DOCK
MENNONITE ACADEMY

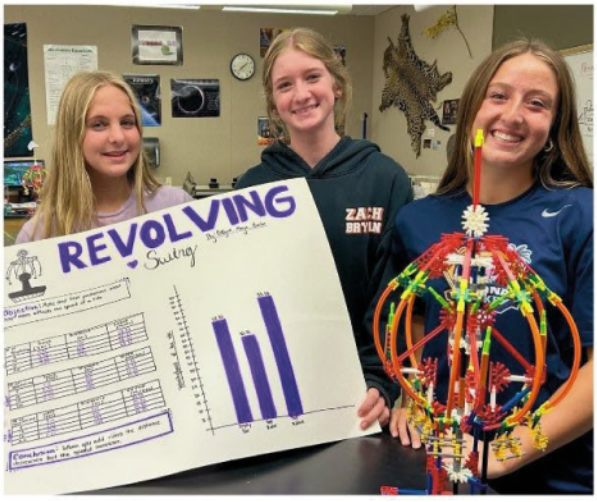
CURRICULUM GUIDE

2026-2027









Accreditation by:

- Cognia
- Mennonite Schools Network

DOCK
MENNONITE ACADEMY

To Students and Parents/Guardians:

Dock Mennonite Academy presents the 2026-27 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 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."

Dr. Sharon Fransen, Assistant Superintendent of Curriculum and Instruction

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Mrs. Katie Brubaker
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Mr. Douglas Hackman
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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

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 participate in Pioneer Day shortly after the school year begins. Organized by faculty and upperclassmen, this event introduces students to Dock's culture and fosters a sense of community among classmates. In October, freshmen take part in Freshmen Foundations, a program rooted in the academic, spiritual, and lifestyle components of Dock's Graduate Profile. This day includes opportunities for worship, service, community building, discussions about technology, and orientation activities. Students are reminded to bring their Chromebook and wear appropriate attire for service projects.

Grade Ten

Tenth grade students visit historical sites in Philadelphia through a daytrip in conjunction with U.S. History. A 12-hour 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

During their junior year, students are required to take the Social Studies course Social Issues. This class explores contemporary social challenges and encourages students to cultivate a sense of personal responsibility that leads to meaningful social action. A highlight of the course is a three-day, off-campus trip to Washington, D.C., which includes a morning dedicated to community service.

Throughout the year, guidance counselors engage students in activities designed to help them explore their values, understand their role in the broader community, and identify how their unique talents and interests can shape their post-high school plans. Counselors also provide information on standardized testing, including the PSAT and SAT.

In October, all juniors participate in a career shadow day, an opportunity to spend time with a professional in a field of interest. This hands-on experience gives students valuable insights into various career paths and the practical realities of different professions.

Grade Twelve

As part of their senior year Bible class called "Kingdom Living", students develop a proposal for a week of independent service/job-shadowing. During the week, students are required to keep a journal. Following the experience, 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.

MINI-TERM

Dock Mennonite Academy believes many significant lifelong skills and interests are developed outside the classroom setting. Mini-Term (grades 9-11) is a time of intense, hands-on, experiential learning in small groups that provides an educational experience beyond what is offered in the traditional classroom. The goals of individual Mini-Term courses correlate with Dock Mennonite Academy's Mission Statement and Graduate Profile, including our emphasis on equipping and inspiring students to serve with a global perspective.

Objectives

- Provide hands-on, experiential learning experiences
- Help students develop a passion or be given a taste for a topic or career
- Expand student awareness of other cultures and people
- Help students explore the unknown
- Expose students to the world's needs
- Build new relationships
- Apply the goals stated in the Graduate Profile to the real world
- Develop student faith journeys
- Give to others through concrete service opportunities
- Help students learn about themselves in new settings

Mini-Term is an important and valued distinctive feature of the Dock high school experience. In a Mini-Term journal entry, one student shared, "My friend and I talked today about how lucky we are to have Mini-Term and how it separates us from other schools- It has made me feel like I made a good decision transferring here."

Past Courses include Fishing and Conservation, Cooking and Community: Farm to Table, The Working World of St. Luke's Hospital, STEM in Motion, Healthy Ninos Honduras Service Trip, Footprints in the Sand, Wilderness Expeditions, Philadelphia History, Culture, and Museums, Woodworking Workshop.

