemistry in society

Chemistry **All Year** **6 credits**
(3319) College Prep
Prerequisite: Completion of Biology and by recommendation of the Science Department

This course provides students with a basic overview of fundamental chemistry concepts. Through structured teacher support, class discussions, collaborative group work, and lab activities, students will study basic chemistry concepts. These concepts will align with the MA State Frameworks for high school chemistry. The main concepts will be focused on atomic theory and structure, chemical nomenclature, the mole concept, the principles of chemical reactions, bonding, and gas laws.
This course is designed for students who require additional support and benefit from learning at a pace that is suitable to their learning style.

Upon successful completion of this course, students will be able to:
- demonstrate an understanding of basic chemical concepts
- use scientific tools in carrying out experiments
- develop problem solving and critical thinking skills
- understand the impact of chemistry in society
- obtain and evaluate the validity of scientific information through currently available resources

Small Group Chemistry **All Year** **3 credits**
(3330)
Prerequisite: Recommendation of the Biology Teacher

Small Group Chemistry is a small group skills class offered to students in CP Chemistry in need of additional support.

Note: The credit for this course does not count towards the graduation requirement of 18 credits in Science.

AP Chemistry **All Year** **6 credits**
(3702) Advancement Placement
Open to Grades 11, 12
Prerequisite: B+ in Chemistry H and B in Algebra II H and recommendation of the Chemistry teacher. Additional prerequisite if enrolling in 11th grade: concurrent enrollment in Physics H or recommendation of Chemistry teacher.

The Advanced Placement Chemistry course is equivalent to a first year College Chemistry course. The curriculum prepares students to take the AP Chemistry Exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area. Students who take this course will be expected to take the Advanced Placement examination in May. Most colleges, in turn, grant college credit to students who have done well on the examination.

Upon successful completion of this course, students will be able to:
- use advanced equipment in laboratory analysis
- demonstrate an ability to compare, analyze and relate chemical processes
- analyze data and generate valid conclusions
- demonstrate mastery of the course material on the AP exam
- formulate a procedure that will result in real data measurement

Summer Assignment:
Students enrolled in Advanced Placement Chemistry will be required to read and complete an assignment on the first four chapters of the text prior to starting classes in the fall.

Environmental Research **All Year** **6 credits**
(3601) Honors
(3620) College Prep
Open to Grades 11, 12
Prerequisite: Both Biology and Chemistry and recommendation of the Science Department

This course is designed to incorporate advanced chemical and biological techniques employed in current environmental research. This course uses an investigative and independent study approach to explore current environmental topics both nationally and locally. Students carry out both indoor and outdoor research investigations dealing with water quality analysis, food quality, air pollution, energy use, agriculture, nature writing, and other related environmental issues.

Upon successful completion of this course students will be able to:
- demonstrate an understanding of basic environmental science concepts.
- use scientific tools to carrying out experiments
- utilize critical thinking skills to explore environmental issues
- make real world connections to current environmental issues

Physics **All Year** **6 credits**
(3401) Honors
Open to Grades 11, 12
Prerequisite: Concurrent enrollment in Pre-Calculus H (or Pre-Calculus CP with a grade of A in Algebra II CP) and a grade of B in Chemistry H and recommendation of the Science Department

This course, designed for future College Science majors, is an intensive study of the concepts of matter and energy and their interrelation. Emphasis is placed on the development and use of mathematical techniques to describe physical laws. Extensive use is made of laboratory investigations which provide the student with opportunity to discover and test physical relationships. The four major units are Mechanics, Sound and Light, Electricity and Magnetism, and "Modern Physics".

Upon successful completion of this course, students will be able to:
- describe the motion of objects (Kinematics) in one and two dimensions
- solve problems using Newton's Laws and Conservation of Energy and Momentum
- view fundamental physics in a historical context
- solve problems involving simple circuits and electric and magnetic fields
- use technology to gather, analyze and interpret data from laboratory experiments

Physics **All Year** **6 credits**
(3410) College Prep
Open to Grades 11, 12
Prerequisite: Successful completion of Chemistry, Algebra II or a grade of B in 2459, concurrent enrollment in College Prep Pre-Calculus, and recommendation of the Chemistry teacher

This Physics course is a study of the concepts of matter and energy, and their interrelation. An emphasis is placed on using laboratory and math skills to understand the physical laws governing our world. The four major units are Mechanics, Sound and Light, Electricity and Magnetism, and "Modern Physics".

Upon successful completion of this course, students will be able to:
- describe the motion of objects (Kinematics) in one and two dimensions
- solve problems using Newton's Laws and Conservation of Energy and Momentum
- view fundamental physics in a historical context
- solve problems involving simple circuits and electric and magnetic fields
- use technology to gather, analyze and interpret data from laboratory experiments

Small Group Physics **All Year** **3 credits**
(3420)
Prerequisite: Recommendation of the Chemistry Teacher

Small Group Physics is a small group skills class offered to students in CP Physics in need of additional support.

Note: The credit for this course does not count towards the graduation requirement of 18 credits in Science.

AP Physics **All Year** **6 credits**
(3802) Advanced Placement
Open to Grade 12 only
Prerequisite: B+ in Physics Honors, concurrent enrollment in BC Calculus and/or recommendation of the Science Department

Advanced Placement Physics is equivalent to a first year College Physics course. The areas covered include: Classical Mechanics, Electricity and Magnetism, Quantum Theory, Physics of Medical Technologies, Modern Digital and Analog Electronics and Special Relativity. Calculus will be utilized where appropriate. Students who take this course will be expected to take the Advanced Placement examination in Mechanics in May. Most colleges, in turn, grant credit or advanced placement to those who have done well on the examination.

A strong emphasis will be placed on rigorous laboratory experimentation and design. Students will complete a series of five modern labs, a 4 week Electronics exploration and a long-term engineering design project in preparation for the Physics Olympics.

Upon successful completion of the course students will be able to:
- Solve sophisticated quantitative, conceptual and design problems.
- Derive necessary equations from first principles.
- Use technology to gather, analyze and interpret data from laboratory experiments.
- Apply differential and integral calculus to problem solving.

Summer Assignment: None

Engineering: **All Year** **6 credits**
(3861) Honors
(3860) College Prep

Open to Grades 10, 11, 12*
**(Grade 10 only upon recommendation of teacher and Dept. Head)*

Students may apply the six credits toward either the Science or Technology Engineering & Computer Science graduation requirement.

Engineering: Science, Technology, and the Design Process is a full year course designed to introduce students to the world of technology and engineering as a first step in becoming technologically literate citizens. The course will help students answer the question, “Why should I study math, science and engineering if I don’t plan on a technical career?” Through this course’s practical real world connections, students will have the opportunity to see how mathematics, science and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate.

Students will also design, build and program robots to complete tasks in the classroom and in competitions.

- Students will develop a deep and rich understanding of the term “technology”
- Students will develop their abilities to use the engineering design process
- Students will understand the complementary relationship between science, mathematics, technology, and engineering
- Students will understand how advances in technology affect human society, and how human society determines which new technologies will be developed
- Students will be able to apply fundamental concepts about energy to a wide variety of problems
- Students will be able to apply design ideas and programming knowledge in the building of robots that must complete assigned tasks

Astronomy **Semester** **3 credits**
(3871) Honors
(3880) College Prep
Open to Grades 11, 12
Prerequisite: BOTH Biology and Chemistry, Algebra II (completed or concurrently enrolled)

This is a one semester course that provides a survey of modern astronomy. The content includes the history and development of astronomical ideas, as well as an in-depth look at the science of theoretical and applied astronomy. Students learn how to categorize and classify astronomical bodies and how to use a telescope as a scientific tool for investigation. Students participate in evening observations and laboratories, and are expected to complete a long term exploratory project. Project possibilities include astrophotography, orbit analysis through observation, advanced web design, and engineering of optical telescopes. Students also conduct public observations for the community in the school's observatory. ***Students may apply the three credits toward either the Science or Technology requirement.***

Upon successful completion of the course, students will be able to:
- demonstrate a broad but cohesive knowledge of modern astronomical ideas
- utilize mathematics and fundamental physics to do quantitative astronomical analysis
- operate a computerized telescope and digital camera as scientific tools for investigation
- maintain a webpage documenting work and research done in the class

Marine Science **Semester** **3 credits**
(3571) Honors
(3580) College Prep
Open to Grades 11 and 12
Prerequisite: BOTH Biology and Chemistry

This is a one semester course that provides a survey of the marine sciences, including geology, chemistry, biology, and geography. Topics include: tsunamis, hurricanes, physical and chemical oceanography, marine mammals, fish biology, coral reefs, bioluminescence, and marine pollution. Students study specific marine species through research and dissections to achieve a better understanding of the interrelationships between these species and their physical environment. An understanding of this interrelationship is applied to current issues regarding human impact on the marine environment.

Upon successful completion of this course students should be able to:

- demonstrate a broad but cohesive knowledge of the interdisciplinary study of the oceans
- recognize major systematic groups of marine organisms and understand how they are interconnected in the ecosystem
- demonstrate an understanding of the structure and function of organ systems in some of the major systematic groups
- use scientific tools to carry out experiments
- demonstrate an understanding of human impact on the health of the oceans

Forensic Science **Semester** **3 credits**
(3971) Honors
(3980) College Prep
Open to Grades 11 and 12
Prerequisite: Both Biology and Chemistry

This is a one semester course that provides a survey of forensic science, including criminalistics and criminology. This course will focus on the application of scientific principles to matters of criminal and civil law. Case studies and crime scenarios will be used to help students understand the implications and issues which emerge as the science of forensics continues to develop. Emphasis on biology, chemistry and physics concepts will be utilized with laboratory investigations in order to illustrate the concepts and principles under an inquiry-based instructional model. Topics investigated include: forensic odontology, entomology, fingerprinting, anthropology, serology, pathology, chemistry and toxicology, and trace evidence and criminal law.

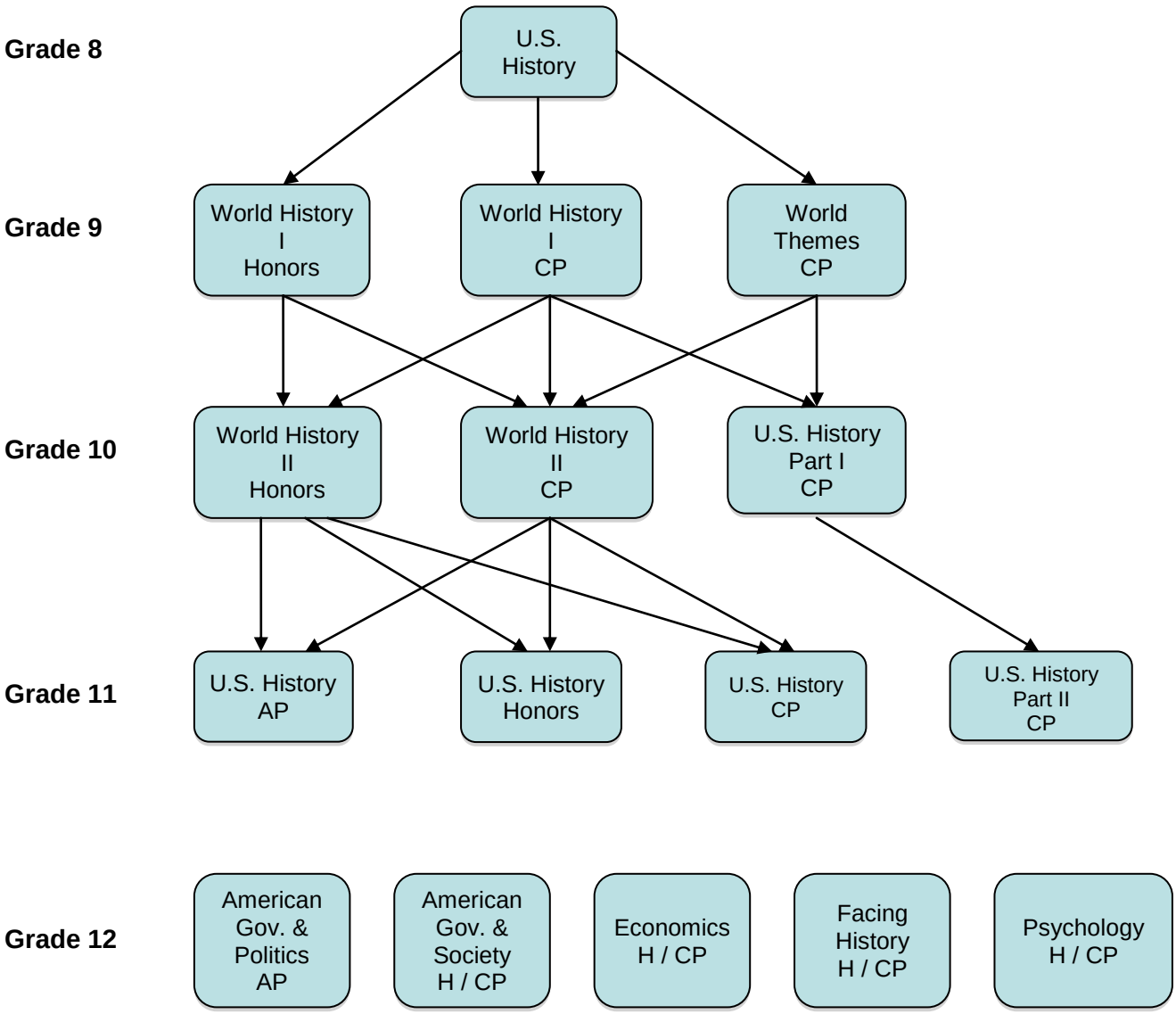
Upon successful completion of this course students should be able to:

- Define the scope of forensic science
- Explain the history and philosophy of forensic science
- Identify, collect, and preserve physical evidence
- Use scientific tools to carry out experiments
- Construct the process of a crime scene investigation
- Apply critical thinking and analytical skills to investigate crimes
- Apply the principles of forensic pathology in determining the time of death of a victim by evaluating the stages of decomposition and the science of entomology
- Explain how forensic anthropology is used to identify skeletal evidence to obtain data using a variety of techniques
- Analyze evidence without bias
- Analyze components of DNA and explain the various methods for obtaining and testing DNA from a crime scene

SCIENCE TEACHER AIDE **One semester** **No credit**
(3899)
Apply to Science Department Head

Any student who is interested in being an aide to a science teacher should submit a request to the Science Department Head. Duties involve organizing and cataloguing equipment, cleaning glassware, and setting up labs. If selected, a student reports to a science teacher instead of their Directed Research period.

