DOCK
MENNONITE ACADEMY

To Students and Parents/Guardians:

Dock Mennonite Academy presents the 2024-25 edition of the annual Curriculum Guide, an overview of the courses and opportunities to develop students' abilities, interests, and goals. The Dock curriculum is designed to build a strong foundation for life-long learning, knowledge in the academic disciplines, effective communication skills, creativity, and the use of technology. At Dock, students learn in an environment of support, Christian faith, and community.

Together, we are "learning for lives of purpose."

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Dr. Sharon Fransen, Assistant Superintendent of Curriculum and Instruction

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Mr. Jason Sprunger
Mr. Timothy Swartz
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MISSION STATEMENT AND GRADUATE PROFILE

Our Mission

Dock Mennonite Academy inspires and equips each student to serve with a global perspective by integrating faith, academic excellence and life-enriching opportunities in a Christ-centered community.

Approved, Board of Trustees - April 18, 2017

Graduate Profile

Dock Mennonite Academy provides an Anabaptist-Mennonite education[1] and recognizes that its graduates are in transition. The educational process seeks to honor and develop the uniqueness of each student within the community, fostering each one's gifts and talents. To this end, a graduate of this educational system is a person who is encouraged to become someone who:

Academic

- values and demonstrates life-long learning including skills of problem solving, problem posing, critical thinking, and cooperation.
- exhibits competency in the basic skills and knowledge of the academic disciplines.
- communicates effectively through speaking and writing.
- uses, recognizes, and appreciates creativity and artistic expression.
- incorporates available technology appropriately.

Spiritual

- embraces a personal relationship with Jesus Christ.
- exhibits a growing life of discipleship.
- practices spiritual disciplines.
- discovers, defines, and develops her/his God-given gifts.
- cultivates a Christian worldview informed by Anabaptist/Mennonite theology and tradition.
- articulates his/her beliefs, values, and convictions clearly.
- accepts the scriptures as the Word of God and as the fully reliable and trustworthy standard for Christian faith and life.

Lifestyle

- practices stewardship of all that God has entrusted to her/him.
- thinks and operates with a global perspective.
- promotes forgiveness, understanding, reconciliation, and non-violent resolution of conflict.
- participates in congregational/church life.
- respects diversity.
- models servanthood by participating in service opportunities.
- practices wellness of mind and body.
- values God's Word, people, and creation.
- understands and applies digital citizenship.

[1]Framed within the context of the *Confession of Faith in a Mennonite Perspective.*
https://www.mennoniteusa.org/who-are-mennonites/what-we-believe/confession-of-faith/

Approved, Board of Trustees – December 19, 2017

REGISTRATION INFORMATION

Course Selection:
Follow all registration guidelines to ensure that graduation requirements are met. Challenging but realistic choices will lead to the best academic success. Consider the student's ability, interests, co-curricular involvements, and prior academic work when selecting courses.

Register for a variety of elective courses beyond the requirements. These courses build a strong foundation for life-long learning, knowledge in the academic disciplines, effective communication skills, creativity, and use of technology.

Prepare for college by taking advanced courses in English, math, science, Spanish, and other areas of interest.

See your guidance counselor if interested in North Montco Technical Career Center to design a course load that meets requirements for both institutions.

Talk to your guidance counselor, advisor, or teacher regarding any questions.

Be aware that some courses may not run due to limited student interest.

Returning Students:
Returning students complete registration materials for the coming year in mid-winter. In the spring, student schedules are developed and distributed for review.

New Students:
New students receive registration materials during the admissions interview. Following admission, a copy of the schedule is sent for review, typically in July.

Grade Classification:
The placement of a student in a grade is based on the following minimum requirements:

Grade 9:	successful completion of grade 8
Grade 10:	successful completion of six credits
Grade 11:	successful completion of twelve credits
Grade 12:	successful completion of seventeen and one-half credits

Schedule Changes:

Schedule changes for returning students should be processed with their guidance counselor ***before summer break***.

After the first two weeks of school, schedules are set for the entire year. Any additional changes require the approval of parents, teachers, and the guidance counselor. Further explanation can be found in the guidance section on the school website.

REQUIREMENTS FOR GRADUATION

- Register for courses that meet departmental and school graduation requirements.
- Register for a minimum of six credit hours each year.

Requirements	Grade 9	Cred	Grade 10	Cred	Grade 11	Cred	Grade 12	Cred	Creds
ENGLISH	English IA English IB	1/2 1/2	Amer. Lit A Amer. Lit B	1/2 1/2	World Lit A World Lit B	1/2 1/2	AP Lang & Comp OR Senior English Sr. Elective Communications	1 1/2 1/4 1/4	4
SOCIAL STUDIES	W. Cultures I W. Cultures II W. Cultures III	1/4 1/4 1/4	U.S. Hist. I U.S. Hist. II	1/2 1/2	Choices for GC Soc. Issues Conflict Res.	1/4 1/4 1/4	Global Eras U.S. Govt / AP Govt Econ./AP Econ.	1/2 1/4 1/4	3.5
SCIENCE	Biology A Biology B	1/2 1/2	Chemistry A Chemistry B	1/2 1/2	Physics A & B Environ Science or AP Bio	1 1/2			3.5
MATH	Math	1	Math	1	Math	1			3
BIBLE	Bible I	1/2	Bible II	1/2	Bible III	1/2	Bible IV	1/2	2
COMPUTER SCIENCE	Computer Science Electives totaling 1/2								0.5
HEALTH	Health	1/4							0.25
PHYS. ED.	PE I PE II	1/4 1/4	PE III PE IV	1/4 1/4	Phys. Ed. Electives 3/4 Adv. Physical Fitness OR Outdoor Adventure 1/4				2
FAM/CON. SCI.	FCS Elective 1/4						Family Living	1/2	0.75
FINE ARTS **Art** **Music** **Art or Music**	Art Elective 1/4 Music Elective 1/4 Art or Music Elective 1/4								 0.25 0.25 0.25
SPANISH	A minimum of two years of Spanish is recommended								0
BUSINESS	Some Business courses meet Math requirements.								0

TOTAL REQUIRED CREDITS	20.25
ADDITIONAL ELECTIVES	3.75
TOTAL CREDITS REQUIRED FOR GRADUATION	24.00

ACADEMIC INFORMATION

Grading Scale:

Grade	Percentage	Point Value	Honors Point Value	AP Point Value
A+	98-100	4.37	4.80	5.25
A	93-97	4.00	4.40	4.80
A-	90-92	3.63	3.99	4.36
B+	87-89	3.37	3.71	4.04
B	83-86	3.00	3.30	3.60
B-	80-82	2.63	2.89	3.16
C+	77-79	2.37	2.61	2.84
C	73-76	2.00	2.20	2.40
C-	70-72	1.63	1.79	1.96
D+	67-69	1.37	1.51	1.64
D	63-66	1.00	1.10	1.20
D-	60-62	.63	.69	.76
F	Below 60	0	0	0
P	Passing	--	--	--
I	Incomplete	--	--	--
WP	Withdraw Passing	--	--	--
WF	Withdraw Failing	0	0	0
*	Progress Grade			

Grade Point Average (GPA):

A student's official cumulative GPA is calculated at the end of each year. The GPA is computed by multiplying each final grade's *point value* times the assigned course *credit* (see course listings). That product is referred to as the *quality point*s for the course. The sum of all the *quality points* is then divided by the total number of credits attempted, equaling the GPA. Honors classes use a multiplier of 1.1 and AP classes use a multiplier of 1.2 times the grade's *point value*. For further explanation, please see our website - Grading & Assessment - DOCK MENNONITE ACADEMY

Incompletes:

Students are responsible for contacting their teachers regarding any missed work. An Incomplete is given only when there are justifiable reasons for late work. The grade for any assignment not resolved *within two weeks* of the end of the quarter will automatically become an "F" unless other arrangements are made with the teacher and guidance counselor.

Withdrawing from a Class:

When a student withdraws from a given course after the stated deadline, the withdrawal will be noted on the permanent record. A "WP" notes that satisfactory work was being completed in the course at the time of withdrawal. A "WF" notes failing work at the time of withdrawal. Withdrawing from a course requires guidance counselor, teacher, and parent permission. Students who withdraw from a course are not eligible for Honor Roll and Open Study Hall that quarter.

Progress Grades:

A Progress Grade indicates that a student is making significant progress according to the evaluation criteria appearing on the course outline, even though the standard levels of achievement have not been attained. Progress Grades are coordinated by the Learning Support and Guidance staff. Students who receive a progress grade are not eligible for Honor Roll and Open Study Hall that quarter.

Testing and Examination:
Because tests and assessments are important elements of an effective curriculum, they shall be given in all courses taught at Dock. Such assessments measure achievement and can provide incentives for further learning. The number of assessments given may vary with the nature of the course. Students should be prepared for quizzes, tests, and final exams. Other assessments will be given at the discretion of the teachers. Students may request alternate scheduling if more than three major tests are scheduled for one day.

Standardized Testing:
- Sophomores are eligible to take the PSAT. They must register in the Guidance Office.
- ALL juniors will take the PSAT and the National Merit Scholarship Qualifying Test.
- Juniors are encouraged to take the SAT test in the spring of their junior year.
- Seniors applying for college admissions are expected to take the SAT or the ACT by fall of the senior year.
- See www.collegeboard.com or www.act.org for registration details.

Academic Awards:
Honor Roll
Students who perform well in their schoolwork are recognized by being placed on the school honor roll. To receive honor roll recognition, a student must earn a 3.0 average (B average). Students are not eligible for the honor roll if they receive Progress Grades or any grade lower than a C, or if they withdraw from a class with either a WP or WF. Honor rolls will be published on the school website.

Graduation Awards
The school diploma represents a significant achievement of academic pursuit. In addition, the following awards are presented annually as part of the commencement program:

- Department Awards: To one senior with the highest subject area achievement as determined by each academic department and the faculty.
- Summa Cum Laude: To all with a cumulative GPA of 4.00 or better from grades 9-12
- Magna Cum Laude: To all with a cumulative GPA of 3.85 to 3.99 from grades 9-12
- Cum Laude: To all with a cumulative GPA of 3.70 to 3.84 from grades 9-12
- Christopher Dock Awards: To one boy and one girl recognizing citizenship, scholarship, leadership, and Christian character during their high school career. This high honor is determined by the faculty.

National Honor Society:
The National Honor Society chapter at Dock seeks to create enthusiasm for academics, to promote leadership, and to develop character in our students. Students who have a cumulative GPA of 3.5 or higher are considered for the National Honor Society. Membership is granted to students who are selected by a five-member faculty committee. The selection committee reviews each eligible student's Profile Form to help them objectively assess the student for selection in areas including academics, service, leadership, and character.

Open Study Hall:
Open Study Hall is an earned privilege that provides an option for juniors and seniors to spend study time outdoors. Eligibility is based on academic performance, attendance, and other components of school life such as disciplinary actions. The eligibility list is maintained by the Guidance Office.

NCAA Requirements for College Athletes:
Students interested in playing Division I, II, or NCAA college sports must meet specific eligibility requirements. See the Guidance Office and www.ncaa.org for more information.

Academic Probation:
Academic probation is applied to certain students based on their prior academic performance. Students on academic probation are ineligible for most co-curricular activities. If unsatisfactory progress is made during the first nine-week probation period, further guidelines and restrictions on the student's time will be enforced. Enrollment may be terminated if satisfactory academic progress is not attained.

Remediation of Credit:
Students may be recommended by instructors for approved remediation with an accredited teacher or summer school programs retaking the course to make up subjects failed during the previous school year. If the tutoring option is chosen by the student and recommended by the instructor, details of the expectations are available at the Guidance Office. A maximum of three credits earned through summer school and/or tutoring may be applied toward graduation requirements. Credit received through remediation will raise the final course grade to no higher than a "C."

Attendance:
Regular school attendance is required in order to receive credit for courses. Policies regarding excused and unexcused absences, tardiness, and other attendance issues are found on the school website.

Additional Policies:
A full listing of policies is found on the school website:
https://www.dock.org/campus-life/expectations-of-students
All students and parents are expected to be familiar with these policies.

COVENANT STATEMENT

Dock Mennonite Academy seeks a balanced integration of learning, faith, and service in a Christ-centered community. As a school where integrity, respect, and accountability characterize our relationship with each other, all parents (EC - grade 12) and students (grades 5-12) are asked to acknowledge the responsibilities of membership in our school community.