ARTS DAY

Arts Day at Dock Mennonite Academy – grades 9-12 – is a day to celebrate our students' God-given talents and abilities. Students compete in a cross-grade competition consisting of stage performances and creations in culinary, creative writing, fabric arts, photography, and visual arts that express their understanding of a theme. Recent themes include ocean, light, home, and the 1980s.

Objectives:

- Recognize and share the gifts God has given
- Celebrate the arts within the Dock community
- Give students the opportunity to perform on stage and demonstrate technical skill and creativity with excellence

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. Students will receive a copy of their schedule at New Family Orientation.

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	Freshman English A Freshman English B	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
WELLNESS & FITNESS	Health & PE I Health & PE II	1/4 1/4	Health & PE III Health & PE IV	1/4 1/4	Phys. Ed. Electives 3/4 Integrated Health and Wellness OR Outdoor Adventure	3/4 1/4			2
FAM/COM 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	*Beginning with the class of 2030, all students will be required to take Personal Finance (BUS 216).								0

TOTAL REQUIRED CREDITS	20.00
ADDITIONAL ELECTIVES	4.00
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 - https://www.dock.org/academics/guidance-office/high-school-students

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:
Policies: https://www.dock.org/policy-hub
Handbooks: https://www.dock.org/parents
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 7.

- 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
  - Ceramics II
- Computer Science:
  - Web Site Design II
- Family and Consumer Sciences:
  - Child Development II
  - Culinary Arts II
  - Fabrics and Fashion II
  - Independent Studio
- Music:
  - Advanced Music
  - Piano II
- Science:
  - Anatomy and Physiology
  - Biotechnology

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 25-26) 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 the 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 books needed at the time of enrollment. The provider's policies apply to any dropped courses. Cost for 2025-2026 semester-long courses was $525. 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 2026-27 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

Students are required to take ¼ credit of Music, ¼ credit of Art, and ¼ credit of Music OR Art. Dock's Art classes provide opportunities to develop existing art skills, explore new mediums, and grow as a student and person. Art is known to boost creativity and problem solving, and overall academic performance. Additionally, with state-of-the-art facilities and equipment, the Art building setting offers a break from the traditional classroom.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="3">Electives</td><td colspan="4">Graphic Design
Freehand Drawing
Ceramics I/II
Sculpture
Computer Animation
Video Production
Film Studies
Photography I/II
Art History</td></tr>
<tr><td colspan="3"></td><td>Watercolor
Painting
Independent Studio</td></tr>
<tr><td colspan="2"></td><td colspan="2">Portfolio Preparation</td></tr>
</table>

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. Students 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.
May be taken for either Art or Computer Science credit.

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. Students may register for Freehand Drawing 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 the second time will follow an individualized course of work in the course.

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.
May be taken for either Art or Computer Science Credit.

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.
May be taken for either Art or Computer Science Credit.

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 (**not offered 26-27**) 1/4 credit; elective for 10, 11, 12
Watercolor is designed to provide students with a foundational understanding of watercolor painting techniques, materials, and concepts. Through a series of hands-on exercises and projects, students will explore the unique properties of watercolor as a medium and develop fundamental skills that will serve as a basis for further exploration in the visual arts.
Prerequisite: Freehand Drawing.

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

This course provides an 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.
Students may enroll in Independent Studio more than once, with 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 20th and 21st 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.

318 Ceramics II 1/4 credit; elective for 9, 10, 11, 12

This class offers an immersive experience for students who have mastered the basics of working with clay and want to advance their skills. In this second-level course, students deepen their understanding of clay techniques, artistic expression, and the overall ceramic process. Students are expected to work independently on projects of their own choosing with consultation with the instructor. This course may run concurrently with Ceramics I. Prerequisite: Ceramics I and permission of the instructor.

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 black and white.
Prerequisite: Photography and permission of the instructor.

328 Painting **(offered 26-27)** 1/4 credit; elective for 10, 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 the 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: Departmental approval.

BIBLE

A semester of Bible is required each year. As a main text for these courses, students will use the Common English Version of the Bible, specifically the Anabaptist Community Bible. The required Bible courses align with the Encounter Curriculum and the Anabaptist Faith Practice Statements.