Social Studies



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SOCIAL STUDIES

The successful completion of three years of History at the high school consisting of World History I & II and United States History is required for graduation.

The Social Studies Department provides course offerings in both history and the social sciences. The goal of the social studies curriculum is to facilitate the development of critical thinking skills and to support students in becoming responsible, productive adults.

The Social Studies program seeks to provide students with a greater understanding of important political, economic, and social issues facing the United States and the world. Students are challenged to communicate effectively in groups as they work to understand important societal and individual issues. Critical thinking skills are taught through debating, problem solving, group decision making, and the writing of position and research papers. In addition, cooperative learning experiences teach students to work successfully with others. The Social Studies Department is committed to helping students understand their rights and responsibilities as citizens and respect and appreciate the diversity of the world's people.

World History I (500 A.D. to 1760) All Year 6 credits
(4201) Honors
Prerequisite: Recommendation of the 8th grade Social Studies Department and A- average

This course proceeds chronologically from the Middle Ages to the Age of Revolutions, examining the Medieval period, Byzantine and Islamic Civilizations, Africa and the Americas, Asian cultures, the Renaissance and Reformation, Exploration and Expansion, Absolutism, the Scientific Revolution and the Enlightenment. The universal patterns of development and the uniqueness of individual cultures will be explored through thematic analysis of three major questions: What causes a society or civilization to achieve greatness and to decline? How do cultures develop and change? How have individual's rights and responsibilities to their society varied over time? Students will be challenged to be active participants through both individual and cooperative group work, critically analyzing and researching historical problems, textbook and primary source readings, and critical writing on historical themes and issues.

Upon successful completion of this course, students will be able to:

- understand and apply social studies skills (i.e., spatial, communication, interpretation, reading, data collection, critical thinking, higher order problem solving and process writing)
- explain and evaluate political, social and economic institutions, as well as geographic concepts which shape the world
- analyze, explain and evaluate the chronological order of historical events and recognize the complexity of historical cause and effect
- compare and contrast, and show an empathetic appreciation of diverse world cultures, as well as individual and societal roles and responsibilities in today's global community

World History I (500 A.D. to 1760) All Year 6 credits
(4210) College Prep
Required for grade 9 students

This course covers the same content and has the same student- based outcomes as the Honors level course. The Honors level course investigates some topics in greater depth.

Themes in World History I (500 A.D. to 1760) **All Year** **6 credits**
(4150) College Prep
Prerequisite: Recommendation of the Social Studies Department

This course, while covering much of the content in the World History I curriculum, meets the needs of students whose skill development requires the more intensive emphasis possible in smaller classes, and a pace which allows for the incorporation of multiple approaches in order to help students develop an understanding of important historical themes and concepts. The reading level of materials and writing assignments are modified to meet individual student's needs.

World History II (1760 A.D. to the Present) **All Year** **6 credits**
(4221) Honors
Prerequisite: Recommendation of the Social Studies Department, with an average of B- or better in preceding Honors history course or A- average in preceding CP history course

This course proceeds chronologically from the Age of Revolutions to the Present, examining the English Civil War, American, French, and Latin American Revolutions, Napoleonic Europe, the Industrial Revolution, Growth of Democracy, Nationalism, Imperialism, World Wars, Totalitarian States, Cold War Societies, Emerging 20th Century Nations, Ethnic Conflicts and Human Rights, and the Changing World Today. The universal patterns of development and the uniqueness of individual cultures will be explored through thematic analysis of three major questions: What causes a society or civilization to achieve greatness and to decline? How do cultures develop and change? Students will be challenged to be active participants through both individual and cooperative group work, critically analyzing and researching historical problems, textbook and primary source readings, and critical writing on historical themes and issues.

Upon successful completion of this course, students will be able to:
- understand and apply social studies skills (i.e., spatial, communication, interpretation, reading, data collection, critical thinking, higher order problem solving and process writing)
- explain and evaluate political, social and economic institutions, as well as geographic concepts which shape the world
- analyze, explain and evaluate the chronological order of historical events and recognize the complexity of historical cause and effect
- compare and contrast, and show an empathetic appreciation of diverse world
- cultures, as well as individual and societal roles and responsibilities in today's global community

World History II (1760 A.D. to the Present) **All Year** **6 credits**
(4230) College Prep
Required for grade 10 students

This course has the same content and student- based outcomes as the Honors level course. However, the Honors level course investigates some topics in greater depth.

AP United States History **All Year** **6 credits**
(4502) Advanced Placement
Open to grades 11, 12
Prerequisite: Recommendation of the Social Studies Department, with an average of B+ or better in the preceding Honors history course or an A average in preceding CP history course. Recommended students not meeting prerequisites will be required to pass a qualifying test before final placement.

All students enrolled in the course must successfully complete rigorous summer reading and writing assignments.

This course provides students with the analytic skills and factual knowledge necessary to deal critically with the problems, issues and events in United States history as well as prepare them for the Advanced Placement Examination. The student, as historian, will be expected to draw appropriate inferences, to make careful judgments when possible and speculations when necessary, to ask the right question, to assess historical materials in relation to their reliability and importance, and to weigh the evidence and interpretations presented in historical scholarship. This will be accomplished by providing a detailed survey course to give the student a grounding in the subject matter along with supplementary readings to provide substantive and thematic coverage of the major periods in the history of our nation. Students who take this course will be expected to take the Advanced Placement examination in May.

Upon successful completion of this course, students will be able to:

- recall, select and deploy relevant historical knowledge accurately to support a coherent and logical argument
- communicate in a clear and coherent manner using appropriate historical evidence
- show an empathetic understanding of individuals and societies in the past; understand the importance of trying to establish motives
- interpret and evaluate a wide range of historical sources and their use as evidence; identify precisely the limitations of particular sources; compare and contrast a range of sources and draw a clear, logical conclusion

Summer Assignment:
Students enrolled in the course will be notified by the teacher or someone in the Guidance Office of the summer reading assignment.

United States History **All Year** **6 credits**
(4401) Honors
Open to grades 11, 12
Prerequisite: Recommendation of the Social Studies Department, with an average of B- or better in the preceding Honors history course or A- average or better in the preceding CP history course

This course provides students with the analytic skills and factual knowledge necessary to critically examine the political, economic and social issues and events in United States history from the Colonial Period to the Present. The study of our nation's history will be explored through the thematic analysis of four major questions: How have the political concepts of democracy and the liberty and equality of individuals been reflected in American society at different times? "The American Dream" is one of upward social and economic mobility. To what extent has this dream been a reality in our history? What is "American culture" and how has it developed? How and why has America's relationship to other countries of the world developed and changed? Students will be challenged to be active participants through both individual and cooperative group work, critically analyzing and researching historical problems, textbook and primary source readings, and critical writing on historical themes and issues.

Upon successful completion of this course, students will be able to:

- understand and apply social studies skills (i.e., spatial, communication, interpretation, reading, data collection, critical thinking, higher order problem solving and process writing)
- analyze, explain and evaluate the chronological order of historical events and recognize the complexity of historical cause and effect
- explain and evaluate political, social and economic institutions which have shaped our nation
- compare and contrast, as well as show an empathetic understanding and appreciation of diverse individuals and cultures that have helped to shape American life and institutions

United States History **All Year** **6 credits**
(4310) College Prep
Open to grades 11, 12

This course has the same content and student- based outcomes as the Honors level course. However, the Honors level course investigates some topics in greater depth.

United States History Part I (1607 A.D. to 1877) All Year 6 credits
(4320) College Prep
Prerequisite: Recommendation of the Social Studies Department

This course is designed to help students develop an understanding of important historical themes and concepts. The reading level of materials and writing assignments will meet individual student's needs at an appropriate pace. This course examines United States History from the Colonial Era through Reconstruction.

Upon successful completion of this course, students will be able to:
- understand and apply social studies skills (i.e., spatial, communication, interpretation, reading, data collection and process writing)
- describe and explain political, economic and social institutions that have shaped our nation
- describe and explain the chronological order of historical events and recognize the complexity of historical cause and effect
- compare and contrast as well as show an empathetic understanding and appreciation of diverse individuals and cultures that have helped to shape American life and institutions

United States History Part II (1877 A.D. to the Present) All Year 6 credits
(4330) College Prep
Prerequisite: Recommendation of the Social Studies Department

This course is designed to help students develop an understanding of important historical themes and concepts. The reading level of materials and writing assignments will meet individual student's needs at an appropriate pace. This course examines United States History from the Reconstruction Era to the present.

Upon successful completion of this course, students will be able to:
- understand and apply social studies skills (i.e., spatial, communication, interpretation, reading, data collection and process writing)
- describe and explain political, economic and social institutions that have shaped our nation
- describe and explain the chronological order of historical events and recognize the complexity of historical cause and effect
- compare and contrast as well as show an empathetic understanding and appreciation of diverse individuals and cultures that have helped to shape American life and institutions

AP American Government & Politics **All Year** **6 credits**
(4742) Advanced Placement
Open to grade 12
Prerequisite: Recommendation of the Social Studies Department and an average of B+ or better in the preceding Honors history course or A in the preceding CP history course. Recommended students not meeting prerequisites will be required to pass a qualifying test before final placement.

All students enrolled in the course must successfully complete rigorous summer reading and writing assignments.

This course is designed to provide an in-depth look at the structure and operations of the American Political System. Students will develop a more sophisticated and insightful understanding of the political process as we examine the founding documents, political culture and ideology, the role of the media, the policy-making process, and many other interesting and relevant topics. Students will be challenged to analyze documents, make inferences and utilize higher order thinking skills in order to understand our political system and how it relates to contemporary events. Students will conclude this course with the Advanced Placement Exam in this subject. Students who take this course will be expected to take the Advanced Placement examination in May.

Upon successful completion of this course, students will be able to:

- understand the purposes, principles, and practices of American government as established by the Constitution of the United States
- understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government
- communicate in a clear and coherent manner incorporating relevant knowledge of United States history in order to provide a better understanding of contemporary political events
- Interpret and evaluate important founding documents, historical records, and landmark cases of the Supreme Court to help formulate conclusions about their role in shaping the American political system

Summer Assignments:
Students enrolled in the course will be notified by the teacher or someone in the Guidance Office of the summer reading assignment.

American Government and Society **All Year** **6 credits**
(4701) Honors
(4710) College Prep
Open to grades 11, 12
Prerequisite-Honors: B- average in the preceding Honors course or B average in preceding CP history course and the recommendation of the Social Studies Department

This course will explore the historical context of our political and legal systems in conjunction with current event issues. Students will also examine the institutions and processes of our legal system and government at the national, state and local levels. Daily participation in classroom activities with varied assessments will encourage students to define their rights and responsibilities as citizens in a democratic society, and help them to understand America's political and legal heritage.

Upon successful completion of this course, students will be able to:

- Understand legal and political principles, including principles of criminal and constitutional law, and evaluate critical aspects of our political and legal systems.
- Identify and explain the roles of and challenges faced by various individuals and institutions across national, state, and local government.
- Describe the government's existing policy on a range of domestic and international issues, summarize current debate around that policy, and articulate their own position on the subject.
- Describe the role of individuals, political parties, and the media in campaigns and elections.
- Consider the way in which some of the most pressing political, economic, and social challenges facing Americans impact their lives; examine how effectively existing public policy addresses those issues; and further develop their own view of how public policy should handle those issues.

Psychology **All Year** **6 credits**
(4601) Honors
(4610) College Prep
Open to grade 12
Prerequisite-Honors: B- average in preceding Honors history courses or B average in preceding CP history courses and recommendation of the Social Studies Department

This course introduces students to the fundamentals of perception, memory, consciousness, personality development, patterns of human behavior, and growth from infancy to adolescence, along with the study of culture, socialization, and the major social institutions and social problems in modern life.

Upon successful completion of this course, students will be able to:
- understand various topics related to the behavioral sciences
- develop critical thinking skills
- demonstrate behavioral research, writing and discussion skills
- understand the various themes that play significant roles in each stage of development from childhood through adulthood

Facing History and Ourselves/Contemporary Issues **All Year** **6 credits**
(4751) Honors
(4760) College Prep
Open to grades 11, 12
Prerequisite-Honors: B- average in the preceding Honors course or B average in preceding CP history course and the recommendation of the Social Studies Department

The Facing History and Ourselves curriculum examines the roots and impact of oppression and intolerance and also explores movements for social and political progress and change over the course of the 20th Century. Major units of the course include the American Civil Rights Movement, the Armenian Genocide and genocide denial, the Holocaust, the historic development of international law and Human Rights and their present-day applications, the Vietnam War, the Cambodian Genocide, the Rwandan Genocide the collapse of communism in eastern Europe, the Bosnian Genocide, the Israeli-Palestinian Conflict, the Darfur genocide, the War on Terror, and the Arab Spring. In addition to learning the historic facts and background to key moments in history, students will also analyze the role that individual and social identity play in the unfolding of historical events and social movements. Additionally, students will consider the ethical and moral implications of the actions of both individuals and social groups in the unfolding of historical events and social movements. This year-long elective allows students the opportunity to delve deeper in to the history of the 20th and 21st centuries. The curriculum encourages students to contemplate their own role in society and the complex nature of human interaction. Discussion plays a significant role in the day-to-day running of the class, and students are both expected and encouraged to develop informed opinions and analysis of the course material. The course makes regular connections to current events as they relate to themes and material from its units of study.

Upon completion of this course, students will be able to:
- promote the development of a more humane and informed citizenry and to make the “essential” connections between history and the moral choices students must confront in their lives
- realize and appreciate the perspective of a victim, a survivor-a person who experiences the injustices and sufferings inflicted upon them because they are "different"
- draw conclusions about and better understand the role of human nature as related to conscience, moral responsibilities, human cruelty, empathy, and acts of courage

- better understand and appreciate the social nature and dehumanizing effect of stereotyping and scapegoating and that dehumanization is a precursor of the acceptance of discrimination, isolation, and violence
- move from thought to judgment to participation and commitment as the moral foundation of our future with the hope of building a more civil society based upon mutual respect and a better appreciation of the worth and dignity of all people.