Our Graduate Profile outlines our goals in three areas:

- **Academic** – We welcome students of a wide diversity of academic abilities and backgrounds and strive to maximize the potential of each student.
- **Spiritual** – We seek to assist families and the church in calling students to follow Jesus Christ with personal faith and commitment.
- **Lifestyle** – We encourage students and alumni to incorporate their intellectual and spiritual learning into a lifestyle which demonstrates:
    - stewardship of time, possessions, and the environment
    - peacemaking in all relationships
    - service-oriented citizenship in local and global communities
    - commitment to moral integrity
    - participation in church, school, and community activities

I, parent/guardian of _____, grade _____, will:

- Support the mission and goals of the school.
- Share in the implementation of school policies.
- Encourage my child to participate positively in the learning process.
- Fulfill our financial obligations to the school.
- Participate in parent-teacher communication, fundraisers, and school activities.

_____ _____ _____

Mother/Guardian Signature Father/Guardian Signature Date

Students in grade 5 through 12 are asked to sign this covenant:

I, _____, student in grade _____, will

- Support the mission and goals of the school.
- Abide by school expectations including attendance, appearance, self-control, and acceptable use of technology.
- Engage in classroom activities, homework, projects, and discussions with integrity and responsibility.
- Respect and protect my own and others' feelings, bodies, property, and opportunity to learn.

_____ _____

Student Signature Date

As a school, we value the use of restorative practices. Students who continue to make choices that are not consistent with this covenant may be asked to leave the school.

Approved by Board of Trustees, November 15, 2016

ADVANCED LEARNING OPTIONS

Weighted Courses:
These courses may require written departmental approval for enrollment. An additional multiplier is applied to these courses in recognition of the increase in difficulty and work. For example, an "A" in an honors course is worth a 4.4 and an A in an AP course is worth 4.8 compared to a 4.0 for a standard class. See chart on page 5.

- Advanced Placement Courses - designed to prepare for the corresponding AP exam.
  - AP Biology
  - AP Calculus AB
  - AP Calculus BC
  - AP Computer Science A
  - AP Computer Science Principles
  - AP English Language & Composition
  - AP Environmental Science
  - AP Macroeconomics
  - AP Physics
  - AP Spanish Language & Culture
  - AP Spanish Literature
  - AP Statistics
  - AP US Government

  Students may elect to take AP exams in other subject areas without taking an AP course. Contact the Guidance Office for more information.

- Additional Weighted Courses
  - Honors Algebra II
  - Honors American Literature
  - Honors Biology
  - Honors Chemistry
  - Honors Geometry
  - Honors World Literature
  - Pre-Calculus

Non-Weighted Advanced Courses:
These courses may require written departmental approval for enrollment. The GPA calculation is not weighted.

- Art:
  - Photography II
  - Portfolio Preparation
  - Independent Studio
- Computer Science:
  - Web Site Design II
- Family and Consumer Sciences:
  - Child Development II
  - Culinary Arts II
  - Fabrics and Fashion II
- Music:
  - Advanced Music
- Science:
  - Anatomy and Physiology
  - 21st Century: Big Ideas in Small Places

Dual Enrollment:
The Pennsylvania Dual Enrollment program is designed to encourage high school students to experience post-secondary coursework and related academic rigor while in the supportive environment of high school. Under this program, students receive both high school and college credit for courses taken under approved parameters.

- Dock collaborates with Eastern Mennonite University in granting dual enrollment credits.
- Students pay modest tuition fees ($75/credit hour in 23-24) to the crediting college.
- More information and an application may be obtained in the Guidance Office.
- Many postsecondary institutions in the U.S. grant either elective or required credit for dual/concurrent enrollment courses. Contact 23the institution regarding policies for transfer credits and dual enrollment. Policies vary by state, institution, and academic department within the institution. See website for more information. (http://nacep.org/about/what-is-concurrent-enrollment/)

Online Courses:

- Interactive, online courses are available in several academic disciplines and for AP courses that Dock does not offer on campus. These courses are available through Dock's collaboration with an online learning provider using certified teachers and standards-aligned curriculum.
- The student applicant must meet with the guidance counselor and submit an application prior to the start of the semester.
- Each student will have a Dock faculty mentor and a certified online teacher for the course.
- The student is responsible for the full cost of the course and any needed books at the time of enrollment. The provider's policies apply to any dropped courses. Cost for 2023-2024 semester-long courses was $320 - $350. Cost for books and materials vary.
- Online classes are graded based on Dock's grading scale.
- Online course grades appear on transcript only.
- AP classes will be weighted on the high school transcript.
- More information and an application may be obtained in the Guidance Office.
- Course offerings for 2024-25 include the following:

AP English Literature and Composition	AP Microeconomics*
AP Psychology*	AP World History
World Languages - TBD	

* Denotes a one-semester course. All others are two semesters.

ART

All Art courses are quarter classes and electives. Any of them meet the graduation requirement for a quarter credit of Art.

114 **Graphic Design — 1/4 credit; elective for 9, 10, 11, 12

This class will focus on the elements and principles of graphic design with an emphasis on 20th century design and recent trends. The student will work with a variety of software programs such as Illustrator and Photoshop. Projects may include program covers, brochures, and T-shirt designs developed for the school community.

116 *Freehand Drawing — 1/4 credit; elective for 9, 10, 11, 12

Students will develop skills in this fundamental art medium through an emphasis on clear perception and direct rendering. Using pencil, crayon, charcoal, and pen and ink, students will produce still life drawings, portraits, landscapes, and experimental drawings.

118 *Ceramics — 1/4 credit; elective for 9, 10, 11, 12

Students will learn several hand-building techniques and work on the wheel to create both functional and creative forms. Decorating with colored clay, imprinted designs, and glazes expands the many possibilities of ceramic construction.

122 Sculpture — 1/4 credit; elective for 9, 10, 11, 12

Students will work in the complex world of three dimensions. Sculptures will be created in a variety of mediums including clay, wood, wire, and other material to create realistic and non-objective work.

130 **Computer Animation — 1/4 credit; elective for 9, 10, 11, 12

The course provides experience in Animation in 2D and 3D. Using a variety of software applications, students will design and create basic animations, learn the concepts of storyboarding and character design, and create several animations.

132 **Video Production — 1/4 credit; elective for 9, 10, 11, 12

The course provides experience in video production and the variety of aspects that make a successful video: scripting, storyboarding, shooting, editing among others. The students will work individually and in teams as they develop their visual story-telling skills.

134 Film Studies 1/4 credit; elective for 9, 10, 11, 12

Through the study of film, the student will gain an appreciation of the history, technological changes, stylistic movements, and methods of production of this popular art form. The emphasis will be on the development of a critical and analytic understanding of film. The components of the visual language of film, shots, angles, lighting, etc. will be a focus of the class. Other topics include the studio system, genres, the auteur, directors, and actors.

224 Photography I 1/4 credit; elective for 9, 10, 11, 12

This course provides experience in contemporary digital photography using digital cameras, scanners, Photoshop, and desktop printers. The emphasis will be on learning basic photo composition, design, and other aspects of the shot, as well as the techniques of Photoshop to enhance the photo. Portraits, landscapes, and a photojournalism series are among the projects. It is recommended that students have the use of a personal digital camera.

226 Watercolor 1/4 credit; elective for 10, 11, 12

Basic techniques and methods as well as the experimental will be covered in this class. Emphasis will be on solid techniques and understanding of this fluid medium as a foundation upon which to build a personal style.
Prerequisite: Freehand Drawing.

230 ***Independent Studio 1/4 credit; elective for 10, 11, 12

This course will provide opportunity for students wishing to further develop skills and techniques in a particular medium. The student will work independently on projects developed with input from the instructor.
Prerequisite: Written departmental approval.

300 Art History 1/4 credit; elective for 9, 10, 11, 12

Students will study the purposes and meanings of art and the major aspects of art history, with a primary focus on the 20^{th} and 21^{st} centuries. Emphasis will be given to the social, cultural, and political contexts which shaped and were shaped by these recent art movements and the artists who created them.

324 Photography II 1/4 credit; elective for 9, 10, 11, 12

The course provides experience in traditional photography, darkroom development and printing of photos, as well as alternative photography such as pinhole cameras. Students will also learn how traditional photography can blend with digital via the scanner, Photoshop, and desktop printers. It is highly recommended to have the use of a personal manual SLR camera. All work is in black and white.
Prerequisite: Photography and permission of the instructor.

328 Painting 1/4 credit; elective for 11, 12

Working with acrylic paints, students will learn the methods and techniques of this flexible painting medium. An overview of art periods of the past and contemporary art movements will be included as students work on still life, portrait and abstract paintings. Bring your own smock.

Prerequisite: Freehand Drawing.

340 Portfolio Preparation 1/4 credit; elective for 11, 12

The student will work on developing or filling out a portfolio of artwork for a college portfolio assessment. If enrollment is adequate, a regularly scheduled class will meet during first quarter allowing work on a portfolio for the National Portfolio Day in November. Otherwise, students attend a regularly scheduled art class but will work independently on the portfolio and on the area of interest. The class may include interviews of professionals in the field, portfolio critiques, an art journal, and an art show.

Prerequisite: Written departmental approval.

* Juniors and Seniors may register for Freehand Drawing and Ceramics a second time under the following conditions: 1) a grade of B or higher the first time, 2) room in the class; first-year registrants have priority, 3) one cannot register for a course twice in the same year. Students registered for an art course the second time will follow an individualized course of work in the course.

** Computer Animation and Video Production may be taken for EITHER Art or Computer Science Credit. Graphic Design may be taken for EITHER Art or Technology Credit. Students should arrange this with their guidance counselor.

*** Students may enroll in Independent Studio more than once, with written departmental approval.

BIBLE

A semester of Bible is required each year. As a main text for these Bible courses, students will use the *New International Version Study Bible* and the *New Revised Standard Version*. The *Bible Gateway* app provides additional resources.

102 Introduction to the Bible 1/2 credit; elective for 9-12

This course is designed for **international students** for whom the Bible and Christian concepts are new. Topics of study will include the formation of the Biblical text, themes presented in the Old Testament, how Jesus fulfilled God's plan, and basic Christian theology. Students will learn ways to navigate and interpret the Bible, become familiar with Christian practices, and be challenged to develop their own response to the Biblical story. This course satisfies the required grade level Bible course.

104 Bible I - Creation & Promise 1/2 credit; required for 9

This Bible course introduces students to the Bible by taking a thematic view of God's narrative with humanity seen in the Old Testament of the Bible. The class will provide an overview of the Old Testament while discussing how to interpret these stories through the lens of Christ. The themes of the course align with the Anabaptist Faith Practice Statements of Mennonite School Council.

204 Bible II – Jesus Story 1/2 credit; required for 10

Following the life of Jesus, the themes covered in this course include: Following God's call to love; Being known and loved by God; Celebrating diversity; Being a citizen in the upside-down Kingdom; and Practicing grace and forgiveness. Each theme is studied using stories from the Gospels. Each unit also includes stories from the Old Testament along with more modern stories of encountering God, God's love and God's interaction with humanity that relate to the focused theme. A service project, as part of the Building Community curriculum (see page 53), is a significant part of the course. The themes of the course align with the Anabaptist Faith Practice Statements of Mennonite School Council.

302 Bible III – Global Christianity 1/2 credit; required for 11

This course begins with the birth of the church through the formation of Roman Catholicism, Eastern Orthodox and other non-Western Christian faith streams, and the Reformation with an emphasis on the rise of the Anabaptist movements. This is followed by a study of the development and growth of the global Anabaptist movement, other denominations, the rise of non-denominational churches in post-Christendom. Students are helped to understand their faith as they study Christianity in a global context.

406 Bible IV – Kingdom Living 1/2 credit; required for 12

The themes for this course are Jesus as the center of our faith; Living in community within God's Kingdom; and Reconciliation is the center of God's Kingdom. This senior-level Bible course challenges students to reflect on their own faith journey and culminates with senior experience that focuses on an area of interest/service for the student and is part of the Building Community Curriculum (see page 53).