Possible Sequence of Courses:

	Grade 9	Grade 10	Grade 11	Grade 12
Required	Bible I	Bible II	Bible III	Bible IV
International	Intro to the Bible			
Electives			Faith Walk	

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 12-hour independent service project, as part of the Building Community curriculum (see page 3), 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
To participate in the Kingdom of God, we are called to put Jesus at the center of our faith, to live our faith in community, and to share in God's work of reconciliation. In this course, students consider how these aspects of God's kingdom have been and should be expressed in their own faith journey. As part of the Building Community Curriculum (see page 3), students explore their vocational calling during Senior Experience with a week of job shadowing and/or service.

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

Business classes at Dock Mennonite Academy offer students the opportunity to develop financial and entrepreneurial skills. Several classes feature guest speakers from the community who work in related professions, providing real-world insights and practical connections to classroom learning.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="2">Electives</td><td colspan="4">Intro to Business
Personal Finance</td></tr>
<tr><td colspan="3">Accounting</td></tr>
</table>

216 Personal Finance 1/2 credit; elect for 9, 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.
Personal Finance can count toward the required Math credits.
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.
Accounting can count toward the required Math credits.
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 businesspeople and participation in on-site activities.

COMPUTER SCIENCE

In an increasingly connected world, and with jobs becoming progressively technical, Computer Science classes help students understand the underlying principles driving modern technology. Computer science courses totaling ½ credit are required to graduate. Coursework in Computer Science can help prepare students for a career in technology, including robotics, software engineering, data science, and digital design.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="2">Electives</td><td colspan="4">Website Design I
STEM
Robotics</td></tr>
<tr><td></td><td colspan="3">Website Design II
Comp. Sci. Prin. I/II
AP Com Sci Prin II
AP Comp Sci A I/II</td></tr>
<tr><td>Art Electives that meet requirement</td><td colspan="4">Graphic Design
Comp. Animation
Video Production</td></tr>
</table>

126 Website Design I 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. 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 (**not offered 26-27**) 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.
Computer Science Principles I can count toward the required Math credits.
Prerequisite: Algebra I

212 Computer Science Principles II (**not offered 26-27**) 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 26-27**) 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 (**not offered 26-27**) 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 26-27**) 1/2 credit; 10, 11, 12
218 AP Computer Science A II (**offered 26-27**) 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 Website 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: Website Design.

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. Students 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

The development of reading, writing, speaking, and listening skills is central to Dock's English curriculum. The sequence of required courses prepares students to employ strong literacy skills in both personal and professional contexts. Students will be engaged at an individual and collective level through whole class reading, peer book groups, and self-selected reading. Writing instruction addresses many genres and contexts, including informational, research, narrative, persuasive, and creative writing.

Possible Sequence of Courses:

	Grade 9	Grade 10	Grade 11	Grade 12
Required	Found. Fresh. English Freshman English	Found. of Am. Lit. American Lit. /Honors	Found. of World Lit. World Lit. /Honors	Communications Senior English AP Eng. Lang. & Comp.
Electives		with approval	Creative Writing Lit. of War & Conflict Fantasy & Future Greek Myth Dramatic Arts Journalism	

100 Foundations of Freshman English A – Fall 1/2 credit; for 9
101 Foundations of Freshman English B – 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 focus on narrative information and argument genres.
Required: Instructor's approval and English Department recommendation

102 Freshman English A – Fall 1/2 credit; required for 9
106 Freshman English B – 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 focus 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 World 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, peacebuilding, 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 26-27**) 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 26-27**) 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 26-27**) 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 26-27**) 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 26-27**) 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 26-27**) 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 A 1/2 credit; elect for 12
506 AP English Language and Composition B 1/2 credit; elect 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 departmental approval.

FAMILY AND CONSUMER SCIENCES

Family & Consumer Sciences (FCS) is the study of how individuals and families manage their personal and household resources, including their health, finances, nutrition, clothing, housing, and relationships, to improve their quality of life across the lifespan - topics that affect us all! These hands-on courses provide ample opportunities for students to explore topics encountered by adults in the "real world."