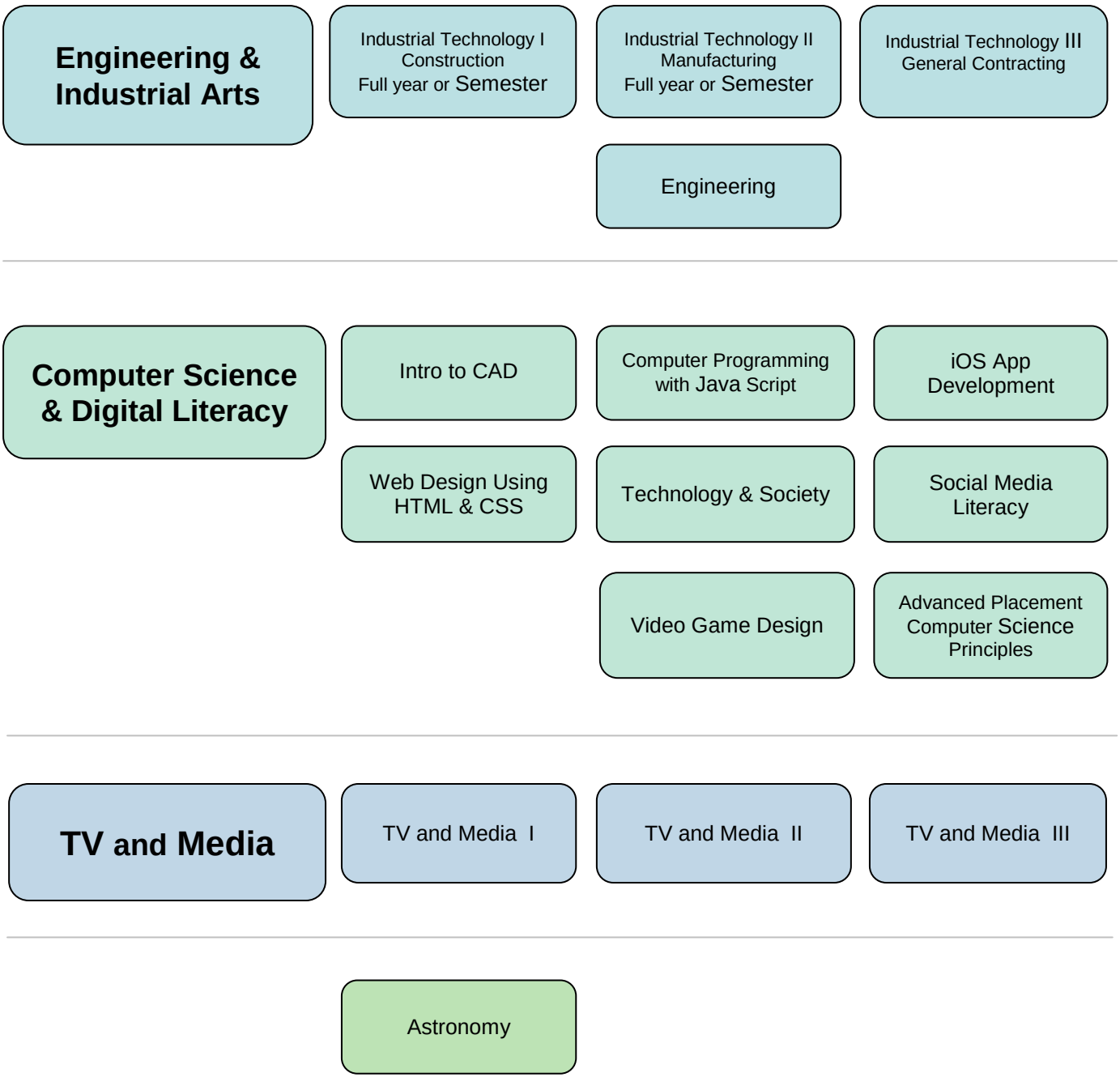
Economics **All Year** **6 credits**
(4901) Honors
(4910) College Prep
Open to grade 12
Prerequisite-Honors: B- average in preceding Honors history course or B average in preceding CP history course and the recommendation of the Social Studies Department

In this course we examine basic types of economic systems. Each system will be explored through the examination of supply and demand, the investment markets, fiscal and monetary policy, economic development, international trade, governmental regulation and consumer advocacy. We will apply economic principles to everyday situations.

Upon successful completion of this course, a student will be able to:
- name and define the common terms used in contemporary economics
- describe the interaction of the primary determinants of supply and demand
- compare production and distribution systems in different economic systems
- discern among the various vehicles for saving, investing or borrowing money
- understand different methods of taxation, including their goals, costs and benefits
- compare and contrast business models and gauge the effectiveness of each model
- comprehend the international nature of the current world economy

Technology Engineering & Computer Science

(All courses listed below can be used towards 18 credit elective graduation requirement)



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TECHNOLOGY ENGINEERING & COMPUTER SCIENCE

The successful completion of 18 credits in Technology Engineering & Computer Science and/or Fine & Performing Arts at the high school is required for graduation.

All courses that REQUIRE access to the network and Internet require the appropriate signatures in the boxes indicated on the Student Registration Verification Information Form.

Introduction to CAD **Semester** **3 credits**
(6100) *Open to all grades*
Prerequisite: None

This course introduces the students to the use of Computer Assisted Drawings (CAD). Using both CAD and Chief Architect software packages students will learn to design two and three-dimensional drawings. Engineering and Architectural drawings will be covered. The use of colors, materials, and design elements will be used on architectural drawings. Students who are interested in pursuing careers in graphic design, architecture, interior design or engineering would benefit from this course.

Upon successful completion of this course, students will be able to:
- create two-dimensional schematic drawings or plans
- create three-dimensional house renderings
- demonstrate facility with various modeling techniques
- incorporate computer assisted drawings
- understand design elements related to interior and exterior design

Computer Programming with Java Script **Semester** **3 credits**
(6280) *Open to all grades*
Prerequisite: None, but a basic knowledge of HTML is suggested.

This is an introductory project-based learning course in computer science using JavaScript as the programming language. The course will emphasize problem-solving and design involving abstraction and object-oriented techniques. Students will develop a solid foundation of core programming principles and techniques that will allow them to easily adapt to other, more complex, programming languages. Students interested in a career in computer programming, or just interested in seeing what programming is all about, will benefit from this course.

Upon successful completion of this course, students will be able to:
- understand the dynamic and interactive elements and behaviors behind web pages
- write programs that make decisions, iterate commands, and display graphics using Javascript code
- solve problems that require logical use of a computer
- discuss programming and programming techniques
- learn techniques for tracking down and fixing errors
- create simple games using JavaScript coding events, loops, and conditional statements

Social Media Literacy **Semester** **3 credits**
(6300) *Open to all grades*
Prerequisite: None

Social media is here to stay. We have seen its use in political campaigns, national uprisings, social movements, marketing campaigns, data collection, and content delivery. Social media can serve as an invaluable resource for communicating and obtaining information but, it can also be riddled with questionable and inaccurate content; sometimes with damaging consequences. This course will help students develop skills to become educated "consumers" of social media as well as responsible, active "participants" in social media.

Upon successful completion of this course, students will be able to:

- discuss the development of social media and how it has changed the way in which our society communicates and shares information
- evaluate the uses of social media in a free society vs. a non-free society
- evaluate the credibility of various social media "authors"
- develop a plan for their social media "digital footprint"
- develop strategies for "reputation management"
- use social media as a method to "expand their voices"
- write concisely – with purpose and credibility – on various social media platforms
- evaluate how companies and advertisers are using social media to promote their business and product
- discuss and display responsible use of social media
- develop skills in website design and blogging

Web Design Using HTML & CSS **Semester** **3 credits**
(6260) College Prep
Open to all grades
Prerequisite: None

This is an introductory project-based learning course designed to develop a student's understanding of coding skills as they pertain to developing web pages. Students will learn how to build simple web pages using HTML (Hypertext Markup Language) and (CSS) Cascading Style Sheets. Students will learn how to add backgrounds, images, hyperlinks, and lists to their web pages. Students interested in a career in computer science, or just interested in seeing what programming is all about, will benefit from this course.

Upon successful completion of this course, students will be able to:

- Identify the basic elements of a web page with good and bad design
- Learn how to control web page fonts and styles with CSS
- Develop web pages using HTML
- Develop problem solving skills as they "debug" their programs
- Evaluate websites for valid content

Technology and Society **Semester** **3 credits**
(6290) College Prep
Open to all grades
Prerequisite: None

This course highlights the ongoing changes in technology and its overall effects on society. In a project-based learning setting, students will begin with an overview of society and its relationship to technology

and change. They will then explore how technology has influenced our lives for better or worse and gain an insight to the associated ethical and legal ramifications surrounding its use. Using critical thinking and problem solving, students will research, evaluate, collaborate, and discuss various topics currently in the forefront. Through the creation of blogs, public service announcements, discussions, videos and documentaries, students will develop their point of view, present their findings, and share ideas with a socially aware audience. There will be several online readings, projects and formative assessments throughout the semester to support teaching and learning.

This course will help students identify:

- the meaning of technology
- the relationship of technology and ethics
- inventions that helped to bring about technological change
- social impact of technology throughout some areas in history
- various ways that biases affect our perception and use of technology
- public policy implications of technological innovation
- legal and ethical aspects of technology advancements in several fields
- how to create a blog as a method to communicate views on several topics.

iOS App Development **Semester** **3 credits**
(6270) *Open to all grades*
Prerequisite: None

This is an introductory project-based learning course designed to develop a student's understanding of coding skills as they pertain to developing websites. This course introduces students to Apple's powerful, beginner-friendly programming language, Swift. Students, working within the Swift Playground app, will learn the fundamentals of programming and iOS app development. The Swift Playground (an iPad app) provides an interactive environment with built-in lessons and challenges that teach fundamental coding concepts. Students interested in a career in computer science, or just interested in seeing what programming is all about, will benefit from this course.

Upon successful completion of the course, students will be able to:

- develop skills in problem solving, communication, and creativity
- understand core coding concepts such as: algorithms, boolean and logic operators, commands, functions, parameters, loops, conditional statements, variables, operators, types and initialization
- place and manipulate images in conjunction with touch events and coordinates
- troubleshoot, test and debug their code (using development tools such as Code.org and Glide)
- develop a basic iOS app for an iPhone and/or iPad

Video Game Design and Development **Semester** **3 credits**
(6320) *Open to all grades*
Prerequisite: Intro to Programming , iOS App Design, and/or department approval

Do you enjoy playing games or are you interested in a video game design career? Then why not learn the process involved in designing and creating them! This project-based course explores the aspects of game design / development prevalent today. Throughout this course, students are introduced to a 2D and 3D video game environment where they will work collaboratively to design, develop, and test their original digital games within an industry design game engine and standards.

In addition to coding, there will be an emphasis on the video game industry and process where you will learn about the roles of a 2D/3D animator, level designer, audio and lighting creator, artist, storywriter and programmer. Here you will experience the process that professionals use in a real world career setting. Coding and design work will be focused on learning the video game program through small projects, with a final assessment that requires you to create an original game of your own.

Upon successful completion of this course, students will be able to:

- Demonstrate basic understanding of game design principles.
- Demonstrate basic game programming ability.
- Overview of visual art production processes.
- Skillfully apply fundamental game design, visual art, narrative development and programming concepts in the development of an original and creative game.
- Develop clear and concise documentation for lab assignments and original games.
- Analyze popular games from commonly used genres, examining intent, form and functionality.
- Develop an independent analysis of a specific game.
- Demonstrate user-friendly design in lab assignments and original games.
- Develop an effective understanding of the various segments of the game development industry and the different employment opportunities within that industry.
- Understand how to collaborate and debug code and design to achieve success in coding output.

AP Computer Science Principles **Full Year** **6 credits**
6240 Advanced Placement

Open to Grades 10-12
Prerequisite: One of the following courses with a 80 or higher: Computer Programming with JavaScript, Web Design using HTML & CSS, iOS App Design, Video Game Design and Development.

The AP Computer Science Principles course is designed to meet the College Board requirements for preparing students for the AP Computer Science Principles exam. This course utilizes resources provided through Harvard University's CS50 Introductory Computer Science course.

This course teaches students how to think algorithmically and solve problems efficiently. Topics include abstraction, algorithms, data structures, encapsulation, resource management, security, and software engineering. Students will explore the foundations of computer science, including the hardware and software that makes a computer function and the impacts technology and computing has had and has on society. A large focus of the course will be learning the fundamentals of coding using the C programming language, explore web programming using HTML, and also using Python and SQL. The major projects of the course will be aligned with the College Board AP evaluation.

The course engages all students in authentic, project-based learning to develop computational thinking through:

- Collaborative problem solving
- Creative design of unique solutions
- Data representation through modeling and simulations
- Algorithmic reasoning

By the conclusion of this course, students will be able to:

- Understand the basics of computer systems
- Understand the digital representations of real-world things
- Evaluate and analyze the tremendous impact of computing on the world
- Analyze and draw new conclusions from large data sets
- Apply foundational programming constructs to solve problems
- Create programs that serve useful functions

All AP students are expected to take the AP exam in May. This exam includes both a multiple choice test and a digital portfolio (Create Performance Task) that students submit on their own.
Students will only receive Advanced Placement quality point weighting toward their GPA average upon submitting a portfolio to the College Board. Honors credit will be given to any student who does not submit both parts of the AP Exam.

TV/Media I **Semester** **3 credits**
(6170) *Open to all grades*

In this course, students will learn the basics of video production through theory and hands-on experience. Students will work on various projects such as commercials, interviews, and talk shows. The students will also learn about Media Literacy and how to become more subjective when using the media for information. The class will also, at times, have guest speakers from local media outlets to give participants "real world" experience.

Upon successful completion of this course, students will be able to:
- edit on a non-linear format
- master basic production skills
- understand advertising and public relations techniques
- develop an understanding of ethics in media

TV/Media II **Semester** **3 credits**
(6250) *Open to all grades*

TV/Media II students will learn the rudiments of public relations, advertising, and news reporting as they work on two monthly half-hour programs covering on-campus events and local sports. Students will learn advanced production skills, camera technique, and digital editing. The final programs will be seen locally on DSCTV.