416 Faith Walk 1/4 credit; elective for 11, 12

Faith Walk is a class that provides avenues for students to explore their faith. A unique aspect of Faith Walk is each person's participation and sharing from their own faith journey. Together, students grow in faith, freeing and enabling them to share about their relationship to Christ. All students will participate in a retreat.

BUSINESS

216 *Personal Finance 1/2 credit; elective for 10, 11, 12

This course is designed to help students transition into the financial responsibilities of adulthood. Students are challenged to integrate faith values into stewardship decisions, including career path, budgeting, purchasing, and investing. Goal setting and applying cost benefit analysis will be emphasized. Responsibilities concerning debt, career choice, savings, housing, and transportation options will be included. Consumer math skills will be applied as a component of decision making.
Prerequisite: At least a C in Foundations of Algebra A and B or at least a C in Algebra I.

220 *Foundations of Accounting 1/2 credit; elective for 10, 11, 12

Basic principles of double entry accounting are taught. Emphasis is placed on the accounting cycle, with an introduction to special journals and ledgers. A project and practice sets are used to give practical experience. The course is recommended as an elective, particularly for those interested in careers in accounting, business, or economics.
Prerequisite: At least a C in Foundations of Algebra A and B or at least a C in Algebra I.

326 Introduction to Business 1/4 credit; elective for 9, 10, 11, 12

This course is designed to examine the structure of a business and observe its principles of operation. Topics will include the business environment, forms of business organization, multiplicity of economic factors, financial management, interpersonal relations, and business ethics and the law. Opportunities will be provided for dialogue with businesspersons and participation in on-site activities.

*Personal Finance and Accounting can count toward the required Math credits. Students wishing to use these classes for this requirement should arrange this with their guidance counselor.

COMPUTER SCIENCE

126 Web Site Design 1/4 credit; elective for 9, 10, 11, 12

Students will learn design for the Internet, basic web programming, web graphics, and basic animation techniques. Emphasis will be on creating easily navigated, well-designed, visually driven sites. Each student will create several complete working sites. Recommendation: Prior completion of Office Applications or 40 wpm proficiency in word processing. Note: This course may be taught in either a PC, Mac, or mixed PC/Mac environment.

128 Topics in Science (STEM) 1/4 credit; elective for 9, 10, 11, 12

Topics in Science, Technology, Engineering, and Math (STEM) is a survey course of several topics in technology and engineering. These topics may include, but are not limited to electronics, artificial intelligence, building robots, programming robots, and 3D printing. The course culminates with a final project in which students make use of one or more of the technologies they have learned.

210 *Computer Science Principles I 1/2 credit; elective for 10, 11, 12

Computing affects almost all aspects of modern life and is transforming the world we live in. Computer Science Principles I introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. It is a rigorous, engaging, and hands-on course that explores foundational topics such as the internet, algorithms, programming, big data, and digital privacy. This course provides skills and knowledge to help students meaningfully participate in our increasingly digital society, economy, and culture as well as prepare them for a wide array of intellectual and career opportunities that computing has made possible. Computer Science Principles I is a prerequisite for Computer Science Principles II, to be taken in the same year.
Prerequisite: Algebra I

212 Computer Science Principles II 1/2 credit; elective for 10, 11, 12

Computer Science Principles II builds on the skills and knowledge learned in Computer Science Principles I. It dives deeper into programming by building a series of interactive applications that live on the web, each highlighting a core concept of programming. The course teaches students how to collect and clean data, as well as how to use data and interpret data from the created applications, including visualization tools to create your own digital artifacts. There will be various required performance tasks.
Prerequisite: Computer Science Principles I, to be taken in the same year.

213 AP Computer Science Principles I (**not offered 24-25**) 1/2 cr.; elect. for 10, 11, 12

Computing affects almost all aspects of modern life and is transforming the world we live in. AP Computer Science Principles I introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. It is a rigorous, engaging, and hands-on course that explores foundational topics such as the internet, algorithms, programming, big data, and digital privacy. This course provides skills and knowledge to help students meaningfully participate in our increasingly digital society, economy, and culture as well as prepare them for a wide array of intellectual and career opportunities that computing has made possible. Students enrolled in AP Computer Science I will be placed in a standard Computer Science Principles I classroom and will be expected to participate in regular classroom activities and complete assignments for the standard computer science course. Additional work may be assigned, either in class or as homework, to allow students to explore some of the topics being studied at a deeper level. Students will be expected to complete Unit multiple choice assessments to prepare for the AP Exam. AP students will at times work in groups of AP students and at times will work in groups containing standard and AP students.
Prerequisite: Algebra I

214 AP Computer Science Principles II (**offered 24-25**) 1/2 cr.; elective for 10, 11, 12

Computer Science Principles II builds on the skills and knowledge learned in Computer Science Principles I. It dives deeper into programming by building a series of interactive applications that live on the web, each highlighting a core concept of programming. The course teaches students how to collect and clean data, as well as how to use data and interpret data from the created applications, including visualization tools to create your own digital artifacts. There are also lessons to help students understand, prepare for and do the AP Explore and Create performance tasks. Students enrolled in Computer Science Principles II AP will be placed in a standard Computer Science Principles II classroom and will be expected to participate in regular classroom activities and complete assignments for the standard computer science course. Additional work may be assigned, either in class or as homework, to allow students to explore some of the topics being studied at a deeper level. AP students will at times work in groups of AP students and at times will work in groups containing standard and AP students.
Prerequisite: Computer Science Principles I, to be taken in the same year.

216 AP Computer Science A I (**offered 24-25**) 1/2 credit; 10, 11, 12
218 AP Computer Science A II (**offered 24-25**) 1/2 credit; 10, 11, 12

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using Java programming language.
Prerequisite: Algebra I and some coding experience.

224 Robotics 1/4 credit; elective for 9, 10, 11, 12

The skills built in Robotics include programming, engineering with a design/build team, leadership, and robotics technology such as gear ratio, power sources, and structure. It also includes 3D printing for robotic parts. Specific individual projects and presentations will be required. This course is separate from the Robotics Club, which meets during Activity Period. While open to all grade levels, it is especially encouraged for 9th and 10th grade students.

226 Web Site Design II 1/4 credit; elective for 10, 11, 12

This course will examine advanced aspects of web site design and development. Students will work with advanced design, page layout, and graphics in the context of the Web. Programming with HTML, CSS (cascading style sheets), and Bootstrap will also be featured. Aspects of forms, dynamic web content, and animations will be explored. A final project in the form of a web site will cap the course work. Note: This course may be taught in either a PC, Mac, or mixed PC/Mac environment.
Prerequisite: Web Site Design.

*Computer Science Principles I can count toward the required Math credits. Students wishing to use these classes for this requirement should arrange this with their guidance counselor.

The following courses are also listed in the Art Department and can be applied to Computer Science requirements for graduation. Students should arrange this with their guidance counselor.

114 Graphic Design 1/4 credit; elective for 9, 10, 11, 12

This class will focus on the elements and principles of graphic design with an emphasis on 20th century design and recent trends. The student will work with a variety of software programs such as Illustrator and Photoshop. Projects may include program covers, brochures, and T-shirt designs developed for the school community.

130 Computer Animation 1/4 credit; elective for 9, 10, 11, 12

The course provides experience in Animation in 2D and 3D. Using a variety of software applications students will design and create basic animations, learn the concepts of storyboarding and character design and create several animations.

132 Video Production 1/4 credit; elective for 9, 10, 11, 12

The course provides experience in video production and the variety of aspects that make a successful video; scripting, storyboarding, shooting, editing among others. The students will work in teams and will follow a guided step by step process for one project or more projects before working on a final project.

DIRECTED STUDY

100 Directed Study 1/4 credit; elective for 9, 10, 11, 12

Directed Study provides learning support for students in a small group setting. The focus of instruction is time management skills, organization, study skills, problem solving, communication skills and self-advocacy skills. Weekly instruction may require oral and written responses to content. The daily period is used to prepare for classes, edit written work, and review and plan assignments for the week. The Directed Study option allows for extra time for tests in most subject areas. Instructor approval is required.

110 Directed Study for English Language Learners 1/4 credit; elective for 9, 10, 11, 12

Directed Study for English Language Learners is available for students who have a language other than English as their primary language and may be a requirement if the majority of schooling was in a language other than English. The course focuses on improving the four language skills of listening, speaking, reading, and writing. The interpretive, interpersonal, and presentational communication modes will be used. The daily period is used to study and prepare for classes with specific focus on improvement in English skills.

DRIVER EDUCATION

202 Driver Education (Classroom) 1/4 credit; elective for 9, 10, 11, 12

Designed to equip the student with the necessary information for driving an automobile, course content will include automotive safety, purchasing an automobile, automotive maintenance, insurance, traffic citizenship, and managing emergency situations. This course is offered strictly as an informational 30-hour course on driving. It is not a “state-approved” on-the-road driver training program.

ENGLISH

100 Foundations of English IA – Fall 1/2 credit; for 9
101 Foundations of English IB – Spring 1/2 credit; for 9

It is the learning styles of the students, the smaller class size, the teaching methods, and the rate of instruction that may differentiate aspects of this course from standard English classes. This course focuses on the themes of literacy and the power of words. Specific content is selected depending on individual student abilities and the collective academic skills of each particular class. This course includes whole class and/or small group reading with an emphasis on self-selected reading. Writing instruction and practice will be focused on narrative information and argument genres.
Required: Instructor's approval and English Department recommendation

102 English IA – Fall 1/2 credit; required for 9
106 English IB – Spring 1/2 credit; required for 9

Divided into two semesters (1a and 1b), this course integrates the study of reading, writing, speaking skills, language usage, research skills, and vocabulary. This course includes whole class and/or small group reading with an emphasis on self-selected reading. Whole class reading selections may include, *Blue Fish, Fahrenheit 451*, *Night*, or other novels that center on literacy and the power of words. Writing assignments focus on narrative, information, and argument genres.

200 Foundations of American Literature A – Fall 1/2 credit; for 10
201 Foundations of American Literature B – Spring 1/2 credit; for 10

It is the learning styles of the students, the smaller class size, the teaching methods, and the rate of instruction that may differentiate this course from standard English classes. Course content also integrates the study of reading, writing, speaking skills, language usage, and in-context vocabulary. This course includes American literature and historical fiction. Specific content is selected depending on individual student abilities and the collective academic skills of each particular class. Writing instruction and practice will be focused on narrative information and argument genres.
Required: Instructor's approval and English Department recommendation

Honors:

Interested students are invited to enroll in the Honors English Program which begins the sophomore year. The department uses previous classroom performance including essays and participation in English class as criteria for approving qualified students. In the case of transfer students, existing grades will be used to approve students for the Honors Program. Honors students are required to read an independent book or books over the summer and maintain at least a C average in Honors English.

204 American Literature A Standard – Fall 1/2 credit; required for 10
208 American Literature B Standard – Spring 1/2 credit; required for 10

This course is divided into two semesters and integrates the study of reading, writing, speaking skills, language usage, library use, and vocabulary. Reading selections include a broad range of historic and contemporary American authors and poets and may include *The Crucible,* excerpts from *Walden, Narrative of the Life of Frederick Douglass, Their Eyes Were Watching God, Of Mice and Men, The Great Gatsby*, *The Things They Carried*, as well as shorter works. This course includes whole class and/or small group reading with an emphasis on self-selected reading. Small group reading opportunities may focus on specific themes, such as power and prejudice, or on specific genres, such as historical fiction. Writing assignments focus on narrative, information, and argument genres. This course runs concurrently with an honors American Literature course.

205 American Literature A Honors – Fall 1/2 credit; required for 10
209 American Literature B Honors – Spring 1/2 credit; required for 10

See honors information and course description above. Honors students will explore the skills and content presented in Standard American Literature, with various and frequent opportunities for differentiated learning. Honors students will be invited to engage with texts that present a higher level of challenge and complexity. Honors students will also be provided with alternative/additional assignments that require a deeper dive into content and/or more independent application of skills and knowledge. This course runs concurrently with a standard American Literature course.

300 Foundations of World Literature A – Fall 1/2 credit; for 11
301 Foundations of World Literature B – Spring 1/2 credit; for 11

It is the learning styles of the students, the smaller class size, the teaching methods, the curriculum content, and the rate of instruction that may differentiate this course from standard English classes. These courses integrate the study of reading, writing, listening, speaking skills, research skills, and language usage. These courses include whole class and/or small group reading with an emphasis on self-selected reading. Writing assignments focus on narrative, information, and argument genres.
Required: Instructor's approval and English Department recommendation.