Students are required to take 0.75 credits of FCS. As seniors, students will take Family Living for 0.5 credit. The remaining 0.25 credit can be taken any year. Students are welcome to take additional credits.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td>Required</td><td colspan="3"></td><td>Family Living</td></tr>
<tr><td rowspan="3">Electives</td><td colspan="3">Culinary Arts I
Food Sc. & Nutrition
Fabrics & Fashions I
Ethnic Cuisine
Reg. & Hist. Cuisine
Housing & Design
Child Development I</td><td></td></tr>
<tr><td colspan="2"></td><td colspan="2">Culinary Arts II
Housing & Design</td></tr>
<tr><td colspan="2"></td><td></td><td>Child Development II
Gerontology</td></tr>
</table>

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 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 26-27**) 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. Course will be offered alternately with Regional and Historic Cuisine.

260 Regional and Historical Cuisine (**not offered in 26-27**) 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. Course will be offered alternately with Ethnic Cuisine.

290 Independent Studio 1/4 credit; elective 10, 11, 12
This student-initiated and designed course is for those students interested in pursuing an area of concentration in the field of Family and Consumer Sciences. 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. Student may enroll in Independent Studio more than once.
Departmental approval required.
Prerequisite: 1 or 2 courses completed at Dock in area of concentration.

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 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 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 departmental approval.

MATHEMATICS

Three credits of math are required for graduation. Most colleges require Algebra 2 or higher. Several upper-level courses can be taken as dual enrollment for college credit.

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.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td>Required</td><td colspan="4">Foundations of Algebra/Algebra I
Foundations of Geometry/Geometry/Honors
Algebra II/Honors</td></tr>
<tr><td>Electives</td><td colspan="2"></td><td colspan="2">Statistics I/AP
Pre-Calculus
AP Calculus</td></tr>
<tr><td rowspan="2">Other electives that meet requirement</td><td colspan="4">Personal Finance</td></tr>
<tr><td colspan="3"></td><td>Foundations of Accounting
Computer Science Principles I</td></tr>
</table>

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 department approval.

220 Geometry A - Fall 1/2 credit; for 9, 10, 11, 12
222 Geometry 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 departmental approval.

320 Algebra II A - Fall 1/2 credit; for 9, 10, 11, 12
322 Algebra II 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 an 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 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 at the beginning of this section.) 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.
May be taken for Dual-Enrollment Credit (see page 12).
Prerequisite: C or better in Algebra II (full year).

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.
May be taken for Dual-Enrollment Credit (see page 12).
Prerequisite: At least a C in Pre-Calculus A and B.

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 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 9, 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.

210 Computer Science Principles I (**not offered 26-27**) 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.
Computer Science Principles I can count toward the required Math credits.
Prerequisite: Algebra I

MUSIC

Students are required to take ¼ credit of Music, ¼ credit of Art, and ¼ credit of Music OR Art. Dock's music classes provide ways for students to learn or develop their musicianship and music literacy, collaborate with others through ensemble work, find ways of self-expression, and confidently perform on stage. Both our instrumental and choral ensemble perform on and off campus throughout the year. Dock has a long tradition of expressing our faith through choral singing.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="4">Electives</td><td colspan="4">Exploring Music
Class Guitar I/II
Class Voice
Orchestra
Concert Band
Class Piano I/II</td></tr>
<tr><td colspan="2">Chorale</td><td colspan="2"></td></tr>
<tr><td colspan="3">Advanced Music</td><td></td></tr>
<tr><td colspan="3"></td><td>Concert Choir
Touring Choir</td></tr>
</table>

112 Exploring Music and Society 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 I 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.

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.

240 Class Piano II 1/4 cr.; elective for 9, 10, 11, 12
This course is designed for piano students who have already completed Class Piano I and wish to continue their piano studies. This class, which will be held in the music lab, will focus on note reading, rhythmic counting, scale and chord study, performance preparation, and composition. This course may run concurrently with Piano I.

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 Network (MSN) Choir Festival and periodically tours throughout the United States and abroad.

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.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="2">Required</td><td rowspan="2">Biology/Honors</td><td rowspan="2">Found. of Chemistry
Chemistry/Honors</td><td colspan="2">Found. of Physics
Physics/AP</td></tr>
<tr><td colspan="2">Environ. Science/AP
AP Biology</td></tr>
<tr><td rowspan="3">Electives</td><td colspan="4">Electronic Projects
Forensics Trace Evidence
Forensic Anthropology
Intro. To Astronomy
Farm-to-Table</td></tr>
<tr><td colspan="3">Biotechnology</td></tr>
<tr><td colspan="2">Human Anatomy and Physiology</td></tr>
</table>

101 Biology A 1/2 credit; required for 9
103 Biology B 1/2 credit; required for 9

Biology focuses on understanding our world as God's creation. Learning scientific principles behind biological processes such as photosynthesis, cellular respiration, genetics and molecular mechanisms leads to a greater appreciation of the complexity and diversity of life on Earth. This 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 for real-life situations.