Upon successful completion of this course, students will be able to:
- demonstrate mastery of advanced editing on non-linear format
- demonstrate mastery of advanced reporting and digital packaging skills
- demonstrate mastery of advertising and public relations techniques
- develop an understanding of ethics in media news reporting

TV/Media III **Semester** **3 credits**
(6310) *Open to all grades*

In this course, students will be taking the skills they have mastered in previous TV Media classes and using them to work on a singular long term project for the semester: a twenty minute pilot for a sitcom. The first term of the class will be spent in pre production (storyboard and script writing) and the second term will be spent shooting, editing, and promoting the project as it nears its premiere on DSCTV and YouTube. Due to space limitations, this class is limited to ten students who are entering their junior or senior year and have taken TV Media I and TV Media II. Teacher recommendation is required.

Upon successful completion of this course, students will be able to:
- produce long form content using digital tools to produce and create
- master intermediate production skills
- create and implement a public relations/advertising plan to promote their content to potential viewers

ENGINEERING & INDUSTRIAL ARTS

Industrial Technology I – Construction
(7300) **All Year** **6 credits**
(7310) **Semester** **3 credits**
Open to Grades 10, 11, 12

These are introductory courses with an emphasis on shop safety, the proper use of hand tools and machine tools that are used to perform basic woodworking operations and processes. Woodworking knowledge will be applied in the construction of student selected projects.

Industrial Technology II - Manufacturing
(7330) **All Year** **6 credits**
(7340) **Semester** **3 credits**
Open to Grades 10, 11, 12
Prerequisite: Industrial Technology I

These courses consist of the study and application of advanced machine tool operation, fabrication techniques and safety practices utilized in manufacturing industries and metal-working. Knowledge and experience gained will be applied in the construction of a project of the student's choosing.

Upon successful completion of this course, students will be able to:
- graphically record a design for an item they wish to construct
- organize a work schedule in a written plan of action for construction of an item of their choosing
- develop problem-solving skills based on information received in this "hands-on" experiential learning environment
- communicate the intricacies of complex processes and procedures inherent to this area of learning, using the correct terminology
- know and apply the proper and safe rules of conduct in a work environment
- acquire a foundation of knowledge of the materials and processes used in wood construction and fabrication
- evaluate the results of their undertakings
- develop cooperative learning skills in this multi-activities learning environment
- assist and direct less experienced peers in the safe and correct use of portable and machine tools

Industrial Technology III - General Contracting **Semester** **3 credits**
(7371) Honors
Open to grades 11-12
Prerequisite: A 90 or above in both Industrial Technology I and II and also Teacher recommendation

This course is designed to give students an authentic, project-based learning experience replicating the work of a general contractor. Unlike Industrial Technology I & II where students pick their own projects to build and keep, Industrial Technology III students will be building projects for the Dover Sherborn community. Students will seek out projects by connecting with community groups and local schools, creating a list of options and then presenting these options to the teacher. Once a project has been accepted by the teacher, students will work with the school administration or community group leaders, plants and facility director, fire chief, business manager, school custodian, town inspectors, and all other stakeholders in the project to be certain all local and federal code requirements are met. Students will present a formal proposal including an outline of time and materials as well as cost to the appropriate group. Once a plan is approved and funding is secured, students will order materials and then build the project. Upon completion of the project students will give a formal presentation of the process and their end result to members of the regional school committee.

By the conclusion of this course, students will be able to:

- Seek out projects by connecting with local leaders and school administration.
- Research and understand local and federal laws around building codes.
- Understand the process to gain approval for a large scale project, including permits if necessary.
- Create a formal proposal for a project including plans, and an estimate of time and materials.
- Work with local supply companies to secure quotes for materials.
- File a formal request for project funding.
- Manage time and materials to be sure the cost does not go over the budget and the deadline is met.
- Build a project to plans, while also altering and getting approval as issues might arise.
- Give a formal presentation of the project to a large group as their final exam in the course.

Engineering **All Year** **6 credits**
(7360) College Prep
(7361) Honors
Open to Grades 10, 11, 12*
**(Grade 10 only upon recommendation of Teacher and Dept. Head)*

Students may apply the six credits toward either the Science or elective graduation requirement. This will be reflected in GPA on transcript for both science credit and for elective credit.

Engineering: Science, Technology, and the Design Process is a full year course designed to introduce students to the world of technology and engineering as a first step in becoming technologically literate citizens. The course will help students answer the question, “Why should I study math, science and engineering if I don’t plan on a technical career?” Through this course’s practical real world connections, students will have the opportunity to see how mathematics, science and engineering are part of their everyday world, and why it is important for every citizen to be technologically and scientifically literate. Students will also design, build and program robots to complete tasks in the classroom and in competitions.

- Students will develop a deep and rich understanding of the term “technology”
- Students will develop their abilities to use the engineering design process
- Students will understand the complementary relationship between science, mathematics, technology, and engineering
- Students will understand how advances in technology affect human society, and how human society determines which new technologies will be developed
- Students will be able to apply fundamental concepts about energy to a wide variety of problems
- Students will be able to apply design ideas and programming knowledge in the building of robots that must complete assigned tasks

Astronomy **Semester** **3 credits**
(6190) College Prep
(6191) Honors
Open to Grades 11, 12
Prerequisite: BOTH Biology and Chemistry, Algebra II (completed or currently enrolled)

This one semester course will provide a survey of modern astronomy. The content will include the history and development of astronomical ideas, as well as an in depth look at the science of theoretical and applied astronomy. Students will learn how to categorize and classify astronomical bodies and how to use a telescope as a scientific tool for investigation. Students will participate in evening observations and laboratories, and will be expected to complete a long term exploratory project. Project possibilities will include astrophotography, orbit analysis through observation, advanced web design, and engineering of optical telescopes. Students will also conduct public observations for the community in the school's observatory. ***Students may apply the three credits toward either the Science or Technology requirement.***

Upon successful completion of the course, students will be able to:
- demonstrate a broad but cohesive knowledge of modern astronomical ideas
- utilize mathematics and fundamental physics to do quantitative astronomical analysis
- operate a computerized telescope and digital camera as scientific tools for investigation
- maintain a webpage documenting work and research done in the class

Educational Technologies Courses offered via Johns Hopkins Center for Talented Youth (CTY) and Stanford Online High School (SOHS)

We have researched online alternatives and have found courses at The Johns Hopkins Center for Talented Youth (CTY - http://cty.jhu.edu/ctyonline) and The Stanford University Online High School (SOHS - http://ohs.stanford.edu/) to be academically rigorous and well managed. The table below details the courses that are pre-approved from each of these schools.

CTY	Introduction to Java Programming	Qualifying math score	3 Educational Technology credits
	Advanced Java Programming	Qualifying math score & completion of Introduction to Java Programming	3 Educational Technology credits
	AP Computer Science A	Qualifying math score & completion of Algebra 1 and DS Introduction to Visual Basic Programming	6 Educational Technology credits
SOHS	Introduction to C Programming (Fall only)	Successful completion of Honors Algebra 2	3 Educational Technology credits
	Programming in C: Algorithms and Techniques (Spring only)	Introduction to C Programming	3 Educational Technology credits
	AP Computer Science	Concurrent enrollment in Precalculus Honors or successful completion of another SOHS computer science course	6 Educational Technology credits
	Data Structures and Algorithms in Java	AP Computer Science or a 4 or above on the AP Computer Science Exam	6 Educational Technology credits

1. Qualifications – Any student in good standing at Dover Sherborn High School can opt to take a technology class via CTY or SOHS. These courses will be counted as original credit courses once we receive a transcript from the school indicating a student's passing grade.

2. Admissions – each school has its own admissions process that includes, among other things, standardized test scores. Students considering these courses will need to manage the admissions process independently (including making sure to meet the admissions process timeline set by the online school). CTY has a rolling admissions process that can be completed at any time. However, DSHS recommends that a student apply for admission to the *following* academic year by April of the *current* academic year. The AP Computer Science A course is session based, not Individually Paced. SOHS has a rolling admissions process, but admission for the *following* academic year should be completed by February 15th of the *current* academic year.

3. Cost – since these courses are all above and beyond those offered at DSHS, the individual student must cover all costs. Costs as currently listed for each school are shown below:

School	Cost by course	Additional Costs
CTY	The Java courses are Individually paced, but typically take 6 months to complete. The AP Computer Science course is session based (see http://cty.jhu.edu/ctyonline/calendar/index.html for application deadlines) Current costs are formulated by the number of months a student chooses: • 3 months - $860 • 6 months - $1,665 • 9 months - $2,385	Costs of any book(s) used is additional
SOHS	Courses are to be completed according to the academic calendar found at http://ohs.stanford.edu/academics Current cost is $5,130 per course.	Costs of any book(s) used is additional

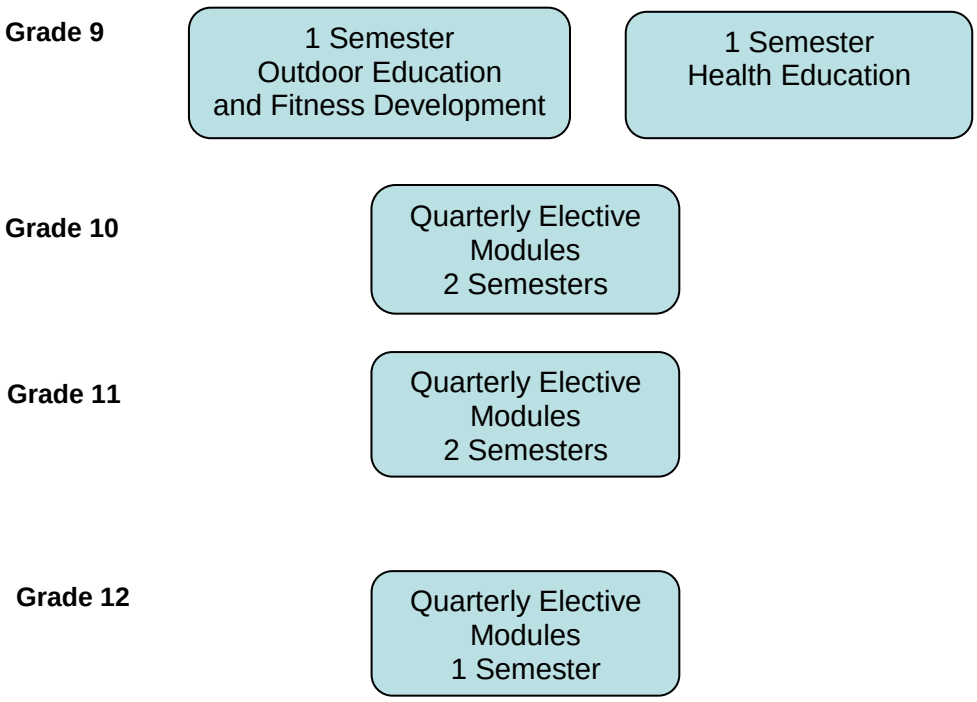
4. Work load
   - CTY quotes at least 1 hour per day, 5 days per week and weekly email communication with the course instructor.
   - SOHS quotes 8-10 hours per week including online discussions (two 1-1.5 hour discussions required per week), viewing lectures, and completing assignments outside of class time.

5. Supervision - While we want to allow for flexibility in terms of scheduling (if the student does not take another DSHS class, he or she will be assigned to a DR for this period), we want to have some oversight of the progress a student is/is not making. Given the small number of students expected to opt for this route, we have decided to have them report to the Mathematics department head on a quarterly basis. This communication will allow us a view into the student's progress as he or she moves through the course.

Courses must be approved by the Department Head and Principal before registering for courses.

Wellness Department

In Grade 9, students will engage in a semester of Health Education and a semester of Outdoor Education/Fitness Development. Sophomores, Juniors, and Seniors participate in quarterly elected modules. The modules total sixteen elective offerings and are listed in the pages that follow.



Wellness Graduation Credit Requirement

The graduation credit requirement for Wellness has been amended so that credits will be aligned with the credit assignment for all other disciplines based on the number of class meetings.

Grade	Class Meetings Per 8-Day Rotation	Credits Per Semester	Total Credits
9	5 per semester for both semesters	2.5	5
10	3 per semester for both semesters	1.5	3
11	3 per semester for both semesters	1.5	3
12	3 per semester for one semester	1.5	1.5
	Total Credits		**12.5**

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WELLNESS DEPARTMENT

Grade 9 Wellness

Grade 9 students must complete one semester of Health and one semester of Outdoor Education/Fitness Development. The class meets 5 times in an 8-day rotation.

Health Education (9110) **Semester** **2.5 credits**

Freshmen Health class incorporates the dimensions of Wellness into a variety of activities. The students will participate in the following units: Mental Health, Nutrition, Sexuality and Relationships, Alcohol and Other Drugs.

Upon successful completion of this course, students will be able to:

- Interpret and breakdown consumer information
- Understand the importance of nutrition in daily life
- Understand factors that contribute to positive mental health
- Understand the different components of mental health including self-esteem, emotion, and stress managements skills
- Understand Human Growth and Development in Sexuality and Relationships
- Identify ways to promote health and prevent disease

Outdoor Education/ Fitness Development (9120) **Semester** **2.5 credits**

Freshmen Outdoor Education/Fitness Development will focus exclusively on Outdoor Education for the first quarter. Students will participate in games, initiatives and the high ropes course which includes a multitude of low and high elements. The second quarter will focus on Fitness Development.

Upon successful completion of this course, students will be able to:

- Work within a group and recognize the strengths and benefits of working together. Increase mutual support within a group.
- Develop an enhanced familiarity and identification with the natural world
- Develop an increased level of fitness inclusive of agility, coordination, strength training and cardiovascular training
- Develop a specific personal fitness plan.
- Exhibit responsible personal and social behavior that respects self and others in physical activity and sports settings

Grade 10, 11 and 12 Wellness

Grade 10, 11 and 12 students must complete five semesters of wellness electives, in accordance with the credit distribution outlined on page 79. Classes meet 3 times in an 8-day rotation.

Sophomore, Junior and Senior Wellness Education Semester 1.5 credits
(9210)
(9220)

Each module will meet for a quarter. This elective programming is designed to prepare students for the demands of the 21st century. Our elective modules seek to answer the question: What do our students need to know and be able to do in order to prepare for their futures?