304 World Literature A Standard – Fall 1/2 credit; required for 11
308 World Literature B Standard – Spring 1/2 credit; required for 11

Divided into two semesters (fall and spring), this course focuses on world literature, including classic and contemporary texts with a focus on British and European literature, Russian, African, Asian, Central and South American literature. Works studied may include *Beowulf*, *Canterbury Tales*, *Macbeth*, *The Importance of Being Earnest, Lord of the Flies, Brave New World*, *Great Expectations, A Tale of Two Cities, Jane Eyre, Wuthering Heights, Tess of the D'Urbervilles, All Quiet on the Western Front, Zoli, Kite Runner*, *Ten Thousand Splendid Suns*, *One Day in the Life of Ivan Denisovich*, *In the Time of the Butterflies*, *Cry, the Beloved Country*, *Things Fall Apart*, and *Balzac and the Little Chinese Seamstress*, and *Miguel Street.* One semester will focus on British literature and one semester will focus on non-Western literature. These courses include whole class and/or small group reading with an emphasis on self-selected reading. Writing assignments focus on narrative, information, and argument genres. This course runs concurrently with an honors World Literature course.

305 World Literature A Honors – Fall 1/2 credit; required for 11
310 World Literature B Honors – Spring 1/2 credit; required for 11

Honors students will explore the skills and content presented in Standard American Literature, with various and frequent opportunities for differentiated learning. Honors students will be invited to engage with texts that present a higher level of challenge and complexity. Honors students will also be provided with alternative/additional assignments that require a deeper dive into content and/or more independent application of skills and knowledge. This course runs concurrently with a standard American Literature course.

Electives: Note that 400 level electives are open to sophomores (with department approval), juniors and seniors. These electives are offered on an alternating year schedule.

Senior Year:

Seniors must take a full credit of English.
Option One: Senior English (1/2 cr); senior elective (1/4 cr); and Communications (1/4 cr).
Option Two: AP English Language and Composition (1 credit), for the full year, which includes Communications.

404 Communications 1/4 credit; required for 12

Designed to give practical and intensive instruction in oral communication, this quarter course provides the student with opportunities to plan, develop, and deliver a variety of speeches. Preparation for the Senior Public Presentation, a component of the Building Community curriculum, is included.

405 Senior English – Fall 1/2 credit; required for 12

This one-semester course integrates reading, writing, speaking, and independent study. Students will develop a self-designed writing project focused on a topic of their choice, with a specific purpose and audience in mind. Project management and peer feedback skills will be emphasized while students are developing and executing projects. Students will read a variety of self-selected, small-group, and whole-class texts. Small group and whole class books will focus on themes such as personal development, faith formation, peace-building, vocation, and purposeful living. Selections may include *Tuesdays with Morrie, Faith Unraveled, Everybody Always, Love in a Time of Hate, Traveling Mercies, Mighty Be Our Powers, Under the Overpass, Surprised by Joy,* and *Just Mercy.*

414 Creative Writing (**not offered 24-25**) 1/4 cr.; elect for 10 (w/approval) 11, 12

Students will spend the first portion of the course exploring genres of poetry, short fiction, and creative nonfiction. A variety of short works will be studied as mentor texts. Students will also produce and share original work in each of the three genres. The second portion of the course will focus on the development of an independently designed creative writing project. Students will have the opportunity to focus on a specific genre studied in class, blend genres, or explore a new genre.

416 Literature of War and Conflict (**offered 24-25**) 1/4 cr.; elect for 10 (w/approval) 11, 12

Students will read a variety of literature, fiction and nonfiction, poetry and prose, which has been produced during and following various wars and conflicts. Though some attention will be given to the historical and political background of the wars, the primary focus will be on war and conflict in terms of the "Human Condition." The course is designed as a survey course, providing excerpts from the most popular novels and memoirs, reviews of films, and lyrics to protest poetry and songs. Excerpts from significant movies will be viewed, as well as assigning independent viewing. An independent project will be required.

418 Fantasy and Future (**not offered 24-25**) 1/4 cr.; elect for 10 (w/approval) 11, 12
Provides the tools needed in evaluating and appreciating science fiction and fantasy literature. Students will have the opportunity for self-selected reading in addition to whole-class reading and/or small group reading. Possible selections include works from a variety of classic and contemporary authors, including works by C.S. Lewis, J.R.R. Tolkien, Aldous Huxley, and George Orwell.

420 Greek Mythology (**not offered 24-25**) 1/4 cr.; elect for 10 (w/approval) 11, 12
Designed to familiarize students with the Greek gods and goddesses who make up the Olympian household, myths of famous Greek heroes and lovers, and the travels of Odysseus as told in *The Iliad* and *The Odyssey.*

422 Dramatic Arts (**offered 24-25)** 1/4 cr.; elect for 10 (w/approval) 11, 12
This workshop course will introduce the student to the basic skills of acting and to theater conventions and protocol. In addition to studying drama as a literary genre, students will work on voice, character development, physical presence, technique, and play production, including directing skills.

426 Journalism (**offered 24-25)** 1/4 cr.; elect for 10 (w/approval) 11, 12
Students will be introduced to journalistic practices, processes, and standards. Topics of focus include news literacy, elements of quality journalism, and the collaborative process of creating media for public consumption.

502 AP English Language and Composition 1 credit; elective for 12
This is a writing-intensive course that builds on the strong foundation of the previous years of English. A yearlong course, it is designed to fulfill expectations for college-level composition courses, with the core goals of assisting students to become skilled readers of a wide variety of texts, both classic and contemporary, and across disciplines, and to become more adept, confident writers, able "to craft expository, analytical, and argumentative essays that form the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context" (AP Central). A summer reading assignment is included. Meets all senior English requirements.
Prerequisite: B or better in Junior English courses and written departmental approval.

FAMILY AND CONSUMER SCIENCES

136 Culinary Arts I 1/4 cr.; elective for 9, 10, 11, 12
This course is designed to give students optimum exposure to different types of food preparation techniques and hands-on experience in the kitchen. Labs consist of quick and yeast bread products, appetizers, garnishes, soups, and homemade pizza. The cost and nutritional analysis of each food product is reviewed.

140 Food Science and Nutrition 1/4 cr. elective for 9, 10, 11, 12
This course will analyze basic nutrition and food science principles and current technological trends that impact the food industry. Students will analyze and prepare foods, which meet the nutritional needs of individuals across their lifespan.

230 Fabrics and Fashions I 1/4 cr.; elective for 9, 10, 11, 12
A historic review of 20th century fashion, simple pattern making, clothing construction, and current trends in fashion. Students will explore how the knowledge of construction techniques can be advantageous for personal use, a service to others, or a potential career choice. Each student will create an original design.

238 Ethnic Cuisine (**offered in 24-25**) 1/4 cr.; elective for 9, 10, 11, 12
Students will prepare and taste various foods from around the world. This course is designed to give students an understanding of the ingredients, flavors, spices, and cooking techniques of the world's cuisines. Students will investigate how climate, culture, religion, and social customs influence a particular cuisine.
Note: Course will be offered alternately with Regional and Historic Cuisine.

260 Regional and Historical Cuisine (**not offered in 24-25**) 1/4 cr.; elective for 9, 10, 11, 12
This course is designed to give students an understanding of regional cuisines and historical cooking in the United States. In addition to learning about colonial foods and food from various regions, students will research a particular geographic region and demonstrate making a food that is unique to that region.
Note: Course will be offered alternately with Ethnic Cuisine.

290 ***Independent Studio 1/4 credit; elective 10, 11, 12
Student-initiated and designed course for those interested in pursuing an area of concentration in the field of Family and Consumer Sciences. Course may include content in child development, human development, fabric arts, housing and design, consumer economics, food, and/or nutrition. Students wishing to prepare a portfolio for the college application process or to study deeply in one area may consider this independent study.
Prerequisite: 1 or 2 courses completed at Dock in area of concentration.
Written departmental approval required.

342 Child Development I 1/4 cr.; elective for 10, 11, 12
A study of the development of a child from conception through preschool including topics such as prenatal development, childbirth, parenting, and children's health. Observations, interactions, and experiences in planning and implementing lessons with preschoolers are incorporated.

348 Gerontology 1/4 credit; elective for 11, 12
This course will promote understanding of the aging process and the needs of older adults in our society. Students will analyze societal changes and their impact on aging. Students will plan and participate in various activities at Dock Woods Community or other local retirement centers.

352 Housing and Design 1/4 cr.; elective for 9, 10, 11, 12
A study of housing relationships, interpretation, resourcefulness, creativity, and design. Topics include designing a simple house plan, reviewing American architects and some of their buildings, utilizing elements and principals of design, and completing an independent housing project of your choice.

404 Family Living 1/2 credit; required for 12
This course focuses on the family as a social institution. Students will examine current trends in society and their impact on the family. Topics include relationship skills, dating, marriage, parenting skills, and managing family finances. All students will participate in an infant care exercise using a Baby-Think-It-Over™ Infant Simulator.

430 Fabrics and Fashions II 1/4 cr.; elective for 10, 11, 12
An independent study designed for the student who has above average sewing skills and desires the opportunity to continue increasing his/her skill level. Students will construct several garments, learn a new craft technique (knitting, crocheting, embroidery, and/or counted cross stitching), act as a student aide in the Fabrics and Fashion class, and learn more about sewing as a hobby and business venture.
Prerequisite: At least a B in Fabrics and Fashions and written departmental approval.

436 Culinary Arts II 1/4 cr.; elective for 10, 11, 12
This course is designed for students who have already taken a foods course and want to continue to advance their culinary expertise. Students will cook, learn more about nutrition, study the economic cost of foods they create, and complete an independent research project. Course content includes planning, cooking, observation, portfolio development, research, presentation, and evaluation of food.
Prerequisite: At least a C in a foods class and written departmental approval.

442 Child Development II 1/4 credit; elective for 11, 12
Students who have taken Child Development and want to pursue further advanced study in the field may take this course with departmental approval. Students will be scheduled to meet during the time the introductory course is being offered, but their class time will be a combination of on-site experience, observation, portfolio development, and independent study in areas that are essential to preparation for these careers.
Prerequisite: At least a B in Child Development and written departmental approval.

***Student may enroll in Independent Studio more than once, with written departmental approval.

HEALTH

102 Current Issues in Health 1/4 credit; required for 9

This course will address topics related to personal health. Students will formulate appropriate response behaviors to nutrition, eating disorders, mental health, addictions, communication, relationships, personal safety, and sexuality. Understanding and applying healthy choices and a positive self-concept will be addressed.

312 First Aid 1/4 cr.; elective for 9, 10, 11, 12

The intent of this course is to help students feel more confident of their ability to act appropriately in the event of an emergency before medical help arrives. Students who successfully complete this course will receive American Red Cross certification in Standard First Aid and CPR/AED-Adult and Child plus infant CPR.

MATHEMATICS

Note: Several courses require a programmable graphing calculator. If purchasing a new calculator, a TI-84 Plus or TI-84 Plus Silver is recommended for the memory capacity and features.

120 Foundations of Algebra A - Fall 1/2 credit; for 9, 10, 11, 12
122 Foundations of Algebra B - Spring 1/2 credit; for 9, 10, 11, 12

Students use reasoning and discovery to learn basic skills and concepts of Algebra in a problem-solving environment. Basic skills include operations with integers and variable expressions, solving and graphing linear equations, and solving systems of linear equations. Time will be spent in having students develop problem-solving skills and in having students make numerical, graphical, and algebraic connections in their work. Analysis of linear functions, as well as an introduction to other types of functions, and work with ratios will prepare students for additional work in subsequent math courses.
Designed for the students who are not ready to take a full year of Algebra I. Students will cover the topics in the first half of the regular Algebra I course with more time taken to develop topics, practice new skills, and review material. Does not meet the requirements for entering Geometry. This course is divided into two semesters to be taken in the same year.