111 Biology A Honors 1/2 cr.; req. for 9
113 Biology B Honors 1/2 cr.; req. for 9

The honors level Biology follows the same topics as the Biology course. There is a greater emphasis on more in-depth study of topics and independent learning. This course is recommended for students who wish to pursue science or medicine at the college level. This course runs concurrently with a standard Biology course.
Prerequisite: Primarily "A" level work in middle school science

216 Foundational Chemistry A (**offered 26-27**) 1/2 cr.; meets Chem. req. for 10
218 Foundational Chemistry B (**offered 26-27**) 1/2 cr.; meets Chem. req. for 10

This Chemistry course covers similar content as General Chemistry course but is designed to give students more time to practice and ask questions. This course emphasizes one-on-one support and step-by-step guidance. The students and teacher work together to build confidence in understanding chemistry and its role in the world around us.
Eligibility: Department approval and recommendation

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

Chemistry is a fundamental science that helps students understand the composition, properties, and behavior of matter. Studying chemistry gives students a deeper understanding of the chemical processes that occur in the world around them, including the chemical reactions that make up the food we eat, the medicines we take, and the materials we use. This course includes units on the mole, stoichiometry, molecular structure, bonding, chemical equations, gas chemistry, liquid chemistry, energy-matter relationships, and oxidation-reduction reactions.

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

Honors Chemistry covers the same topics as the Chemistry course, with the addition of a few extra topics. This course also requires a deeper level of critical thinking and problem solving. This course is recommended for students who wish to pursue a related field at the college level.
Prerequisite: A in 9th grade science courses.

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

Environmental Science is a semester course that helps students understand the complex interactions between humans and the natural world. Studying environmental science gives students a deeper appreciation of the environment and the importance of protecting it for future generations. This understanding will help students make informed decisions about issues related to climate change, pollution, and resource management.

404 Foundational Physics A (**not offered 26-27**) 1/2 credit.; meets Physics req. for 11,12
406 Foundational Physics B (**not offered 26-27**) 1/2 credit; meets Physics req. for 11,12

Foundational Physics is designed to give students more time to practice and ask questions. This course emphasizes one-on-one support and step-by-step guidance. The students and teacher work together to build confidence in understanding Physics, motion and the role that the physical properties play in the world around us.
Eligibility: Department approval and recommendation

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

Physics is a subject that gives students a deeper understanding of the natural world and the fundamental principles that govern it. Topics such as gravity, motion, waves and Theoretical Physics are studied through hands-on investigations and interactive materials. This class helps students develop critical thinking skills, problem-solving abilities and analytical reasoning, which are essential in many areas of life - including engineering, medicine, research, development, innovation and technology.

514 AP Biology A (**offered 26-27**) 1/2 credit; meets Env. req. for 11, 12
516 AP Biology B (**offered 26-27**) 1/2 credit; meets Env. req. for 11, 12

AP Biology is an advanced college level course that gives students a deeper understanding of the complex processes and systems that govern living organisms. Topics cover all levels of biology from Ecological Systems to Molecular Genetics. Studying AP Biology helps students develop critical thinking skills, problem-solving abilities, and analytical reasoning, which are essential in many areas of life, including medicine, healthcare and research. This class is recommended for students interested in pursuing a related field at a college level. The Environmental Science requirement can be met with this course.
May be taken for Dual-Enrollment Credit (see page 12).
Prerequisite: A in the last science taken

522 AP Physics A (**not offered 26-27**) 1/2 credit; meets Physics req. for 11, 12
524 AP Physics B (**not offered 26-27**) 1/2 credit; meets Physics req. for 11, 12