Upon successful completion of these modules, students will be able to:

- Demonstrate the skills and knowledge, concepts and principles, strategies and tactics in order to effectively participate in lifelong activities
- Develop sportsmanship and respect through a variety of activities
- Appreciate the benefits of teamwork, problem solving and leadership as it pertains to these elective modules
- Engage in activities that improve their physical and mental well-being
- Develop an appreciation for fitness pursuits, health pursuits and physical activity pursuits as they relate to overall well-being

Sophomore /Junior / Senior Modules

• **Cardiovascular Fitness**	• **Sport Education Model-Winter Team Sports**
• **General Survival**	• **Coaching, Teaching, Recreation and Leadership**
• **Stress Management**	• **Drugs and Society**
• **Sport Education Model-Net Sports**	• **Muscular Fitness**
• **Invasion Games**	• **Student Leadership TA**
• **Dance, Dance, Take A Chance**	• **RAD Systems of Self Defense**
• **Fitness Walking**	• **Sports and Society**
• **Advanced Outdoor Pursuits**	• **Target Sports - Archery and Frisbee Golf**
• **CPR/AED/First Aid**	• **What's Next**
• **Yoga**	• **Contemporary Health Topics**

Cardiovascular Fitness

This module will provide students the opportunity to select activities of their choosing with instructor approval, with the knowledge to evaluate and participate in an aerobic exercise program. . Students will analyze their current level of cardiovascular fitness using different assessments. Exercise science principles such as calculating maximum heart rate, target heart rate, recovery heart rate and rate of perceived exertion will be covered. A majority of the movement time will allow students the independence to choose enjoyable workouts while reaping cardiovascular benefits of being in the target heart rate zone which will translate into lifetime habits. Students will be assessed via data using Polar Heart Monitors, reflections from readings and/or writing prompts, CV Log and final assessment.

Upon successful completion of this module, students will be able to:

- Recognize enjoyable activities that implement the F.I.T.T principle in cardiovascular training.
- Design and monitor workouts using target heart rate parameters.
- Articulate their understanding of the components of cardiovascular endurance and personal health benefits.

General Survival

This module offers students the opportunity to learn the many skills needed to survive a variety of survival situations such as natural disasters, vehicle emergencies, fire safety, and personal safety. We will learn many different skills and strategies related to emergency situations such as but not limited to primitive fire starting methods, basic car mechanics, weather system identification, and basic navigation techniques.

Upon successful completion of this module, students will be able to:

- Prepare and identify personal safety situations.
- Identify potential weather anomalies.
- Prepare for a natural disaster.
- Repair or diagnose basic mechanical failures in a vehicle.

Health and Physical Education Student Leader and Teaching Assistant

This module will meet the needs of students who would like to assist a teacher in an experience of their choosing. Students would apply to be a TA in Outdoor Education or Wilderness Survival, for example, and meet the expectations of the teacher running the course. This is an opportunity for seniors who would like to develop their leadership skills, who are interested in teaching or public speaking, and who possess skills and knowledge in a particular area that they can share with students. Good attendance is crucial for selection as a TA. Teaching assistants will review the curriculum to deepen understanding of course content. They will facilitate student interaction and discussion, provide feedback to students, and assist in class preparation, delivery, and assessment for some lessons. Teaching assistants will schedule meetings with the teacher on a regular basis to collaborate and to discuss their role in upcoming lessons.

Upon successful completion of this module, students will be able to:

- Deliver a lesson in the chosen elective.
- Provide meaningful and specific feedback to students.
- Submit a self reflective journal to teacher.

Muscular Fitness

Upon completion of this module, students will be able to identify the location and function of the major muscle groups as well as safely perform a wide variety of free weight and machine exercises for each major muscle group. In addition students will experience some of the latest alternative conditioning programs: CrossFit, Insanity, P90X. Assessments will involve reflections based on writing prompts, the Workout Log, the student's daily level of involvement, Individual Muscular Fitness Plan with goals, and the final assessment.

Upon successful completion of this module, students will be able to:

- Demonstrate appropriate lifting technique for major and minor muscle groups.
- Analyze contemporary strength training programs available through the media.
- Demonstrate an understanding of anatomy and physiology as it relates to muscular fitness.

Stress Management

This module will help students identify the stressors in their lives and teach them to implement stress reduction techniques such as mindfulness and deep breathing exercises. Students will also develop habits of mind to manage stress in their lives. Participation in a variety of lab experiences will guide self-reflection and understanding. Lab experiences could include such opportunities as yoga, time-management, meditating, etc.

Upon successful completion of this course, students will be able to:

- Identify a number of techniques to reduce the stress in their lives.
- Demonstrate the various stress reduction techniques used in class.

CPR, First Aid, and A.E.D Certification

This module will allow a student to become American Heart Association certified in CPR, First Aid, and A.E.D. training or American Heart Association certified. This certification allows a student to apply for a variety of summer jobs working with children in camp and outdoor settings. The course will cover all the necessary material related to the American Heart Association, along with learning emergency techniques to treat basic to severe life threatening emergencies.

Upon successful completion of this module, students will be able to:

- Complete the American Heart Association practical and written exams for certification.

Advanced Outdoor Pursuits and Wilderness Survival

This module offers students the opportunity to experience the outdoors in all of its wonder and simple solitude. Through hands-on activities, students will learn a variety of wilderness survival skills such as shelter-building, water procurement and water purification, preparing and cooking food in the outdoor environment, and finding edible and safe outdoor survival foods and plants. Students will ultimately be prepared to ensure a safe journey into a remote forested environment. Students will participate in a mandatory overnight camping event hosted on campus, along with DS staff, as the culminating final exam for the course*. .An alternative activity such as a paper or project will be assigned if a student is unable to participate in this overnight camping event.*

Prerequisite: Outdoor Pursuits 1 or Wilderness Survival

Upon successful completion of this module, students will be able to:

- Build suitable natural shelters for a variety of conditions.
- To procure water and utilize sterilization methods for safe drinking water.
- Find an abundance of natural foods found in the wild.
- Prepare and cook a variety of food for survival outside.
- Complete a single night camping experience on campus

Sport Education- Net Sports

This course is a comprehensive look at various net sports such as tennis, pickleball and volleyball using the Sport Education Model. Students will participate in various roles in these activities as coach, player, official and manager. Students will develop sport specific techniques and fitness using this model of instruction.

Upon successful completion of this module, students will be able to:

- Design a playbook with sports specific warm ups and drills for preseason, practice and competition.
- Demonstrate roles as coach, player, official, and manager.
- Officiate a game or contest using rules of the game.
- Keep records of contests and player performance.

Dance, Dance, Take A Chance

This module will provide students the opportunity to experience an array of dance genres in an encouraging environment. Students will experience social dance in an atmosphere where students will learn the movement concepts of such dances as ballroom, hip hop, and jazz. Students do not need to have any prior dance experience to participate in the class. The class will be peer led by students who have prior dance experience working with those who have not. The course will culminate in each student choreographing and performing a dance presentation with their peer leader. The course is designed to enhance fitness while helping students celebrate their unique differences; explore the cultural perspectives of dance, and personal self expression.

Upon successful completion of this module, students will be able to:

- Expand on their movement technique and expression through dance.
- Demonstrate a consciousness and awareness of self, others and their dance environment.
- Use accurate observation and accurate critique of dance.
- Demonstrate a choreographed dance performance.

Coaching, Teaching, Recreation and Leadership

Students interested in becoming camp counselors, coaches and future educators will benefit from this module. Through exploration of various teaching techniques, management and safety protocols, each student will find the confidence to pursue leadership opportunities. Students will observe teachers and coaches and be introduced to lesson plan writing and implementation.

Upon successful completion of this module, students will be able to:

- Receive a certificate of course completion applicable to seasonal job opportunities.
- Create and implement a lesson plan.
- Utilize a toolbox of educational strategies and best practices.

Sport Education- Winter Team Sports

This module is a comprehensive look at team sports such as hockey or basketball using the Sport Education Model. Students will participate in various roles in these activities as coach, player, official and manager. Students will develop sport specific techniques and fitness using this model of instruction.

Upon successful completion of this module, students will be able to:

- Design a playbook with sports specific warm ups and drills for preseason, practice and competition.
- Demonstrate roles as coach, player, official, and manager.
- Officiate a game or contest using rules of the game.
- Keep records of contests and player performance.

Yoga

Students will be introduced to the safety, basic postures, breathing techniques, relaxation methods, movements, and fitness benefits of yoga. The students in this module will learn the benefits of yoga and its impact on movement, how to breathe and stretch more effectively as they learn to relax, dispose of built up stress, and learn to get more out of their life through yoga. Students will not just focus on ones core strength, but will work the entire human body. Ultimately students will learn the benefits of gaining strength and balance, muscle development, as well as flexibility and increased range of motion for the joints.

Upon successful completion of this module, students will be able to:

- Execute the various poses/asanas covered in class.
- Understand the health benefits gained by participating in yoga.
- Design a 15 minute yoga workout.

Fitness Walking

The class will offer students a variety of trail hiking, and fitness walking. Students will learn the wide spectrum of activities the outdoors has to offer while gaining an appreciation for the environment and how we protect this valuable resource.

Upon successful completion of this module, students will be able to:

- Understand appropriate trail management skills when walking in the outdoors.
- Complete 2 to 3 mile hikes each class through the neighborhoods and woods of Dover and Medfield.
- Value physical activity for health, enjoyment, self expression and/or social interaction

Drugs and Society

This module is designed to explore the complexities and impact drugs have on our society. Students will explore drug use and abuse on a social spectrum, rather than a physical one. Students will gain knowledge in the history of drug use in the United States, drug use as a social problem, and current drug regulations; including state and local laws.

Upon successful completion of this module, students will be able to:

- Research and analyze data regarding drugs and their effects on society.
- Complete a comprehensive research project.
- Use technology to present an overview of the student's research.

The RAD Systems of Self Defense

The R.A.D. Systems of Self Defense (rape aggression defense) offers a program for women only. RAD is a program of realistic self-defense tactics and techniques. It is a comprehensive course that begins with awareness, prevention, risk reduction, and risk avoidance, while progressing on to the basics of hands-on defense training. This course includes educational components comprised of lecture, discussion, and physical resistive strategies all of which are facilitated by our very own certified R.A.D. instructors.

Upon successful completion of this course students will be able to:

- Demonstrate the practical techniques of self defense.
- Complete the final practical assessment.

Sports and Society

The class will involve the direct investigation of the sociological aspects of sports. It will explore the social setting of sport and its impact on American society. Students will probe sport as a social institution in our culture.

Upon successful completion of this module, students will be able to:

- Understand sport as a significant experience in culture and incorporate the sociological perception of sport in other parts of the social world.
- Explore Sport as a social construct in society.
- Evaluate consequences of sport on organizational variations.
- Differentiate sport and athletics from various perspectives.

Target Sports- Archery and Frisbee Golf

The Frisbee Golf and Archery Elective will be an eight week 15 class unit. Students and the general community are looking for alternative forms of recreational activities in an effort to improve health and quality of life. Frisbee Golf and Archery helps students gain a better level of upper and lower body strength while increasing fitness level through active participation. Frisbee Golf and Archery also promote the use of both mental and physical skills along with increasing their personal concentration skills by mastering shots and negotiating obstacles.

Upon successful completion of this module, students will be able to:

- Students will be able to play a complete round of Frisbee Golf, consisting of creating and playing a 9-hole course.
- Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others
- Students will demonstrate competence and proper form while using 4 different types of throws in Frisbee Golf.
- Students will demonstrate appropriate behavior while participating in Frisbee Golf and Archery, showing personal responsibility and avoiding dangerous situations.
- Students will show respect for others and give feedback and evaluation of other class members.
- Students will be able to explain the benefits of participating in Frisbee Golf and Archery as a lifelong activity

Invasion Games

In this elective, students will participate in a myriad of Invasion Games such as team handball, Treasure Island, Speedball, Football, Soccer and Capture the Flag.

Tactical problems related to Invasion Games include

- Maintaining possession
- Attacking/defending space
- Winning possession

What's Next

This course is designed to equip students with a greater personal awareness to make informed health decisions as they move into independent living situations post-graduation. This course will give students the opportunity to reflect on decisions made in high school and how to use those decision-making skills in the next chapter of their lives. Practical life skills will also be an integral part of the learning process.

Upon successful completion of this course students will:

- Be aware of mental health resources available at the local, state, and federal level.
- Recognize the signs of stress and depression
- Explore issues of communal living and cultural sensitivity
- Recognize the signs and symptoms of eating disorders
- Evaluate exercise and weight management plans that affect overall health
- Explore health and safety issues relating to birth control and sexual responsibility, prevention and treatment of sexually transmitted diseases, rape prevention and treatment
- Understand substance abuse issues outside of high school
- Develop skills in managing money, food, clothing, housing, and transportation
- Explore alternative forms of medicine and treatment of illnesses
- Create a Portfolio of resources, ideas, and tools to use in the future

Contemporary Health Topics

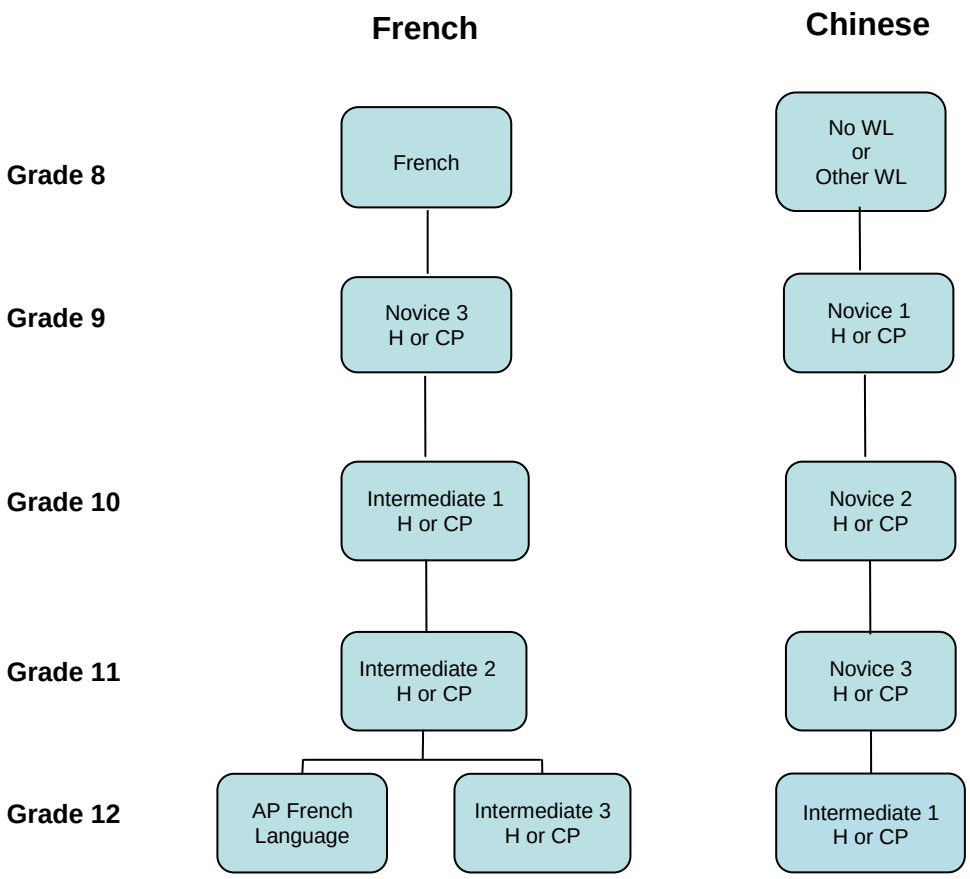
This module encourages students to examine practices and plans regarding the most recent health issues facing our country today, along with learning about significant public health events in the past and how those were handled on a local, state, federal, and global level. Through interactive activities, student survey choice topics, and thought-provoking studies, students will focus on topics such as: health care, healthcare equality, vaccines, pandemics, peer influence, and organ donation.