124 Foundations of Algebra C - Fall 1/2 credit; for 9, 10, 11, 12
126 Foundations of Algebra D - Spring 1/2 credit; for 9, 10, 11, 12

Students use reasoning and discovery to learn basic skills and concepts of Algebra in a problem-solving environment. Basic skills include operations with integers and variable expressions, factoring of polynomials, solving linear and quadratic equations and inequalities, and solving systems of linear equations. Time will be spent in having students develop problem-solving skills and in having students make numerical, graphical, and algebraic connections in their work. Analysis of linear and quadratic functions, as well as an introduction to other types of functions, work with ratios, square roots, and absolute value will prepare students for additional work in subsequent math courses.
Designed for students who have taken Foundations of Algebra A. Students will essentially cover the topics in the second half of the regular Algebra I course with more time taken to develop topics, practice new skills, and review material. This course is divided into two semesters that must be taken in the same year.
Prerequisite: Foundations of Algebra A (full year) or department approval.

130 Algebra IA - Fall 1/2 credit; for 9, 10, 11, 12
132 Algebra IB - Spring 1/2 credit; for 9, 10, 11, 12

This course aims to deepen and extend student understanding built in previous courses by focusing on developing fluency with solving linear equations, inequalities, and systems of equations; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically, and verbally; and using regression techniques to analyze the fit of models to distributions of data. This course is divided into two semesters that must be taken in the same year.

208 Foundations of Geometry 1/2 credit; for 11, 12

This course is designed to teach students the basic concepts of geometry with emphasis on where and how these concepts are used in everyday life. Basic concepts include identifying geometric shapes and figures; finding perimeter, area, and volume of simple geometric figures; identifying similar and congruent geometric figures and exploring their relationships; finding missing pieces of right triangles using trigonometric functions and the Pythagorean Theorem; using rigid transformations of reflection, rotation, and translation; and exploring relationships of parallel lines. A review of basic concepts of Algebra is inherent in this course. Does not meet the requirements for entry into Algebra II.
Prerequisite: Foundations of Algebra AB (full year) and Foundations of Algebra CD (full year), and written department approval.

220 Geometry Standard A - Fall 1/2 credit; for 9, 10, 11, 12
222 Geometry Standard B - Spring 1/2 credit; for 9, 10, 11, 12

This course emphasizes several big ideas in an integrated algebra/ geometry context. The key concepts addressed in this course are transformations and symmetry, relationships between figures, properties of plane figures, measurements of plane figures, measurements of three-dimensional shapes, tools for analyzing and measuring shapes, investigation and proof, geometric construction, algebra, right-triangle trigonometry, and probability. Derivation and applications of the Laws of Sines and Cosines and of inverse trig functions are also studied. The course is structured around problems and investigations that build spatial visualization skills, conceptual understanding of geometry topics, and an awareness of connections between different ideas. Lessons are structured for students to collaborate actively by working in study teams. This course is divided into two semesters that must be taken in the same year.
Prerequisite: Algebra I (full year).

224 Geometry Honors A - Fall 1/2 credit; for 9, 10, 11, 12
226 Geometry Honors B - Spring 1/2 credit; for 9, 10, 11, 12

Students enrolled in honors geometry will be placed in a standard geometry classroom and will be expected to participate in regular classroom activities and complete assignments for the standard geometry course. Additional work will also be assigned, both in class and as homework, to allow students to explore some of the topics being studied at a deeper level. Honors geometry students will also have a research/writing project to do each quarter, and assessments will include alternate problems at a more challenging level. Honors geometry students will at times work in groups of honors students, and at times will work in groups containing standard and honors students. This course is divided into two semesters that must be taken in the same year.
Prerequisite: At least a B in Algebra I (full year) and written departmental approval.

320 Algebra II Standard A - Fall 1/2 credit; for 9, 10, 11, 12
322 Algebra II Standard B - Spring 1/2 credit; for 9, 10, 11, 12

Students use reasoning and discovery to learn more advanced skills and concepts of algebra in a problem-solving environment. Students will study various types of functions including polynomial, logarithmic, exponential, and trigonometric functions. Students also develop algebraic skills to work with rational expressions and to solve a variety of equations and inequalities. Discrete math topics of matrices, statistics, and sampling are included in the course, along with and introduction to series. A programmable, graphing calculator is required. (See note at the beginning of this section.) This course is divided into two semesters that must be taken in the same year.
Prerequisite: Algebra I (full year) and Geometry (full year).

324 Algebra II Honors A - Fall 1/2 credit; for 9, 10, 11, 12
326 Algebra II Honors B - Spring 1/2 credit; for 9, 10, 11, 12

Students enrolled in Honors Algebra II will be placed in a standard Algebra II classroom and will be expected to participate in regular classroom activities and complete all assignments for the standard Algebra II course. Additional work will also be assigned, both in class and as homework, to allow students to explore some of the topics being studied at a deeper level. Honors Algebra II students will also have a research/writing project to do each quarter and assessments will include alternate problems at a more challenging level. Honors students will at times work in groups of honors students, and at times will work in groups containing standard and honors students. A programmable, graphing calculator is required. (See note at the beginning of this section.) This course is divided into two semesters that must be taken in the same year.
Prerequisite: At least a B in Geometry (full year) and written departmental approval.

340 Statistics I 1/2 credit; elective for 11, 12

This semester course will cover the topics most often found in the first half of introductory statistics courses taught in departments of statistics or mathematics at the college level. The three areas of study are 1) exploring data through patterns 2) planning a study by deciding what/how to measure and 3) producing models by using probability theory and simulations. A programmable, graphing calculator is required. (See note on page 26) Scheduled concurrently with AP Statistics I.
Prerequisite: Algebra II (full year).

341 AP Statistics A - Fall 1/2 credit; elective for 11, 12
342 AP Statistics B - Spring 1/2 credit; elective for 11, 12

Through reasoning and discovery, students will learn the topics found in an introductory statistics course taught at the college level. The first semester focuses on the following three areas of study are 1) exploring data through patterns, 2) planning a study by deciding what/how to measure, and 3) producing models by using probability theory and simulations. The second semester expands these concepts as well as developing inferential statistics methods and confirming models. The course will provide the necessary background for the Statistics Advanced Placement Examination which will be administered in mid-May. Students who successfully complete the course and examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. This course differs from Statistics I in that it is part of an approved AP course. Assessments are more rigorous and more heavily weighted than in Statistics I, and additional AP-style practice problems will be assigned frequently throughout the semester. AP Statistics is weighted. A programmable, graphing calculator is required.
Prerequisite: C or better in Algebra II (full year).
May be taken for Dual-Enrollment Credit with Eastern Mennonite University.

420 Pre-Calculus A - Fall 1/2 credit; elective for 11, 12
422 Pre-Calculus B - Spring 1/2 credit; elective for 11, 12

Students learn to solve logarithmic, exponential, and trigonometric equations and are introduced to the concept of mathematical modeling using these equations. Area under the curve is explored as a precursor to integration in calculus. In Pre-Calculus B, students continue their study of topics in Pre-Calculus A as well as studying vectors, polar coordinates, and parametric equations. Students do further study of arithmetic and geometric sequences and series as well as begin to explore the concepts of limit and rate of change in preparation for working with derivatives in calculus. A programmable, graphing calculator is required. (See note at the beginning of this section.)
Prerequisite: C or better in Algebra II (full year).

523 AP Calculus AB A - Fall 1/2 credit; elective for 11, 12
525 AP Calculus AB B - Spring 1/2 credit; elective for 11, 12

Studies in elementary functions, differential calculus, and integral calculus will provide the necessary background for the Calculus AB Advanced Placement Examination which will be administered in mid-May. A programmable, graphing calculator is required. (See note at the beginning of this section.) This course is divided into two semesters that must be taken in the same year.
Prerequisite: At least a C in Pre-Calculus A and B.
May be taken for Dual-Enrollment Credit with Eastern Mennonite University.

526 AP Calculus BC 1/2 credit; elective for 11, 12

Students will review topics in differential and integral calculus from the Calculus AB course, as well as study the additional topics in the Calculus BC curriculum. The topics include derivatives of parametric and polar equations, arc length of parametric and regular functions, areas of polar graphs, integration by parts and partial fractions, various convergence/divergence tests for power series, and Maclaurin polynomials and Taylor polynomials and series. A programmable, graphing calculator is required. (See note at the beginning of this section.)

Prerequisite: At least a C in Calculus AB (full year).

The following courses are also listed in the Business Department and can be applied to Math requirements for graduation. Students should arrange this with their guidance counselor.

216 Personal Finance 1/2 cr.; elective for 10, 11, 12

This course is designed to help students transition into the financial responsibilities of adulthood. Students are challenged to integrate faith values into stewardship decisions, including, career path, budgeting, purchasing, and investing. Goal setting and applying cost benefit analysis will be emphasized. Responsibilities concerning debt, career choice, savings, housing, and transportation options will be included. Consumer math skills will be applied as a component of decision making.

Prerequisite: At least a C in Foundations of Algebra A and B or at least a C in Algebra I.

220 Foundations of Accounting 1/2 cr.; elective for 10, 11, 12

Basic principles of double entry accounting are taught. Emphasis is placed on the accounting cycle, with an introduction to special journals and ledgers. A project and practice sets are used to give practical experience. The course is recommended as an elective, particularly for those interested in careers in accounting, business, or economics.

Prerequisite: At least a C in Foundations of Algebra A and B or at least a C or higher in Algebra I.

MUSIC

112 Basic Music 1/4 cr.; elective for 9, 10, 11, 12

Students will examine the role of music in their lives. They will demonstrate knowledge of basic musical concepts and terminology used to listen to and analyze music. Students will develop their listening skills and become acquainted with a variety of musical styles. Classroom learning will be oriented around several major projects. This course is designed for students who have had limited musical instruction.

117 Chorale 1/2 credit; elective for 9, 10

This choir will concentrate on tone building, pitch matching, individual confidence, sight-singing, and performance standards and will participate in at least one major concert each semester. Repertoire will be chosen from a variety of styles and traditions. Periodically, aspects of music history and theory will be studied. This course may be repeated.

120 Class Guitar I 1/4 cr.; elective for 9, 10, 11, 12

For beginners only. Emphasis on playing the guitar with coverage of its history. Students will learn the major and minor chords, strumming and picking techniques, and note reading.

128 Class Voice 1/4 cr.; elective for 9, 10, 11, 12

An in-depth study of the mechanics of vocal production. Emphasis will be placed upon the development of breath support, resonance of tone, proper diction, performance practices, and musicianship. This course may be repeated.

134 Orchestra – Yearlong 1/2 cr.; elective for 9, 10, 11, 12

Students who play a string instrument will build skills in ensemble playing, tone production, intonation, sight-reading, technical and musical playing. Students will participate in at least one major concert each semester. Repertoire will be chosen from a variety of styles and time periods. Periodically, aspects of music theory and history will be studied. This course may be repeated.

135 Concert Band – Yearlong 1/2 cr.; elective for 9, 10, 11, 12

Students who play a wind or percussion instrument will build skills in ensemble playing, tone production, intonation, sight-reading, technical and musical playing. Students will participate in at least one major concert each semester. Repertoire will be chosen from a variety of styles and time periods. Periodically, aspects of music theory and history will be studied. This course may be repeated.

140 Class Piano 1/4 cr.; elective for 9, 10, 11, 12

This course is designed for beginner level piano students. This class, which will meet in the music lab, will focus on note reading, rhythmic counting, scale and chord study, performance preparation, and composition. This course may be repeated.

220 Class Guitar II 1/4 cr.; elective for 9, 10, 11, 12

As a second level of guitar instruction, Class Guitar II is intended for students who have already taken Class Guitar or who have had six months or more of private guitar instruction. The class will be performance oriented.

310 Advanced Music 1/4 cr.; elective for 10, 11, 12

This course is designed for students with previous musical experience. Emphasis will be placed upon music theory, composition, and conducting. The AP Music Textbook, Hymnal: A Worship Book, and notation software will be used as resources. As one part of the course, students will choose to work independently on their chosen track of vocal technique, instrumental improvisation, and/or composition. This is not a performance-based class, although performing opportunities may emerge for the musicians.
Prerequisite: One music elective offered at Dock

312 Concert Choir 1/2 cr.; elective for 11, 12

This ensemble will perform at the Fall and Christmas concerts during first semester. Repertoire will be chosen from a variety of styles and traditions.

314 Touring Choir 1/2 cr.; elective for 11, 12

Touring Choir is an auditioned ensemble that performs in a variety of settings throughout the spring semester. The choir participates annually in the Mennonite Schools Council (MSC) Choir Festival and periodically tours throughout the United States and abroad.