AP Physics is an advanced college level course where students explore fundamental physics concepts such as kinematics, dynamics, circular motion, gravitation, energy, momentum, simple harmonic motion, torque, fluids and rotational motion. The course emphasizes inquiry-based learning, encouraging students to develop critical thinking and problem-solving skills through hands-on laboratory investigations.
Prerequisite: A in 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
AP Environmental Science is an advanced college level yearlong course that equips students with the field study techniques, thought patterns, and study skills necessary to understand complex interactions between humans and the natural world. This course mirrors a college environmental science course and is intended for students who are considering a science-based major in their higher education. Students become more prepared to live in today's world by developing skills needed to make informed decisions about complex issues related to global change, pollution, and resource management. Prerequisite: A in 10th grade science course

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

205 Electronic Projects (**not offered 26-27**) 1/4 cr.; elective for 9, 10, 11, 12
Electronic Projects is a hands-on elective course where students design and build circuits using a variety of electronic components. Through guided projects, students will learn the basics of circuit theory, soldering, and troubleshooting while gaining practical skills in electronics and problem-solving. These skills are valuable in many fields, including robotics, automation, and consumer electronics.

206 Forensics Trace Evidence (**not offered 26-27**) 1/4 cr.; elective for 9, 10, 11, 12
Forensics Trace Evidence elective gives students the opportunity to learn how experts analyze small pieces of evidence to solve crimes and mysteries. They explore topics such as examining hair, fibers, glass, soil, blood, fingerprints and other trace materials to uncover connections between people, places, and events. This course provides a hands-on look at how even the smallest clues can play a big role in solving investigations.

208 Forensic Anthropology (**offered 26-27)** 1/4 cr.; elective for 9, 10, 11, 12
Forensic Anthropology elective gives students the opportunity to learn how experts study bones and other evidence to solve mysteries about the past and present. They explore topics like identifying human remains, determining causes of death, and uncovering clues about history and culture. They develop and use critical thinking skills to analyze evidence and gain insight into the techniques used in real forensic investigations.

224 Introduction to Astronomy (**offered 26-27**) 1/4 cr.; elective for 9, 10, 11, 12
Astronomy is a subject that gives students a deeper understanding of the universe and the fundamental principles that govern it. It also delves into R and D (Research and Design) methods and tools for studying the various levels of the universe. Furthermore, an understanding of astronomy helps students make informed decisions about issues related to space exploration, climate change, and scientific discoveries.

230 Farm-to-Table Science: Cultivating Sustainable Food Systems (**not offered 26-27**)
1/4 credit; elective for 9-12

This course provides students with an understanding of how food and other products are made. It will connect students to local farmers and careers connected to agriculture. An understanding of local farming can help students make informed decisions about issues related to food production, food security, resource management, and sustainable living.

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

The Anatomy and Physiology elective gives students a deeper understanding of the human body and how it functions. It helps students see the interconnectedness of the body systems by examining issues that can arise when systems are not working properly. A major part of the course will involve the development of dissection techniques with a preserved mammalian species. This course is ideal for those interested in pursuing a related health care field at the college level.

326 Biotechnology (**offered 26-27**) 1/4 credit; elective for 10, 11, 12

Biotechnology elective is an engaging elective course that introduces students to the cutting-edge world of modern biological sciences. Students will gain hands-on experience in techniques such as isolating proteins, replicating DNA, and genetically modifying organisms. In addition to laboratory skills, students will explore career pathways in biotechnology, bioengineering, and related fields. This course is ideal for those interested in genetics, medicine, and the rapidly growing biotech industry.

SOCIAL STUDIES

Students need 3.5 credits for graduation. All standard classes are required. AP classes in Government and Macroeconomics are offered. Social studies courses prepare students to be informed citizens, equipped for wise decision making. Students are invited to integrate Anabaptist faith and life through community building.

Possible Sequence of Courses:

	Grade 9	Grade 10	Grade 11	Grade 12
Required	World Cultures I World Cultures II World Cultures III	U.S. History I U.S. History II	Social Issues Conflict Resolution Choices Glob. Citizens	Global Eras U.S. Government Economics
Electives			AP U.S. Government AP Macroeconomics	

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 the Civil War and Reconstruction and examine the growing industrialization of the United States and territorial expansion. Throughout the study, students are challenged to consider how faith interacts with individual and collective decision-making.

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

This course examines developments in U.S. history from the early 20th century to the early 2000s. The course explores the implications of the emergence of the United States as an industrial giant and world power, the role of government during the Great Depression and World War II, and the impact of the Cold War on American policy. Added emphases include issues related to economic conditions, political trends, immigration, civil rights, cultural change, environmental concerns, and the role of the United States in today's world. Throughout the study, students are challenged to consider how faith interacts with individual and collective decision-making.