Upon successful completion of this module students will be able to/know:

- Where to search and the sources they can trust to provide accurate health information.
- How to be advocates for good health for themselves and others in their community.
- Analyze the relationship between access to health care and health status.
- Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Please note: The Wellness Department will select when electives are offered. (semester and term)

World Language



Curriculum diagram for World Language is continued on next page

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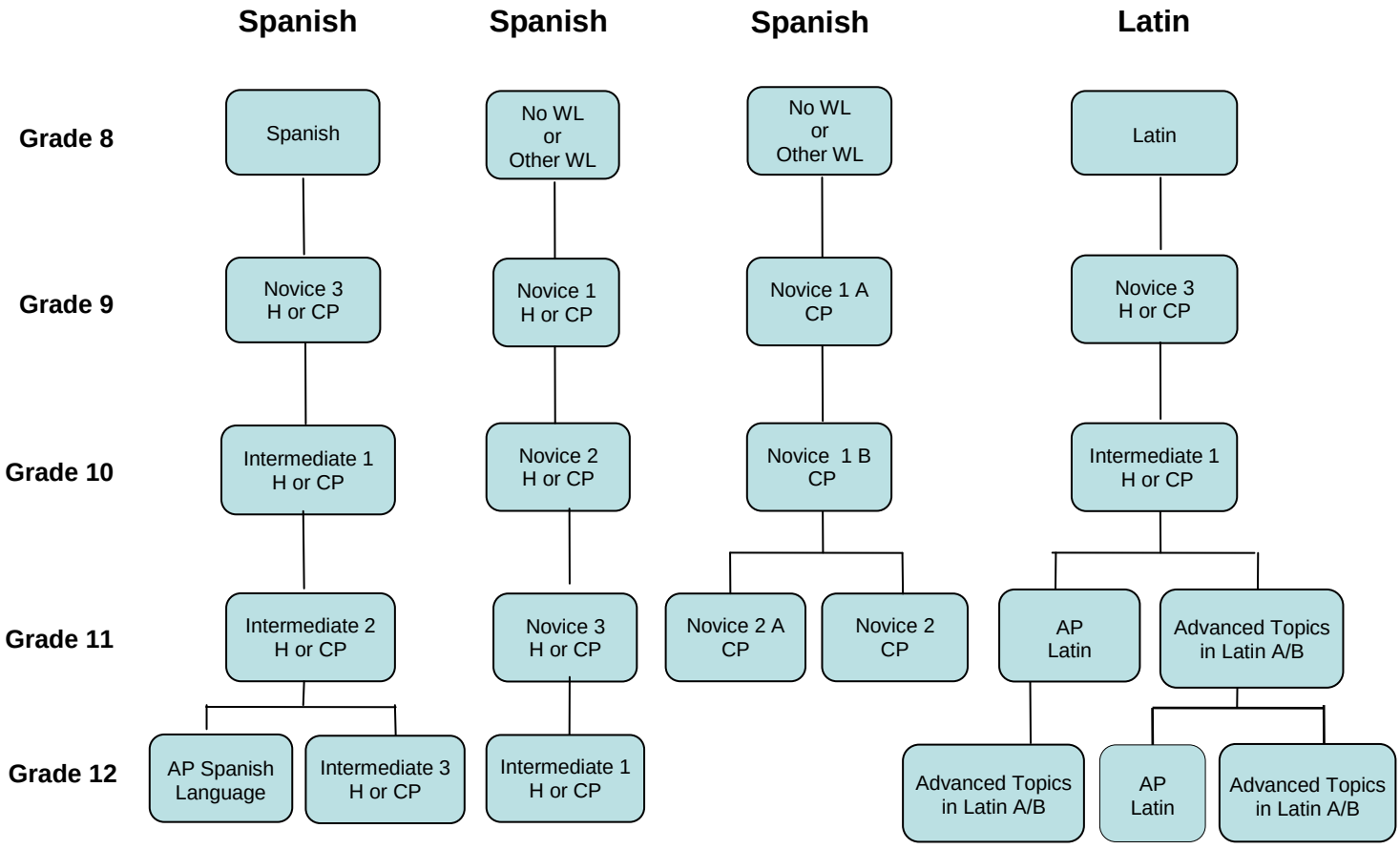
Spanish
Spanish
Spanish
Latin
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Spanish
Novice 3 H or CP
Intermediate 1 H or CP
Intermediate 2 H or CP
AP Spanish Language
Intermediate 3 H or CP
No WL or Other WL
Novice 1 H or CP
Novice 2 H or CP
Novice 3 H or CP
Intermediate 1 H or CP
No WL or Other WL
Novice 1 A CP
Novice 1 B CP
Novice 2 A CP
Novice 2 CP
Latin
Novice 3 H or CP
Intermediate 1 H or CP
AP Latin
Advanced Topics in Latin A/B
Advanced Topics in Latin A/B
AP Latin
Advanced Topics in Latin A/B

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WORLD LANGUAGE

The World Language Department offers courses that are aligned with the National Standards in World Language Education and the Massachusetts World Language Curriculum Framework. Course names reflect the ACTFL (American Council of Teaching of World Languages) Performance Guidelines. These standards measure a student's comprehensibility, comprehension, language control, vocabulary usage, communication strategies and cultural awareness. In a grade 6-12 program, as language students' level of proficiency increases, they move from the Novice to Intermediate stages of language proficiency.

The World Language Department offers sequential programs in Chinese, French, Latin, and Spanish.

****Students who have completed the grade 6-8 sequence at the middle school will enroll in the Novice 3 course of the world language.***

****The successful completion of three years of world language at the high school is required for graduation.***

*****Any student transferring to Dover-Sherborn High School who has previously studied one of the four languages offered will be given a placement test to determine proper course placement.***

CHINESE

Chinese Novice 1 **All Year** **6 credits**
(5101) Honors
(5110) College Prep
Honors Prerequisite: Recommendation of the World Language Department

This course is an introduction to the Chinese language (Mandarin). Students begin to acquire skills in speaking, writing, reading and listening, and explore links between the Chinese language and culture.

Upon successful completion of this course, students will be able to:
- communicate in short sentences on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include basic grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- recognize some of the perspectives, practices and products of the Chinese world

Chinese Novice 2 **All Year** **6 credits**
(5121) Honors
(5130) College Prep
Honors Prerequisite: B+ or better in Chinese 1 Honors (A in Chinese 1CP) and/ or recommendation of the World Language Department

This course is a continuation of the study of the Chinese language (Mandarin). Students continue to develop and refine skills in speaking, writing, reading and listening, and explore links between the Chinese language and culture.

Upon successful completion of this course, students will be able to:
- communicate in short sentences and/or paragraphs on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include more grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- demonstrate an expanded knowledge of the perspectives, practices and products of Chinese-speaking societies**.**

Chinese Novice 3 **All Year** **6 credits**
(5141) Honors
(5150) College Prep
Honors Prerequisite: B+ or better in Chinese Novice 2 Honors (A in Chinese 2 CP) and/or recommendation of the World Language Department.

This course is a continuation of the study of the Chinese language (Mandarin). Students continue to develop and refine skills in speaking, writing, reading and listening, and explore links between the Chinese language and culture.

Upon successful completion of this course, students will be able to:
- communicate in sentences and paragraphs on a variety of topics
- understand words and phrases for simple and complex questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include complex grammatical structures and thematic vocabulary
- demonstrate accuracy in oral and written presentations
- demonstrate an expanded knowledge of the perspectives, practices and products of Chinese-speaking societies**.**

Chinese Intermediate 1 **All Year** **6 credits**
(5161) Honors
(5160) College Prep
Honors Prerequisite: B+ or better in Chinese Novice 3 Honors (A in Chinese Novice 3CP) and/or recommendations of the World Language Department.

This course is a continuation of the study of the Chinese language (Mandarin). Students continue to develop and refine skills in speaking, writing, reading, and listening and explore links between the Chinese language and culture.

Upon successful completion of this course, students will be able to:
- communicate in interactive, task-oriented and social situations
- understand sentence and paragraph-length utterances in a situational context
- read and understand some connected texts with chronological sequencing

- communicate needs by creating statements and questions that recombine learned vocabulary and structures through oral and written expression
- use of knowledge of their own culture to interpret oral and written texts more accurately

FRENCH

French Novice 3 **All Year** **6 credits**
(5301) Honors
(5310) College Prep
Prerequisite: Completion of the middle school program and recommendation of the World Language Department

The Novice 3 student continues the study of French.

Upon successful completion of this course, students will be able to:
- demonstrate expansion of their communication skills through short sentences and paragraphs on familiar topics
- understand brief conversations and narrations in expanded contexts
- produce and comprehend materials which include some advanced grammatical structures and vocabulary
- function in the target culture by expanding their knowledge of the perspectives, practices and products of the Francophone world

French Intermediate 1 **All Year** **6 credits**
(5321) Honors
(5330 College Prep
Honors Prerequisite: B+ or better in French Novice 3 Honors (A in French Novice 3 CP) and/or the recommendation of the World Language Department

The Intermediate 1 student continues the study of French.

Upon successful completion of this course, students will be able to:
- communicate in interactive, task-oriented and social situations
- understand sentence and paragraph-length utterances in a situational contexts
- read and understand some connected texts with chronological sequencing
- communicate needs by creating statements and questions that recombine learned vocabulary and structures both through oral and written expression
- use knowledge of their own culture to interpret oral or written texts more accurately

French Intermediate 2 **All Year** **6 credits**
(5341) Honors
(5350) College Prep
Honors Prerequisite: B+ or better in French Intermediate 1 Honors (A in French Intermediate 1 CP) and/or recommendation of the World Language Department

The Intermediate 2 student continues the study of French.

Upon successful completion of this course, students will be able to:

- communicate in a variety of interactive, task-oriented and social situations and participate in conversations on topics beyond the most immediate needs
- understand sentence and paragraph-length utterances in a situational context as well as announcements and reports over the media
- read and understand texts which require the student to make suppositions and to which the student brings personal interest and/or knowledge
- write on topics related to personal experience and in a variety of time frames and aspects.
- use culturally appropriate vocabulary and idiomatic expressions and recognize differences and similarities in the perspectives of the target culture and their own

French Intermediate 3 **All Year** **6 credits**
(5361) Honors
(5370) College Prep
Honors Prerequisite: B+ or better in French Intermediate 2 Honors (A in French Intermediate 2 CP) and/or the recommendation of the World Language Department

The aim of this course is to elevate language to a higher level of spoken, comprehensive and cultural proficiency. The course will focus on the cultural and historic relevance of France and the francophone countries through authentic texts, film and music.

Upon successful completion of this course students will be able to:

- communicate oral and written information about familiar topics with a higher degree of accuracy
- demonstrate an understanding of general concepts, main ideas and more specific information about both familiar and unfamiliar topics
- demonstrate culturally appropriate vocabulary and interpretation of oral and written texts

AP French Language **All Year** **6 credits**
(5382) Advanced Placement
Prerequisite: B+ or better in French Intermediate 2 Honors (A in French Intermediate 2 CP) and/or recommendation of the World Language Department

The French Language and Culture AP course provides students with opportunities to demonstrate their proficiency in each of the three modes of communication (Interpersonal, Interpretive and Presentational) in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. The course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students will learn language structures in context and be able to use them to convey meaning.

<u>Students who take this course will be expected to take the Advanced Placement examination in May.</u>

Upon successful completion of this course, students will be able to:

- identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source on an academic or cultural topic
- identify and summarize the main points and significant details and predict outcomes form an everyday conversation on a familiar topic
- identify and summarize main points and important details and make appropriate inferences and predictions from a written text
- write a cohesive and coherent analytical or persuasive essay in relation to a text

- describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in oral presentations
- communicate via formal and informal written correspondence
- initiate, maintain and close a conversation on a familiar topic
- formulate questions to seek clarification or additional information
- use language that is semantically and grammatically accurate according to a given context
- demonstrate an expanded knowledge of the perspectives, practices and products of French-speaking societies.

Summer Assignment: Students enrolled in French AP Language will read articles from a variety of authentic print sources and listen to a variety of auditory sources. They will be expected to write summaries of articles and express their opinions on the themes presented in the articles.

LATIN

Latin Novice 3 **All Year** **6 credits**
(5501) Honors
(5510) College Prep
Recommendation of the World Language Department

This course is designed for students who have completed three years of Latin study at the Middle School. The Latin Novice 3 course builds on the skills learned in Latin I (Middle School).