PHYSICAL EDUCATION

At the heart of Dock's physical education program is physical fitness. Freshmen will be introduced to the Longacre Fitness Center in the first weeks of class. In grades 9 and 10, students will be introduced to several core sport activities, while continuing to use the Fitness Center. In grades 11 and 12, students will take three electives along with one quarter of either Advanced Physical Fitness or Outdoor Adventure. Fitness test results will be maintained for each student on a personal fitness record which will be used for individual goal setting. All physical education classes are co-educational.

102 PE I — 1/4 credit; required for 9, 10
This course will cover the fundamental elements of physical fitness, tennis, speedball, and recreational games.

104 PE II — 1/4 credit; required for 9, 10
This course will cover the fundamental elements of badminton, pickleball, volleyball, racquetball, and team handball, combined with use of the Longacre Fitness Center.

202 PE III — 1/4 credit; required for 9, 10
This course will cover the fundamental elements of basketball, floor hockey, and indoor recreational games, combined with use of the Longacre Fitness Center.

204 PE IV — 1/4 credit; required for 9, 10
This course will cover the fundamental elements of golf, soccer, field hockey, and lacrosse, combined with use of the Longacre Fitness Center.

Juniors and Seniors may choose from the following electives, with these parameters:

- One quarter of Advanced Physical Fitness or Outdoor Adventure is required.
- No classes may be duplicated.

335 Flag Football — 1/4 credit; elective for 11, 12
This course will cover the basic techniques of passing, catching, blocking, and kicking used in the game of football. Participants will learn defensive and offensive tactics for playing flag football.

346 Mindful Movement — 1/4 cr.; elective for 10, 11, 12
This course integrates yoga, Pilates, line dancing, and a variety of fitness tools such as mats and balls to promote holistic well-being. Students will explore stress management, breathing techniques, rehabilitation exercises, and focus on developing strength, flexibility, and overall body awareness through mindful movement practices, creating a foundation for lifelong physical and mental health.

358 Recreation Games 1/4 credit; elective for 11, 12
This course will cover different aspects related to recreation games, from the learning perspective and the teaching perspective.

360 Soccer 1/4 credit; elective for 11, 12
This course will cover individual fundamental techniques, history of soccer, and soccer officiating.

362 Leadership in Sport 1/4 credit; elective for 11, 12
The scope of this course will cover both active participation in sport/recreation activities and leadership elements of these activities. Time will also be spent viewing these sport/ recreation activities from the perspectives of a coach, team captain, and referee.

364 Advanced Physical Fitness 1/4 credit; required for 11 or 12
This course is designed to build on the elements learned in freshmen and sophomore physical education classes. Emphasis will be placed on exercise, nutrition, stress management, along with advanced cardiovascular fitness and personal training techniques. This requirement can also be met with the Outdoor Adventure elective.

366 Volleyball 1/4 credit; elective for 11, 12
This course will cover the rules, skills, and strategies of the game of volleyball.

368 Basketball 1/4 credit; elective for 11, 12
This class will cover the fundamental strategies and rules of basketball.

372 Badminton 1/4 credit; elective for 11, 12
This course will cover the basic rules, techniques, and strategies of badminton.

374 Tennis 1/4 credit; elective for 11, 12
This course will cover the rules, skills, and strategies of the game of tennis.

376 Outdoor Adventure 1/4 cr.; meets Ad. Phys req. for 11, 12
This course will cover outdoor recreation, biking, hiking, camping, nutrition, and physical fitness. Students need access to a bike to take this class.

SCIENCE

To gain a broad understanding of science, all Dock students must complete at least 3.5 credits in the following areas:

One credit in Biology or Honors Biology (grade 9)
One credit in Foundational Chemistry, Chemistry, or Honors Chemistry (grade 10)
One credit in Foundational Physics, Physics, or AP Physics I (grade 11, 12)
**One-half credit in Environmental Science or AP Environmental Science (grades 11, 12)

Please note science and math prerequisites when choosing courses. Honors courses are open to any student who meets the prerequisites. The following examples show typical progression.

Grade 9	Grade 10	Grade 11/12
Biology A Biology B Biology A Honors* Biology B Honors*	Foundational Chemistry A Foundational Chemistry B Chemistry A Chemistry B Chemistry A Honors* Chemistry B Honors *	Foundational Physics A Foundational Physics B Physics A Physics B AP Physics A* AP Physics B* Environmental Science AP Environmental Science A* AP Environmental Science B* AP Biology A* AP Biology B*

*weighted course

Courses that meet graduation requirements:

101 Biology A - Molecules to Organisms: Structures and Processes 1/2 credit; required for 9

Understanding our world as God's creation, this class helps students develop an answer to the question, "How do organisms live and grow?" through the core ideas of Structure and Function, Growth and Development of Organisms, and Organization for Matter and Energy Flow in Organisms. These are explored primarily at the cellular and system levels. The course will build on the Science and Engineering Practices of Developing and using Models, Planning and Carrying Out Investigations, and Constructing Explanations and Designing Solutions.

111 Biology A Honors - Molecules to Organisms: Structures and Processes 1/2 cr.; req. for 9
Understanding our world as God's creation, this class helps students develop an answer to the question, "How do organisms live and grow?" through the core ideas of Structure and Function, Growth and Development of Organisms, and Organization for Matter and Energy Flow in Organisms. These are explored primarily at the cellular and system levels. The course will build on the Science and Engineering Practices of Developing and using Models, Planning and Carrying Out Investigations, and Constructing Explanations and Designing Solutions. The honors level Biology follows the same topics as the Biology course, with a greater level of independent inquiries and more in-depth studies and content. This course is recommended for students who wish to pursue science or medicine at the college level and have done primarily "A" level work in middle school. This course runs concurrently with a standard Biology A course.
Prerequisite: Completed or currently in Algebra I; written departmental approval following application (available at www.dock.org).

103 Biology B - Continuity, Unity, and Diversity 1/2 cr.; req. for 9
Understanding our world as God's creation, this class helps students develop answers to the questions "How are characteristics of one generation passed to the next while individuals within a species are different?" "How and why do organisms interact with their environment?" and "What evidence shows that different species are related?" The course will focus on the genetic makeup of all life, how genetic variations lead to adaptations and evolutions and how that diversity makes ecosystem work in balance and maintain homeostasis. It will explore the energy flow throughout the ecosystems and will also explore how that process may be changed by human and natural disturbances. The course will build on the Science and Engineering Practices of Developing and using Models, Planning and Carrying Out Investigations, and Constructing Explanations and Designing Solutions.
Prerequisite: To be taken after Biology A.

113 Biology B Honors - Continuity, Unity, and Diversity 1/2 credit.; req. for 9
Understanding our world as God's creation, this class helps students develop answers to the questions "How are characteristics of one generation passed to the next while individuals within a species are different?" "How and why do organisms interact with their environment?" and "What evidence shows that different species are related?" The course will focus on the genetic makeup of all life, how genetic variations lead to adaptations and evolutions and how that diversity makes ecosystem work in balance and maintain homeostasis. It will explore the energy flow throughout the ecosystems and will also explore how that process may be changed by human and natural disturbances. The course will build on the Science and Engineering Practices of Developing and using Models, Planning and Carrying Out Investigations, and Constructing Explanations and Designing Solutions. The honors level Biology follows the same topics as the Biology course, with a greater level of independent inquiries with more in-depth studies and content. This course is recommended for students who wish to pursue science or medicine at the college level and have done primarily "A" level work in middle school. This course runs concurrently with a standard Biology B course.
Prerequisite: To be taken after Biology A.

216 Foundational Chemistry A (**offered in 2024-25**) 1/2 cr.; meets Chem. req. for 10
218 Foundational Chemistry B (**offered in 2024-25**) 1/2 cr.; meets Chem. req. for 10

This course is a study of chemical concepts related to issues in today's world. Student-oriented activities and laboratory exercises will be used to study atomic and molecular structure, the periodic table, chemical reactions and equations, states of matter, and energy-matter relationships.
Prerequisite: Written departmental approval. Can be taken 10, 11, or 12 grade.

222 Chemistry A 1/2 cr.; meets Chem. req. for 10
228 Chemistry B 1/2 cr.; meets Chem. req. for 10

This course is a traditional study of matter and how it changes. This scientific approach to chemistry includes units on atomic and molecular structure, chemical equations, the mole and stoichiometry, states of matter, gas laws, kinetic theory, oxidation-reduction reactions, and pH.
Prerequisite: Biology, Algebra 1.

232 Chemistry A Honors 1/2 cr.; meets Chem. req. for 10
234 Chemistry B Honors 1/2 cr.; meets Chem. req. for 10

This rigorous chemistry curriculum emphasizes critical thinking skills. It is intended for the student who is an independent worker with solid reading comprehension and retention skills. This course includes units on the mole, stoichiometry, molecular structure, bonding, chemical equation, gas chemistry, liquid chemistry, acid-base relationships, energy-matter relationships, and oxidation reduction reactions. There is minimal review of previously taught concepts. This course runs concurrently with a standard Chemistry course.
Prerequisites: At least a C in Honors Biology or a B in Biology; at least a B in Algebra I; Written departmental approval following application (available at www.dock.org).

332 Environmental Science 1/2 credit; required for 11, 12

This course focuses on earth systems and limited natural resources (water, air, soil and energy). Time will be spent exploring the consequences of students' consumer and consumption choices and how these choices fit into a Biblical worldview of stewardship and justice.

404 Foundational Physics A (**not offered in 24-25**) 1/2 credit.; meets Physics req. for 11,12
406 Foundational Physics B (**not offered in 24-25**) 1/2 credit; meets Physics req. for 11,12

Physics involves the study of objects and their properties. This course builds a foundation for understanding physics. Topics include the role of force, motion, and energy, and explores sound light, electricity, and magnetism. This course is recommended for students in grade 10 who have completed Foundations of Algebra A.
Prerequisite: Chemistry and written department approval. Can be taken 10, 11, or 12 grade.

420 Physics A 1/2 credit; meets Physics req. for 11, 12
422 Physics B 1/2 credit; meets Physics req. for 11, 12

This course is a traditional study of the physical universe including motion, waves, sound, light and subatomic matter. During this class, the student will develop an understanding of how the natural world works as well as further development of critical thinking and analytical skills. Topics include Kinematics, Dynamics, Circular Motion, Rotation, Energy, Sound, Light and Quantum, Relativity and Theoretical Physics.
Prerequisite: Algebra II or concurrently taking Algebra II.

514 AP Biology A (**offered in 24-25**) 1/2 credit; meets Env. req. for 11, 12
516 AP Biology B (**offered in 24-25**) 1/2 credit; meets Env. req. for 11, 12

This college-level course provides students with an opportunity to develop a conceptual framework for modern biology, emphasizing applications of biological knowledge and critical thinking to environmental and social concerns. AP Biology meets the Environmental Science requirement; students should not sign up for both.
Prerequisite: Biology or Honors Biology, Chemistry or Honors Chemistry and written departmental approval. **May be taken for Dual-Enrollment Credit with Eastern Mennonite University, pending approval from EMU.**

522 AP Physics A (**not offered in 24-25**) 1/2 credit; meets Physics req. for 11, 12
524 AP Physics B (**not offered in 24-25**) 1/2 credit; meets Physics req. for 11, 12

This Algebra-based course is equivalent of the first semester of an introductory, algebra-based Physics college course. The course is designed to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Students have time to master foundational physics principles while engaging in science practices to earn credit or placement.
Prerequisite: Algebra II.

544 AP Environmental Science A 1/2 cr.; meets Env. req. for 11, 12
546 AP Environmental Science B 1/2 cr.; meets Env. req. for 11, 12

This is a college-level science course which aims to equip students with the necessary vocabulary, laboratory techniques, thought-patterns, and study skills necessary for college-level material. This course mirrors a first semester college environmental science course and is intended for students who are seriously considering the pursuit of a science-based major in their higher education. This course emphasizes and reinforces many of the concepts that students have learned in their early years of science, adding layers of depth and complexity to the interdisciplinary field of environmental science. Areas of study include earth systems, the living world, population, land and water use, energy resources and consumption, pollution, global change, and environmental ethics. Students who take this course are expected to take the AP Environmental Science exam in the spring after completing the course. AP Environmental Science meets the Environmental Science course requirement.
Prerequisite: Written departmental approval; Honors course level experience is recommended.