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 translates into social action. Included is 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

Students will be challenged to consider the implications of policy choices from a global perspective. This course will focus on two areas of significance on the world stage. Brown University's Watson Institute for International Studies will be the primary source of the curriculum. Background readings, primary sources, and current events will provide background and context for the final simulation activity. Research and role-play will help students think critically and examine international policy options.

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 course provides a framework for understanding basic macroeconomic concepts and issues. Measurements of economic performance, prices, the financial sector, stabilization policies (both fiscal and monetary) and international trade will be highlighted. Students will examine their rights and responsibilities as decision-makers and explore ways of applying their Christian faith to stewardship of scarce resources. This course meets the senior Economics requirement.

SPANISH

The Spanish Department at Dock Mennonite Academy offers students the opportunity to build communication skills and cultural awareness that are valuable for college, careers, and everyday life. While no Spanish courses are required for graduation, students are encouraged to select courses that best prepare them for their future academic and professional goals, as world language study is recommended or required by many colleges. Spanish learning also supports growth in critical thinking, global understanding, and connections to other areas of study and life experiences.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td rowspan="3">Electives</td><td colspan="4">Spanish I
Spanish II</td></tr>
<tr><td colspan="3">Spanish III</td></tr>
<tr><td colspan="2">AP Spanish IV
AP Spanish V</td></tr>
</table>

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 High School 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).

314 Spanish IIIA-Fall 1/2 credit; elective for 10, 11, 12
316 Spanish IIIB-Spring 1/2 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.

416 AP Spanish IV – Language and Culture A-Fall 1/2 credit, elective for 11, 12
418 AP Spanish IV – Language and Culture B-Spring 1/2 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 department approval.

516 AP Spanish V – Literature A-Fall 1/2 credit; elective for 11, 12
518 AP Spanish V – Literature B-Spring 1/2 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 departmental approval.

WELLNESS AND FITNESS

Wellness and Fitness supports students' physical, mental, and emotional well-being. It includes a range of courses that emphasize lifelong wellness by integrating fitness, nutrition, stress management, and personal wellness skills students can apply throughout high school and beyond. This approach promotes an environment where students develop physical fitness alongside healthy decision-making and positive habits. Through activities and practical, life-based connections, students build the knowledge and skills needed for long-term health and overall well-being.

Possible Sequence of Courses:

<table>
<tr><th></th><th>Grade 9</th><th>Grade 10</th><th>Grade 11</th><th>Grade 12</th></tr>
<tr><td>Required</td><td colspan="2">Health and PE I
Health and PE II
Health and PE III
Health and PE IV</td><td colspan="2">Integrated Health & Wellness
.....
Outdoor Adventure</td></tr>
<tr><td rowspan="3">Electives</td><td colspan="4">First Aid</td></tr>
<tr><td colspan="3">Mindful Movement</td></tr>
<tr><td colspan="2"></td><td colspan="2">First Aid
Flag Football
Recreation Games
Soccer
Leadership in Sport
Volleyball
Basketball
Badminton
Tennis
Outdoor Adventure</td></tr>
</table>

102 Health and PE I 1/4 credit; required for 9, 10

This Health and Physical Education course is designed to promote physical fitness, skill development, and overall well-being through a variety of activities that emphasize both individual and team sports, including tennis, speedball, and recreational games. The course looks to instill an appreciation for physical activity while equipping students with essential skills and knowledge of health principles that support a balanced, healthy lifestyle. Through active participation and reflection, students will build confidence, develop key fitness skills, and gain the tools to make informed decisions about their health and well-being.

104 Health and PE II 1/4 credit; required for 9, 10

This Health and Physical Education course is designed to develop physical fitness, teamwork, and a deeper understanding of health, with a particular focus on mental well-being. Students will engage in a variety of activities, including pickleball, badminton, volleyball, and handball, while exploring the connections between physical activity and overall mental health. Emphasis will be placed on stress management, self-care, emotional well-being, and cultivating a positive mindset.

202 Health and PE III 1/4 credit; required for 9, 10

This Health and Physical Education course is designed to enhance physical fitness, skill development, and an understanding of health, with a specific focus on nutrition and the impact of what we consume. Students will participate in various activities, including basketball, floor hockey, and indoor recreational games, while exploring how dietary choices affect overall well-being and performance.