Upon successful completion of this course, students will be able to:
- demonstrate a basic knowledge of Latin roots, prefixes, suffixes
- demonstrate the relationship of Latin words to their derivates and cognates in English
- demonstrate knowledge about the Roman world by reading adapted or selected Latin sources
- demonstrate reading comprehension by answering simple questions in Latin about short passages in Latin
- demonstrate a basic knowledge of the daily life of the ancient Romans, famous Romans, and historical and geographical facts of the ancient world
- recognize plots and themes of Roman myths in the literature of other cultures

Latin Intermediate 1 **All Year** **6 credits**
(5521) Honors
(5530) College Prep
Honors Prerequisite: Latin Novice 3 Honors and/or recommendation of the World Language Department

Students will review and complete the study of Latin morphology and syntax by the end of the fall, using English to Latin composition both for review and for acquisition of the few remaining topics. They will then spend most of the remainder of the year reading the prose authors Caesar, Sallust and Cicero in the original, as well as preparing for the SAT II subject test in Latin. In the spring they will learn to scan and read dactylic hexameter and translate excerpts from Ovid and Vergil.

Upon successful completion of this course, students will be able to:
- Translate, analyze and discuss Latin texts of Golden Age authors in the original, unadapted Latin.
- Understand the historical and cultural background of these authors.
- Understand the art of rhetoric and be able to use rhetorical tools and skills.
- Use all Latin grammatical constructions, both English to Latin and Latin to English.

- Enter into either AP Latin or Advanced Topics in Latin.
- To scan dactylic hexameter.
- Be prepared for the SAT II subject test in Latin.

Advanced Topics in Latin A **All Year** **6 credits**
(5541) Honors
Prerequisite: Latin I Intermediate and/or teacher recommendation

This course will run every other year. Advanced Topics in Latin B will be offered during the years when Advanced Topics in Latin A is not running.

This course is designed to prepare juniors to take AP Latin as seniors as well as to provide seniors who have already taken AP as juniors an opportunity to continue their study of the language. Seniors who have taken Advanced Topics B as juniors may also elect to take Advanced Topics A.

The curriculum for this course includes selections of poetry and prose from authors of Classical Latin such as Catullus, Vergil, Ovid, Cicero, Caesar, and Livy. The goal of this class is to strengthen reading comprehension skills, literal translation, grammar skills and syntax, and analysis of Latin script.

Upon successful completion of this course, students will be able to:
- translate passages of Classical Latin poetry and prose
- discuss the relationships between poetry and the political environment of the time
- scan dactylic hexameter and elegiac couplet meter
- write analytical essays on given text
- be prepared to take AP Latin

Advanced Topics in Latin B **All Year** **6 credits**
(5561) Honors
Prerequisite: Latin I Intermediate and/or teacher recommendation

This course will run every other year. Advanced Topics in Latin A will be offered during the years when Advanced Topics in Latin B is not running.

This course is designed to prepare juniors to take AP Latin as seniors as well as to provide seniors who have already taken AP as juniors an opportunity to continue their study of the language. Seniors who have taken Advanced Topics B as juniors may also elect to take Advanced Topics A instead of AP.

The curriculum for this course includes selections of poetry and prose from authors of Classical Latin such as Catullus, Vergil, Ovid, Cicero, Caesar, and Livy. from the poems of Catullus and the *Metamorphoses* of Ovid (including Apollo and Daphne, Pyramus and Thisbe, Orpheus and Eurydice, and others), as well as some prose readings. The goal of this class is to strengthen reading comprehension skills, literal translation, grammar skills and syntax, and analysis of Latin script. This course will prepare students juniors to take AP Latin the following year and will provide seniors with another opportunity to improve their reading skills.

Upon successful completion of this course, students will be able to:
- translate passages of Classical Latin poetry and prose
- discuss the relationships between poetry and the political environment of the time
- scan dactylic hexameter and elegiac couplet meter
- write analytical essays on given text
- be prepared to take AP Latin

AP Latin **All Year** **6 credits**
(5552) Advanced Placement
Prerequisite: A- or better in Latin Intermediate I or B+ or better in Advanced Topics in Latin and/or the recommendation of the teacher.

This class is open to juniors who have completed Latin Intermediate 1, or seniors who have completed Advanced Topics in Latin.

This course is designed for students to become advanced readers of Latin poetry and prose (Vergil's *Aeneid* and Caesar's *De Bello Gallico*). Students will develop and apply their skills in four categories: Reading and Comprehending, Translation, Contextualization, and Analysis of Texts. Throughout the course, students will develop their language skills through various activities: precise, literal translation of prepared poetry and prose, reading with comprehension of sight passages, both poetry and prose; and written analyses that demonstrate the results of critical reading in clear and coherent arguments supported by textual examples.

Students who take this course will be expected to take the Advanced Placement examination in May.

Upon successful completion of this course, students will be able to:
- scan dactylic hexameter
- translate passages of Classical Latin poetry and prose
- write analytical essays on Latin prose poetry
- relate Latin texts to Roman history, culture and literature
- analyze linguistic and literary features of one or more Latin texts

SPANISH

Spanish Novice 1 **All Year** **6 credits**
(5701) Honors
(5710) College Prep
Prerequisite: Recommendation of the World Language Department

Upon successful completion of this course, students will be able to:
- communicate in short sentences on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include basic grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- recognize some of the perspectives, practices and products of the Hispanic world

Spanish Novice 1-A **All Year** **6 credits**
(5720) College Prep
Prerequisite: Recommendation of the World Language Department

This course is an introduction to Spanish which spreads a traditional Novice 1 (first year) curriculum over two years.

Upon successful completion of this course and the subsequent Novice 2-A course, students will be able to:

- communicate in short sentences on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include basic grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- recognize some of the perspectives, practices and products of the Hispanic world

Spanish Novice 1-B **All Year** **6 credits**
(5730) College Prep
Prerequisite: Spanish Novice 1-A and/or recommendation of the World Language Department

This course is a continuation of Spanish 1-A (CP) which together with Spanish 1-A, covers a traditional first year curriculum over two years.

Upon successful completion of this course, students will be able to:

- communicate in short sentences on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include basic grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- recognize some of the perspectives, practices and products of the Hispanic world

Spanish Novice 2 **All Year** **6 credits**
(5741) Honors
(5750) College Prep
Honors Prerequisite: B+ or better in Spanish Novice 1H (A in Spanish Novice 1CP) and/or recommendation of the World Language Department

The Novice 2 student continues the study of Spanish.

Upon successful completion of this course, students will be able to:

- communicate in short sentences on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include more grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- demonstrate an expanded knowledge of the perspectives, practices and products of the Hispanic world

Spanish Novice 2-A **All Year** **6 credits**
(5760) College Prep
Prerequisite: Spanish Novice 1-B and/or recommendation of the World Language Department

Spanish Novice 2-A is the continuation of the Spanish Novice 1-A, Spanish Novice 1-B sequence.

Upon successful completion of this course, students will be able to:
- communicate in short sentences on familiar topics
- understand words and phrases for simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical needs
- produce and comprehend materials which include more grammatical structures and thematic vocabulary
- demonstrate some accuracy in oral and written presentations
- demonstrate an expanded knowledge of the perspectives, practices and products of the Hispanic world

Spanish Novice 3 **All Year** **6 credits**
(5771) Honors
(5780) College Prep
Prerequisite: B+ or better in Spanish Novice 2 Honors (A in Spanish Novice 2CP) and/or recommendation of the World Language Department

The Novice 3 student continues the study of Spanish.
Upon successful completion of this course, students will be able to:
- demonstrate expansion of their communication skills through short sentences and paragraphs on familiar topics
- understand brief conversations and narrations in expanded contexts
- produce and comprehend materials which include some advanced grammatical structures and vocabulary
- function in the target culture by expanding their knowledge of the perspectives, practices and products of the Hispanic world

Spanish Intermediate 1 **All Year** **6 credits**
(5791) Honors
(5800) College Prep
Honors Prerequisite: B+ or better in Spanish Novice 3H (A in Spanish Novice 3CP) and/or the recommendation o the World Language Department

The Intermediate 1 student continues the study of Spanish.

Upon successful completion of this course, students will be able to:
- communicate in interactive, task-oriented and social situations
- understand sentence and paragraph-length utterances in a situational contexts
- read and understand some connected texts with chronological sequencing.
- communicate needs by creating statements and questions that recombine learned vocabulary and structures both through oral and written expression
- use knowledge of their own culture to interpret oral or written texts more accurately

Spanish Intermediate 2 **All Year** **6 credits**
(5811) Honors
(5820) College Prep
Honors Prerequisite: B+ or better in Spanish Intermediate 1 Honors (A in Spanish Intermediate 1 CP) and/or the recommendation of the World Language Department

The Intermediate 2 student continues the study of Spanish.

Upon successful completion of this course, students will be able to:
- communicate in a variety of interactive, task-oriented and social situations and participate in conversations on topics beyond the most immediate needs
- understand sentence and paragraph-length utterances in a situational context as well as announcements and reports over the media
- read and understand texts which require the student to make suppositions and to which the student brings personal interest and/or knowledge
- write on topics related to personal experience and in a variety of time frames and aspects.
- use culturally appropriate vocabulary and idiomatic expressions and recognize differences and similarities in the perspectives of the target culture and their own

Spanish Intermediate 3 **All Year** **6 credits**
(5841) Honors
(5830) College Prep
Honors Prerequisite: B+ or better in Spanish Intermediate 2 (A in Spanish Intermediate 2 CP) and/or the recommendation of the World Language Department
The aim of this course is to elevate language to a higher level of spoken, comprehensive and cultural proficiency. The course will focus on the cultural and historic relevance of Hispanic countries through authentic texts, film and music. Students engage in communication activities based on realistic cultural contexts.

Upon successful completion of this course, students will be able to:
- communicate oral and written information about familiar topics with a higher degree of accuracy
- demonstrate an understanding of general concepts, main ideas and more specific information about both familiar and unfamiliar topics
- demonstrate culturally appropriate vocabulary and interpretation of oral and written texts

AP Spanish Language **All Year** **6 credits**
(5852) Advanced Placement
Prerequisite: B+ or better in Spanish Intermediate 2 (A in Spanish Intermediate 2 CP) and/or recommendation of the World Language Department

The AP Spanish Language and Culture course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. The course helps prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal, Interpretive and Presentational), and the five goal areas outlined in the *Standards for World Language Learning in the 21st Century.*

Students who take this course will be expected to take the Advanced Placement examination in May.

Upon successful completion of this course, students will be able to:
- identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source on an academic or cultural topic
- identify and summarize the main points and significant details and predict outcomes form an everyday conversation on a familiar topic
- identify and summarize main points and important details and make appropriate inferences and predictions from a written text
- write a cohesive and coherent analytical or persuasive essay in relation to a text
- describe, narrate, and present information or persuasive arguments on general topics with grammatical control and good pronunciation in oral presentations

- communicate via formal and informal written correspondence
- initiate, maintain and close a conversation on a familiar topic
- formulate questions to seek clarification or additional information
- use language that is semantically and grammatically accurate according to a given context
- demonstrate an expanded knowledge of the perspectives, practices and products of Spanish-speaking societies.

Summer assignments: Students enrolled in Spanish AP Language will read articles from a variety of authentic print sources and listen to a variety of auditory sources. They will be expected to write summaries of articles and express their opinions on the themes presented in the articles.

SPECIAL PROGRAMS

ACADEMIC SUPPORT

Open to grades 9-12 **No credit**
Prerequisite: IEP Team Recommendation

Course Objectives

The goal of Academic Support Service, which is provided in a substantially separate setting, is to maximize a student's access to and success with the high school curriculum, and to assist students in effectively planning for transition to post-secondary opportunities. The Academic Support Service is available to students with a current Individual Educational Program (IEP) who require additional instruction in order for them to make effective progress at Dover-Sherborn High School.

This class focuses on empowering each student to become an independent learner who can successfully employ strengths and strategies to compensate for areas of weakness. Academic support focuses on the goals and objectives identified in the student's Individualized Educational Program (IEP). Instructional time is devoted to supporting students on their goal areas as they impact access to curriculum. Some of these supports could include developing effective executive functioning skills and learning academic strategies with specific links to content area requirements. Students are encouraged to utilize technology and apply higher order critical thinking skills that relate to the high school curriculum. Students are provided instruction to become more efficient learners who are able to independently manage their academic responsibilities. Among other priorities, special educators and instructional support staff may focus on the following activities based upon the student profile:

- Support all IEP goal areas
- Support strategies in reading, writing, and mathematics
- Assignment planning/recording
- Development and use of outlines
- Management of long-term projects
- Academic content review
- Study skills/test preparation
- Executive functioning skills
- Transition planning/support
- Life skills
- In-class support

GROWTH RESILIIENCE INTEGRITY TENACITY (G.R.I.T.) PROGRAM

Open to grades 9-12 **No credit**
Prerequisite: IEP Team Recommendation

Program Objectives

The G.R.I.T. Program is based on a therapeutic learning center model, which services students with emotional disabilities, social-emotional challenges, behavioral obstacles, and academic challenges. The main structure is a home-base setting to support all areas of students' functioning when students require more assistance than they can receive in a traditional model of intervention. Students receive support through a special education liaison and the program's counselor and educational assistant(s) within one classroom available throughout the entire school day.

The G.R.I.T. program services students with a variety of disabilities with a primary barrier of social and emotional functioning. The students take general education classes and receive support through a special education liaison and the program's counselor. The liaison and counselor engage in regular communication with parents, outside therapists, general education teachers, guidance counselors, department heads and the principal/administrative team to apprise them of the student's progress and status. Special educators and instructional support staff may focus on the following activities based upon the student profile:

- Support all IEP goal areas
- Social-emotional skill building
- Planning for and managing day to day tasks
- Support strategies in reading, writing, and mathematics
- Assignment planning/recording
- Development and use of outlines
- Management of long-term projects
- Academic content review
- Study skills/test preparation
- Executive functioning skills
- Transition planning/support
- Life skills
- In-class support

LANGUAGE – BASED INSTRUCTIONAL PROGRAM

Language Based Instruction

(9769)	**All Year**	**6 credits**
(9759)	**All Year**	**3 credits**

Prerequisite: IEP Team Recommendation

Language-based learning disability (LBLD) is the inability of individuals with average to above average cognitive ability to learn at their level of potential and to access curriculum through traditional educational techniques due to neurologically-based challenges with the processing and expression of language. Students with LBLD require explicit skill-based, strategy-based instruction to develop literacy and support executive function. Executive function coordinates the cognitive and psychological processes necessary for effective communication.