Science Electives: Do not meet Science graduation requirements. These electives are offered on an alternating year schedule.

205 Electricity and Electronics Projects (**not offered in 24-25**) 1/4 cr.; elective for 9, 10, 11, 12
Elementary electricity and electronics theory will be studied. Some basic kits and electronic devices will be built by all students. As a culminating project, students will build electronic devices such as power supplies, photoelectric switches, and digital components.

206 Forensics Trace Evidence (**not offered in 24-25**) 1/4 cr.; elective for 9, 10, 11, 12
Who is responsible for….? Forensic science is a broad term that encompasses several disciplines, each having sub-specialties. This course will focus on physical evidence that is left at a crime scene. Each week this hands-on class will explore a different forensic topic through interactive lessons and lab activities. Students will learn about different aspects of forensic science from careers involved to trace evidence that could be found at a crime scene. The class will include individual projects and lab analysis culminating with a final crime scene.

208 Forensic Anthropology (**offered in 24-25**) 1/4 cr.; elective for 9, 10, 11, 12
How did this person die….? Forensic science is a broad term that encompasses several disciplines, each having sub-specialties. This course will focus on evidence on the body that is left at a crime scene. Each week this hands-on class will explore a different forensic topic thru interactive lessons and lab activities. Students will learn about different aspects of forensic science from careers involved to how the time of death and inspection of the body can lead to reconstruction of what happened for use in court. The class will include individual projects and lab analysis culminating with a final crime scene report.

224 Introduction to Astronomy (**offered in 24-25**) 1/4 cr.; elective for 9, 10, 11, 12
Astronomy is the study of the universe. In this class, focus is placed on the overall design of the universe and how our understanding of that design has developed through history. Topics include observational astronomy, the formation of galaxies, stars, and our solar system. Known and unknown compositions of the universe are discussed.

230 Farm-to-Table Science: Cultivating Sustainable Food Systems (**not offered in 24-25**)
1/4 credit; elective for 9-12
Embark on a hands-on food-focused adventure! Grow your own food and explore the fascinating world of animal, plant, and food sciences. Delve into research that's shaping the future of agriculture. Get off campus and visit local farms, florists, and agri-businesses in our community, gaining firsthand insights into the challenges of sustainability in farming. Throughout the duration of the course, students select and actively engage in a class project, such as raising chickens or growing produce. The course culminates in a class meal featuring food grown and harvested by students.

320 Human Anatomy and Physiology 1/2 credit; elective for 11, 12

The study of anatomy and physiology presents students with the challenge of understanding anatomical structures and how these structures work as parts of intricate systems to form a functioning human. This course is designed as a foundation for students interested in learning how humans function, and also for those interested in entering future study fields of medicine, biology, physical therapy, and other related fields. A major part of the course will involve development of dissection techniques with a preserved mammalian species. Prerequisite: Biology.

326 21st Century Science: Big Ideas in Small Places (**offered in 24-25**)

1/4 cr.; elect. for 10, 11, 12

This hands-on course is centered on laboratory experiments and activities. Career exploration and ethical considerations within these emerging fields will be discussed. Students will explore biotechnology through lab experiments to replicate DNA, isolate proteins, and identify genetically modified foods (GMO). The experiments in nanotechnology will introduce students to a field of science that is changing the nature of almost every human-made object in this and future centuries. It is happening more quickly than people realize and is opening a new list of scientific careers. This course does not have a prerequisite and therefore is open to all juniors and seniors interested in exploring these science fields.

**The Environmental Science requirement can also be met with 514 and 516 AP Biology I and II.

SOCIAL STUDIES

Required Course Sequence							
Grade 9	**Credit**	**Grade 10**	**Credit**	**Grade 11**		**Grade 12**	**Credit**
World Cultures I	¼	U.S. History I	½	Social Issues	¼	Global Eras	½
World Cultures II	¼	U.S. History II	½	Conflict Resolution	¼	U.S. Govt./ AP U.S. Govt.	¼ / ½
World Cultures III	¼			Choices for Global Citizens	¼	Economics/AP Macroeconomics	¼ / ½

120 World Cultures I 1/4 credit; required for 9

This course is designed to introduce students to the broad sweep of the development of human culture and world civilizations. We will explore the many factors that came together to create what we call "civilization." This chronological historical survey will focus on social, religious, political, and economic systems. It will include a look into the development of philosophy, technology, and the arts. Students will engage in geographical studies to enhance their understanding of the development of human history.

140 World Cultures II 1/4 credit; required for 9

This course continues the in-depth historical study of geographical regions from World Cultures I and familiarizes students with the many and varied cultures of the contemporary world. The course will celebrate the diversity of human culture and seek to identify cultural attitudes, behaviors, and values (worldview) within culture that result in misunderstandings across cultures. The student will be challenged to answer the question of why today's world is the way it is.

160 World Cultures III 1/4 credit; required for 9

This course will explore the effects of the global interconnectedness of our modern world. Students will be enabled to identify and articulate their "world view." The course is designed to be an introduction to basic concepts of macroeconomics. Students will research the impact of the global economy on the environment, human health, and material disparity. Case studies will be utilized, and simulations will play a major role in the educational process.

220 U.S. History I 1/2 credit; required for 10

A survey of U.S. history from the Colonial Era through 1900. The growth of the United States as a multi-cultural society will be examined giving careful attention to the place of Native Americans, Africans, and other non-European peoples. Throughout the study, the local dimension will be given consideration. The period of colonialism followed by the development of a new nation will be highlighted. The course will review the period of Civil War and Reconstruction and examine the growing industrialization of the United States and territorial expansion.

240 U.S. History II 1/2 credit; required for 10

This course examines developments in U.S. history from the turn of the 20th century to the present. The course explores the implications of the emergence of the United States as an industrial giant and world power, the involvement of the U.S. in World War I, the causes of the Great Depression and governmental responses, the cause and effect of World War II, and the impact of the cold war on American policy. Added emphases include issues related to economic conditions, political trends, immigration, minorities' rights, cultural change, environmental and consumer concerns, and the role of the United States in today's world.

310 Social Issues 1/4 credit; required for 11

A seminar class centered around student research projects on a social issue culminating in a class presentation. Students will examine the causes, nature, and impact of various issues and evaluate the efforts of individuals, institutions, and the government to deal with these problems. The course challenges students to develop a personal sense of responsibility that translate into social action. Includes a three-day, group study/service experience in Washington, D.C.

320 Conflict Resolution 1/4 credit; required for 11

This course will give students the opportunity to learn how to resolve their differences peacefully and help them develop effective ways of living and working together. This course will emphasize making personal connections to the skills and concepts of conflict resolution. The course will include self-reflection through observation, writing, reading, role play and discussion.

324 Choices for Global Citizens 1/4 credit; required for 11

This course will focus on three areas of significant world interest. The curriculum units will include material developed by Brown University's Watson Institute for International Studies. Background reading, primary sources and role-play exercises will help students think critically and examine topics from a variety of perspectives. At least two of the three units in the course will examine international topics.

414 U.S. Government 1/4 credit; required for 12

This course will survey the government of the United States focusing on the federal system and the three branches of the national government: executive, legislative, and judicial. Students will practice media literacy skills through current event assignments. Attention is given to responding to government in the context of the priorities of Jesus.

420 Economics 1/4 credit; required for 12

This course will focus on macroeconomic concepts. Exploration of economic systems, markets, the role of government, and the global economy is included. Students will explore how our faith intersects with current economic issues.

424 Global Eras 1/2 credit; required for 12

This course focuses on world history from the 1500s to the present. Of particular interest will be the European Age of Exploration, The Enlightenment, Industrial Revolutions, and European imperialism and colonialism. Attention will be given to how these movements shaped the modern world for both European and non-European civilizations.

550 AP U.S. Government 1/2 cr.; meets U.S. Govt. req. for 11, 12

This Advanced Placement level course provides a framework for understanding the purposes, principles, and practices of American Government as established by the United States Constitution. Students examine their rights and responsibilities as citizens and explore ways to exercise these in the context of Christian faith. Meets the U.S. Government requirement.

552 AP Macroeconomics 1/2 cr.; meets Econ. req. for 11, 12

This Advanced Placement level course provides a framework for understanding basic macroeconomic concepts and issues. Economic concepts, measurements of economic performance, prices, the financial sector, stabilization policies (fiscal policy) and international trade and finance will be the main topics examined. Students will examine their rights and responsibilities as economic decision makers and explore ways of applying their Christian faith to stewardship of scarce resources. Meets the Economics requirement.

SPANISH

114 Spanish IA-Fall 1/2 credit; elective for 9, 10, 11, 12
116 Spanish IB-Spring 1/2 credit; elective for 9, 10, 11, 12
This course introduces the students to the language and cultures of Spain and Latin America. Students will begin building skills in the four basic areas of listening, speaking, reading, and writing, using grammatical sequences consistent with the novice level. Pronunciation guidelines will be presented as a tool for proper communication. This course is divided into two semesters to be taken in the same year.

214 Spanish IIA-Fall 1/2 credit; elective for 9, 10, 11, 12
216 Spanish IIB-Spring 1/2 credit; elective for 9, 10, 11, 12
Students will review Spanish I content and will begin learning intermediate level material. Integration of the four basic skills of listening, speaking, reading, and writing will be expanded, using grammatical sequences consistent with the intermediate level. This course is divided into two semesters to be taken in the same year.
Prerequisite: At least a C or better in Spanish I (full year) or passing the equivalent of the Spanish I final exam with a grade of C or better (as administered by the Spanish Department Chair).

312 Spanish III 1 credit; elective for 10, 11, 12
This course continues the development of the four basic skills of listening, speaking, reading, and writing. Additional advanced grammar concepts will be introduced; the subjunctive tense is emphasized. Students will discuss topics in detail and will begin to grasp abstract concepts in thought and expression. Students will be exposed to a variety of Spanish literary works and may have the opportunity to participate in cross-cultural experiences.
Prerequisite: At least a C average in Spanish II.

414 AP Spanish IV – Language and Culture 1 credit, elective for 11, 12
This course provides students with opportunities to develop language proficiencies across the three modes of communication: interpretive, interpersonal, and presentational. Students learn about culture using authentic materials that are representative of the Spanish-speaking world. These materials include online, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, magazines, and newspaper articles. The course is conducted exclusively in Spanish. Students who are not enrolled in Dual-Enrollment Credit with Eastern Mennonite University are expected to take the Advanced Placement Spanish Language and Culture Examination in May. A summer reading requirement is included.
Prerequisite: At least a C in Spanish III and written department approval.

514 AP Spanish V – Literature 1 credit; elective for 11, 12

This course integrates the study of current and classic Hispanic literature. Major literary works will be studied, including examples of short stories, novels, drama, and poetry. Students will trace the history of Spanish prose from the medieval period, the Golden Age, to the 19th century and 20th century. Students will acquire the necessary skills for the Spanish Literature Advanced Placement Examination which will be administered in May. A summer reading requirement is included.

Prerequisite: At least a C in Spanish IV and written departmental approval.

NORTH MONTCO TECHNICAL CAREER CENTER INFORMATION

The following programs are available at the North Montco Technical Career Center for students who live in North Penn, Souderton, Methacton, Perkiomen Valley, and Wissahickon School Districts. Information on programs can be found at North Montco Technical Career Center / Homepage (nmtcc.org)

Agriculture and Natural Resources Careers
Construction Trades Careers
Cosmetology Careers
Engineering/Manufacturing Careers
Health and Human Services Careers
Hospitality Careers
Power & Transportation Careers
Visual Communication Careers

Students interested in technical education should see their guidance counselor during course registration for options related to their career interests and school district.

CAREER/WORK STUDY

410 Career/Work Study 1 credit per semester; elective for 12

This program offers seniors the opportunity to access the local community as an extended classroom for the study of careers and for service opportunities. Local businesses, institutions, and agencies provide the setting for individually constructed study relating to a senior's future aspirations. The plan may include paid or unpaid positions for one semester or two. The program must be consistent with the mission of Dock Mennonite Academy.

Steps to complete:

1. Submit application to the Guidance Office
2. Meet with the faculty coordinator and receive approval of plan

Students must maintain at least a "C-" in all academic courses to remain eligible for the Work Study Program and related credits.