204 Health and PE IV 1/4 credit; required for 9, 10

This Health and Physical Education course is designed to enhance physical fitness, skill development, and overall well-being, with a strong emphasis on mental health and personal balance. Students will participate in various activities, including golf, soccer, field hockey, and lacrosse, while exploring important health topics that focus on mental wellness, spiritual practice, and self-reflection.

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

- One quarter of Integrated Health and Wellness or Outdoor Adventure is required.
- No classes may be duplicated.

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.

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 Integrated Health and Wellness 1/4 credit; required for 11 or 12
The Integrated Health and Wellness course explores the interconnectedness of physical, mental, emotional, and spiritual health, helping students understand how these aspects of well-being influence one another. Students will learn practical strategies to integrate fitness, nutrition, mindfulness, and self-care into their daily routines, helping to create a foundation for lifelong wellness. 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 Int. Health/Well 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.

NORTH MONTCO TECHNICAL CAREER CENTER INFORMATION

200	Votec – 200	2 credits; elective for 10
300	Votec – 300	3 credit; elective for 11, 12

North Montco Technical Career Center offers 24 programs within seven career cluster areas including:

Construction Trades
Cosmetology
Culinary Arts
Engineering/Manufacturing
Health and Human Services
Power and Transportation
Visual Communications

Information on programs can be found at North Montco Technical Career Center / Homepage (nmtcc.org). 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	Work Study-Fall	1/2 credit per semester; elective for 12
411	Work Study-Spring	1/2 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 includes positions for one semester or two. The program must be consistent with the mission of Dock Mennonite Academy.

412	Career Study-Fall	1/2 credit per semester; elective for 12
413	Career Study-Spring	1/2 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 includes 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 Career/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

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.
    - Artificial Intelligence - At Dock Mennonite Academy, we recognize the growing role of artificial intelligence (AI) in education and society. As a community rooted in integrity and mutual respect, we are still discerning how to best outline expectations for the use of AI in schoolwork. At this time, students should not use AI tools for assignments, projects, or other schoolwork without honest and transparent communication with their teacher. If AI use is deemed appropriate for a specific class or task, teachers will provide clear guidelines on its acceptable use. We encourage students to approach their learning with integrity, using tools and resources responsibly to support their personal and academic growth.

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 that 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

Chapels at Dock Mennonite Academy seek to nurture understanding of, faith in, and response to the call of Jesus. As a community rooted in Christ, we invite all to engage in a relationship with God our Creator, Redeemer, and Sustainer through worship, learning, and sharing. Together, we aim to follow Jesus in living out the greatest commandments of loving God and others with our whole self.

As an Anabaptist school, we seek to embrace Jesus as the center of our faith, community as the center of our life, and reconciliation is the center of our work (Palmer Becker). These outcomes are expressed in the categories, themes, and practices *(in italics)* below:

Growing Faith in Jesus

- Worship
- Bible study
- Prayer
- Discipleship
- Spiritual practices
- Knowing the character of God
- Listening to voice of God
- Repentance & Accountability
- Fruits of the Spirit
- Baptism & Church life
- Integrity
- Rest & Giving thanks
- *Spiritual Life Emphasis Week & Pastor's Day*

Building Caring Communities

- *Orientation & community-building*
- *Small groups: Interest, Advisor, etc.*
- *Advisor conferences* (HS)
- *Student-planned community chapels*
- *Academic & topical convocations*

Pursuing Reconciled Relationships

Stewardship

- Mental & Body health
- Simplicity & Generosity
- Creation care
- Vocation
- Giving testimony
- Dating, Marriage, and Family
- *Musical guests*

Peacemaking

- Image of God
- Seeking justice
- Forgiveness

Service

- Stories of service
- Sharing our spiritual gifts

Intercultural Competence

- Celebrating student diversity
- Church around the globe
- Stories of the marginalized

Approved by the Board of Trustees – May 2024

DOCK

MENNONITE ACADEMY

Learning for lives of purpose

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.

Early Childhood to Grade 8 Campus

420 Godshall Road, Souderton, PA 18964 . 215.723.1196

Grades 9 to 12 Campus

1000 Forty Foot Road, Lansdale, PA 19446 . 215.362.2675

dock.org