The Region's objective is to provide students with language-based learning disabilities a language-based instructional model. The model integrates language-based strategies and interventions into the student's general education classrooms through a collaborative approach with the language based specialist, general education faculty and the speech and language pathologist. The model includes a language-based instructional block within the academic day. This class, Language-Based Instruction (LBI), explicitly teaches the skills, strategies, and methods needed for students with this profile to succeed in the following areas:

- Reading Foundation Skills: Instruction in phonemic awareness, decoding, fluency, and spelling.
- Reading Comprehension Skills: Instruction in recognizing and retaining specific details, summarizing, inferential reasoning, analysis of text, making connections to prior knowledge, making predictions, and finding the main idea.
- Written and Oral Expression Skills: Instruction in the use of vocabulary, paraphrasing, thematic development, organization of thought, single and multi paragraph development, grammar, semantics and syntax.
- Executive Functions: Organization, time management, note-taking, research and report writing, self-advocacy, self-regulation and self efficiency.
- Assistive Technology: Instruction in digital binder organization, creating templates, speech-to-text technology, access to audio/digitally formatted text.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language I **All Year** **6 credits**
(1120) *Open to all grades*

English as a Second Language (ESL) courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States.

English as a Second Language II **All Year** **6 credits**
(1330) College Prep
Open to all grades

English as a Second Language (ESL) courses are designed for the rapid mastery of the English language, focusing on reading, writing, speaking, and listening skills. ESL courses usually begin with extensive listening and speaking practice, building on auditory and oral skills, and then move on to reading and writing. These courses provide an explanation of basic structures of the English language, enabling students to progress from an elementary understanding of English words and verb tenses to a more comprehensive grasp of various formal and informal styles and then to advance to "regular" English courses. ESL classes may also include an orientation to the customs and culture of the diverse population in the United States.

SENIOR PROJECT

Senior Project (Academic Option) A Senior Project is a six to eight week unpaid independent internship offering seniors an opportunity to learn in an educational environment not previously available to the student. The internship should focus on a career related interest. At the end of the internship, students will write a culminating paper and showcase their experience through a multimedia presentation to friends, family and faculty.

Admittance to this program is based upon a written proposal explaining the educational value as well as the feasibility of the project. Senior Project proposals are subject to review and approval by the Principal. A written statement by a faculty mentor is submitted in lieu of a grade. Participation in the Senior Project program requires punctuality, good attendance, responsible citizenship and satisfactory academic achievement. Satisfactory academic achievement is considered having no final grades senior year below a 70 and no outstanding incompletes. Students MUST fulfill their Community Service obligation by the end of the first semester of senior year to be eligible for participation in Senior Project.

A student will be ineligible for Senior Project if he/she has accumulated 6 unexcused tardies in either semester of senior year or if a student has lost credit in a course for excessive absences or has been removed for excessive class cuts junior or senior year.

Students should note that participation in a skip day will result in loss or termination of Senior Project. Skipping a class during Senior Project or a day at a student's Senior Project placement will result in removal from Senior Project and be placed back into classes. Suspension from school during senior year may result in ineligibility for or removal from Senior Project. If a student is absent from Senior Project placement, the parent/guardian must call and notify the high school of the absence. This will count as an absence from school. That morning the student must also contact the teacher mentor at the high school and the person that the student is assigned to at the senior project placement. Students should be aware that they will not be released from an Advanced Placement Course until after the AP exam for that course has been administered, and then only with teacher approval.

Students planning to participate in a Senior Project that requires them to leave and/or return to the high school campus for classes are strongly encouraged to purchase a year-long parking pass when they are available at the beginning of the school year or make alternative plans for transportation. Senior Project students have no guarantee that a temporary pass will be available once Senior Project begins.

COMMUNITY SERVICE
Graduation Requirement

Dover-Sherborn High School is committed to the benefits of a Community Service Graduation Requirement. Students are required to demonstrate proof of forty (40) hours community service. The definition of service and what constitutes a service activity can be found online on the High School website on the Dover-Sherborn Community Service Blog.. Not all volunteer hours will be approved as community service. Prior to beginning a service project, students are advised to consult the Community Service blog or discuss their specific community service activity with the Community Service Director to ensure it qualifies as community service. Verification of community service hours are approved by the Community Service Director and will be kept in a student file throughout their four years in high school, and must be turned in within a year of completing the service. It is strongly recommended that students complete ten (10) hours per year.

Students who transfer to Dover Sherborn High School after freshman year will be required to complete 10 hours of community service per year for each year they are attending DS. For example, students entering in their sophomore year will be required to complete 30 hours of community service.

DIRECTED RESEARCH

Open to grades 9-12 **No credit**

Directed Research blocks within a student's daily schedule are educational opportunities for the student to seek tutorial support from a teacher, to conduct research in an area of study, to work on current course assignments or to gather with other students in study groups.

INDEPENDENT STUDY

Under the "Student Learning Time Regulation" adopted by the MA Department of Elementary and Secondary Education, December 27, 1994, Independent Study may be included as "structured learning time." Students may petition the Principal for independent study for either three or six elective credits and grades will not be included in a student's GPA. Independent study should be reserved for a project or program that is not currently offered in the school. Students must finalize plans within the first two weeks of each semester. A signed contract with clear expectations must be filed with the guidance office. Students must have signatures from involved teachers, the appropriate coordinator and the Principal.

DSHS SCHOOL TO CAREER SUCCESS PATH

The Dover Sherborn High School *School to Career* Program provides students in grade 11 or 12 an opportunity to meet their academic graduation requirements while gaining meaningful work experience. Through this employment experience, students will work on developing and growing the knowledge, skills and self-confidence to be successful in the workplace, in higher education and in life.

Students participating in *School to Career* will attend their academic classes daily and be granted a late arrival/early dismissal to participate in employment during school hours.

Students who do not abide by the expectations of the *School to Career* program will be removed from the program and may not receive credit. Students must agree to abide by the following expectations:

<u>Academic Expectations</u>

- *School to Career* hours will replace up to 3 scheduled classes at either the beginning or the end of the day (flexible based on student and employer preference).
    - Students who enroll in a 12 credit option will replace 2 full year courses with *School to Career*.
    - Students who enroll in a 18 credit option will replace 3 full year courses with *School to Career*
    - Semester-based courses can be considered and included in this formula.
- Students will be enrolled in at least 3 courses throughout the entire year and must maintain passing grades in all academic subjects. Students who are in danger of not passing their classes may be temporarily removed from the program until they are back in good academic standing.
- If absent from school, the student will not attend work on the same day. The student may be removed from the *School to Career* program if they attend work and not school.
- The student will attend their classes daily, as listed on their schedule.
- The DSHS course/academic attendance policy applies to *School to Career*.
- Students will be graded Pass/Fail for their participation in the *School to Career* Program.
- This will not calculate into a student's GPA.
- All grade 9 & 10 academic requirements must be completed prior to starting *School to Career*.
- A final presentation/celebration will be required.

School to Career Expectations

- Students are expected to secure their own employment prior to starting the program.
- Students must sign the *DSHS School to Career Contract* and complete a Dover Sherborn Public Schools Consent/Liability form prior to participating in this program.
- Students are responsible for arranging transportation to and from the job site.
- Students must work 10 - 15 hours per week during school days.
- Students who enroll in a 12 credit *School to Career* must work at least 10 hours per week.
- Students who enroll in an 18 credit *School to Career* must work at least 15 hours per week.
- Students will submit signed timesheets weekly or pay stubs for each pay period. This may be completed electronically.
- Students must inform their Guidance Counselor about any thoughts of quitting their job prior to giving notice to the employer.
- Students must inform their Guidance Counselor if they are terminated from their job.
- If the student quits or is terminated from employment a re-entry meeting will be held to determine the student's academic plan going forward. This can include the potential for a fifth year.
- The student must be in good standing regarding school attendance, tardies and discipline.

THE EDUCATION COOPERATIVE (TEC)
CONNECTIONS LEARNING & TEC INTERNSHIPS

TEC- Connections Learning

TEC, in conjunction with member schools, will offer a variety of online courses during the 2023-2024 school years. Students opting for a TEC Connections Learning course are required to sign an Acceptable Use Policy form (AUP) specific to the TEC Connections Learning.

Why take a TEC Connections learning course?

- Develop communication and collaboration skills you need to be successful in college and career
- Take innovative courses that may not be offered in your own school
- Flexibility and independence! Be in charge of your own learning schedule

Are you self-motivated, able to structure your time and meet deadlines? Developing these habits is essential to succeed with online courses. Since there is no face-to-face contact with your instructor or peers, you must take responsibility for your learning and create routines to ensure that you actively participate in your course outside of the school day.

Students will receive elective credit upon earning a passing grade, unless otherwise pre-approved by the Principal prior to the student's enrollment. Online TEC-sponsored courses do not fulfill graduation requirements and are not factored into a student's GPA, unless the course is specifically pre-approved by the Principal. Course subscription costs are the responsibility of the student. Please meet with your guidance counselor for assistance with the registration process. Course Request Forms can be obtained in the Guidance Office.

For more information regarding this initiative please contact TEC:

Telephone: Antoinette Lahore at 781-352-5719
Website: https://tec-coop.org/tec-online-learning/

Please note: Due to serving a number of member school districts, the TEC Connections learning school calendar may differ slightly from the Dover Sherborn High School calendar.

TEC -The Education Cooperative/ Internship program

The Education Cooperative (TEC) provides a variety of custom real work internship experiences for high school juniors, seniors and even college students. Our career services program is a work-based educational internship learning experience that often helps to bridge the gap between academics and a potential career choice. These explorations can help enrich academics, motivate students to learn, and apply their education to real-world practices. This program can benefit varying academic levels of students. Internships are an invaluable asset for any student. Many colleges have found that students that participate in an internship are more focused and academically successful. TEC's internship program provides meaningful hands-on experience in a supervised professional environment, ensuring that students are able to realize their full potential. This opportunity provides career exploration in a field the student might wish to pursue upon graduation from high school and beyond.

In TEC's *Signature* internship program, students volunteer their time for a total of sixty hours, approximately 12-18 hours per week in the summer. Those participating in the *Academic Year* program students work 5 hours per week, 2-3 afternoons after school for approximately 3 months. In lieu of payment, Dover-Sherborn students receive 3 credits for a successfully completed internship. The *Extended* internship Program allows students to spend 8-10 hours each week for an entire school year at an internship site. Guidance and Principal approval for *extended* internship participation is required.
This program can benefit a variety of students:

- Students who learn more effectively through hands-on experience
- High achievers and those who may not have a full academic course schedule and would like to engage in career exploration
- Students with an IEP and a grade average of C or better
- Students with little enthusiasm for academics

Internships can occur during the school day in conjunction with a student's rotating schedule; after school (no after school sport participation is allowed while doing an internship); or even during the summer.

The scheduled days and hours are determined individually by each student's availability and the internship placement. We take into consideration a student's interests, transportation limitations and geographical parameters when coordinating a suitable placement. A student's internship may involve assisting with a project, shadowing a professional, or independently working on assigned tasks, thus allowing them to identify a primary career of interest and establish work experience.

Career Exploration Internship Program costs:

- Internship Cost Signature program Academic Year (Fall or Spring) $850

For applications- https://tec-coop.org/career-exploration/

For any further questions please contact:
Emily Manz – emanz@tec-coop.org
TEC – 781-352-5700

Please see TEC website for application deadlines

Extended Day TEC Internship (9800) College Prep **All Year** **12 credits**

This program involves work-based learning plans linked to the student's high school curriculum during senior year. The time commitment is 8-10 hours/week and is individually worked out to best mesh with the student's academic schedule. Interested seniors are directed to speak with their school counselor in the Guidance Office. Entry to this program requires recommendation by committee, good citizenship

and academic standing. Approved seniors must provide their own transportation to and from school to the Internship site.

Currently TEC is only offering the Academic Year (Fall or Spring) and Summer Internships – if a student is interested in pursuing a full year Extended internship, please speak with your guidance counselor and they will contact TEC to see if it is a possibility.

VOCATIONAL-TECHNICAL EDUCATION

The towns of Dover and Sherborn are served by two outstanding vocational/technical schools. Minuteman Regional High School serves residents of Dover and Tri-County Regional High School serves residents of Sherborn. Students entering grades 9 through 12 who wish to receive a vocational or technical education as well as completing an array of other academic courses have the option of attending either Minuteman or Tri-County instead of Dover-Sherborn High School. Students who complete the graduation requirements from their respective vocational/technical school receive a high school diploma from that school as well as certification in their chosen career area.

Dover-Sherborn graduates who do not have immediate career or post-secondary plans may wish to consider enrolling for daytime, post-high school technical training as an extension of their education.

For additional information regarding the high school or post-high school programs, please call the Admissions Office at the school serving your town.

Minuteman: Tel: 781-861-6500 or Tri-County: 508-528-5400

THE VIRTUAL HIGH SCHOOL

The Virtual High School AP	**All Year**	**6 credits**	
The Virtual High School	**Semester**	**3 credits**	**Standard/Honors**

The Virtual High School program unites teachers and students from a variety of social, economic, and geographic backgrounds to study and collaborate with one another in a virtual learning environment. They offer a wide range of unique elective offerings, including many Advanced Placement courses.

Students interested in electing VHS courses should have proven success in honors level courses and self confidence in their ability to succeed in an independent learning environment. Semester courses as well as full year courses are available. Students may enroll in a maximum of two semester courses or one full year course. For more information or to view the course catalog, visit the Virtual High School website at **http://vhslearning.org**. Please see your guidance counselor for information on enrolling. Also pay close attention to add/drop dates as they are earlier than Dover-Sherborn High School's dates.

VHS courses require students be actively engaged in their coursework approximately 6-8 hours for a standard level class, 8-10 hours for an honors level class, and 10-12 hours for an AP level class each week. Courses are monitored by an online instructor on a weekly basis.

Only under extenuating circumstances can a student withdraw from a VHS class. All VHS students are expected to complete the entire course. Any VHS student taking an Advanced Placement (AP) course is expected to complete the AP exam for that course.
All courses taken through Virtual High School will not be included in a student's GPA. Courses and grades will be listed on the transcript as Virtual High School. Students may be able to take a course to satisfy graduation requirements if approved by the Principal in advance.