SCHOOL INFORMATION

A Statement of Educational Philosophy

Dock Mennonite Academy understands faith and learning to be inseparable. Therefore, our educational philosophy is rooted in our faith belief.

Dock Mennonite Academy has been established to fill a servant role by assisting congregations and families in this ministry. Effective discipleship requires strong communities of learning in which the faith is embodied and fulfilled through the ways our children and young people are educated.

Educators in Mennonite schools use life experiences and sound educational principles, old and new that is in harmony with Scriptures. These principles establish that humans are born with a need to make sense of the world and to communicate with others. All of life is a classroom; persons learn in and out of school and throughout their lives. The uniquely human abilities to acquire a language to pose and solve problems, to imagine and create, are God-given gifts. Before starting school, children have already accomplished enormously complex tasks such as motor, social, and language skills. Young children's accomplishments reveal that learning is natural, social, constructive, purposeful, experimental, creative, and playful. All learning and human performance are, in varying degrees, physical, mental, social and spiritual. Separation of mind from heart or from body – dividing "intellectual" from "non-intellectual" – is false and misleading. All talents and knowledge required for living purposefully as God's people are to be valued equally.

The classroom is a community of learners whose varied gifts and needs are best nurtured through active participation and collaboration. Each teacher and student's prior knowledge, experience, and interests become resources available to the whole group. Inquiry based and collaborative activities provide opportunities for students to learn from each other as well as from the teacher and to learn the value of differences. Students and teachers alike benefit from use of the storytelling and questioning methods of Jesus, the Master Teacher. In an atmosphere of trust and mutual respect, learners explore problems and questions, selecting from a wide range of resources, learn new concepts and skills, and are encouraged to take risks, to try new ideas, and to make mistakes. Students are thus prepared for life and service in the 21st century which requires competence in using available resources in problem-solving and decision-making with others of differing backgrounds, experiences, and skills.

In our society, an emphasis on facts and reasons may lead to an arrogant view of the world as an object to be manipulated, disrespect for life, an abuse of power, and misapplication of knowledge. In Mennonite schools, faith and learning are inseparable. In these settings, learners accumulate and use information, facts, and theories to reason, pose and explore problems. This leads to reflection on how knowledge fits God's purposes for the world, along with the need for personal transformation in order to accomplish God's purposes. Education is thus far more than just preparation for job skills that satisfy the needs of production, consumption, and technology. When faith and learning are unified, persons are called to an ethic of care and love whereby they seek understanding, find their identity in God's story of humanity, develop interest in maintaining God's creation, and grow in love of God and each other.

Educators are expected to affirm God's unconditional love which transforms the knowledge they teach, the methods they use to teach, and their relationships with the students they teach. They model discipleship, speak confidently yet humbly about their faith, and value each student's spiritual journey. Finally, they promote responsible discipleship, peacemaking, and service in a global society.

Mennonite schools are privileged to be in a supportive relationship with families, congregations, and conferences. This relationship is essential to the life of the school and will be strengthened as individuals from these various settings dialogue together in an ongoing search for a harmonious integration of faith, learning, and life.

Approved by the Dock Mennonite Academy, Board of Directors – December 19, 2017

Historical/Theological Perspectives

While Dock Mennonite Academy recognizes that who we are is defined as much by how we live as by what we profess, we acknowledge these beliefs as important to us.

We share with the ancient Hebrews an understanding of God as holy and sovereign. We accept the Old Testament as the beginning of the story of God's seeking and preserving a faithful people for Himself. We share the vision of the prophets of Israel who taught that God would one day bring about an unending rule of justice and peace through His Messiah.

We accept the New Testament as the account of the fulfillment of God's plan to include as His people those of every race and nation who choose to live under the rule of His Son, Jesus Christ. With the apostles and other early followers of "the way," we acknowledge Jesus as Messiah, Lord, and Savior.

We accept the Bible, brought into being by the Holy Spirit, as the book of the people of God. Accepted as the guide and norm for life, the Bible nurtures a personal relationship with Christ and reawakens the community to the vision of the Kingdom of God. The community, guided by the Spirit, teaches the Bible through a Christ-centered lens and tests its life and obedience to Jesus Christ by the Scriptures.

We accept classic creedal statements, such as the Apostle's Creed for their insight into our understanding of God, the person of Christ, and the Holy Spirit.

We continue to learn from other Christian traditions. We agree with sixteenth-century Protestant reformers who reemphasized the need for personal faith in Jesus Christ for salvation as well as the need to follow Jesus' teachings in daily living.

We keep alive the spiritual heritage of the sixteenth-century Anabaptist movement. The following are illustrative:

1. A commitment to Christ as the center of our faith, symbolized by believer's baptism.
2. An understanding of the role of the church community as the center of our life.
3. No one can know and love Christ fully without willingly practicing His teachings in daily life, including the commands to love one's enemies, not to store up treasures on earth, and to become the servant of others rather than to take part in their destruction.
4. One cannot follow Christ without being willing to live, suffer, and die with Him, and without giving Him allegiance above every competing national, community, vocational, or family loyalty.

We interact and grow together with families and churches from other faith traditions who are supportive of Anabaptist values. As a result, our understanding of the faith continues to expand, our perspective of the church around the world is enlarged, and our concern for all the world's people is deepened.

We connect with the Mennonite Church USA by:

1. Accepting and using the *Confession of Faith in a Mennonite Perspective* – 1995 as a foundational statement of faith.
2. Serving as an educational center for Franconia Mennonite Conference and Eastern District Conference.
3. Interacting with the congregations from which our students come.
4. Relating to church-wide organizations.
5. Interacting with the global Mennonite church.

Approved by the Dock Mennonite Academy, Board of Directors, December 19, 2017

Building Community at Dock Mennonite Academy

Dock's curriculum contains a focus on inspiring and equipping "each student to serve with a global perspective" (see Mission Statement). The *Building Community* curriculum provides opportunities each year that build healthy relationships within the school community and expose students to service opportunities in the broader community and the world. The Guidance Department actively coordinates lessons, activities, and input with teachers across the content areas to provide an integrated approach to "building community."

Grade Nine

Ninth grade students gather for orientation shortly after the school year begins. Coordinated by faculty and upperclassmen, this time provides an opportunity to learn about Dock and build community with classmates. The following week, ninth graders gather for a class meeting when class elections are held, student questions are addressed, and photos from orientation are shared.

Grade Ten

Tenth grade students visit historical sites in Philadelphia through a daytrip in conjunction with U.S. History and American Lit. classes. An independent service project is incorporated into the sophomore Bible class. Throughout the year, guidance counselors coordinate activities in a variety of settings, share information about upcoming PSAT and SAT tests, and implement a career survey.

Grade Eleven

The junior year includes a required Social Studies class called "Social Issues." This class examines current social problems and challenges the students to develop a personal sense of responsibility that translates into social action. Included in the course is a three-day, off-campus experience in Washington, D.C., which includes one morning working in community service. Throughout the year, guidance counselors coordinate activities in a variety of settings, helping students as they develop values, a sense of the larger community, and how their own gifts and interests might be best developed after high school. Specific information about the PSAT and SAT tests is reviewed.

Grade Twelve

In the senior year, students develop a proposal for a weeklong independent service/job-shadowing project in quarter one. The project is a component of the senior level Bible class called "Kingdom Living." Students are required to keep a journal during their experience. Following the service experience/job shadowing, seniors spend two days in a retreat setting to reconnect, fellowship, and reflect on their service/job shadowing experiences. A culminating senior public presentation, part of the required "Communications" class, is made during the final week of the year in which seniors demonstrate their academic, spiritual, and lifestyle development. In addition, seniors reflect on their high school experience and project future plans. Throughout the year, guidance counselors coordinate activities in a variety of settings, helping seniors as they plan for their senior experience week and make specific college and career decisions.

Academic Integrity Policy

The Dock community values integrity in all aspects of the learning process. As detailed in the Graduate Profile, teachers design activities and projects that promote critical thinking, problem-solving skills, creativity, and personal investment in learning. Students are expected to demonstrate honesty, respect, and responsibility in all their work. Plagiarism and other forms of cheating are considered violations of the Covenant Statement.

1. Homework and Project Completion:
   - It is expected that each student will carefully complete his or her own homework and projects in the manner directed by the teacher.
   - Students shall not copy others' work, share work for others to copy, have someone else complete the work, inappropriately use technology to complete work, or use other dishonest methods.

2. Test Taking:
   - It is expected that each student will carefully complete all tests and assessments to the best of his or her ability. This includes careful study and preparation, and focused attention on one's own work during the test.
   - Students shall not obtain unauthorized information about the test, bring unauthorized materials to the test period, look at other students' materials, or use other dishonest methods.

3. Research Techniques and Writing Practices:
   - It is expected that each student will carefully research, take notes, and present his or her findings in a way that respects the original authors and copyrights.
   - Students must give credit via proper MLA format for:
     - another person's idea, opinion, or theory
     - any facts, statistics, graphs, pictures, or drawings that are not common knowledge
     - quotations of another person's actual spoken or written words
     - a paraphrase of another person's spoken or written words
   - Students are expected to follow directions carefully to avoid both intentional and unintentional plagiarism. Any form is unacceptable. See the next page for more information.

4. Acceptable Use of Technology:
   - Technology will be used for academic purposes only within the school's mission, curriculum, and the letter and intent of board policy including the Dock Covenant Statement.

Definition of Plagiarism

Any use of another's ideas, words, or other original material without properly acknowledging the source.

Examples of Plagiarism:

- Direct plagiarism is the intentional copying of material from a source without using quotation marks or citing the source. This ranges from copying short sections of text to copying whole papers. This also includes downloading papers from online sources, using another student's paper, or having someone else write the required paper. This is the most serious level of plagiarism.
- Sloppy citation is inaccurate or incomplete use of quotation marks and citations in the text or on the Works Cited Page. It includes the use of phrases or a few lines of text without giving proper credit.
- Patchwork writing is patching together someone else's ideas into a paragraph. This includes their organization, order of information, ideas, phrases, and/or sentences. Merely changing a few words around is not considered adequate; it is still essential to give credit to the source. Patchwork writing also lacks the synthesis of source materials, including one's own ideas, into the paragraph.
- Lack of MLA documentation.
- Incomplete or improper MLA documentation.
- Documentation that does not match the material.

Resources for Avoiding Plagiarism:

- The course teacher
- Handouts available in the library for the Works Cited Page and In-Text Citations
- Director of the Library
- *The MLA Handbook for Writers of Research Papers* – available in the library
- Any English teacher
- Web Resources: The Dock 9-12 Library Schoology Course
- Examples of plagiarism from Turnitin https://www.turnitin.com/static/plagiarism-spectrum/

Consequences for Violations of Academic Integrity:

As a component of the Covenant Statement, violations of the Academic Integrity Policy will be reported to the principal. Consequences will be handled by the classroom teacher and administration in a manner that values honesty, respect, responsibility and the learning process.

Possible consequences include, but are not limited to:

- Contact with parents
- Reduction in credit, if the student is given the opportunity to redo the assignment
- A failing grade or a zero for the assignment
- A failing grade for the course

Chapel Curriculum

Purpose Statement:

Chapels at Dock Mennonite Academy will nurture a personal faith that fosters a daily walk with Christ. Chapels will provide opportunities for a variety of worship experiences in the context of Christian community.

Objectives:

Chapels at Dock Mennonite Academy will provide opportunities to:

1. Experience Christian community and communion with God by participating in worship activities such as song, prayer, Bible reading, and meditation.

2. Be challenged to cultivate a personal relationship with Christ that translates into kingdom living.

3. Share faith stories and benefit from the faith stories of others.

4. Gain a better understanding of the Bible and its application for spiritual growth.

5. Develop skills of self-expression and leading others in worship.

6. Gain a better perspective of the nature and mission of the wider church.

7. Learn about Anabaptist/Mennonite heritage and values and their distinctive implications in today's world.

8. Become more aware of social needs and the call for personal responses.

9. Find a respite in the daily routine to listen to the voice of God.

10. Identify faith-challenging issues and find ways to deal with them.

11. Find a setting to engage in appropriate dialogue and questioning within a faith perspective.

12. Discover the value of reflection, journaling, prayer, memorization of scripture, and learning new songs as vehicles to navigate the spiritual journey.

Approved - June 12, 2001